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Julie Lanthier Bandy, M.P.A., Associate Vice Chancellor, Marketing
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National University System Affiliates
National University
John F. Kennedy University
Division of Pre-College Programs
National University Academy
National University Virtual High School
National University International
Spectrum Pacific Learning
WestMed College
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.

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

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

National University remains focused on providing students with state-of-the-art technologies, including high-tech classrooms and a library with one of the largest collections of e-books in the United States. The University offers more than 90 programs that are available either completely or partially online, allowing students locally, nationally, and globally to pursue a broad range of degrees and credentials.

Our commitment to serving students is embodied in our Student Concierge Service which provides a one-stop student service center seven days a week, 365 days a year. The Student Concierge Service 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 National’s processes and programs, and as a central source of quality assurance.

National University is proud of what it has accomplished in the past 41 years, and we look forward to sharing an even more distinguished future with you as we continue to seek new and better ways to address your needs as a student.

Sincerely,

Patricia E. Potter
Interim President
National University
Note: The University reserves the right to change or modify policies, regulations, curricula, courses, tuition and fees, or any other aspect of its programs described in this catalog at any time.

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

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

Catalog Effective Date: September 1, 2012

For more information, call
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Student Concierge Services
866.NU-ACCESS ext 8900
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Associate Vice Chancellor, Communications

NATIONAL UNIVERSITY ADMINISTRATION

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Associate Regional Dean, North San Diego County

Gwendolyn Smith, M.A.
Associate Regional Dean, San Jose
### 2012
#### Summer 2012
- **Summer Break:** July 1 – July 7
- **Independence Day:** Wednesday, July 4
- **Summer Quarter Begins:** Tuesday, July 9
- **Labor Day:** Monday, September 3
- **Summer Quarter Ends:** Saturday, September 29

#### Fall 2012
- **Fall Quarter Begins:** Monday, October 1
- **Thanksgiving:** Thursday, November 22 and Friday, November 23
- **Fall Quarter Ends:** Saturday, December 22
- **Winter Break:** December 23 – January 5
- **Christmas Eve:** Monday, December 24
- **Christmas:** Tuesday, December 25

### 2013
#### Winter 2013
- **New Year's Day:** Tuesday, January 1
- **Winter Quarter Begins:** Monday, January 7
- **Martin Luther King's Birthday:** Monday, January 21
- **President's Day:** Monday, February 18
- **Winter Quarter Ends:** Saturday, March 30

#### Spring 2013
- **Spring Break:** Sunday, March 31 – April 6
- **Spring Quarter Begins:** Monday, April 8
- **Northern Commencement:** Sunday, April 21
- **Memorial Day:** Monday, May 27
- **Southern Commencement:** Thursday, May 30
  - **(Southern Region: No classes will be held)**
- **Spring Quarter Ends:** Saturday, June 29

#### Summer 2013
- **Summer Break:** June 30 – July 6
- **Independence Day:** Thursday, July 4
- **Summer Quarter Begins:** Monday, July 8
- **Labor Day:** Monday, September 2
- **Summer Quarter Ends:** Saturday, September 28

#### Fall 2013
- **Fall Quarter Begins:** Monday, September 30
- **Thanksgiving:** Thursday, November 28 and Friday, November 29
- **Fall Quarter Ends:** Saturday, December 21
- **Winter Break:** December 22 – January 4
- **Christmas Eve:** Tuesday, December 24
- **Christmas:** Wednesday, December 25

### 2014
#### Winter 2014
- **New Year's Day:** Wednesday, January 1
- **Winter Quarter Begins:** Monday, January 6
- **Martin Luther King's Birthday:** Monday, January 20
- **President's Day:** Monday, February 17
- **Winter Quarter Ends:** Saturday, March 29

#### Spring 2014
- **Spring Break:** Sunday, March 30 – April 5
- **Spring Quarter Begins:** Monday, April 7
- **Memorial Day:** Monday, May 27
- **Spring Quarter Ends:** Saturday, June 28

#### Summer 2014
- **Summer Break:** June 29 – July 5
- **Independence Day:** Friday, July 4
- **Summer Quarter Begins:** Monday, July 8
- **Labor Day:** Monday, September 2
- **Summer Quarter Ends:** Saturday, September 27

#### Fall 2014
- **Fall Quarter Begins:** Monday, September 30
- **Thanksgiving:** Thursday, November 27 and Friday, November 28
- **Fall Quarter Ends:** Saturday, December 20
- **Winter Break:** December 21 – January 3
- **Christmas Eve:** Wednesday, December 24
- **Christmas:** Thursday, December 25

**Bold** indicates the University will not be conducting any classes.

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Student Concierge Services 866.NU-ACCESS ext 8900  
Visit us on the web www.nu.edu
Starting dates of classes.

National holiday. The University will be closed.

University break. The University does not offer classes during breaks.

May 30—No classes for Southern Region only; Make-up day is May 11, 2013.

Legend:

- Starting dates of classes.
- University break. The University does not offer classes during breaks.
- May 30—No classes for Southern Region only; Make-up day is May 11, 2013.
Undergraduate classes are 4.5 quarter units, 45 contact hours, unless otherwise noted. All online classes begin on Mondays, with the exception of those terms when Monday is a holiday. In these cases, online courses begin on Tuesday. Ending dates vary by program.

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

### Onsite Undergraduate Class Schedule

#### Mondays and Wednesdays

<table>
<thead>
<tr>
<th>Weekday/Time</th>
<th>Saturday Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday/Wednesday (8 sessions) 5:30 p.m.-10 p.m.</td>
<td>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.</td>
</tr>
<tr>
<td>Tuesday/Thursday (8 sessions) 5:30 p.m.-10 p.m.</td>
<td>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.</td>
</tr>
</tbody>
</table>

24 month calendar follows:

### Onsite Undergraduate Class Schedule

#### SUMMER 2012
- July 9, 11, 12, 14, 16, 18, 20, 22, 24, 26 (8-12:30), 28, 30, August 1, 3, 4 (8-12:30)
- August 5, 6, 8, 10 (8-12:30), 12, 14 (8-12:30), 16, 18, 20, 22 (1-5:30)
- September 2, 4, 5, 7, 9 (8-12:30), 10, 12 (8-12:30), 14, 16, 18, 20 (1-5:30)

#### FALL 2012
- October 1, 3, 5, 7, 9, 11, 13, 15, 17 (8-12:30), 19, 21 (1-5:30)
- October 22, 24, 26, 28, November 1, 3, 5, 7, 9, 11, 13, 15, 17 (8-12:30), 19, 21 (1-5:30)

#### SPRING 2013
- April 7, 9, 11, 13, 15 (8-12:30), 17, 19, 21, 23, 25, 27, 29 (1-5:30)
- May 6, 8, 10 (8-12:30), 12, 14, 16, 18, 20, 22 (1-5:30)

#### SUMMER 2013
- July 8, 10, 12, 14, 16, 18, 20, 22, 24, 26, 28, 30 (8-12:30), 32, 34, 36, 38, 40 (1-5:30)
- August 5, 7, 9, 11 (8-12:30), 13, 15, 17, 19, 21, 23, 25, 27 (1-5:30)

#### FALL 2013
- September 29, October 1, 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29 (8-12:30), 31, 33, 35, 37, 39 (1-5:30)

#### WINTER 2014
- January 7, 9, 11, 13, 15, 17, 19, 21 (8-12:30), 23, 25, 27, 29 (1-5:30)

#### SPRING 2014
- April 7, 9, 11, 13, 15, 17, 19, 21, 23, 25 (8-12:30), 27, 29, May 1, 3, 5, 7, 9, 11 (8-12:30), 13, 15, 17, 19, 21, 23, 25, 27, 29 (1-5:30)

#### SUMMER 2014
- July 8, 10, 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, August 1, 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31 (8-12:30), 33, 35, 37, 39 (1-5:30)

#### FALL 2014
- September 29, October 1, 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29 (8-12:30), 31, 33, 35, 37, 39 (1-5:30)

#### WINTER 2014
- January 7, 9, 11, 13, 15, 17, 19, 21, 23, 25 (8-12:30), 27, 29, March 1 (8-12:30), 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29 (1-5:30)

#### SPRING 2014
- April 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27 (8-12:30), 29, May 1, 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31 (1-5:30)

#### SUMMER 2014
- July 8, 10, 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, August 1, 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31 (8-12:30), 33, 35, 37, 39 (1-5:30)

#### FALL 2014
- September 29, October 1, 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29 (8-12:30), 31, 33, 35, 37, 39 (1-5:30)

#### WINTER 2014
- January 7, 9, 11, 13, 15, 17, 19, 21, 23, 25 (8-12:30), 27, 29, March 1 (8-12:30), 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29 (1-5:30)

#### SPRING 2014
- April 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27 (8-12:30), 29, May 1, 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31 (1-5:30)

#### SUMMER 2014
- July 8, 10, 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, August 1, 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31 (8-12:30), 33, 35, 37, 39 (1-5:30)

#### FALL 2014
- September 29, October 1, 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29 (8-12:30), 31, 33, 35, 37, 39 (1-5:30)
Graduate Class Schedule
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•

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

Weekday

Time

Saturday Schedule

Monday/Wednesday (8 sessions)

5:30 p.m.-10 p.m.

Tuesday/Thursday (8 sessions)

5:30 p.m.-10 p.m.

8:30 a.m.-12:30 p.m. or 1 p.m.-5 p.m.; Normally one Saturday,
two Saturdays if weekday holiday makes it necessary.
8:30 a.m.-12:30 p.m. or 1 p.m.-5 p.m.; Normally one Saturday,
two Saturdays if weekday holiday makes it necessary.

Calendar,
Schedules

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

24 month calendar follows:

Onsite Graduate Class Schedule

Onsite Graduate Class Schedule

Mondays and Wednesdays

Tuesdays and Thursdays

SUMMER 2012
July 9, 11, 16, 18, 23, 25, 30, August 1, 4(8:30-12:30)
August 6, 8, 13, 15, 20, 22, 27, 29, September 1(1-5:00)
September 5, 8 (8-12:30), 10, 12, 17, 19, 24, 26, 29(8:30-12:30)

SUMMER 2012
July 10, 12, 17, 19, 24, 26, 31, August 2, 4(1-5:00)
August 7, 9, 14, 16, 21, 23, 28, 30, September 1(8:30-12:30)
September 4, 6, 11, 13, 18, 20, 25, 27, 29(1-5:00)

FALL 2012
October 1, 3, 8, 10, 15, 17, 22, 24, 27(1-5:00)
October 29, 31 November 5, 7, 12, 14, 19, 21, 24(8:30-12:30)
November 26, 28, December 3, 5, 10, 12, 17, 19, 22(1-5:00)

FALL 2012
October 2, 4, 9, 11, 16, 18, 23, 25, 27(8:30-12:30)
October 30, November 1, 3 (8-12:30)6, 8, 13, 15, 20, 24(1-5:00)
November 27, 29, December 4, 6, 11, 13, 18, 20, 22(8:30-12:30)

WINTER 2013
January 7, 9, 12(8-12:30), 14, 16, 23, 28, 30 February 2(8:30-12:30)
February 4, 6, 9(8-12:30), 11, 13, 20, 25, 27, March 2(1-5:00)
March 4, 6, 11, 13, 18, 20, 25, 27, 30(8:30-12:30)

WINTER 2013
January 8, 10, 15, 17, 22, 24, 29, 31, February 2(1-5:00)
February 5, 7, 12, 14, 19, 21, 26, 28, March 2(8:30-12:30)
March 5, 7, 12, 14, 19, 21 26, 28, 30 (1-5:00)

SPRING 2013
April 8, 10, 15, 17, 22, 24, 29, May 1, 4(1-5:00)
May 6, 8, 11 (8-12:30), 13, 15, 20, 22, 29, June 1(8:30-12:30)
June 3, 5, 10, 12, 17, 19, 24, 26, 29(1-5:00)

SPRING 2013
April 9, 11, 16, 18, 23, 25, 30, May 2, 4(8:30-12:30)
May 7, 9, 14, 16, 21, 23, 28, 30, June 1(1-5:00)
June 4, 6, 11, 13, 18, 20, 25, 27, 29(8:30-12:30)

SUMMER 2013
July 8, 10, 15, 17, 22, 24, 29, 31 August 3(8:30-12:30)
August 5, 7, 12, 14, 19, 21, 26, 28, 31 (1-5:00)
September 4, 7 (8-12:30), 9, 11, 16, 18, 23, 25, 28(8:30-12:30)

SUMMER 2013
July 9, 11, 16, 18, 23, 25, 30 August 1, 3(1-5:00)
August 6, 8, 13, 15, 20, 22, 27, 29, 31 (8:30-12:30)
September 3, 5, 10, 12, 17, 19, 24, 26, 28(1-5:00)

FALL 2013
September 30, October 2, 7, 9, 14, 16, 21, 23, 26(1-5:00)
October 28, 30 November 4, 6, 11, 13, 18, 20, 23(8:30-12:30)
November 25, 27, December 2, 4, 9, 11, 16, 18, 21(1-5:00)

FALL 2013
October 1, 3, 8, 10, 15, 17, 22, 24, 26 (8:30-12:30)
October 29, 31 November 5, 7, 12, 14, 19, 21, 23(1-5:00)
November 26, December 3, 5, 7(8:00-12:30), 10, 12, 17, 19, 21(8:30-12:30)

WINTER 2014
January 6, 8, 11(8-12:30), 13, 15, 22, 27, 29, February 1(8:30-12:30)
February 3, 5, 8(8-12:30), 10, 12, 19, 24, 26, March 1(1-5:00)
March 3, 5, 10, 12, 17, 19, 24, 26, 29(8:30-12:30)

WINTER 2014
January 7, 9, 14, 16, 21, 23, 28, 30, February 1(1-5:00)
February 4, 6, 11, 13, 18, 20, 25, 27, March 1(8:30-12:30)
March 4, 6, 11, 13, 18, 20 25, 27, 29 (1-5:00)

SPRING 2014
April 7, 9, 14, 16, 21, 23, 28, 30, May 3(1-5:00)
May 5, 7, 10 (8-12:30), 12, 14, 19, 21, 28, 31 (8:30-12:30)
June 2, 4, 9, 11, 16, 18, 23, 25, 28(1-5:00)

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April 8, 10, 15, 17, 22, 24, 29, May 1, 3(8:30-12:30)
May 6, 8, 13, 15, 20, 22, 27, 29, 31(1-5:00)
June 3, 5, 10, 12, 17, 19, 24, 26, 28(8:30-12:30)

SUMMER 2014
July 7, 9, 14, 16, 21, 23, 28, 30 August 2(8:30-12:30)
August 4, 6, 11, 13, 18, 20, 25, 27, 30 (1-5:00)
September 3, 6 (8-12:30), 8, 10, 15, 17, 22, 24, 27(8:30-12:30)

SUMMER 2014
July 8, 10, 15, 17, 22, 24, 29, 31, August 2 (1-5:00)
August 5, 7, 12, 14, 19, 21, 26, 28, 30 (8:30-12:30)
September 2, 4, 9, 11, 16, 18, 23, 25, 27(1-5:00)

FALL 2014
September 29, October 1, 6, 8, 13, 15, 20, 22, 25(1-5:00)
October 27, 29 November 3, 5, 10, 12, 17, 19, 22(8:30-12:30)
November 24, 26, December 1, 3, 8, 10, 15, 17, 20(1-5:00)

FALL 2014
September 30, October 2, 7, 9, 14, 16, 21, 23, 25 (8:30-12:30)
October 28, 30 November 4, 6, 11, 13, 18, 20, 22(1-5:00)
November 25, December 2, 4, 9, 11, 13 (8-12:30), 16, 18, 20, (8:30-12:30)

5


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Fax: (916) 855-4397  
E-mail: msherman@nu.edu

Bernell Hirning  
Associate Regional Dean, Fresno and Bakersfield  
Ph.D.  
20 E River Park Place West  
Fresno, CA 93720-1551  
Phone: (559) 256-4901  
Fax: (559) 256-4991  
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Olivia Horton  
Associate Regional Dean, San Bernardino and Ontario  
M.A.  
804 East Brier Drive  
San Bernardino, CA 92408-2815  
Phone: (909) 806-3306  
Fax: (909) 806-3398  
E-mail: olhorton@nu.edu

Mark Moses  
Associate Regional Dean, South San Diego County  
M.A.  
9388 Lightwave Avenue  
San Diego, CA 92123-1426  
Phone: (858) 541-7701  
E-mail: mmoses@nu.edu

Mark Redfern  
Associate Regional Dean, Costa Mesa  
M.B.A.  
3390 Harbor Boulevard  
Costa Mesa, CA 92626-1502  
Phone: (714) 429-5101  
Fax: (714) 429-5396  
E-mail: mredfern@nu.edu

Abena Salvant  
Associate Regional Dean, North San Diego County  
M.A.  
705 Palomar Airport Road, Suite 150  
Carlsbad, CA 92011-1064  
Phone: (760) 268-1501  
E-mail: asalvant@nu.edu

Gwendolyn Smith  
Associate Regional Dean, San Jose  
M.A.  
3031 Tisch Way, 100 Plaza East  
San Jose, CA 95128-2530  
Phone: (408) 236-1101  
E-mail: gsmith3@nu.edu
Campus Directory

Bakersfield Campus
4560 California Avenue, Suite 300
Bakersfield, CA 93309-1150
(661) 864-2360 • Fax: (661) 864-2368
Administration
(661) 864-2370
Admissions
(661) 864-2360
Bookstore (National University TextDirect)
1 (866) 243-0077
E-mail: Nutextdirect@bkstr.com
Website: www.nutextdirect.com
Business Office/Student Accounts
(661) 864-2371
College of Letters and Sciences
(661) 864-2360
Conference Facilities
(661) 864-2360
Credential Advisor
(661) 864-2370
School of Education
(661) 864-2383

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

Costa Mesa Campus
3390 Harbor Boulevard
Costa Mesa, CA 92626-1502
(714) 429-5100 • Fax: (714) 429-5220
Academic Department
(714) 429-5102 • Fax: (714) 429-5396
Admissions
(714) 429-5100 • Fax: (714) 429-5220
Bookstore (National University TextDirect)
1 (866) 243-0077
E-mail: Nutextdirect@bkstr.com
Website: www.nutextdirect.com
Business Office/Student Accounts
(714) 429-5171 • Fax: (714) 429-5176
College of Letters and Sciences
(714) 429-5100 • Fax: (714) 429-5176
Computer Lab
(714) 429-5122
Conference Facilities
(714) 429-5280 • Fax: (714) 429-5279
Credential Advisor
(714) 429-5100 • Fax: (714) 429-5395
Science Lab
(714) 429-5119
Financial Aid
(714) 429-5100
School of Business and Management
(714) 429-5100 • Fax: (714) 429-5176
School of Education
(714) 429-5100 • Fax: (714) 429-5176
School of Engineering, Technology & Media
(714) 429-5100 • Fax: (714) 429-5176
School of Health and Human Services
(714) 429-5100 • Fax: (714) 429-5176
School of Media and Communication
(714) 429-5100 • Fax: (714) 429-5176

Fresno Campus
20 E River Park Place West
Fresno, CA 93720-1551
(559) 256-4900 • Fax: (559) 256-4992
Academic Department
(559) 256-4969 • Fax: (559) 256-4995
Administration
(559) 256-4901 • Fax: (559) 256-4991
Admissions
(559) 256-4900 • Fax: (559) 256-4992
Bookstore (National University TextDirect)
1 (866) 243-0077
E-mail: Nutextdirect@bkstr.com
Website: www.nutextdirect.com
Business Office/Student Accounts
(559) 256-4900 • Fax: (559) 256-4993
College of Letters and Sciences
(559) 256-4942
Financial Aid
(559) 256-4928
School of Business and Management
(559) 256-4940
School of Education
(559) 256-4945

Henderson, Nevada Campus
2850 West Horizon Ridge Parkway, Suite 300
Henderson, NV 89052-4395
(702) 531-7800 • Fax: (702) 531-7894

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

Los Angeles Campus
5245 Pacific Concourse Drive, Suite 100
Los Angeles, CA 90045-6905
(310) 662-2000 • Fax: (310) 662-2098
Academic Department
(310) 662-2102
Administration
(310) 662-2000
Admissions
(310) 662-2000 • Fax: (310) 662-2099
Bookstore (National University TextDirect)
1 (866) 243-0077
E-mail: Nutextdirect@bkstr.com
Website: www.nutextdirect.com
Business Office/Student Accounts
(310) 662-2035, (310) 662-2031, 2032, 2033
College of Letters and Sciences
(310) 662-2000 • Fax: (310) 662-2110
Credential Advisor
(310) 662-2050
Financial Aid Advisor
(310) 662-2020
School of Business and Management
(310) 662-2000 • Fax: (310) 662-2110
School of Education
(310) 662-2000 • Fax: (310) 662-2110
Campus Directory

Ontario Campus
3800 E Concourse Drive, Suite 150
Ontario, CA 91764-5905
(909) 919-7600 • Fax: (909) 919-7698
Admissions
(909) 919-7602 • Fax: (909) 919-7698
Bookstore (National University TextDirect)
1 (866) 243-0077
E-mail: Nutextdirect@bkstr.com
Website: www.nutextdirect.com
Business Office/Student Accounts
(909) 806-3375
College of Letters and Sciences
(909) 806-3334 • Fax: (909) 806-3341
Credential Program Specialist
(909) 806-3332 • Fax: (909) 806-3398
Financial Aid
(909) 806-3375
School of Education
(909) 806-3329 • Fax: (909) 806-3396
San Jose Campus
3021 Tisch Way, 100 Plaza East
San Jose, CA 95128-2530
(408) 236-1100 • Fax: (408) 236-1198
Academic Department
(408) 236-1130 • Fax: (408) 236-1195
Administration
(408) 236-1101 • Fax: (408) 236-1196
Admissions
(408) 236-1100 • Fax: (408) 236-1198
Bookstore (National University TextDirect)
1 (866) 243-0077
E-mail: Nutextdirect@bkstr.com
Website: www.nutextdirect.com
Business Office/Student Accounts
(909) 806-3375
College of Letters and Sciences
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Credential Program Specialist
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(408) 236-1101 • Fax: (408) 236-1196
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Website: www.nutextdirect.com
Business Office/Student Accounts
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College of Letters and Sciences
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Credential Program Specialist
(909) 806-3332 • Fax: (909) 806-3398
Financial Aid
(909) 806-3375
School of Education
(909) 806-3329 • Fax: (909) 806-3396

Oxnard Campus
1000 Towne Center, Suite 125
Oxnard, CA 93036
(805) 437-3000 • Fax: (805) 437-3094
Admissions
(805) 437-3000 • Fax: (805) 437-3094
Bookstore (National University TextDirect)
1 (866) 243-0077
E-mail: Nutextdirect@bkstr.com
Website: www.nutextdirect.com
Business Office/Student Accounts
(805) 437-3000 • Fax: (805) 437-3094
College of Letters and Sciences
(805) 437-3000 • Fax: (805) 437-3094
Credential Advisor
(805) 437-3000 • Fax: (805) 437-3094
Financial Aid
(805) 437-3000 • Fax: (805) 437-3094
School of Business and Management
(805) 437-3000 • Fax: (805) 437-3094
School of Education
(805) 437-3000 • Fax: (805) 437-3094

San Bernardino Campus
804 East Brier Drive
San Bernardino, CA 92408-2815
(909) 806-3300 • Fax: (909) 806-3398
Admissions
(909) 806-3300 • Fax: (909) 806-3398
Bookstore (National University TextDirect)
1 (866) 243-0077
E-mail: Nutextdirect@bkstr.com
Website: www.nutextdirect.com
Business Office/Student Accounts
(909) 806-3375
College of Letters and Sciences
(909) 806-3334 • Fax: (909) 806-3341
Credential Program Specialist
(909) 806-3332 • Fax: (909) 806-3398
Financial Aid
(909) 806-3375
School of Education
(909) 806-3329 • Fax: (909) 806-3396

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

Woodland Hills Campus
6300 Canoga Avenue
Woodland Hills, CA 91367
(818) 817-2460

MILITARY LEARNING CENTERS

V2 Marine Corps Air Station Miramar
Kelso Rd. Building 5305
San Diego, CA 92145
(619) 563-7355

V3 Naval Air Station North Island
S. R Ave., Building 650
San Diego, CA 92135-7024
(619) 563-7478

V4 Naval Medical Center
34425 Farenhold Ave., Bldg. 26 3B
San Diego, CA 92134-5000
(619) 563-7474

V5 Naval Base San Diego
3975 Norman Scott Rd., Bldg. 3280
San Diego, CA 92136-5000
(619) 563-7474

V6 Fleet AntiSubmarine Warfare Training
33077 Ping Place, Building 7
San Diego, CA 92147-5090
(619) 563-7488

VF Naval Base Coronado
S. R Ave., Building 650
San Diego, CA 92135-7024
(619) 563-7478

VM Marine Corps Recruit Depot
4025 Tripoli Ave., Building 111
San Diego, CA 92140-5000
(619) 563-7482

VV Marine Corps Base Camp Pendleton
8 Street, Bldg. 1331, Box 55020
Camp Pendleton, CA 92055-5020
(760) 268-1533

PN Twentynine Palms Marine Air Ground Task Force Training Center
6th Street, Bldg. 1526
Twentynine Palms, CA 92278-1118

ADMISSIONS OFFICES

John F. Kennedy University
Pleasant Hill Campus
100 Ellinwood Way
Pleasant Hill, CA 94523-4817
(925) 969-3587

Navy Submarine Base
Admissions Office
140 Sylvester Road, Building 140
San Diego, CA 92106-3521
(619) 563-7490
<table>
<thead>
<tr>
<th>City</th>
<th>Address</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arcadia</td>
<td>400 S. Baldwin Avenue, Suite 231</td>
<td>(626) 254-5800</td>
</tr>
<tr>
<td>Dallas</td>
<td>8132 Park Lane, Suite 165</td>
<td>(214) 360-3150</td>
</tr>
<tr>
<td>El Cajon</td>
<td>513 Parkway Plaza</td>
<td>(619) 401-5620</td>
</tr>
<tr>
<td>Escondido</td>
<td>200 East Via Rancho Parkway, Suite 485</td>
<td>(760) 739-6875</td>
</tr>
<tr>
<td>Fairfield/Solano</td>
<td>1350 Travis Boulevard, Suite Z15</td>
<td>(707) 436-1200</td>
</tr>
<tr>
<td>Houston</td>
<td>303 Memorial City, Suite 848</td>
<td>(713) 365-6720</td>
</tr>
<tr>
<td>Kennesaw-Atlanta</td>
<td>400 Ernest W. Barrett Parkway NW</td>
<td>(678) 581-4891</td>
</tr>
<tr>
<td>Long Beach</td>
<td>7557 Carson Boulevard</td>
<td>(562) 377-1960</td>
</tr>
<tr>
<td>National City</td>
<td>3030 Plaza Bonita Road</td>
<td>(619) 475-3200</td>
</tr>
<tr>
<td>Northridge</td>
<td>9301 Tampa Avenue</td>
<td>(818) 719-3140</td>
</tr>
<tr>
<td>Orlando</td>
<td>3201 E. Colonial Drive #F-24</td>
<td>(407) 254-1230</td>
</tr>
<tr>
<td>Palm Desert</td>
<td>72840 Highway 111, Suite 441</td>
<td>(760) 346-3230</td>
</tr>
<tr>
<td>Pasadena</td>
<td>167 South Lake Avenue</td>
<td>(626) 395-5660</td>
</tr>
<tr>
<td>Quantico</td>
<td>337 Potomac Avenue</td>
<td>(703) 630-3800</td>
</tr>
<tr>
<td>Riverside</td>
<td>1299 Galleria at Tyler, #G202</td>
<td>(951) 343-3880</td>
</tr>
<tr>
<td>Roseville</td>
<td>1151 Galleria Boulevard, Suite 239</td>
<td>(910) 855-4340</td>
</tr>
<tr>
<td>San Francisco</td>
<td>161 4th Street</td>
<td>(415) 777-6628</td>
</tr>
<tr>
<td>Santa Ana</td>
<td>2800 North Main Street</td>
<td>(714) 564-3600</td>
</tr>
<tr>
<td>Seattle</td>
<td>152 Southcenter Mall</td>
<td>(206) 248-6600</td>
</tr>
<tr>
<td>Summerlin</td>
<td>10870 West Charleston Boulevard, Suite 180</td>
<td>(702) 600-3500</td>
</tr>
<tr>
<td>Temecula</td>
<td>Suite A-105</td>
<td>(951) 296-1220</td>
</tr>
<tr>
<td>Torrance</td>
<td>21712 Hawthorne Boulevard, Suite 271</td>
<td>(310) 662-2170</td>
</tr>
<tr>
<td>West Covina</td>
<td>591 Plaza Drive</td>
<td>(626) 939-1600</td>
</tr>
<tr>
<td>West Los Angeles</td>
<td>10800 West Pico Boulevard</td>
<td>(310) 481-2046</td>
</tr>
</tbody>
</table>
Degree Programs Offered at National University

UNDERGRADUATE DEGREES

Associate of Arts
- with Concentrations in:
  - Business Administration

Associate of Arts
- with Majors in:
  - Communications
  - Creative Writing
  - Digital Media Design
  - Early Childhood Education
  - Hospitality & Customer Service
  - School Site Paraprofessional

Associate of Science
- with Majors in:
  - Alcohol & Drug Abuse Counseling
  - Business
  - Criminal Justice Administration
  - Engineering Technology
  - Health Informatics
  - Human Biology
  - Paralegal Studies
  - Professional Golf Management

Bachelor of Arts
- with Majors in:
  - Biological Science w/ a Preliminary Single Subject Teaching Credential (CA)
  - Digital Media Design
  - Early Childhood Development w/ a Preliminary Multiple Subject Teaching Credential (CA)
  - Early Childhood Education
  - Infant & Toddler Teacher Education
  - English with a Concentration in:
    - Creative Writing
  - English w/ Single Subject Matter Preparation
  - English w/ Preliminary Single Subject Teaching Credential (CA)
  - History
  - Integrated Marketing Communication
  - Interdisciplinary Studies
  - Interdisciplinary Studies w/ a Preliminary Multiple Subject Teaching Credential (CA)
  - STEM (Science, Technology, Engineering, Mathematics)
  - Management
    - with Concentrations in:
      - Alternative Dispute Resolution
      - Business Law
      - Economics
      - Entrepreneurship
      - Hospitality & Casino Management
      - Human Resource Management
      - Marketing
      - Project Management
      - Professional Golf Management

Bachelor of Public Administration

Bachelor of Science
- with Majors in:
  - Accountancy
  - Allied Health
    - with a Concentration in:
      - Health Informatics
      - Biomedical Engineering Technology
      - Clinical Lab Science
      - Computer Science
      - Construction Engineering Technology
      - Construction Management
      - Criminal Justice Administration
      - Environmental Science
      - Financial Management
      - Health Administration
      - Homeland Security & Emergency Management
      - Hospitality & Casino Management
      - Information Systems
      - Information Technology Management
      - Manufacturing Design Engineering
      - Mathematics
        - with a Concentration in:
          - Single Subject Teaching
          - Nursing (Accelerated Post-Bachelor Degree)
          - Nursing (BSN) (Generic Entry)
          - Nursing (Licensed Vocational Nurse to BSN)
          - Nursing (RN Completion)
          - Organizational Behavior
          - Organizational Leadership
          - Paralegal Studies
          - Public Health
          - Radiation Therapy

Foreign Credential Bridge Program
  (for students w/ foreign 3-year bachelor’s degrees)

GRADUATE DEGREES

Global Master of Business Administration (in Spanish)

Master of Accountancy

Master of Arts
- with Fields of Study in:
  - Accomplished Collaborative Leadership
  - Applied Gerontology
  - Applied Linguistics
  - Counseling Psychology
    - with Specializations in:
      - Licensed Professional Clinical Counseling
      - Marriage and Family Therapy
      - Digital Journalism
  - Education
    - with Specializations in:
      - Best Practices
      - Educational Technology
      - e-Teaching & Learning
      - TeacherLeadership
      - Teaching & Learning in a Global Society
      - Teaching Mathematics
  - English
    - with Specializations in:
      - Gothic Studies
      - Rhetoric
      - Film Studies
      - History
      - Human Behavior
      - Human Resource Management
    - with Specializations in:
      - Organizational Development & Change
      - Management
      - Organizational Leadership
      - Performance Psychology
      - Strategic Communications
      - Teaching
        - with Specializations in:
          - Applied Behavior Analysis
          - Autism
          - Best Practices
          - E-Teaching & Learning
          - Early Childhood Education
          - Educational Technology
          - National Board Certified Teacher Leadership
          - Reading
          - Special Education
          - Teacher Leadership
          - Teaching & Learning in a Global Society
          - Teaching Mathematics
      - Master of Business Administration
        - with Specializations in:
          - Financial Management
          - Human Resources Management
          - Integrated Marketing Communication
          - International Business
          - Management Accounting
          - Marketing
          - Mobile Marketing & Social Media
          - Organizational Leadership
          - Professional Golf Management
      - Master of Criminal Justice
      - Master of Education w/ Preliminary Multiple or Single Subject Teaching Credential & Internship Option (CA)
        - with Specializations in:
          - Best Practices
          - e-Teaching & Learning
          - Educational & Instructional Technology
          - TeacherLeadership
          - Teaching & Learning in a Global Society
          - Teaching Mathematics
      - Master of Fine Arts
        - with Fields of Study in:
          - Creative Writing
          - Digital Cinema
          - Professional Screenwriting
      - Master of Forensic Sciences
        - with Specializations in:
          - Criminalistics
          - Investigation
Degree Programs Offered at National University

Master of Global Management

Master of Healthcare Administration

Master of Public Administration with Specializations in:
- Human Resource Management
- Organizational Leadership
- Public Finance

Master of Public Health with Areas of Specialization in:
- Health Promotion
- Healthcare Administration
- Mental Health

Master of Science with Fields of Study in:
- Applied School Leadership
- Biology
- Clinical Affairs
- Clinical Regulatory Affairs
- Computer Science with Specializations in:
  - Advanced Computing
  - Database Engineering
  - Software Engineering
- Cyber Security & Information Assurance with Specializations in:
  - Health Information Assurance
  - Computer Forensics
  - Ethical Hacking & Pen Testing
  - Information Assurance & Security
- Data Analytics
- Educational Administration w/ Preliminary Administrative Services Credential
- Educational & Instructional Technology
- Educational Counseling
- Engineering Management with Specializations in:
  - Enterprise Architecture (DoDAF, FEAR)
  - Project Management
  - Systems Engineering
  - Technology Management
- Environmental Engineering
- Health Informatics
- Health & Life Science Analytics
- Higher Education Administration
- Homeland Security & Emergency Management
- Innovative School Leadership
- Instructional Leadership
- Juvenile Justice Special Education
- Management Information Systems
- Nurse Anesthesia
- Nursing with Specializations in:
  - Forensic Nursing
  - Nursing Informatics
- Organizational Leadership with a Specialization in:
  - Community Development
  - School Psychology
- Special Education with Specializations in:
  - Deaf & Hard-of-Hearing
  - Mild/Moderate
  - Moderate/Severe
  - Sustainability Management
  - Wireless Communications

DOCTORAL PROGRAM

Doctor of Nursing Practice

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

Clear Administrative Services Credential
- Clear Level II Education Specialist: Deaf or Hard-of-Hearing (DHH)
- Clear Level II Education Specialist: Mild/Moderate Disabilities
- Clear Level II Education Specialist: Moderate/Severe Disabilities
- Clear Multiple or Single Subject Credential
- Preliminary Administrative Services Certificate/Credential
- Preliminary Education Specialist Authorization Teaching Credential
- Preliminary Multiple Subject Teaching Credential w/ Internship Option
- Preliminary Single Subject Credential w/ Internship Option
- Pupil Personnel Services Credential School Counseling (PPSC)
- University Internship Pupil Personnel Services Credential School Counseling (PPSC)

NEVADA PROGRAMS

Associate of Science in Human Biology
- Bachelor of Arts in Early Childhood Education
- Bachelor of Arts in Elementary Education w/ Nevada Licensure
- Bachelor of Arts in Mathematics Education w/ Nevada Licensure
- Bachelor of Arts in Secondary Education, Major in English w/ Nevada Licensure
- Bachelor of Business Administration
- Bachelor of Public Administration
- Bachelor of Science in Criminal Justice
- Administration English Language Program (ELP)
- Master of Arts in Counseling Psychology
- Master of Arts in Teaching
- Master of Business Administration
- Master of Education in Elementary Education w/ Nevada Licensure
- Master of Education in Secondary Education w/ Nevada Licensure
- Master of Forensic Science
- Master of Public Administration
- Master of Science in Organizational Leadership
- Master of Science in Special Education w/ Nevada Licensure

CERTIFICATE PROGRAMS

UNDERGRADUATE LEVEL

Accountancy
- Advanced Professional Golf Management
- Alcohol & Drug Abuse Counseling
- Alternative Dispute Resolution
- Basic Human Resource Management
- Basic Sales & Marketing
- Basics of Casino Management
- Criminal Justice Administration
- Finance
- Hospitality & Casino Management
- Human Resource Management
- LVN “30 Unit” Option
- Marketing
- Professional Golf Management

GRADUATE LEVEL

Accountancy
- Applied Behavioral Analysis
- Autism
- Bereavement Studies
- Best Practices
- Clinical Informatics
- e-Teaching & Learning
- Early Childhood Education
- Early Childhood Special Education Add-On Authorization
- Educational Technology
- Forensic & Crime Scene Investigations
- Health Coaching
- International Business
- National Board Certified Teacher Leadership
- Nursing Informatics
- Patient Advocacy
- Project Management
- Reading
- Subject Matter Authorization in Introductory Mathematics for Single or Multiple Subject Teaching Credential Holders (CA)
- Teaching Mathematics

EXTENDED LEARNING PROGRAMS

American Society of Quality (ASQ)
- Certification Training
- Autism Education Certificate
- Charter School Certificate
- Construction Management Certificate
- CSET Preparation
- Department of Defense Architecture Framework
- Dropout Prevention Specialist
- Executive Business Management Certificate
- Federal Enterprise Architecture
- Marine Technology with Concentrations in:
  - Diver Medic Technician
  - Underwater Inspection Technology
- Medical Billing and Coding
- National Board Certification Teacher Academy
- Online Health Continuing Education
- Paralegal Specialist Certificate
- with Specializations in:
  - Corporations
  - Criminal Law
  - Litigation
- Reading Instruction Competence Assessment (RICA) Preparation
- Teacher Development Self-Paced Online Course
- U.S. Constitution Test Prep & Exam

Entire program can be completed online.
On-site program with possible online courses or prerequisites.
Online program with residency in Los Angeles.

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

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

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

Institutional Learning Outcomes

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

General Description

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

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

### Campuses

| Bakersfield | Naval Medical Centers
| Carlsbad   | ASW
| Costa Mesa | Camp Pendleton
| Fresno     | MCAS Miramar
| Henderson, Nevada | MCRD San Diego
| Kearny Mesa | NAB Coronado
| La Mesa    | NAS North Island
| Los Angeles| Naval Base San Diego
| Ontario    | Naval Medical Center San Diego
| Oxnard     | Twentynine Palms
| Rancho Bernardo | Escondido
| Rancho Cordova | Fairfield
| Redding    | Houston, Texas
| San Bernardino | Long Beach
| San Jose   | National City
| South Bay  | Northridge
| Spectrum   | Orlando, Florida
| Stockton   | Palm Desert
| Woodland Hills | Pasadena
| Arcadia    | Quantic, Virginia
| Atlanta, Georgia | Roseville
| Dallas, Texas | Riverside
| El Cajon   | San Francisco
| Miami, Florida | Santa Ana
| Oceanside  | Seattle, Washington
| Ontario    | Summerlin, Nevada
| Philadelphia | Temecula
| Phoenix    | Torrance
| Portland   | West Covina
| San Diego  | West Los Angeles
| Seattle    | West Virginia
| San Francisco | Wyoming
| San Jose   | Tennessee
| Stockton   | Arkansas
| Woodland Hills | Oklahoma

### Military Learning Centers

- ASW
- Camp Pendleton
- MCAS Miramar
- MCRD San Diego
- NAB Coronado
- NAS North Island
- Naval Base San Diego
- Naval Medical Center San Diego
- Twentynine Palms

### Online Information Centers

- Arcadia
- Atlanta, Georgia
- Dallas, Texas
- El Cajon

### Accreditation/Memberships

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

The University is also:
- Accredited by the California Board of Registered Nursing (BRN)
- Approved by the Commission on Collegiate Nursing Education (CCNE) for the offering of the Bachelor of Science in Nursing Program
- Accredited by the International Assembly for Collegiate Business Education (IACBE) for programs offered by the School of Business & Management
- A member of the American Association of Colleges for Teacher Education (AACTE)
- Approved for student financial aid by the Department of Education
- A member of the Council of Colleges of Arts and Sciences (CCAS)
- Authorized under federal law to enroll non-immigrant alien students
- A member of the American Association of Intensive English Programs (AAIEP) through its American Language and Intercultural Studies program
- A participant in the Servicemembers Opportunity College network (SOC)
- Approved for Army, Air Force, Coast Guard, Marine Corps, Navy and U.S. government tuition assistance. Students in San Diego, Los Angeles, and Rancho Cordova who qualify may enroll in the Army or Air Force ROTC cross-enrollment programs.

The Division of Extended Learning is a member of the following organization:
- The International Association for Continuing Education and Training (IACET) as an Authorized Provider of the Continuing Education Unit (CEU)

National University has received specialized accreditation for its business programs through the International Assembly for Collegiate Business Education (IACBE), located in Olathe, Kansas. The business programs in the following degrees are accredited by the IACBE:

- Master of Accountancy
- Bachelor of Arts
- Master of Public Administration
- Master of Science
- Organizational Leadership
- Management Information Systems

Bachelor of Arts
- Management
- Bachelor of Business Administration
- Bachelor of Science
- Accountancy
- Financial Management
- Hospitality and Casino Management
- Organizational Leadership
Faculty

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

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

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

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

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

Familiarity with University Regulations

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

National University Community Research Institute (NUCRI)

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

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

**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.

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

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

Application Fee for Continuing Education Unit Certificates .......... $25

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

International Student Activity Fee ....................................................$50
See also International Student Prepayment and Refund policy.

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

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

Transcript Fee .................................................................................. $5
Per copy fee for each transcript

Returned Check Charge ......................................................................$20

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

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

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

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

Nursing Fees
Basic BSN Program Orientation Fee ............................................... $2,450

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

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

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

MFA Digital Cinema and Professional Screenwriting Fees:
MDC 688 Course Fee ........................................................................ $1,200
MDC 689 Course Fee ........................................................................ $550
SCR 675 Course Fee ........................................................................ $750
SCR 670P Course Fee ........................................................................ $250
SCR 690 Course Fee ........................................................................ $350
SCR 691 Course Fee ........................................................................ $350

MS Anesthesia Fees:
Application Fee .............................................................................. $60
(In addition to University Application fee)
Unit Fee ........................................................................................ $329.70
(In addition to tuition fee)
Teaching Performance Assessment Fees .......................................... $305
Total cost for initial submission of all 4 TPA Tasks. See Credentials section under School of Education for further information on TPA tasks and Task Stream.

**National University Golf Academy**

**Player’s Lab Fee**
The labs are part of the practical portion of the National University Golf Academy curriculum that incorporate and build upon prior learning in the Player’s Lab series. Students participate in individual and/or group activities that can include instruction, training, play and practice activities.

ORI 31/ ORI 34 Player’s Lab I $100
ORI 32/ ORI 35 Player’s Lab II $225
ORI 19/ ORI 21 Player’s Lab III $350

(Students enrolled in a National University Golf Academy program, Certificate, or approved Professional Golf Management elective are eligible to enroll in the Player’s Labs provided they are enrolled in a course or have completed a course in the past 45 days, and are in good academic standing.)

**Tuition**
*Tuition rates in effect as of September 4, 2012.*

Undergraduate - $326 per quarter unit
Graduate - $372 per quarter unit

<table>
<thead>
<tr>
<th>Course Level</th>
<th>4.5 quarter units</th>
<th>3 quarter units</th>
<th>2.25 quarter units</th>
<th>1.5 quarter units</th>
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<tr>
<td>100, 200, 300, 400</td>
<td>$1,467</td>
<td>$978</td>
<td>$733.50</td>
<td>$489</td>
</tr>
<tr>
<td>500 (Undergrad)*</td>
<td>$1,467</td>
<td>$978</td>
<td>$733.50</td>
<td>$489</td>
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<tr>
<td>500 (Grad)*</td>
<td>$1,674</td>
<td>$1,116</td>
<td>$837</td>
<td>$558</td>
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<tr>
<td>600 &amp; 700</td>
<td>$1,674</td>
<td>$1,116</td>
<td>$837</td>
<td>$558</td>
</tr>
</tbody>
</table>

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

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

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

The University reserves the right to modify tuition at any time. Students whose employers have entered into a contractual agreement with the University may be eligible for reduced tuition.
Military Community

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

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

Enrollment Agreement

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

Payments and Release of Records

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

Safety Program

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

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

Campus Security

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

- Lock their cars
- Never leave valuable items in their parked cars
- Return to their cars in the company of other students when they leave the classroom at night. If no other students are going in that direction, students should request that a security guard or the center assistant accompany them

- Take items of value with them when they leave a classroom, unless they are certain that the classroom will be locked or monitored while they are away
- Report anything that appears to be out of the ordinary (e.g., a stranger lingering in the area) immediately to the center assistant

Safety procedures are posted at campuses and labs.

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

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

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

Conference Services

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

Professional Development and Seminars

National University’s Division of Extended Learning is an authorized provider of the Continuing Education Unit (CEU); benchmarked to International Association for Continuing Education and Training (IACET) standards. The IACET CEU is considered the hallmark of quality in continuing education and training. IACET CEUs enhance the credibility of professional development and training in disciplines, such as: education, engineering, accounting, legal, medical, Real Estate and others. National University provides many administrative services to support professional development events and conferences. These may be held at National University’s campuses throughout California, client locations, online, or by real-time web seminars. Extended Learning documents CEUs with a certificate and/or an official National University transcript. For more information regarding professional excellence with NU CEUs, please call (858) 642-8600.
Student Support Services

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

Mathematics Tutoring

National University students have the opportunity to work one-on-one with math tutors in mathematics, sciences, engineering and business in the Math Center.

Mathematics tutors are available to work with students online or onsite in San Diego. Visit our website (http://www.nu.edu/OurPrograms/StudentServices/mathcenter.html) for more information. To access our online scheduler, visit (http://numath.mywconline.com).

National University Library System

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

Online resources and services are available 24/7 at http://library.nu.edu. Access to online resources may require authentication: Log in using your 9-digit NU ID number and 6-digit birth date (mmddyy).

Location:
9393 Lightwave Avenue, San Diego, CA 92123

Hours (Pacific Time, excluding holidays and breaks):
Monday – Thursday 10 a.m. – 10 p.m.
Friday 10 a.m. – 6 p.m.
Saturday 8:30 a.m. – 5 p.m.
Sunday 10 a.m. – 5 p.m.

Contact Information: E-mail: refdesk@nu.edu | Text: (858) 367-0904 | In San Diego: (858) 541-7900 | Toll Free: (866) 682-2237 x7900

Online Information Centers

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

Online Courses

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

Onsite classes may make use of an e-companion which is an online resource where students can view course materials and assignments.

As of June 2012, following is a list of minimum system requirements that are needed to successfully access your courses on the eCollege platform.

Technical Requirements

WINDOWS USERS
Windows 7, XP or Vista
Pentium III 1 GHz processor
256 MB RAM
High-speed internet connection (ie: DSL, cable, etc.)
Note: Dial-up internet connection is supported
Sound Card & Speakers
Headset with Microphone with USB connection
eCollege supports the two most recent releases of Microsoft Internet Explorer, Mozilla Firefox and Google Chrome

MAC OS USERS
Mac OS X
G4, G5 or Intel Processor
256 MB RAM
High-speed internet connection (ie: DSL, cable, etc.)
Note: Dial-up internet connection is supported
Sound Card & Speakers
Headset with Microphone with USB connection
eCollege supports the two most recent releases of Apple Safari, Mozilla Firefox and Google Chrome

Notes:
• Browsers listed have been validated with the course platform. A user risks running into problems with the course software if they choose to use a non-supported browser.
• eCollege 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://myonlinelogin.com/index.learn?action=technical.

Writing Across the Curriculum

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

Strong writing skills are in demand in nearly every profession and give students a competitive edge in job searches and career advancement. The University is dedicated to providing students and faculty with a full range of conceptual material, instructional resources, and support systems.

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

Writing Across the Curriculum promotes writing and reading
enhancement throughout all schools of study through a variety of
publications and activities, including:
• Workshops for faculty
• Writing center
• Professional forums for self-expression, such as The Gnu, a
student literary journal, and WHACK, a faculty newsletter

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. An integral part of the Writing Across the
Curriculum Program, 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
and well-trained graduate students, are eager to work with students
to help them develop strategies for improving their writing. For
more information about writing center services and how to make an
appointment, go to
www.nu.edu/OurPrograms/StudentServices/WritingCenter.html

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

English Language Programs
English Language Programs (ELP) offer English language instruction
and a variety of cultural experiences to international students,
visitors, and professionals. Programs include: University Preparation,
intensive courses designed to prepare students for the academic
environment; and English Communication courses designed to help
students improve their English communication skills while learning
more about American culture. TOEFL is waived for ELP students
who complete level 1650 of the University Preparation Program.

English Language Programs also offer customized programs for
executives and professionals, Business English courses,
communication courses, Pre-MBA, English Camp, Accent Reduction
workshops, and TOEFL preparation workshops.

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

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

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

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

Student Concierge Services
National University’s Student Concierge Services is students’ one-
stop center for student service. Student Services Advocates are
trained in a range of areas such as Financial Aid, Credentials,
Admissions, and Graduations. Student Concierge Services is
dedicated to providing innovative and individualized solutions for
students. Student Concierge Services recognizes that National
University students may not be available to contact us during normal
business hours. That is why Student Concierge Services is available
Monday through Friday from 7 a.m. to midnight (Pacific) at (866)
628-8988 or scs@nu.edu.

Students with Disabilities
It is the policy of National University, in compliance with Section 504
of the Rehabilitation Act of 1973, the Americans with Disabilities Act
of 1990, as amended, 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 qualified 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
qualified students with disabilities in order to ensure that all
students have an equal opportunity to benefit from and have access
to programs and services. “Reasonable accommodation” means a
reasonable modification or adjustment that enables qualified
students with disabilities to have equal access to programs and
services. Under the law, “reasonable accommodation” may include,
but is not limited to, removal of barriers of access of the physical
facilities or programs, “academic adjustments” such as modification
of academic requirements, policies and procedures, and “auxiliary
aids” such as taped texts, interpreters, readers and other similar
services and actions.

The Office of Scholarships and Special Services provides disability
consultation and coordination of support services and
accommodations for all qualified students with disabilities.
Interested students should consult the University Policy on requesting Special Accommodations.

Students or prospective students who want to read the complete National University Policy and Procedures, Services to Students with Disabilities, should request a copy from an advisor.

Requesting Special Accommodations

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 students’ academic achievement, the University shall provide methods for evaluating the achievement of students with disabilities that impair sensory, manual, or speaking skills as will best ensure that the results of the evaluation represent the student’s achievement in the course, rather than reflecting the students impaired sensory, manual, or speaking skills, except where such skills are the factors that the test purports to measure.

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

Registration

Students seeking special accommodations due to a disability should contact the Office of Scholarships and Special Services in order to complete the required application form. The Office of Scholarships and Special Services will discuss potential accommodations and required documentation with the student. Students are encouraged to make accommodation requests as far in advance as possible. Accommodations are not retroactive. Accommodations for students with disabilities do not take effect until you have self-identified to the Office of Scholarships and Special Services, submitted an application, provided appropriate documentation, and received a letter identifying what accommodations have been approved.

Documentation

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

Accommodation Determination

The Committee for Students with Disabilities will consider all materials, consult with relevant faculty where necessary, and afford qualifying individuals with appropriate accommodation. The student may provide additional input from an appropriate professional at the student’s expense if the student deems such input to be necessary. A decision will be rendered within seven business days from the date of the reasonable accommodation request.

Once a student is approved to receive special accommodation(s), the Coordinator of Scholarships and Special Services will provide an accommodation letter to the student. It is the student’s responsibility to present this letter to his/her instructor on the first night of class. A student may or may not elect to use the accommodation.

A letter is also sent to the instructor telling him/her that a student enrolled in his/her class may approach them with an approved accommodation(s). The letter will not identify the student. If a student does not approach the faculty member, that student will be deemed to have elected to not request the accommodation(s). Again, a student may elect not to use the accommodation. This happens regularly as students often decide if they think they will need a given accommodation after reviewing the syllabus.

If there is a physical accommodation required (like a separate testing room for an onsite class or a special seat) a letter will also be sent to the campus. The student is responsible for arranging this with the campus. The Office of Scholarships and Special Services will provide a proctor (when approved as an accommodation) for an exam.

Under no circumstances should a faculty member allow a student any type of accommodations without a letter from the Coordinator of Scholarships and Special Services. Any information that a student gives to the faculty member is to be used only for arranging accommodations for the course of study and may not be disclosed.

Instructors are not authorized to unilaterally deny a student an approved accommodation.

Denial or Insufficiency of Accommodation

If a student is denied accommodation or believes that the accommodation afforded is insufficient, the student may appeal to the Vice President for Student Services, who will render a decision within seven (7) days of receipt of the appeal or prior to the start date of the next course, depending on which occurs first. The decision of the Vice President is final.

Students 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 for Civil Rights Issues” in the Policies and Procedures section of the General Catalog. Any complaint must be filed with the Office for Civil Rights within 180 calendar days of the University’s final decision, or with the California Department of Fair Employment and Housing within one year of the University’s final decision. Students need not exhaust the University’s appeal procedures in order to file an appeal with an outside agency.

Problems in Receiving Approved Accommodations

In the event that a student believes he/she is not receiving an accommodation that is specified in their accommodation letter, the student should immediately contact the Coordinator of Scholarships and Special Services, who will take necessary action to see that the approved accommodation is furnished.
Confidentiality

Information concerning a student’s disability and any accommodations provided is confidential, and will be disclosed only as necessary to establish a student’s eligibility for accommodations and to provide those accommodations. Information will be shared with the instructor only to the extent necessary to provide a reasonable accommodation.

Contact Person for Accommodation Matters

Contact the Coordinator of Scholarships and Special Services at (858) 642-8185 or e-mail specialservices@nu.edu if you have any questions or if you require further assistance.

Applications for accommodations for a disability may be sent to:
The Office of Scholarships and Special Services
National University
11255 North Torrey Pines Road
La Jolla, CA 92037-1011
Phone: (858) 642-8185
The California Relay Operator can be reached at 711.

The Student Relations Coordinator

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

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

In deciding whether to initiate contact with the SRC, it is best to view this step as a last resort to be taken only when other approaches have failed. For many problems, a normal procedure or route of appeal can be found in the General Catalog. Academic advisors, student concierge services, department chairpersons, deans, and directors are all, by virtue of their office, experts at handling specific types of problems and should normally be consulted first. The SRC does not take sides, but considers the rights and interests of all parties to a dispute with the aim of achieving a fair outcome. The SRC does not make, change, or set aside policies or decisions, but advocates for fairness. The SRC will not identify students or reveal their confidences without permission except when required by law. Information provided by the student to the SRC may not be used in grievance or other formal proceedings. For help identifying alternative courses of action please contact the Student Relations Coordinator:

Student Relations Coordinator, National University
11255 North Torrey Pines Road, La Jolla, CA 92037-1011
Phone: (858) 642-8085, src@nu.edu

Career Center

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

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

Testing Services

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

Development and Alumni Relations

National University Alumni Relations

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

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

One of the most popular benefits available to Alumni is membership to the National University Online Library, which includes access to the NetLibrary electronic book collection and the Academic Search Premier Databases, Alumni Edition. To purchase a one-year membership, please visit http://www.nu.edu/Community/AlumniandFriends/AlumniServices/OnlineLibrary.html.

Development

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

Charitable gifts help to fund scholarships and endowments that make a college degree affordable to underserved students. Partnerships with corporations and foundations launch new programs that are relevant and leading-edge. The development office fosters interaction with the University among corporations and other organizations to serve mutually beneficial community needs. For further information, please visit www.nu.edu/Community/Development.html or contact the Office of Development and Alumni Relations at (858) 642-8111 or e-mail development@nu.edu.

California Community College Transfer Student Support Services

Articulation

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

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

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

CSU General Education Certifications and IGETC

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

California Community College Scholarships

Transfer to Triumph Scholarship

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

• Be in good academic standing at the time of application to National University.

• Have completed at least 30 semester units at a California Community College or combination of California Community Colleges.

• Their last semester of attendance was at a California Community College and is within 24 months of their application date to National University.

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

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

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

Promising Scholar Award

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

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

• Be in good academic standing at the Community College at the time of application to National University.

• The last semester of college attendance was at a California community college and is within 12 months of application to National University.

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

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

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

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

Admission

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

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

English Language Proficiency for Online International Students

Online International students from a country where English is not the primary language will be required to fulfill the University’s English Language Proficiency requirement prior to beginning their degree program. Further information on the English Language Proficiency requirement can be found in the University catalog.

International Student Prepayment and Refund

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

Transcript Evaluation

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

Language Proficiency

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

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

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

*Specific grades required

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

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

- Providing proof of an associate, bachelor, or master’s degree from a regionally accredited United States college or university.
- Providing proof of satisfactory completion of two full years (equivalent of 60 semester units or 90 quarter units) of transferable degree study in an English language school system at a recognized college or university located in a country where the dominant language is English.
- Provide proof of a minimum of 3 years of study at a United States high school culminating in the award of a high school diploma (graduation).
- Test of English as a Foreign Language (TOEFL) taken within 24 months before beginning coursework.
- International English Language Testing System (IELTS). Undergraduates must score 5.5 and graduates must score 6, with no band lower than a 5.
- DAAD all from Level A or all from Level B, or a combination of Level A and B only.

English Language Test Requirements

<table>
<thead>
<tr>
<th>Test</th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
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<tbody>
<tr>
<td>TOEFL Paper-based Test</td>
<td>525</td>
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<tr>
<td>TOEFL Computer-based Test</td>
<td>197</td>
<td>213</td>
</tr>
<tr>
<td>TOEFL Internet-based Test</td>
<td>70</td>
<td>79</td>
</tr>
<tr>
<td>IELTS</td>
<td>5.5</td>
<td>6</td>
</tr>
</tbody>
</table>

**DAAD Undergraduate:** All from Level A or all from Level B, or a combination of Level A and B only

**DAAD Graduate:** All from Level A or all from Level B, or a combination of Level A and B only

- Certificate of Proficiency in English (CPE) by University of Cambridge English for Speakers of Other Languages (ESOL). The minimum requirement is a grade of ‘C’.
- Certificate of Advanced English (CAE) by University of Cambridge English for Speakers of Other Languages (ESOL). The minimum requirement is a grade of ‘C’.
- GCSE/IGCSE/GCE O Level English, English Language, or English as a Second Language with minimum grade of ‘B’.
- GCE A/AS/AICE Level English or English Language with minimum grade of ‘C’.
- Embassy CES with completion of their Advanced Level
- International Baccalaureate English A1 or A2 Higher Level passed with minimum grade 4.
Student Support Services

- London Tests of English, Level 5 (Proficient) by Ed Excel International. The minimum requirement is “Pass”.
- Completing an English Language Program (ELP) through a language school approved by National University. Students can meet the English Language Proficiency requirements by satisfactorily completing the highest level of study at the following six language training institutions:
  1. English Language Systems (ELS) in locations throughout the United States and abroad (in California, ELS centers are in San Diego, Orange County, Santa Monica, San Francisco, and Oakland). Students must complete level 109 for undergraduate studies and level 112 for graduate studies.
  2. San Diego State University’s American Language Institute (ALI) – level 106 or pre-MBA program.
  3. San Jose State University’s Studies in American Language – advanced level.
  4. University of California at Davis’s International Training and Education Center – advanced level.
  5. Fresno International English Institute
  6. EC English in locations throughout the United States and abroad. Students must complete the Advanced Level in the University Preparation Program.

National University’s English Language Program

- International students who need English Proficiency take a placement exam which will allow for placement in the appropriate class level.
- English Language classes follow the University calendar and provide 96 hours of instruction per month.
- Levels range from beginning to advanced.
- At the end of each month, the students are evaluated for advancement.
- TOEFL and IELTS scores are not required for students who have completed National University’s English Language University Preparation Program.
- At the end of each month, the students are evaluated for advancement.

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

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

Orientation for International Students

Orientation is done prior to class start as a group and on an individual basis. The orientation session will cover National University’s international programs, academic and immigration policies and procedures and cultural adjustments in the United States. Immigration regulations, auto and health insurance, banking, and other topics of interest are also covered.

International Student Activity Fee

International students are required to pay a student activity fee of $50 upon arrival at the University. Activity fees are non-refundable.

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

International Student Responsibilities

On behalf of the Department of Homeland Security (DHS), the Student and Exchange Visitor Program (SEVP) that manages the Student and Exchange Visitor Information System (SEVIS), it is critical that all F-1 international students take responsibility for maintaining their legal status in the United States. If you have any questions regarding SEVIS rules and regulations, please contact the International Programs Office (ipo@nu.edu).

Mandatory Medical Insurance

International students holding F-1 or J-1 non-immigrant visas at National University must provide proof of medical health insurance. Students have two options to show proof of medical insurance:
1. Purchase health insurance in their home country, or
2. Purchase health insurance in the United States, after arrival.

Minimum Health Insurance Requirements:
1. Benefit – $250,000 (for each injury or sickness)
2. Deductible – $50 (for each injury or sickness)

Assistance with purchasing an acceptable health insurance plan is available upon arrival at National University during orientation. We estimate that one full year of health Insurance will cost approximately $700 – $1,000 USD (single coverage). Students will need to show proof of medical insurance prior to the first day of class. If you do not show proof of medical insurance, you may not be able to enroll in classes.
Financial Aid and Scholarships

Student Financial Aid

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

How to Apply for Financial Aid

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

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

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

Important Note: If a student (and parent, if required) has a personal history of possessing or selling drugs, a drug conviction, or being suspended or terminated by a court as part of a conviction for possessing or selling drugs, their eligibility may be suspended or terminated by the University’s decisions enforcing its policies.

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

• have a high school diploma or a General Education Development (GED) certificate
• be a U.S. citizen or an eligible non-citizen
• be enrolled in an eligible program (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, as defined by the University Financial Aid Office
• sign a Statement of Educational Purpose/Certification Statement
• not owe an overpayment on any Title IV educational grant or be in default on a Title IV educational loan unless satisfactory payment arrangements are made to repay or otherwise resolve the overpayment or default
• register with the Selective Service, if required to do so
• complete the verification process, if selected to do so, by submitting a signed copy of federal tax forms and any other required documents

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).

If you can check ANY of the following boxes, you are an Independent student; you will not have to provide parental information. If you check NONE of the following boxes, you will be asked to provide parental information.

☐ I was born before January 1, 1989
☐ I am married
☐ I will be working on a master’s or doctorate program (this does not include students who are enrolled in a credential only program)
☐ I am serving on active duty in the U.S. Armed Forces
☐ I am a veteran of the U.S. Armed Forces
☐ I have children and I provide more than half of their support
☐ Since I turned age 13, both of my parents were deceased
☐ I have dependents (other than children or my spouse) who live with me and I provide more than half of their support
☐ I was in foster care since turning age 13
☐ I was a dependent or ward of the court since turning age 13
☐ I am currently or I was in legal guardianship
☐ I am currently or I was an emancipated minor
☐ I am homeless or I am at risk of being homeless

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

Financial Aid Satisfactory Academic Progress (SAP) Policy

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

The Financial Aid qualitative standard measures cumulative Grade Point Average (GPA) and adheres to National University’s Satisfactory Academic Progress policies, one for undergraduates and the other for graduates. For complete explanations, read the Satisfactory Academic Progress sections under Academic Information for Undergraduate Degrees and Academic Information for Graduate Degrees. The policy statements include the minimum cumulative GPA requirements and provisions for probationary periods, disqualification, and reinstatement. The Financial Aid Office abides by the University’s decisions enforcing its policies.
The two Financial Aid quantitative and qualitative standards measure progression toward the completion of a declared program of study. A maximum time frame is required, and it cannot exceed 150% of the program length for undergraduate programs. In addition, the Financial Aid Office has established the following requirements for minimum successful completion of credits at the end of an academic year defined as a period of 32 weeks of instructional time. The units include coursework taken at National University and transfer credits. Progress will be reviewed when a student completes 32 weeks of instruction. If a student fails to meet the minimum credits required for an academic year, i.e., the 32 weeks of instruction and/or exceeds the maximum time frame for number of academic years of eligibility for pursuing a program, the student is ineligible for aid.

To appeal the disqualification a student must file a Request for Review – Satisfactory Academic Progress form available from any Financial Aid Office and online at National University’s website.

**Student Loan Deferment**

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

Deferrals for Grad and Parent PLUS applicants vary. See the Financial Aid Guide for details.

**Loan Deferment Procedures**

Once a month, the University submits student enrollment data to the National Student Loan Clearinghouse, which reduces the number of deferment forms students need to complete. Students who receive a letter, statement, or a deferment form from a lender must complete and submit the form as instructed. To be eligible for loan deferment, students must be in attendance at least half-time and meet one of the following:
1. Have completed at least the first class in their enrollment OR
2. Be in attendance in the first class of their enrollment and the ninth day of the session must have passed.

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

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

**Financial Aid Refund Policy**

As part of the Higher Education Amendments of 1998, Congress passed new provisions regarding refund policies and procedures for students who have received federal student aid and are considered withdrawn from school. Based on National University policies, which are made in accordance with federal regulations, a student is considered “withdrawn” if not in attendance for 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, Perkins Loan, Stafford/PLUS Loans (subsidized and unsubsidized,) and PLUS loans.

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

**Scholarship Programs**

**University Scholarships and Grants**

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

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

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

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

**Types of Awards**

**Collegiate Honor Award**

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

**Presidential Tuition Scholarship**

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

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

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

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

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

Military Tuition Scholarship

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

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

Community Scholarship

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

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

Transfer to Triumph Scholarship

Students who are transferring from a California Community College or another community college which has signed an agreement with National University may be eligible for the Transfer to Triumph program. To be eligible a student must meet the following requirements:

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

Promising Scholar Award

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

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

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

Upon enrollment to National University, contact the Scholarship and Special Services Coordinator to activate the scholarship application previously submitted.

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

Scholarship Rules and Policies

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

- To be considered for an award, students must apply and begin attending courses within the first three months of admission. Award recipients have twelve (12) months from the date of notification of the award to use funds, after which, all unused funds will be revoked.
- Funds will not be applied toward non-degree or certificate courses.
- Funds will only be applied toward courses the student has not yet attended.
- Funds will not be applied to past due balances.
- Funds are credited to a student’s account in maximum increments of $500 per 4.5 unit course per month for the Collegiate Honor Award; $500 per 4.5 unit course per month for the Military Tuition Scholarship; up to the full cost of tuition per
month for the Presidential Tuition Scholarship (up to $2500 total).

- Award funds will only be applied toward the tuition cost for academic coursework toward an intended degree objective.
- Awards are not transferable. Only one award can be received and used per degree objective, except for eligible Presidential Tuition applicants who may re-apply and may receive a new award each Fiscal Year while pursuing their first bachelor’s degree.
- Awards are made to students for their intended degree objective at the time of application.
- Students who receive other educational assistance in excess of 90 percent of the cost of tuition for a course are not eligible to receive award funds for the course.
- Recipients must maintain good standing with the Student Accounts Office to ensure continuation of their award.
- This award may affect the amount of other financial aid for which a student may qualify, or the award may be reduced or nullified by other educational assistance and aid the student receives.
- Application of award funds toward a withdrawn course will be based on the charge incurred. If there is no charge, there will be no application of funds.

Externally Funded Scholarships

There are many corporations, organizations, and foundations that provide scholarships to students seeking undergraduate and graduate degrees. For application procedures and scholarship criteria, students should consult reference books in National University’s Library Catalog http://nu.aquabrowser.com/or on the University’s Financial Aid website.

Veterans Affairs (VA) Educational Benefits

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

Chapter 32, Post Vietnam Veterans’ Educational Assistance Program (VEAP)
For veterans who entered active duty between January 1, 1977 and June 30, 1985 and who contributed to the program while on active duty.

Chapter 30, Montgomery GI Bill Active Duty (MGIB-AD)
For veterans who entered active duty beginning July 1, 1985 and who participated in the 12-month pay reduction program while on active duty; remaining entitlement under the Vietnam Era GI Bill (Chapter 34); involuntarily separated for certain reasons or separated under the VSI (Voluntary Separation Incentive) or SSB (Special Separation Benefit) program; Chapter 32 active duty persons with eligibility as of October 9, 1996 who elected to participate in the Montgomery GI Bill.

Chapter 1606, Montgomery GI Bill (Selected Reserve Program)
For undergraduates and graduates who enlisted in the reserves and who have made a six-year commitment to the selected reserves.

Chapter 1607, Reserve Educational Assistance Program (REAP)
For undergraduate and graduate students of the reserves personnel who were recalled for active duty. Eligibility is determined by the Department of Defense.

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 US 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 US 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). The VRC will work with the Veteran to determine if an employment handicap exists as a result of a service connected disability. The VRC and the Veteran will work together to implement a plan to assist the Veteran to achieve employment and/or independent living goals. See additional information below.

Chapter 34, Vietnam Era GI Bill
For veterans who served on active duty after January 31, 1955 and prior to January 1, 1977.

Chapter 33, Post-9/11 GI Bill
The Post-9/11 GI Bill is for individuals with at least 90 days of aggregate service after September 10, 2001, or individuals discharged with a service-connected disability after 30 days and must have received an honorable discharge to be eligible for the Post-9/11 GI Bill. The Post-9/11 GI Bill is effective for training on or after August 1, 2009. Eligibility is determined by the US 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 benefits to their spouses or children. See the official DoD TEB website to begin the transferability process of Education Benefits (TEB) Web application: https://www.dmvoice.osd.mil/TEB/.

The 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). Beginning August 1, 2012, the annual cap is $18,077.50 per academic year. The academic year is from August 1, YYYY to July 31, YYYY.

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.
1. Active duty members are not eligible for Yellow Ribbon Program.
2. Spouses of active duty members are not eligible for Yellow Ribbon Program.
3. Recipients of Marine Gunnery Sergeant John David Fry Scholarship are not eligible for Yellow Ribbon Program.
4. 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 US 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 US 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 US 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.

**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 US Department of Veterans Affairs.

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

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

In order to make an accurate assessment of the course work remaining under the desired degree program, students must provide all education transcripts including any military transcripts such as a SMART. 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 the requested degree program. This letter, which will be submitted on letterhead and faxed as well as mailed to the sponsor, will furnish a cost estimate. National University will provide up to three different program estimates for each recipient. Students must have a pre-evaluation and Vocational Rehabilitation sponsor approval before enrolling in any classes. The recipient will have exactly one year from the date of the pre-evaluation to take advantage of this contract and retain the catalog rights as stated in the contract. For questions or additional information please contact militaryevaluations@nu.edu

**Military Tuition Assistance**

Tuition Assistance is an educational financial assistance program that provides up to 100% of tuition and fees for courses taken by active duty military personnel. It provides funding to eligible members of the Army, Navy, Marine Corps, Coast Guard, National Guard and Air Force. Each service has its own criteria for eligibility, obligated service, application process and restrictions. Students are to apply for tuition assistance through their Education Offices on-base.

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

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.

**Alternative Educational Funding**

**Reserve Officers’ Training Program (ROTC) Army and Air Force**

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

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

National University students can enroll in ROTC by contacting the local ROTC Recruiting Office. Veterans who complete their studies and are commissioned by age thirty-five (35) may also be eligible for the ROTC.

**Corporate Tuition Assistance**

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

**Aid for Native Americans**

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

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

**California State Rehabilitation**

The Department of Rehabilitation is a state agency that helps men and women with disabilities enter or return to work. It also has
Financial Aid and Scholarships

programs that ensure the rights of people with disabilities. Persons with a disability who need help living more independently or who need training to get a job should contact the regional office of this state agency.

Private Lenders

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

Additional Information Sources

California Student Aid Commission  www.csac.ca.gov
College is Possible  www.collegeispossible.org
Scholarship Search and Financial Aid Calculator  www.fastweb.com

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

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

Financial Aid Calendar

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

<table>
<thead>
<tr>
<th>2012-2013</th>
<th>2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 1, 2012</td>
<td>January 1, 2013</td>
</tr>
<tr>
<td>• Apply for financial aid. Students must file a new Free Application for Federal Student Aid (FAFSA) annually.</td>
<td></td>
</tr>
<tr>
<td>March 2, 2012</td>
<td>March 2, 2013</td>
</tr>
<tr>
<td>• Deadline for new Cal Grant A and B applications.</td>
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<tr>
<td></td>
<td>• National University Financial Aid priority filing date for FSEOG and Federal Perkins Loans. Note: The Financial Aid Office will continue to make awards after this date as long as funds remain.</td>
</tr>
<tr>
<td>April 2012</td>
<td>April 2013</td>
</tr>
<tr>
<td>• National University begins processing student awards. Financial Aid Packets containing the IAFFA and other verification documents will be mailed to aid applicants.</td>
<td></td>
</tr>
<tr>
<td>June 2012</td>
<td>June 2013</td>
</tr>
<tr>
<td>• Announcements of Cal Grant A and B Awards.</td>
<td></td>
</tr>
<tr>
<td>July 2012</td>
<td>July 2013</td>
</tr>
<tr>
<td>• The funding period begins for the Federal Pell Grant and Campus-Based programs (FSEOG, Federal Perkins).</td>
<td></td>
</tr>
<tr>
<td>October 2012</td>
<td>October 2013</td>
</tr>
<tr>
<td>• The funding period begins for the Cal Grant programs.</td>
<td></td>
</tr>
<tr>
<td>June 30, 2013</td>
<td>June 30, 2014</td>
</tr>
<tr>
<td>• Federal Pell Grant deadline.</td>
<td></td>
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<tr>
<td></td>
<td>• Last day to file the FAFSA. Note: The Federal Student Aid Center must receive the student’s FAFSA by this date (June 30th). Applications postmarked June 30th and received by the processor after June 30th will not be accepted for processing.</td>
</tr>
<tr>
<td>June 30, 2013</td>
<td>June 30, 2014</td>
</tr>
<tr>
<td>• National University Verification/Processing deadline. Students must submit all requested forms by this date in order to receive financial aid for the school year.</td>
<td></td>
</tr>
<tr>
<td>Completion of Student’s Academic Year</td>
<td></td>
</tr>
<tr>
<td>• Applying for an additional loan (Stafford and/or PLUS): Because students apply for and are awarded aid during different times of the year, each student’s academic year will vary. Generally, students are eligible to reapply after they successfully complete all courses in the previous loan period. In addition, 32 weeks of in-class instruction (8 months) must be completed. To submit a new loan application, students must have at least three months remaining in their academic year.</td>
<td></td>
</tr>
</tbody>
</table>
Financial Aid Programs

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

<table>
<thead>
<tr>
<th>Grant</th>
<th>Loan</th>
<th>Undergraduate</th>
<th>Gradate</th>
<th>CERT - 1</th>
<th>CERT - 2</th>
<th>Need-Based</th>
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<tbody>
<tr>
<td>✔</td>
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<td>✔</td>
<td>✔</td>
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</table>

**FEDERAL PELL GRANT** is a grant program to help students with tuition cost. This program assists students who are working towards a first bachelor’s degree.

*Award Range: $400 to $5,550*

*Applications: FAFSA, IAFFA*

- **Deadline**: June 30, 2013
- **Date Funding Begins**: July 2012

| ✔     | ✔    | ✔             | ✔       |          |          |            |

**FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (FSEOG)** is a grant program to assist with tuition cost. Like Pell Grant, a student must be enrolled in a first bachelor’s degree. Awards are made on a limited basis to students with an exceptional financial need.

*Award: $3,000 maximum per year*

*Applications: FAFSA, IAFFA*

- **Priority filing date**: March 2, 2012
- **Date Funding Begins**: July 2012

| ✔     | ✔    | ✔             | ✔       |          |          |            |

**CAL GRANT A** is a state funded grant program to help students with tuition cost. Grant recipients are selected on the basis of financial need and grade point average. Students must be California residents working towards a first bachelor’s degree. Recipients of this award will be notified by the California Student Aid Commission in June.

*Award: $3,074 per quarter*

*Applications: FAFSA, GPA verification*

- **Date Funding Begins**: Oct. 2012

| ✔     | ✔    | ✔             | ✔       |          |          |            |

**CAL GRANT B** is a state funded grant program to help students with tuition cost. This program is intended to assist students with high-potential from disadvantaged/low-income families. Students must be California residents who have completed less than one semester of undergraduate studies. Recipients of this award will be notified by the California Student Aid Commission in June.

*Tuition Award: $3,074 per quarter*

*Access: $491 per quarter*

*Applications: FAFSA, GPA verification*

- **Date Funding Begins**: Oct. 2012

| ✔     | ✔    | ✔             | ✔       |          |          |            |

**TEACH GRANT PROGRAM** was created by Congress through the College Cost Reduction Act of 2007. The Teacher Education Assistance for College and Higher Education Grant Program (TEACH) provides grants of up to $4,000 per year to students who intend to teach in a public or private elementary or secondary school that serves students from low-income families.

http://studentaid.ed.gov/PORTALSWebApp/students/english/TEACH.jsp

https://teach-ats.ed.gov/ats/index.action

*Award Range: $100 to $4,000*

*Applications: FAFSA, IAFFA*

- **Deadline**: June 30, 2013
- **Date Funding Begins**: July 2012

| ✔     | ✔    | ✔             | ✔       | ✔        | ✔        |            |

**FEDERAL PERKINS LOAN** is a low-interest (5%) loan program. This program assists students with tuition cost and is funded on a limited basis to students with exceptional need. The major advantage for Perkins recipients is that the government pays the interest during at least half-time attendance and for nine months after the student’s last date of attendance. In addition, students are not required to make payments during that time.

*Award Range: $300 to $3,600*

*Cumulative Totals:*
  - Up to $20,000 for undergraduate study
  - Up to $40,000 for graduate or professional study

*Applications: IAFFA, FAFSA*

- **Priority filing date**: March 2, 2012
- **Date Funding Begins**: July 2012

---

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

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

**KEY**

- **FAFSA**: Free Application for Federal Student Aid
- **IAFFA**: Institutional Application for Financial Aid
- **GPA**: Grade Point Average

*Note: Award ranges and aid types are tentative.*
**Financial Aid Programs 2012-2013**

<table>
<thead>
<tr>
<th>Grant</th>
<th>Loan</th>
<th>Undergraduate</th>
<th>Graduate</th>
<th>Need-Based</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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</tbody>
</table>

**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 2012-2013 rate is 3.4%. Stafford recipients are not required to make payments or pay the interest during full-time attendance or the first six months after the student’s last date of attendance.

*Loan Amount:* For each academic year, a dependent student may borrow:
- up to $3,500 as a first year undergraduate
- up to $4,500 as a second year undergraduate
- up to $5,500 as a third, fourth, or fifth year undergraduate

Dependent students may receive both an unsubsidized and subsidized Stafford up to the amounts listed above.

*Applications:* FAFSA, IAFFA, Loan Application

**Application Deadline:** Three months prior to the student’s last course of the academic year

<table>
<thead>
<tr>
<th>Date Funding Begins</th>
<th>Based on each student’s individual course schedule</th>
</tr>
</thead>
</table>

**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 2012-2013 rate is 6.80%. 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, IAFFA, Loan Application

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

*Applications:* FAFSA, IAFFA, Loan Application

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

<table>
<thead>
<tr>
<th>Application Deadline</th>
<th>Based on each student’s individual course schedule</th>
</tr>
</thead>
</table>

**Aggregate Stafford Loan Limits**

<table>
<thead>
<tr>
<th>Dependent Undergraduate:</th>
<th>$ 31,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent Undergraduate:</td>
<td>$ 57,500</td>
</tr>
<tr>
<td>Graduate:</td>
<td>$138,500</td>
</tr>
</tbody>
</table>

($65,500 in subsidized Stafford and $73,000 in unsubsidized Stafford)

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

**Fees:**
- Loan Origination Fee: A loan origination fee of up to 1% of the loan principal is deducted proportionately from each loan disbursement.
- Insurance Premium: An insurance premium of up to 1% of the loan principal, called the Federal Default fee, may also be deducted proportionately from each loan disbursement.
# Financial Aid Programs 2012-2013

<table>
<thead>
<tr>
<th>Financial Aid and Scholarships</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grant Loan Undergraduate CRED - 1 CERT - 2 Need-Based</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Financial Aid Program</th>
<th>Application Deadline</th>
<th>Date Funding Begins</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FEDERAL PLUS PARENT LOANS FOR STUDENTS</strong> is a loan program to assist parents of undergraduate dependent students with educational costs. The interest rate is fixed at 7.90% for loans. Like the unsubsidized Stafford Loan, the interest is not subsidized by the government. Repayment begins 60 days after the loan is made.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fees: Origination and Federal Default fees vary per lender.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applications: Parent IAFFA, FAFSA, Loan Request</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Three months prior to the student’s last course of the academic year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Based on each student’s individual course schedule</td>
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</tbody>
</table>

| **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 7.90%, and fees up to 4% may be charged. Like the unsubsidized Stafford loan, the interest is not subsidized by the government. Contact your lender for information regarding payment deferment, if applicable. |
| 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: IAFFA, FAFSA, Loan Application |
| Three months prior to the student’s last course of the academic year |
| Based on each student’s individual course schedule |

| **NATIONAL UNIVERSITY SCHOLARSHIP PROGRAM** consists of the Collegiate Honor Award, the NU Presidential Scholarship, and the Military Tuition Scholarship. These awards are designed to recognize students for outstanding leadership, superior job performance and exceptional scholastic achievement. The NU Presidential Tuition Scholarship is also designed to recruit and retain underrepresented educationally and economically disadvantaged students, single parents with financial need and handicapped students. |
| Awards: |
| • Collegiate Honor up to $2,000 |
| • Presidential Tuition Scholarship up to $2,500 |
| • Military Tuition Scholarship up to $2,500 |
| Application: Scholarship Application |
| Open, but subject to available funds |
| Funding will begin upon receipt of the signed scholarship acceptance letter by the Fin. Aid Dept. |

| **NATIONAL UNIVERSITY HIGHER EDUCATION LOAN PROGRAM (NU-HELP)** is a low-interest (6.75%) loan established by National University. This loan program is designed to supplement other resources the student may receive. Applicants are selected on the basis of financial need and credit history. Repayment begins six months after the student’s last date of attendance. The maximum repayment term is 10 years. Funds are awarded to assist students with tuition cost, on a limited basis. |
| Award Range: up to full tuition for 12 months |
| Cumulative total of tuition for fiscal year: |
| Origination Fee: $30 will be charged to the student’s account. |
| Applications: FAFSA, IAFFA, NU-HELP Loan Application |
| Open, but subject to available funds |
| July 2011 |
Policies and Procedures

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General Policies and Procedures

Attendance Procedures

All students must be officially enrolled in order to attend class and to receive a grade. This means that the course must be added to the student’s schedule prior to the ninth (9th) day of the session.

University instructors will not 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 enrolled.

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

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

Lack of participation for students taking online classes does not qualify the student for a refund or consideration for a drop or withdrawal from the class unless the student submits the request within the established timeframe. Students, whether onsite or online, are responsible for following the published policy on deadlines for drop and withdrawal.

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

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

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

Refund Policy

Students are accepted and enrolled in classes with the understanding they will attend the entire course. Faculty contracts, commitment of space, and other University resources are made on that assumption, creating financial obligations that students who withdraw must share. The University’s refund policy reflects this position. Students may drop a course prior to midnight (PST) of the ninth (9th) day of the session, by contacting 1-866-NU-ACCESS (1-866-682-2237) or scs@nu.edu. The student is responsible for ensuring that the drop or withdraw is reflected in their record appropriately by viewing their schedule on the student web portal.

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

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

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

To receive a refund, students must submit a written request to the nearest Student Accounts Office as the University does not disburse refunds automatically. Students must have a credit balance on their account to receive a refund. Most refunds are processed and mailed within ten (10) working days from the receipt of the request depending on the verification of funds. All refunds are processed via EFT to the bank information as provided or mailed to the student’s home address. If payment was made by credit card, refunds will be issued back to the original credit card used and as provided on the refund request form. Refund request forms are available at all Student Accounts Offices.

International Student Prepayment and Refund

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

Financial Aid Refund Policy

As part of the Higher Education Amendments of 1998, Congress passed new provisions 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, Perkins Loan, Stafford/Direct Loans (subsidized and unsubsidized,) and PLUS loans.

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

### Course Drop and Withdrawal

The term “drop” means a student has dropped a course prior to midnight (PST) of the ninth (9th) day of the session, and no grade or notation appears on the student’s record. The term “withdrawal” signifies that a student has withdrawn from a course after midnight (PST) of the ninth (9th) day of the session, and a “W” will appear on the student’s record. Students who withdraw after midnight (PST) of the twenty-first (21st) day of the session will receive a grade of “F” or “U,” as appropriate for the course. This is a permanent mark with no grade points assigned. Notifying the instructor of one’s intent to withdraw is insufficient and will not constitute an official withdrawal. Students may drop a course prior to midnight (PST) of the ninth (9th) day of the session, by contacting 1-866-NU-ACCESS (1-866-682-2237) or scs@nu.edu. 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 advisor along with their request to withdraw the course. This policy does not apply to retired military personnel or dependents.

### Leave of Absence

National University celebrates access as one of its core values. The University understands that life events may require a student to modify class enrollment and schedules. The Leave of Absence (LOA) policy is designed to provide flexibility for students who need to adjust to life events.

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 financial aid advisor. Students who are not on FSA, or who do not have a federal loan in deferment, are not required to request a leave of absence but may choose to do so.

Students requesting a leave of absence must:
1. Inform their financial aid 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. Reason for the LOA request. The following are acceptable reasons for a leave of absence: military, medical, jury duty, loss of job, family emergency, employment emergency or other reasons which demonstrate the student’s circumstance.
   c. Including supporting documentation
3. Submit the request prior to the last week of class in the term preceding the LOA request date. Students out of class during winter, spring, or summer breaks do not need to be approved for a LOA. Late requests during the last week of class in the term preceding the LOA request date may be considered for approval if they include an explanation of the unforeseen circumstances that prevented the earlier submission of the request.
All students are encouraged to submit requests as soon as possible 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 Registrar’s office.

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

Students who have been academically disqualified are not eligible for a Leave of Absence. Similarly, students who are on an LOA and have been academically disqualified will be removed from their LOA status and notified of such action. Please contact the LOA coordinator for detailed information pertaining to academic disqualifications related to Leave of Absence at studentloa@nu.edu.

Requesting a LOA does not grant a drop or withdrawal from the current class of attendance.

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

Finance Committee

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

Requests must be submitted in writing through the Student Accounts Office and must contain all pertinent information to support the appeal. All financial disputes must be submitted within one year of occurrence. Each case is decided upon its own merits. The decision of the committee is final and not subject to appeal, unless there is information pertinent to the outcome which was not available at the time of the initial request.

Course Scheduling

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

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

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

Grade Reporting

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

Student Records

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

Transcript Request (Issuance)

National University transcripts are ordered online via the National Student Clearinghouse at www.getmytranscript.com. The transcript fee is $5.

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

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

A student’s enrollment status will be determined based upon their course schedule and the number of units carried in accordance with the below chart. Students who do not attend for a quarter (a three-consecutive-month period) are considered to be “Withdrawn” for that time period. Please note, students are not considered “Withdrawn” or discontinued from the university until they either request to enter that status or have a 12 month break from the last 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 not count towards determining full or part-time status. Graduate students, who are working on project, thesis or research class in which a grade of “IP” (In Progress) or “F” (Incomplete) is issued, will receive credit towards enrollment from the official start date through
the end date of the class only. Once 90 calendar days have passed after the end date of the class it may no longer be used to determine a full or half time student status.

Students with proper identification can verify enrollment at the reception area of the Office of the Registrar, (858) 642-8260 or obtain enrollment verification via the student portal on the University website. Verifications can also be requested through the mail with an authorized student signature.

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

Cancellation of Classes or Programs

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

Bar from Attendance

Students may be barred from attending classes for failure to:
- Present official transcripts certifying degree/status from previous institutions
- Comply with admission requirements
- Respond to official University notices
- Settle financial obligations when due

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

Withdrawal from the University

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

1. Fill out the “University Withdrawal Form” which is available at each campus or online at the University’s website

Or

2. They must contact the Financial Aid Office or their Admissions Advisor who will verify student information and submit the request in writing on behalf of the student to the Office of the Registrar.

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

Non-Degree Students

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

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 3 graduate level courses to be used as upper division electives in his/her Bachelor’s program. As a result, when the student finishes the Bachelor’s degree and enrolls in the graduate transition program, the student will have those classes completed and waived in their Graduate program; and will not need to replace units.

The following rules apply:
- A student may enroll in an Undergraduate to Graduate transition program when they are within six classes of completion of the Undergraduate program.
- The required Undergraduate cumulative GPA is a 3.00 minimum.
- Students must enroll in and take the first class in the Graduate program within six months after conferral date of the Undergraduate degree.
- Students must complete the Graduate program within four 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.
- The courses taken while part of an Undergraduate career 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 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 a waiver of content or units will be granted. The student must retake the course within the Graduate program and obtain a better grade. The original grade will remain part of the Undergraduate record as it is considered to be part of an awarded degree and as such the GPA is not subject to alteration at any time.

Transition Programs

**College of Letters and Sciences (COLS)**
- Bachelor of Arts in Global Studies to Master of Arts in History
- Bachelor of Arts in History to Master of Arts in History
- Bachelor of Arts in Political Science to Master of Public Administration
- Bachelor of Science in Biology to Master of Forensic Sciences
- Bachelor of Science in Organizational Behavior to Master of Arts in Human Behavior

**School of Business and Management (SObM)**
- Bachelor of Arts in Management to Master of Global Management
- Bachelor of Business Administration to Master of Business Administration
- Bachelor of Science in Accountancy to Master of Business Administration
Policies and Procedures

School of Engineering, Technology and Media (SETM)
• Bachelor of Science in Computer Science to Master of Science in Computer Science
• Bachelor of Science in Information Systems to Master of Science in Management Information Systems
• Bachelor of Science in Information Technology Management to Master of Science in Engineering Management with Specialization in Technology Management

School of Professional Studies (SOPS)
• Bachelor of Public Administration to Master of Public Administration
• Bachelor of Science in Criminal Justice to Master of Criminal Justice
• Bachelor of Science in Criminal Justice to Master of Forensic Sciences
• Bachelor of Science in Criminal Justice to Master of Public Administration
• Bachelor of Science in 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 Safety Engineering

Air Force ROTC
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.

The Air Force Reserve Officer Training Corps (AFROTC) is a three- or four-year program designed to equip students with leadership skills and commission officers for tomorrow’s Air Force.

AFROTC offers a variety of two, three and four year scholarships, many of which pay the full cost of tuition, books, and fees. These scholarships are available for qualified cadets, and may be applied towards tuition, lab fees, and other required items. In addition, scholarship students receive a non-taxable book allowance and monthly stipend.

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 http://www-rohan.sdsu.edu/dept/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. Aerospace Studies classes and Leadership Laboratories are conducted at various times during the week on the main campus of LMU.

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. No military commitment is incurred until entering the last two years of the program (Professional Officer Course) or accepting an AFROTC scholarship. Successful completion of all AFROTC academic and military training requirements will lead to a commission as a second lieutenant in the USAF.

For more information, contact the Department of Aerospace Studies (AFROTC) at Loyola Marymount University at (310) 338-2770

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 below 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 admissions advisor. Approval to audit is given on a space-available basis. Students auditing a course must pay the regular fees and tuition and participate in class activities, but are not required to take examinations. No 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 classes in total in any content area provided they meet the eligibility and prerequisite requirements of that given year. Alumni 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 or University tuition assistance funding.

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

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

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

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

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

Library Borrowing Privileges and Fines
All current National University students, faculty, and staff are eligible to borrow Library materials. 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. Late fees for overdue books and CDs is $0.20 per day, per item with a $10 maximum late fee. Once the fine reaches $5 a block will be
placed on student accounts until the fine is paid. Materials not returned to the Library are considered lost. For lost items, the borrower is responsible for $30 replacement cost plus the $10 maximum late fee. If the material is returned, only the $30.00 replacement fee is refunded. For more information, see the Research Guide: Circulation available from the Library Website.

Computer Lab Regulations

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

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

2) Students may not install software on University computers. Software copyrights are strictly enforced. The Computer Software Policy provides complete details.

3) Students may not bring food or drink into the labs.

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

5) Students should minimize their use of lab printers. 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.

6) The computers are equipped with headphones for student's use for multimedia content. Students are asked to adjust the volume on the headsets to a level that will not disturb others.

The lab assistant or other authorized staff member has the right to ask students to leave for non-compliance with any University regulations. Technical questions, equipment failure or malfunction, and disputes should be reported to the Help Desk line at 858-309-3580 for resolution.

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

Ethical Usage

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

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

• Violation of another user’s privacy

Illegal Usage

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

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

Network Security Terms of Use Policies

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

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

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

Computer Software and E-mail Policies

The Copyright Law of the United States (Title 17, United States Code) governs the making of copies of copyrighted software. Copyright infringement could subject the violator to civil damages and criminal penalties, including a fine or imprisonment. University policy further prohibits any use or copying not authorized by the purchase agreement or license under which the university acquired the software. A copy of such agreement is available for inspection at the office of the Vice President, Information Technology. Students may not use the e-mail addresses of other students, faculty, or staff for purposes unrelated to the University. Violations may lead to disciplinary action.

Family Educational Rights and Privacy Act of 1974 (FERPA)

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

- The right to inspect and review the student’s education records within forty-five (45) days of the day the University receives a request for access. Students should submit to the registrar, 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
Policies and Procedures

Academic Policies and Procedures

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

Grade Appeals

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

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

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

The Appeal Process

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

The student must submit an e-form electronically via the student portal to the school dean within forty-five (45) days of the submission of the grade 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 fifteen (15) days. The dean then refers all documentation to the grade appeals committee.

Grade Appeals Committee

A standing committee within each school in San Diego, the grade appeals committee consists of three 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 final decision within thirty (30) days of receiving the grade appeal e-form information from the school dean. This decision is then forwarded to the School Coordinator who notifies all of the following via an e-mail communication: the student, the instructor, and the Registrar’s Office.

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

Accelerated Study

Maximum Number of Units

Students with a superior academic record and a compelling, demonstrated need may petition the school dean for an accelerated study allowing them to be enrolled in more than 7.5 quarter units in a term. The granting of an accelerated study is wholly at the discretion 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 fifteen (15) days. The dean then refers all documentation to the grade appeals committee.

Additional Considerations

- With regard to summer intensive programs, students who wish to accelerate may take either a summer intensive course with an evening course or two summer intensive courses in the same month, provided that they meet the above criteria.
- Students in the Master of Arts in Counseling Psychology who have a GPA of 3.5 may take a regular evening course simultaneously with PSY 631B, Practicum for MFT Trainees.

Independent Study

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

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

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

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

Students using Federal Student Assistance (FSA) will need to review the National University Leave of Absence policy.

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).
Policies and Procedures

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

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

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

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

If an instructor submits a grade of “Incomplete,” the instructor must also note the date when the grade of “I” is entered. “Incomplete” grades that are not removed before the time limit become permanent.

Students that are not removed before the time limit become permanent grades of “F” or “U” as appropriate for the course. Standard tuition charges apply to independent study classes.

Guided Study

Guided study is an individualized course that deals with material not covered in any approved catalog course. Guided study course numbers are XXX 490 or XXX 690. Students in guided study courses work independently under the guidance of an instructor. Guided studies follow the same approval process as independent studies and students must meet the eligibility requirements as indicated under the independent study section. Requests should be made well in advance of the desired start of the guided study.

Change of Academic Program

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

Practicums, Internships, and Residencies

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

- Students must register in advance
- University instructors are responsible for developing course requirements and supervising the progress of students
- Regular meetings between students and instructors provide opportunities for guidance and evaluation. These interactions are generally held on a weekly basis.
- Practical training experiences require significantly more time than a regular course
- Students are evaluated on their progress and assigned either a letter grade or a satisfactory/unsatisfactory grade, as determined by the appropriate academic department. The satisfactory grade is not calculated into the student’s GPA.
- All practicums, internships, or residencies are granted full credit toward graduation, do not extend degree requirements, and are mandatory in several degree and credential programs
- Student teaching field experience does not grant graduate credit, but is required for degree conferral as part of a joint master’s/credential program
- Standard tuition charges apply
- Students who do not complete practicums, internships, or residencies in the time allotted are issued either a grade of Incomplete (I) or In Progress (IP), depending on the approved grading criteria for the course. Students must complete the “I” or “IP” within the time specified. Students who fail to complete the course by the required completion date receive the grade of “F” or “U”, as appropriate for the grading criteria of the class.

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

Concurrent Enrollment at Other Institutions

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

1) Have completed the admissions process and been officially evaluated.

2) Not exceed the maximum number of units (18 quarter units) authorized by the University for each term.

3) Maintain a 2.0 grade point average in undergraduate studies or a 3.0 grade point average in graduate studies

4) Submit the e-form request for concurrent enrollment located on the student portal. Requests must include a course description.

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

6) Be in good financial standing.

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

8) Submit the concurrent enrollment request no later than two weeks prior to the enrollment date at the other institution.
Committee on the Application of Standards (CAS)

Exceptions to Academic Policies

In cases of exceptional circumstance, students can request an exception to a published University academic policy by submitting a request to the Committee on the Application of Standards (CAS). Convenience or ignorance of a published policy does not constitute sufficient justification for a CAS request. Students should make such a request through their admissions advisor or via an e-form on the student portal. Students must submit a letter of explanation and documentary evidence in support of the request. Each case is decided upon its own merits and the decision of the committee is final and not subject to appeal, unless there is information pertinent to the outcome which was not available at the time of the initial request. All decisions rendered by the committee are valid for one (1) year from the date the decision was made. Appeals approved by the committee will be considered null and void if a student does not take action within the allotted one (1) year time frame. CAS may require action be taken within a shorter time frame, based on the students unique circumstance and the policy to which an exception has been requested.

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

1) Fill out a Committee on the Application of Standards Request, available as an e-form on the student portal, or see an admissions advisor for assistance

2) The request must include both justification and documentation of the special circumstances that necessitate an exception to a published University policy.

Institutional Review Board

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

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

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

The CITI (Collaborative Institutional Training Initiative) Program provides research ethics instruction in various aspects of the responsible conduct of research (RCR) including human subjects protection, health information privacy and security, laboratory animal welfare, research misconduct, data management, authorship, peer review, conflict of interest, mentoring and collaborative science. National University uses the CITI program to stay in compliance with Federal and institutional policies regarding training, as a condition before conducting human subjects, as well as assure that research protocols are planned, and conducted in an ethical manner and consistent with standards established by the NU-IRB.

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

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

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

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 contact irb@nu.edu or your admissions advisor.

Civil Rights Policies and Procedures

Complaints Relating to Discrimination or Sexual Harassment

National University is committed to maintaining a working and learning environment in which students, faculty, and staff can develop intellectually, professionally, personally, and socially. Such an atmosphere must be free of intimidation, fear, coercion, and reprisal. The University prohibits discrimination or harassment on the basis of race, ethnic or national origin, religion, age, sex, color, physical or mental disability, marital or veteran status under any program or activity offered under its control.
In keeping with this commitment, the University also maintains a strict policy that prohibits sexual harassment, which includes harassment based on gender, pregnancy, childbirth, or related medical condition and inappropriate conduct of a sexual nature. This policy applies regardless of the gender or sexual orientation of the complainant or the alleged harasser.

It is University policy that all persons should enjoy freedom from unlawful discrimination of any kind, as well as from sexual harassment, or retaliation for reporting a complaint. This policy applies to prohibit unlawful discrimination or harassment between members of the University community, including between students and other students and between students and employees or third parties, if the University has notice regarding or control over the third party. Individuals who engage in prohibited conduct will be subject to disciplinary action.

**Grievance Procedures for Civil Rights Violations**

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

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

**Vice President for Student Services**

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

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

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

**Informal Procedures for Civil Rights Issues**

Students who believe that they have been subjected to unlawful discrimination or harassment may use the following informal procedures to resolve their complaint. This process may be used as a prelude to filing a formal complaint or as an alternative and generally is completed within forty-five (45) days. It is not necessary that this option be used. Students have the right to file a formal written complaint either initially or if they believe informal resolution is not possible. Students may, at any time, elect to stop these informal procedures.

The Office of Student Affairs will provide any member of the University community an opportunity to discuss specific concerns in a confidential setting.

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

If no resolution is forthcoming or if direct confrontation is deemed inappropriate, the student may report the incident(s) to the Vice President for Student Services through a Formal Procedure (Written Complaint).

**Formal Procedures for Civil Rights Issues**

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

1) The complainant must file a claim by following the guidelines in this section. These forms are available in the Office of Student Affairs. To be processed, the claim must be filed within 120 days of the alleged unlawful discrimination or harassment or within one-hundred twenty (120) days of the complainant’s learning of the discriminatory or harassing action.

2) The Vice President for Student Services dates and logs all written complaints and sends the complainant an acknowledgement that the complaint is under review.

3) If the complaint does not meet the procedural requirements, the Vice President for Student Services immediately notifies the complainant of the specific deficiencies of the complaint. If the complaint meets the procedural requirements, the Vice President for Student Services forwards a copy of the complaint to the alleged offender or unit against which the complaint is made (the “respondent”).

4) The Vice President for Student Services will arrange appropriate interim measures when warranted to protect the parties.

5) The Vice President for Student Services investigates the complaint (or the Vice President’s designee, who has been trained in the investigation of such complaints), meeting separately with the student and with others who are either named in the complaint or who may have knowledge of the facts. Generally, the investigation is completed within forty-five (45) days from the date the Vice President for Student Services receives the complaint.

On completion of the investigation, the Vice President for Student Services will prepare a report of the witness statements and the evidence. All relevant parties will be notified accordingly. Either party may file a written appeal if they are not satisfied with the findings (see Appellate Procedures below).

**How to File a Claim of Discrimination**

To file claim of discrimination, submit a letter to:

**Vice President for Student Services**

National University
11255 North Torrey Pines Road
La Jolla, CA 92037-1011

Include the following information in your letter:

- Your name, address, telephone number, and student ID number
- The basis of your claim. The basis is what you believe was the motivating factor for the discrimination. For example, you may believe you were treated differently because of your race, color, religion, sex, age, national origin, marital status, sexual orientation, or disability.
• The name of the individual(s) or entity you believe discriminated against you.
• The issue(s) of your claim. The issue is a description of what happened, or the action that was taken by the individual(s) that discriminated against you, resulting in some harm. Explain as clearly as possible what happened, why you believe it happened, and how you were discriminated against. Please include how other persons in the same setting were treated differently than you, if applicable. If you were denied a benefit or service, please provide a copy of the denial letter. If you have documents to support the events you are reporting, provide a copy of the supporting documents.

Appellate Procedures for Civil Rights Issues

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

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

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

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

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

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

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

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

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

Student Discipline

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

Drug and Alcohol Policy

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

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

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

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

Academic Dishonesty

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

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

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

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

• Require a timed writing sample to be written on the assigned topic to determine the veracity of the suspicion
• Require that the work be rewritten
• Issue a lowered or failing grade for the assignment
• Issue a lowered or failing grade for the course
• Request formal disciplinary action by the Judicial Affairs Officer
If a student's assignment or course grade is lowered on the grounds of academic dishonesty, the instructor must inform the student that academic dishonesty figured into the calculation of the grade. The student may exercise his/her right to appeal the grade by requesting a review from the Disciplinary Appeals Committee, convened by the Judicial Affairs Officer (JAO). The student must submit an e-form electronically via the student portal within forty-five (45) days of the submission of the grade for the course. The student must attach clear, substantiating documentation that demonstrates grounds for appeal to the e-form. If the evidence meets the criteria, the JAO forwards the student's e-form to the instructor. The JAO then refers all documentation to the Disciplinary Appeals Committee. Students are responsible for the work they submit and intent cannot be determined, so neither is grounds for appeal.

Disciplinary Appeals Committee

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

The disciplinary appeals committee will render a final decision within thirty (30) days of receiving the e-form information from the JAO. This decision is then forwarded to the JAO who notifies all parties via e-mail.

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

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

Avoiding Plagiarism

Students 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, he/she must be careful to use the author’s exact words, enclose them in quotation marks, and cite the source in the body of the text and also on the reference page. If students are unsure whether or not they should cite, they are encouraged to cite. They are also encouraged to ask their instructors for guidance on this issue. Students might also consult writing handbooks such as the Essential Little Brown Handbook and for formatting questions refer to manuals such as The MLA Handbook for the Humanities, The Publication Manual of the APA for social sciences and business, and The CBE Style Manual for natural and applied sciences.

Civility in the Classroom: A Code of Classroom Etiquette

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

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

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

Online Student Code of Conduct

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

- Access National University courses only for lawful purposes.
- Respect the privacy of other members of the class and other students.
- Respect the integrity of the University’s computer systems.
- Respect the diversity of opinions among the instructor and members of the class and respond to them in a courteous manner. 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 other postings in course shells.
- Abide by all rules and regulations published by the University and agree to be subject to disciplinary actions as described in the General Catalog.

Reasons for Probation, Suspension, and Dismissal of Students

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

- Academic dishonesty
- Forgery, altering University documents, or knowingly providing false information
- Disruption of the educational or administrative process of the University, by acts or expression
- Physical abuse or threat of abuse to students, University employees, or their families
- Verbal abuse or intimidation of students or University
In cases that go to a hearing, disciplinary action is determined by the given option of waiving a hearing and accepting a lesser penalty. If circumstances warrant it, the student may be heard (hearing). If the investigation indicates that a violation of the code of conduct has occurred, the Judicial Affairs Officer will contact the student and initiate an investigation.

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

A written warning is used when a student’s behavior is unacceptable, but is considered to be minor. It includes a warning that any other violation of University policy, for which the student is found guilty, will result in more severe disciplinary action. The notification does not result in a conduct record and therefore, is not appealable. The written warning shall be delivered to the email address most recently filed with the Office of the Registrar.

Disciplinary Probation is used in cases more egregious than those warranting a written warning, but less than those warranting suspension.

Suspension is appropriate in cases of serious misconduct, in cases when a student has violated a condition of disciplinary probation, or has failed to meet the stipulations of lesser sanctions. During the period of suspension, the student charged may not enter any National University campus, other than to attend the hearing regarding the merits of his/her suspension. Violation of any condition of suspension shall be grounds for dismissal.

Dismissal is the most severe sanction that the University may impose, and is permanent. If a dismissed student returns to the campus, he or she could be charged with unlawful entry and may be arrested.

Disciplinary Probation is entered on a student’s transcript, with the beginning and end date, for the period of time that the probation is in effect. Suspension is entered on the student’s transcript, with the beginning and end date, for the period of time that the suspension is in effect. Expulsion is entered on the student’s transcript permanently, along with the date it takes effect.

Hearing Procedures

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

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

Hearing procedures include the following:

- A written or electronic record of the proceedings is maintained and confidential. The hearing is closed and members of the committee will take reasonable precautions to ensure that the proceedings remain confidential, unless disclosure is required by law. A scribe or technician may be present to record the minutes.
- The proceeding is not governed by formal rules of evidence or by trial-like procedures. The procedures are those used by reasonable persons conducting a serious proceeding. The chairperson rules on all procedural questions.
- The chairperson reads the charges or complaint to the committee.
- Each side presents its case.
- Members of the committee have the right to question any of the parties or witnesses.
- Parties may be advised by legal counsel, but legal counsel may not be present during the hearing.
- The chairperson may terminate a party’s right to address the committee if the party becomes abusive or persists in presenting irrelevant evidence or information.
- If either party fails to appear, the hearing will continue as if the absent party were present.
Policies and Procedures

• The failure of any party to appear without justifiable cause will terminate that party’s right to appeal.
• After the hearing, the committee deliberates and renders a decision by simple majority based on a preponderance of the evidence (a preponderance of evidence is generally defined as “greater than 50%” or alternatively “more likely than not.”). If the committee decides to impose a penalty, it specifies the disciplinary action to be imposed.
• The Judicial Affairs Officer and the committee chairperson send written notification of the committee’s decision and of the right to appeal it.

Appellate Procedures

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

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

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

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

All documentation for all hearings will be kept on file.

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

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

Hearing Rights

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

• To be present during the hearing
• To be informed of all the evidence received by the committee
• To present witnesses - only those with direct knowledge of the incident shall be allowed to appear as witnesses.
• To challenge or rebut evidence or testimony presented by the opposing party
• To submit evidence on behalf of their own position. Prior to the hearing, the student will provide the Judicial Affairs Officer with copies of all information (relevant to the incident) to be shared at the hearing and a list of possible witnesses. These items must be provided at least 5 days prior to the hearing.
• To make a summary argument and to respond to the argument of the opposing party to bring another person to the hearing as support or as a spokesperson.

Forty-five (45) days from notification of the allegation/dismissal to submit a written hearing request to the Judicial Affairs Officer. (Thirty (30) days to appeal a hearing decision – See Appellate Procedures)
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**Admission Procedures**

**Admissions Advising**

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

**Faculty Advising**

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

**Use of Social Security Number**

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

**E-mail Address**

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

**Qualifications**

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

**Freshman Admission Applicants:**

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

*Applicants who attended a non-regionally accredited high school must petition the Committee on the Application of Standards 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
- A list and description of courses completed.
- 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

*Courses must be broken down by grade level.

If the student’s home state requires that individuals who were home schooled through secondary school take the GED to show high school completion, the student must submit official GED test scores to the Office of the Registrar. The student will not be required to submit an official high school transcript if providing official GED 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 GED test scores prior to continued enrollment.

**Transfer Applicants**

- Applicants who have completed fewer than 90 quarter (60 semester) units of transferable college credit (remedial-level, pass/fail, and repeat courses are nontransferable) must have graduated from high school, passed a high school-level G.E.D. test (standard score for each section must be at least 410 with an overall score of 450), or received a Certificate of Proficiency from a State Department of Education to be accepted on a provisional basis.
- Applicants transferring from regionally accredited colleges and universities are admitted as degree students if their cumulative grade point average from all schools is 2.0 (C) or better.
- Applicants with a cumulative grade point average below 2.0 may be admitted on probationary status if the Committee on the Application of Standards (CAS) determines there is sufficient evidence of potential to complete college studies. See Probationary Admission below.
- Students who have documents from a foreign country must request a foreign credential pre-evaluation to determine eligibility through their admissions advisor.

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

All applicants to the University must also:

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

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

Provisional Acceptance

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

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

If the Office of the Registrar does not receive all required documentation within 60 days of the date of admission, the students’ studies are temporarily interrupted until the Registrar receives all official documents. If the students’ studies are temporarily interrupted this can affect financial aid eligibility. The Registrar will send a courtesy notification every 30 days to students in provisional status advising them of any outstanding documentation needed for their file to be complete. Coursework satisfactorily completed during the provisional acceptance period counts toward graduation if it is consistent with specific degree program requirements.

Conditional Admission

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

Probability Admission

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

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

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

Mathematics and English Evaluation

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

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

Mathematics Placement

Students may request transfer credit for lower division college-level mathematics courses completed elsewhere with a grade of “C-” or better. Remedial-level courses will not transfer or count for credit. It is recommended that students without transferable mathematics credits complete the pre-collegiate mathematics sequence, MTH 012A and MTH 012B, prior to starting college-level mathematics. Students may test out of one or both of these classes through successful placement by ACCUPLACER.

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

English Placement

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

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

Transcript Requests of Other Institutions

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

Official transcripts should be sent by the issuing institution directly to:
Office of the Registrar
National University
11355 North Torrey Pines Road
La Jolla, California, 92037-1011
Academic Information for Undergraduate Degrees

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

Upon request, the University will process on the student’s behalf the initial request for all domestic transcripts (excluding GED scores), including payment of associated fees. If a transcript has not arrived within four weeks, the Registrar’s Office will submit a second request. Thereafter, it becomes the student’s responsibility to ensure that the University receives the document(s). Students are advised that they must follow up with the documents that are outstanding to assure receipt within the required time frame.

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

The University will not process requests for foreign transcripts/documents. Students who have attended institutions in foreign countries or who have a GED 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 the program, the AAR will show coursework already completed and courses remaining to be completed. The AAR helps students, advisors, and the University to determine progress toward completion of program requirements and also serves as a graduation check.

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

Readmission Procedures

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

Sources of Credit

Transfer Credit

National University accepts credits from regionally accredited institutions. It may also accept credits from institutions that are accredited by an agency which is a member of Council for Higher Education Accreditation (CHEA), provided that the academic quality of the institutions can be verified and the credits otherwise comply with National University guidelines. National University may also accept credits from collegiate institutions which are accredited by non-CHEA member agencies provided they are recognized by the United States Secretary of Education. 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. By design, remedial college credits do not meet collegiate standards and will not be accepted as transfer credits by National University.

National University makes transfer credit decisions based upon its assessment of the collegiate institution and the circumstances and performance of the student. For students transferring from non-regionally accredited institutions, National University may accept fewer transfer credits, require the student to have earned minimum grades, or accept transfer credit on a provisional basis to be validated by satisfactory coursework in residence. Under no circumstances will National University accept transfer credit for a course in which the student earned a “D+” or lower grade.

The maximum transfer credit allowed for an Associate’s degree is 58.5 units. The maximum allowed for a Bachelor’s degree is 135 units.

Requests for transfer credit consideration:

Any student who would like to request consideration of non-regionally accredited coursework must submit the following via a CAS e-form (available on the Student Portal):

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

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

California Community College Transfer to Triumph Program

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

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

Further information on the Transfer to Triumph program can be found in the Scholarships section of this catalog. This award applies only to courses governed by the University’s standard tuition rate.

Collegiate

The maximum number of lower-division credits acceptable for transfer to an associate degree program is 58.5 quarter units (39 semester units). For a baccalaureate degree program, no more than 103.5 quarter units (69 semester units) are allowed.
The maximum number of upper-division credits acceptable for transfer is 40.5 quarter units (27 semester units). A total of 36 quarter units (24 semester units) may be accepted from the extension division of a regionally accredited university. In either case, only credits accepted by the previous institution toward degree requirements are transferable.

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

**Non-collegiate Credit Transfer**

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

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

**College Level Examination Program (CLEP)**

The University awards credit for successful completion of CLEP subject examinations. CLEP examination credit can be applied to meet general education, preparation for the major or general lower-division elective credit. National University awards credit for CLEP examinations in accordance with published American Council on Education (ACE) guidelines. The ACE guidelines provide a minimum score required as well as a recommendation on the amount of transfer credit that may be applied. In order to receive credit for CLEP

<table>
<thead>
<tr>
<th>CLEP Examinations</th>
<th>Minimum Score</th>
<th>Units (Qtr)</th>
<th>Transfer Credit Allowed For</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Government</td>
<td>50</td>
<td>4.5</td>
<td>POL201</td>
</tr>
<tr>
<td>American Literature</td>
<td>50</td>
<td>9</td>
<td>2 Area D: Humanities</td>
</tr>
<tr>
<td>Analyzing &amp; Interpreting Literature</td>
<td>50</td>
<td>9</td>
<td>LIT100 &amp; 1 Area D: Humanities</td>
</tr>
<tr>
<td>Biology</td>
<td>50</td>
<td>9</td>
<td>SCI100 &amp; 1 Area A-G</td>
</tr>
<tr>
<td>Calculus</td>
<td>50</td>
<td>4.5</td>
<td>MTH220</td>
</tr>
<tr>
<td>Chemistry</td>
<td>50</td>
<td>9</td>
<td>SCI101 &amp; 1 Area A-G</td>
</tr>
<tr>
<td>College Algebra</td>
<td>50</td>
<td>4.5</td>
<td>MTH215</td>
</tr>
<tr>
<td>College Composition</td>
<td>50</td>
<td>9</td>
<td>ENG100, ENG101 &amp; ENG240</td>
</tr>
<tr>
<td>College Composition Modular</td>
<td>50</td>
<td>4.5</td>
<td>ENG100, ENG101 &amp; 1 open elective</td>
</tr>
<tr>
<td>College Mathematics</td>
<td>50</td>
<td>9</td>
<td>1 Area B &amp; 1 open elective</td>
</tr>
<tr>
<td>English Literature</td>
<td>50</td>
<td>9</td>
<td>2 Area D: Humanities</td>
</tr>
<tr>
<td>Financial Accounting</td>
<td>50</td>
<td>4.5</td>
<td>ACC201</td>
</tr>
<tr>
<td>French Language - Level 1</td>
<td>50</td>
<td>9</td>
<td>2 Area D: Language</td>
</tr>
<tr>
<td>French Langdale - Level 2</td>
<td>50</td>
<td>18</td>
<td>2 Area D: Language &amp; 2 Area A-G</td>
</tr>
<tr>
<td>German Language - Level 1</td>
<td>50</td>
<td>9</td>
<td>2 Area D: Language</td>
</tr>
<tr>
<td>German Language - Level 2</td>
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<td>4.5</td>
<td>2 Area D: Language &amp; 2 Area A-G</td>
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<td>History of the United States I: Early Colonization to 1877</td>
<td>50</td>
<td>4.5</td>
<td>HIS220A</td>
</tr>
<tr>
<td>History of the United States II: 1865 to Present</td>
<td>50</td>
<td>4.5</td>
<td>HIS220B</td>
</tr>
<tr>
<td>Human Growth and Development</td>
<td>50</td>
<td>4.5</td>
<td>1 Area E</td>
</tr>
<tr>
<td>Humanities</td>
<td>50</td>
<td>9</td>
<td>2 Area D: Humanities</td>
</tr>
<tr>
<td>Information Systems and Computer Applications</td>
<td>50</td>
<td>4.5</td>
<td>1 Area A-G</td>
</tr>
<tr>
<td>Introduction to Educational Psychology</td>
<td>50</td>
<td>4.5</td>
<td>1 open elective</td>
</tr>
<tr>
<td>Introductory Business Law</td>
<td>50</td>
<td>4.5</td>
<td>LAW304 (only lower division credit)</td>
</tr>
<tr>
<td>Introductory Psychology</td>
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<td>4.5</td>
<td>PSY100</td>
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<td>Introductory Sociology</td>
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<td>4.5</td>
<td>SOC100</td>
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<tr>
<td>Natural Sciences</td>
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<td>9</td>
<td>2 Area A-G</td>
</tr>
<tr>
<td>Precalculus</td>
<td>50</td>
<td>4.5</td>
<td>1 Area B</td>
</tr>
<tr>
<td>Principles of Macroeconomics</td>
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<td>4.5</td>
<td>ECO204</td>
</tr>
<tr>
<td>Principles of Management</td>
<td>50</td>
<td>4.5</td>
<td>1 open elective</td>
</tr>
<tr>
<td>Principles of Marketing</td>
<td>50</td>
<td>4.5</td>
<td>1 open elective</td>
</tr>
<tr>
<td>Principles of Microeconomics</td>
<td>50</td>
<td>4.5</td>
<td>ECO203</td>
</tr>
<tr>
<td>Social Sciences and History</td>
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<td>9</td>
<td>2 Area E</td>
</tr>
<tr>
<td>Spanish Language - Level 1</td>
<td>50</td>
<td>9</td>
<td>2 Area D: Language</td>
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<tr>
<td>Spanish Language - Level 2</td>
<td>63</td>
<td>18</td>
<td>2 Area D: Language &amp; 2 Area A-G</td>
</tr>
<tr>
<td>Western Civilization I: Ancient Near East to 1648</td>
<td>50</td>
<td>4.5</td>
<td>1 Area D: Humanities</td>
</tr>
<tr>
<td>Western Civilization II: 1648 to Present</td>
<td>50</td>
<td>4.5</td>
<td>1 Area D: Humanities</td>
</tr>
</tbody>
</table>
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.

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

Note: Students who have taken a CLEP general examination prior to 2002 may use the credit towards general education requirements, as it applies, up to a maximum of 27 quarter units or 18 semester hours. National does not accept transfer credits for the mathematics general CLEP examination.

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

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

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

DANTES Subject Standardized Tests (DSST) 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.

**Excelsior College Examinations**

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

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

**Advanced Placement (AP) Exams**

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

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<table>
<thead>
<tr>
<th>ART HISTORY</th>
<th>ART100</th>
<th>4.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART: STUDIO</td>
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<td>BIOLOGY</td>
<td>BIO100</td>
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<td></td>
<td>Area A-G &amp; 1 open elective</td>
<td></td>
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<tr>
<td>CALCULUS AB</td>
<td>MTH220</td>
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<tr>
<td>CALCULUS BC</td>
<td>MTH221</td>
<td>4.5</td>
</tr>
<tr>
<td>CHEMISTRY</td>
<td>CHE101</td>
<td>12</td>
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<td></td>
<td>Area A-G &amp; 1 open elective</td>
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<tr>
<td>CHINESE LANGUAGE AND CULTURE</td>
<td>2 Area D: Humanities</td>
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<tr>
<td>COMPUTER SCIENCE A</td>
<td>1 Area A-G</td>
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<tr>
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<td>ENG100, ENG101 &amp; LIT100</td>
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<tr>
<td>EUROPEAN HISTORY</td>
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<tr>
<td>FRENCH LANGUAGE</td>
<td>2 Area D: Language</td>
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<tr>
<td>GERMAN LANGUAGE</td>
<td>2 Area D: Language</td>
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<tr>
<td>HUMAN GEOGRAPHY</td>
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<tr>
<td>ITALIAN LANGUAGE AND CULTURE</td>
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<td></td>
</tr>
<tr>
<td>JAPANESE LANGUAGE AND CULTURE</td>
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<tr>
<td>LATIN: LITERATURE</td>
<td>2 Area D: Humanities</td>
<td></td>
</tr>
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<td>LATIN: VERGIL</td>
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</tr>
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<td>MACROECONOMICS</td>
<td>ECO204</td>
<td>4.5</td>
</tr>
<tr>
<td>MUSIC THEORY</td>
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<tr>
<td>PHYSICS B</td>
<td>PHS104</td>
<td>12</td>
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<tr>
<td></td>
<td>Area A-G &amp; 1 open elective</td>
<td></td>
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<tr>
<td>PHYSICS C: ELECTRICITY AND MAGNETISM</td>
<td>PHS104 &amp; 1 Area A-G</td>
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<tr>
<td>PHYSICS C: MECHANICS</td>
<td>1 Area F &amp; 1 Area A-G</td>
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<td>SPANISH LANGUAGE</td>
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<td>SPANISH LITERATURE</td>
<td>2 Area D: Humanities</td>
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<td>STATISTICS</td>
<td>MTH210</td>
<td>4.5</td>
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<tr>
<td>GOVERNMENT AND POLITICS: US</td>
<td>POL201</td>
<td>4.5</td>
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<td>GOVERNMENT AND POLITICS: COMPARATIVE</td>
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<td>UNITED STATES HISTORY</td>
<td>HIS220A &amp; HIS220B</td>
<td></td>
</tr>
<tr>
<td>WORLD HISTORY</td>
<td>1 Area E</td>
<td>4.5</td>
</tr>
</tbody>
</table>
Military Education Credit

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

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

Credits for military school courses apply directly to undergraduate work as it relates to the level and content of the particular degree program. The maximum amount of transfer credit granted for military education is 45 quarter units. National University will only accept credit for military courses that have been recommended for credit by the American Council on Education (ACE).

Other Non-Collegiate Credit

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

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

International Baccalaureate (IB)

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

Credit by Examination

Currently enrolled students can obtain credit for undergraduate courses through departmental examinations, called Credit by Examination, when their training or work experience seems to provide proficiency in the subject matter of an approved course. Only a limited number of courses are approved for Credit by Examination. Students cannot challenge courses that are in the same area as an advanced course taken at National University or another regionally accredited institution. Students can apply for credit or challenge by exam via the e-forms link on the Student Portal. Students must submit their petitions after they are evaluated at the University. The Office of the Registrar determines eligibility for the exam and whether an exam will be for credit or challenge, depending on the student’s degree program requirements. Approval for the exam must be granted by the Office of the Registrar. Students must pay the required $100 Credit by Examination fee to the Business Office and complete the exam within 120 days of the approval. Should the 120 days pass, students are eligible for one (1) extension per exam. The Office of the Registrar determines eligibility for this exception, including extension length.

<table>
<thead>
<tr>
<th>INTERNATIONAL BACCALAUREATE HIGHER LEVEL</th>
<th>SCORE REQUIRED</th>
<th>UNITS (Qtr)</th>
<th>TRANSFER CREDIT ALLOWED FOR: (IB HL) EXAMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language A1</td>
<td>4-7</td>
<td>9</td>
<td>General Ed Area A1 &amp; LIT100</td>
</tr>
<tr>
<td>Language A2</td>
<td>4-7</td>
<td>9</td>
<td>SPN200 &amp; SPN201</td>
</tr>
<tr>
<td>Spanish A2</td>
<td>4-7</td>
<td>9</td>
<td>2 General Ed Area G</td>
</tr>
<tr>
<td>German A2</td>
<td>4-7</td>
<td>9</td>
<td>2 General Ed Area G</td>
</tr>
<tr>
<td>French A2</td>
<td>4-7</td>
<td>9</td>
<td>2 General Ed Area G</td>
</tr>
<tr>
<td>Japanese A2</td>
<td>4-7</td>
<td>9</td>
<td>2 General Ed Area G</td>
</tr>
<tr>
<td>Language B</td>
<td>4-7</td>
<td>9</td>
<td>SPN200 &amp; SPN201</td>
</tr>
<tr>
<td>Spanish B</td>
<td>4-7</td>
<td>9</td>
<td>None</td>
</tr>
<tr>
<td>Business &amp; Management</td>
<td>4-7</td>
<td>9</td>
<td>CHE141 &amp; CHE142</td>
</tr>
<tr>
<td>Economics</td>
<td>4-7</td>
<td>9</td>
<td>Open Elective Units</td>
</tr>
<tr>
<td>Geography</td>
<td>4-7</td>
<td>9</td>
<td>2 General Ed Area A-G</td>
</tr>
<tr>
<td>History</td>
<td>4-7</td>
<td>9</td>
<td>1 General Ed Area E &amp; 1 A-G</td>
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<tr>
<td>Biology</td>
<td>4-7</td>
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<td>BIO161 &amp; BIO162</td>
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<tr>
<td>Chemistry</td>
<td>4-7</td>
<td>9</td>
<td>CHE141 &amp; CHE142</td>
</tr>
<tr>
<td>Design Technology</td>
<td>4-7</td>
<td>9</td>
<td>Open Elective Units</td>
</tr>
<tr>
<td>Environmental Systems</td>
<td>4-7</td>
<td>9</td>
<td>2 General Ed Area A-G</td>
</tr>
<tr>
<td>Physics</td>
<td>4-7</td>
<td>9</td>
<td>PHS171 &amp; PHS172</td>
</tr>
<tr>
<td>Computer Science</td>
<td>4-7</td>
<td>9</td>
<td>Open Elective Units</td>
</tr>
<tr>
<td>Computer Science</td>
<td>4-7</td>
<td>9</td>
<td>Open Elective Units</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4-7</td>
<td>9</td>
<td>1 General Ed Area B</td>
</tr>
<tr>
<td>Film</td>
<td>4-7</td>
<td>9</td>
<td>Open Elective Units</td>
</tr>
<tr>
<td>Music</td>
<td>4-7</td>
<td>9</td>
<td>Open Elective Units</td>
</tr>
<tr>
<td>Theatre Arts</td>
<td>4-7</td>
<td>9</td>
<td>2 General Ed Area D</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>4-7</td>
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<td>2 General Ed Area D</td>
</tr>
<tr>
<td>Extended Essay</td>
<td>4-7</td>
<td>9</td>
<td>Open Elective Units</td>
</tr>
<tr>
<td>Theory of Knowledge</td>
<td>4-7</td>
<td>9</td>
<td>Open Elective Units</td>
</tr>
</tbody>
</table>
All Credit by Examinations must support the objectives of the student’s degree program and cannot exceed 13.5 quarter units in an associate degree program or 22.5 quarter units in a baccalaureate degree program, including credits earned toward an associate’s degree. Of the 22.5 quarter units permitted in a bachelor’s degree, a maximum of 13.5 may consist of credit by examination at the upper-division level. Students can earn no more than 9 quarter units in their major or minor through Credit by Examination. All grades are final; students cannot repeat a Credit by Examination if a previous attempt was unsuccessful.

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

### Challenge by Examination

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

Procedures to challenge a course by examination are identical to the credit by examination procedures explained above, but the fee for a Challenge by Examination is $50 rather than $100. No credit is awarded for a waived course.

### Undergraduate Course Waivers

Occasionally, students may request to waive a course based on previous training or experience. If the student can demonstrate mastery of a subject, the department chair must submit a recommendation to the Committee on the Application of Standards (CAS) to allow the student to waive the particular course. If the course in question has an available credit/challenge by examination (or other approved test) then the student must pass the examination and may not request for a waiver.

A course waived by CAS exempts a student from that course. Units are not awarded for a waived course, so the student may need to take a different course such as an elective in order to meet the overall unit requirements for the degree.

### Language Proficiency Testing

National University will offer competency proficiency testing for students who need foreign language proficiency verification through an agreement with the University of Pennsylvania Penn Language Center. 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 G.E. This service is made available to the students at a reasonable cost. (*note that students will still need to meet the overall unit requirement for General Education).

The foreign language competency test consists of four components which measures one’s ability to communicate, read, and write in a foreign language. The duration of the test varies depending on the language, and could take approximately 1.5 – 2 hours. The test contains an oral interview between test candidate and the tester, a reading comprehension assignment, and a writing sample. University of Pennsylvania Penn Language Center will keep a permanent record of the results of the competency testing. Credit by exam is not available.

Website: www.pls.sas.upenn.edu/testing

Servicemembers Opportunity College (SOC) Agreement

National University is a member of Servicemembers Opportunity Colleges (SOC) Consortium and participates in the SOCNAV, SOCMAR, and SOCCOAST bachelor programs, as well as the SOCNAV and SOCMAR associate degree programs for active duty personnel and their adult dependent. Although not yet a participant, but anticipating to be in the SOCAD program, National University will also prepare student agreements for Army personnel and their adult dependents so they may receive the benefits of a SOC contract.

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

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

To receive a SOC Agreement students must:
- Apply to National University online or by submitting paperwork to an admissions advisor
- Send all transcripts and other required documents, such as the DD295 or SMART Transcript to National University Office of the Registrar.
- Satisfactorily complete 9 quarter units in residence.
- Submit a SOC e-form request on the SOAR student portal.

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

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

Approval for the Training of Veterans

National University is approved for the training of veterans under Title 38 of the U.S. Code, Chapters 30, 31, 32, 34, and 35. The University is also authorized for active duty tuition assistance.

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

Grades and Grading System

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

Definition of Grades

- A Outstanding Achievement
- B Commendable Achievement
- C Acceptable Achievement
- D Marginal Achievement
- F Failing
- I Incomplete
- U Unsatisfactory
- W Withdrawal

The foreign language competency test consists of four components which measures one’s ability to communicate, read, and write in a foreign language. The duration of the test varies depending on the language, and could take approximately 1.5 – 2 hours. The test contains an oral interview between test candidate and the tester, a reading comprehension assignment, and a writing sample. University of Pennsylvania Penn Language Center will keep a permanent record of the results of the competency testing. Credit by exam is not available.
Academic Information for Undergraduate Degrees

not allowed after the twenty-first (21st) day of the session. This is a permanent mark with no grade points assigned.

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

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

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

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

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

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

Plus/Minus Grading

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

Repetition of Courses

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

No course can be repeated more than twice.

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

Computing Grade Point Averages

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

Grade Points Awarded

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
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<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Grade Changes

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

Satisfactory Academic Progress

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

Grade Point Average (GPA) Requirements

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

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

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

Academic Probation

Students whose cumulative GPA falls below 2.0 for coursework taken at National University are placed on academic probation. They are allowed six courses to improve their cumulative GPA to 2.0, provided no further grades of C- or below are earned. If a student on probation receives a grade of C- or below they will be academically disqualified. Students placed on academic probation are removed from this status when they have improved their cumulative GPA to 2.0 or better. Academic probation is permanently notated on official transcripts.

Academic Disqualification

Students on academic probation who fail to raise their cumulative GPA to 2.0 within six classes, or who receive a grade of C- or below while on probation, will be academically disqualified from the University. To be considered for reinstatement, they must complete 12 semester units (18 quarter units) of transferable coursework at a regionally accredited institution with a GPA of no less than 2.3 and then petition the Committee on the Application of Standards. Academic disqualification is permanently notated on official transcripts.
If the faculty determines that a student should be academically dismissed for reasons other than grades, they will refer the matter to the Office of Student Affairs, which will initiate an administrative hearing process. The hearing process to be followed is identical to the one invoked for disciplinary actions, outlined in the Policies and Procedures section of this catalog.

**Interruption of Study Due to Excessive Incomplete Grades**

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

**Second Degree from National University**

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

**National University Memorial Degree**

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

**Catalog Rights**

Any student whose record reflects a break in enrollment for a period of 12 or more consecutive months is not eligible to retain his/her catalog rights. All other students are defined as having continuous enrollment and, as such, remain subject to the requirements of the academic program that were listed in the catalog at the time of their admission. Students who interrupt studies for a period of greater than 12 or more months must re-apply for admission. Re-admitted students are subject to all catalog requirements in existence at the time of re-enrollment. Active duty military students with an active SOC agreement may maintain catalog rights for up to 5 years.

Students who change their major after having been admitted to the University must follow the major requirements in effect at the time of such change. Students who choose to add or drop a minor are not subject to a catalog change, unless the minor is not offered in the original catalog. If the minor was not offered in the original catalog, the student must meet both major and minor requirements under the catalog in effect at the time of the requested plan change.

Students can elect to follow the requirements listed in the current catalog; however, students cannot combine requirements from their previous catalog with those in the current catalog.

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

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**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 31.5 quarter units. A minimum of 18 quarters units required for students with an active SOC Agreement.
- At least half of the courses/units required for the major or core requirements if the associate degree has a major or core requirements.
- At least two-thirds of the courses/units required for the minor or concentration, if a student has selected a minor or concentration, or if a concentration is required as part of the degree requirements.

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

- A minimum of 45 quarter units, at least 36 units of which must be in upper-division courses (numbered 300–599). A minimum of 18 quarters units required for students with an active SOC Agreement.
- At least half of the upper-division units required for the major
- At least two-thirds of the upper-division units required for the minor or concentration, if a student has selected a minor or concentration, or if a concentration is required as part of the degree requirements.

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

**GPA Requirements**

Students must meet the following GPA requirements for their degree.

- Minimum overall cumulative grade point average of 2.0
- Minimum cumulative grade point average of a 2.0 within their major or core coursework (unless otherwise specified)
- Minimum cumulative grade point average of 2.0 within their minor or concentration coursework (unless otherwise specified)
General Education Requirements

All undergraduate students must complete the University General Education requirements specific to their degree level. Unless otherwise specified in the program students must meet the requirements located in the General Education section of this catalog. The general education curriculum furnishes students with the basic knowledge necessary to pursue any degree program. Students who fulfill the curriculum gain a strong interdisciplinary liberal arts framework geared toward problem solving. This emphasis promotes self-directed research in many academic areas that have traditionally been kept separate.

The general education program consists of a minimum of 34.5 quarter units (Associate degrees) and 70.5 quarter units (bachelor degrees). As part of the General Education unit requirements all students must complete at least 4.5 units in diversity enriched coursework and those in bachelor degrees must meet at least 4.5 units at the upper-division level.

CSU General Education Certifications and IGETC

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

National University has general education requirements in the following areas: English Communication, Mathematical Concepts and Quantitative Reasoning, Information Literacy, Arts, Humanities, and Languages, Social and Behavioral Sciences, Physical and Biological Sciences, and Lifelong Learning and Self Development. The required number of units in each section can be found in the General Education section of this catalog.

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

Major, Minor, and Concentration Requirements

Preparation for the Major

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

Major

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

Coursework taken to meet major requirements cannot be used to meet minor or general education requirements. At least half of the required upper-division courses for the major must be completed in residence. Students with an active SOC Agreement have a residency requirement of at least 18 quarter units.

Minor

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

Completion of a minor is not required. A minor consists of a minimum of six upper-division courses that total at least 27 quarter units, unless otherwise specified. Courses in the minor cannot be used to meet the major requirements. Courses in the minor can be used to satisfy preparation for the major and general education requirements as appropriate. At least two-thirds of the units in the minor must be completed in residence. Students with an active SOC Agreement have a residency requirement of at least 18 quarter units.

Concentration

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

Application for Graduation

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

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

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

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

Graduation with Honors

Graduation with honors is available to students whose academic record indicates superior achievement. Earned honors are noted on diplomas and official University transcripts.

Honors for associate and baccalaureate degrees are determined only by courses taken at National University. Honors are awarded according to the following grade point averages:
Academic Information for Undergraduate Degrees

Summa Cum Laude  3.90  
Magna Cum Laude  3.70  
Cum Laude  3.50  

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

*Note: In the calculation of eligibility for honors the cumulative GPA is truncated to two decimal places. For example, if the cumulative GPA of record is a 3.695 this figure is truncated to 3.69 and the honors designation would be Cum Laude.

Application for Certificate

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

1. Satisfactory completion of required courses or specific courses.
2. Students must complete two-thirds of the certificate program at National University.
3. Have a minimum overall cumulative grade point average of 2.0 for courses in the certificate program.

Specific certificate course requirements can be found in the National University catalog.

Honor Societies

Pinnacle Honor Society for Undergraduate Students

Pinnacle is a national collegiate honorary society founded for the single purpose of recognizing the nation’s most outstanding adult and other non-traditional students. Honored students receive letters of congratulation, certificates of membership, lapel pins, diploma seals and honor cords. Students accepted for membership to the Pinnacle Honor Society are nationally recognized for their academic achievement, community service, leadership, and ethical standards. Each commencement season, the Office of Student Affairs invites undergraduate students to join Pinnacle based on their qualifying grade point average. Students will be asked to complete an application which is then reviewed for eligibility determination.

Sigma Beta Delta Honor Society

Sigma Beta Delta, founded in 1994, is an honor society which recognizes scholarship and achievement by students of business, management, or administration who have attained superior records at universities with regional accreditation. The society characterizes itself by three principles: wisdom, honor, and the pursuit of meaningful aspirations. It recognizes these qualities as being important for success in the academic realm, as well as providing guidelines which lead to a fulfilling personal and professional life and a life distinguished by honorable service to humankind. The Dean of the School of Business and Management invites qualified students to join Sigma Beta Delta. Membership provides lifetime recognition, eligibility for fellowship awards, networking opportunities and a lifetime subscription to the Society’s “Aspirations” newsletter. Dark green and gold cords worn during commencement exercises designate Sigma Beta Delta graduates.

Pi Lambda Theta Honor Society

Pi Lambda Theta is the international honor society and professional association for students in the field of education. The Dean of the School of Education nominates students to Pi Lambda Theta who have met rigorous requirements. Membership in this honor society offers students access to scholarships, research grants, career search, and leadership conferences, as well as support from the National Board of Professional Teacher Standards. A gold cord worn during commencement exercises designates Pi Lambda Theta graduates.

Degree Conferral

Degrees are posted to transcripts after the close of each academic quarter, specifically on the third Sunday in January, April, July, and October. Diplomas are mailed six to eight weeks following the degree conferral date. A maximum of five duplicate diplomas may be ordered at no additional charge.

Annual commencement exercises are held in San Diego and Sacramento. Students may elect to attend the commencement ceremony in the location that is most convenient for them. The online Application for Degree allows the student to specify which commencement location he/she would like to attend. Detailed information with specific instructions regarding the commencement exercises is mailed to eligible students prior to each ceremony date for those who have submitted their online Application for Degree by the posted deadline to participate. Consult the University’s website for the dates of commencement.
# Academic Information for Graduate Degrees and Credentials

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Admission Procedures

Admissions Advising

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

Faculty Advising

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

Use of Social Security Number

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

E-mail Address

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

Qualifications

Applicants for admission to the Doctor of Nursing Practice must meet the admission criteria listed in the School of Health and Human Services.

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 where an overall grade point average of 2.5 or better was achieved, or where a grade point average of 2.75 or higher was achieved in the last 90 quarter units.

2) Hold a bachelor’s degree or higher from a regionally accredited college or university where an overall grade point average of 2.0 to 2.49 was achieved and a satisfactory score on one of the following tests:

- Minimum score of 550 on the Graduate Management Admission Test (GMAT)
- Minimum scores of 130 (verbal) and 130 (quantitative) the Graduate Record Examination (GRE)
- Minimum score of 408-413 on the Miller Analogies Test
- An approved, standardized program-specific exam

Note: National University’s College Board Institutional Code=4557

3) Hold a bachelor’s degree or higher from a regionally accredited college or university where an overall grade point average of 2.0 to 2.49 was achieved and have successfully completed at least 13.5 quarter units of graduate level coursework with grades of "B" or better at a regionally accredited institution.

4) Holders of a bachelor’s degree or higher from a regionally accredited college or university where an overall grade point average of 2.0 to 2.49 was achieved may be admitted on a probationary status. See Probationary Admission section below for additional information.

5) Applicants who are within six months of completing a baccalaureate degree may be eligible to apply 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 whose higher education was completed in a foreign country must request a foreign pre-evaluation through an admissions advisor to determine eligibility for a graduate program. Applicants who are seeking any California credential must have their official documents evaluated by an approved agency and an official evaluation report must be received by the Registrar’s Office noting that they have earned an equivalent to a 4 year United States Bachelor's degree.

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

All applicants to the University must also:
A. Complete an application for admission.
B. Execute an enrollment agreement.
C. Pay a non-refundable application fee of $60.
D. Complete the program admission process.

All post-baccalaureate applicants, regardless of citizenship, whose preparatory education was principally in a language other than English, must demonstrate competence in English. Students who do not possess a bachelor’s degree from a post-secondary institution where English is the language of instruction are encouraged to take the English ACCUPLACER evaluation as part of the admissions process.

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

* Any exceptions to the above admissions requirements must be considered by the Committee on the Application of Standards.

Probationary Admission

Students whose undergraduate GPA was 2.0 to 2.49 may be accepted on probationary status. They are ineligible for official admission and will not be processed for degree evaluation or financial aid until they have completed 4.5 quarter units of graduate study with a grade of “B” or better. Students admitted on probationary status are not permitted to schedule more than one
Official transcripts should be sent by the issuing institution directly to the Office of the Registrar for admission or evaluation become a part of the student’s academic file and are not returned or copied for distribution.

Evaluation

Once eligibility for admission to a post-baccalaureate program has been determined students are eligible for official evaluation. Students will be notified by e-mail that they have been evaluated and the student may view their 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 the coursework remaining. The AAR helps students, advisors, and the University to determine progress toward completion of program requirements and also serves as a graduation check.

Applications for financial aid cannot be processed until evaluation has occurred.

Readmission Procedures

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

Sources of Credit

Course Waivers and Unit Transfer Limits

Students who believe that they have taken coursework at a regionally accredited institution that is applicable to their current program may submit an e-form waiver either through the student portal or with the assistance of an admissions advisor. An official course description for each course must be attached to the e-form request. Course descriptions can usually be obtained directly from the issuing institution, copied from an institution’s catalog, or found online through an institution’s course catalog. The Office of the Registrar must receive official transcripts from the transferring institution before a course waiver request may be submitted. If a course description is not sufficient for determining transferability, students may be required to submit a course syllabus.

Students can transfer a maximum of 13.5 quarter units at the graduate level provided that the units have not been used to satisfy the requirements of an awarded degree. Regardless of the number of units transferred to the graduate program, students must meet residency requirements of their particular program in order to be eligible for graduation. Students should refer to their particular degree program to determine the maximum amount of transfer credit that can be applied. All courses considered for graduate transfer credit must have been taken in a graduate level degree program or noted 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. This may require additional graduate-level coursework to be taken in order to satisfy the graduate unit requirements for the student’s degree.

**Prerequisite Waivers**

Some graduate degree programs require students to complete undergraduate-level prerequisites. If a student has completed equivalent coursework at a regionally accredited institution then he/she must submit an e form course waiver request. The Registrar’s Office will then review the course content and make a determination on the waiver request. No graduate transfer credit will be awarded if the course was taken as part of an undergraduate level degree or classified as an undergraduate class by the institution attended.

**Special Consideration Waivers Based on Non-Graduate Level Coursework**

Students who have a course waiver approved based on a course taken through extended learning or continuing education will typically not be awarded any units. If the issuing institution recognizes the credits as meeting graduate level academic standards, notes on the transcript that the course is granted graduate level academic credit, and confirms in an official letter from their Office of the Registrar that the course would be accepted to meet a requirement in their own graduate programs, National University may consider approving and awarding credit.

When a student has acquired mastery of a subject through a concentration of undergraduate courses or through considerable experience or training, the lead faculty member may recommend that a course be waived. The lead faculty will determine the required documentation that needs to be submitted in support of the waiver. The lead faculty will then make a recommendation, which must be submitted through an e-form to the Committee on the Application of Standards.

**Time Limit**

Coursework that is more than seven years old cannot be transferred into post-baccalaureate credential or degree programs. Similarly, coursework completed at National University more than seven years ago cannot be applied to post-baccalaureate credential or degree programs for re-enrolling students. Coursework that is more than seven years old must be repeated, or, with the approval of the school dean, a more recent, suitable course may be substituted.

**Challenge by Examination**

Students in the School of Education (SOE) and School of Business and Management (SOBM) have the option to take a Challenge by Examination for one or more of the following classes - subject to the limitations noted in the respected degree programs: (SOE) EDT 608, EDT 655, HED 1101X and (SOBM) ACC 501, ACC 601M, MGT 605, MKT 602, MGT 608, MNS 601, ECO 602, ECO 607, FIN 609A, ACC 604, FIN 501. In order to test out of these courses, students must follow the same procedures as outlined in Academic Information for Undergraduate Degrees under the heading “Challenge by Examination.” The fee for each challenge exam is $50 and no credit is awarded. Additional coursework may need to be taken to make up the graduate level units in the degree program. Contact an advisor or a local representative for more information.

Credit by Examination is not allowed at the graduate level.

**Grades and Grading System**

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

A Outstanding Achievement

B Commendable Achievement

C Marginal Achievement

D Unsatisfactory Achievement

F Failing

I Incomplete

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

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

U Unsatisfactory

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

W Withdrawal

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

S Satisfactory

Credit is granted and no grade points are assigned. This is a grade assigned for satisfactory work in practicum, residencies, and field experience courses.

IP In Progress

A designation representing a project/thesis/research/practicum/internship/field study course that allows up to 12 months for completion. No grade points are assigned for the “IP” grade.

The following grades are assigned for selected project/practicum courses identified in the course description section of this catalog:
Hons Honors
Signifies outstanding work. No grade points are assigned.

S Satisfactory
Signifies acceptable work. No grade points are assigned.

U Unsatisfactory
Signifies unacceptable work. No credit is awarded and no grade points are assigned.

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

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

No course can be repeated more than twice.

A course in which a grade of “B” or higher has been earned may not be repeated.

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

Computing Grade Point Averages
To compute a student’s grade point average (GPA), the total number of credit units is divided into the total number of grade points. Course units count only once toward graduation requirements. “H,” “I,” “IP,” “S,” “U,” and “W” carry no grade points and are not considered in computing the grade point average. When a course is repeated, the original grade is excluded from the GPA calculation but remains part of the permanent record.

Grade Points Awarded

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<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
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</tr>
<tr>
<td>A+</td>
<td>4.3</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
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<tr>
<td>B</td>
<td>3.0</td>
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<tr>
<td>B-</td>
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<tr>
<td>C+</td>
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<tr>
<td>C</td>
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<tr>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
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</tbody>
</table>

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

Students who receive a “D” or “F” grade in a required course must repeat the course. The “D” or “F” grade is calculated in the cumulative GPA until the course is satisfactorily repeated. The original grade is excluded from the GPA calculation but remains as part of the student’s official academic record. In order to properly document the repeated course, students must notify the Office of the Registrar that the course has been repeated.

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

Academic Probation
Students whose cumulative GPA falls below a 3.0 for coursework completed at National University are placed on academic probation. Students are allowed three courses to improve their cumulative grade point average to the required 3.0, provided no further grades of B- or below are earned. The University strongly recommends that any coursework in which a letter grade of “C” or below was earned should be repeated while on probation. In this situation, if the courses are not repeated, the student may fail to raise the cumulative GPA to the required 3.0 and will be subject to disqualification.

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

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

Disqualification
Students on academic probation who fail to raise their GPA to 3.0 or better or who receive a grade of B- or below during their probationary period will be disqualified from their academic program. Disqualified students cannot attend National University for the next three months (terms) following the month in which the student was disqualified. After a three-month leave from the University, students can apply for reinstatement.

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

Reinstatement
Students who have been disqualified and want to be considered for reinstatement must petition the Committee on the Application of Standards (CAS). The petition must explain the reason for the disqualification and the steps the student has taken to remedy the issues. Students must include supporting documentation. Students, approved by CAS, who are readmitted to the University will be placed on a “Conditional” status. CAS will indicate the conditions and time frame requirements of the reinstatement. Students who meet the conditions of CAS and achieve the required 3.0 cumulative GPA will be placed on permanent probation. Students who fail to meet the CAS conditions will be dismissed from the University.

Interruption of Study Due to Excessive Incomplete Grades
Students who have three concurrent “Incomplete” grades will be
Academic Information for Graduate Degrees

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

Academic Dismissal

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

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

Second Degree from National University

Students can obtain a second master’s degree from National University if they have met all course and residence requirements for the second degree. Completion of an additional area of specialization within the same degree does not qualify for a second degree. Units earned toward the first master’s degree cannot be applied toward the second.

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 effect at the time of re-enrollment.

Students who request to change their academic program after admission must follow the catalog requirements in effect on the date they request the change.

Students can elect to change to the current catalog. However, they must meet all prerequisites and requirements for their academic program that are in effect in the current catalog. They cannot combine requirements from their previous catalog with those in the current catalog.

Students who are disqualified and are approved through CAS for reinstatement after an absence of 12 months are subject to the requirements of the catalog in effect at the time they are re-admitted to the University.

Additional Residency Requirements for Credential and Certificate Programs

Students in certificate programs must complete two-thirds of the required coursework at National University.

Credential candidates must complete a minimum of 31.5 quarter units in residence at National University to be recommended for a credential to the Commission on Teacher Credentialing. Courses taken online are considered to be in-residence. All credential programs must be completed with a GPA of 3.0 (“D” and “F” grades are not accepted).

The credential residency requirement does not apply to candidates for the following programs:

- Level II Special Education
- California Reading Certificate
- Early Childhood Special Education Certificate
- Professional (Tier II) Administrative Services Credential
- An additional credential if one is previously held

Graduation Requirements for Graduate Degrees

Each master’s degree has been structured to delineate the program prerequisites, core requirements, area(s) of specialization, and electives that constitute the requirements for the degree. Each degree has a designated field of study (core) that consists of at least six courses, which total at least 27 quarter units. Not all degrees have areas of specialization.

Unit and GPA Requirements

Residency

Graduate degrees require the completion of a minimum of 45 quarter units. Students must earn a minimum of 40.5 quarter units at National University and must complete half of the core requirements and three-fourths of the area of specialization in residence.

Field of Study and Area of Specialization GPA Requirements

Students must meet the following GPA requirements for their degree:

a. Minimum overall cumulative grade point average of 3.0
b. Minimum cumulative grade point average of 3.0 within their core requirements
c. Minimum cumulative grade point average of 3.0 within their area of specialization (if one is required or selected)

Application for Graduation

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

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

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

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

Application for Certificate

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

1. Satisfactory completion of required courses or specific courses.
2. Students must complete two-thirds of the certificate program at National University.
3. Have a minimum overall cumulative grade point average of 2.0 for courses in the certificate program.

Specific certificate course requirements can be found in the National University catalog.

**Graduation with Honors**

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

*Note: In the calculation of eligibility for Honors the official cumulative GPA is truncated to two decimal places. Students must have a cumulative GPA of 3.850 or higher to be eligible for the Honors designation.*

Earned honors are noted on diplomas and official University transcripts. Only students who complete 40.5 quarter units or more of their programs in residence are considered for honor awards.

**Honor Societies**

**Pi Lambda Theta Honor Society**

Pi Lambda Theta is the international honor society and professional association for students in the field of education. The Dean of the School of Education nominates students to Pi Lambda Theta who have met rigorous requirements. Membership in this honor society offers students access to scholarships, research grants, career search, and leadership conferences, as well as support from the National Board of Professional Teacher Standards. A gold cord worn during commencement exercises designates Pi Lambda Theta graduates.

**Sigma Beta Delta Honor Society**

Sigma Beta Delta, founded in 1994, is an honor society which recognizes scholarship and achievement by students of business, management, or administration who have attained superior records at universities with regional accreditation. The society characterizes itself by three principles: wisdom, honor, and the pursuit of meaningful aspirations. It recognizes these qualities as being important for success in the academic realm, as well as providing guidelines which lead to a fulfilling personal and professional life and a life distinguished by honorable service to humankind. The Dean of the School of Business and Management invites qualified students to join Sigma Beta Delta. Membership provides lifetime recognition, eligibility for fellowship awards, networking opportunities and a lifetime subscription to the Society’s “Aspirations” newsletter. Dark green and gold cords worn during commencement exercises designate Sigma Beta Delta graduates.

**Degree Conferral**

Degrees are posted to transcripts after the close of each academic quarter, specifically on the third Sunday in January, April, July, and October. Diplomas are mailed six to eight weeks following the degree conferral date. A maximum of five duplicate diplomas may be ordered at no additional charge.

Annual commencement exercises are held in San Diego and Sacramento. Students may elect to attend the commencement ceremony in the location that is most convenient for them. The online Application for Degree allows the student to specify which commencement location he/she would like to attend. Detailed information with specific instructions regarding the commencement exercises is mailed to eligible students prior to each ceremony date for those who have submitted their online Application for Degree by the posted deadline to participate. Consult the University’s website for the dates of commencement.
The following General Education requirements apply to all Associate of Arts and Associate of Science degrees except:

The Associate of Arts in General Education (formerly the Associate of Arts) program has specific General Education requirements. Please see the specific information in the program 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 critical thinking, reading and writing skills appropriate to lower-division college work.
- Demonstrate critical awareness of the major approaches, methods, assumptions, and applications of different academic disciplines.
- Employ college-level scientific and quantitative reasoning skills to appraise information and to solve problems.
- Demonstrate awareness of past and present human and cultural diversity.
- Access, evaluate and use information gathered through a variety of resources and technologies in developing research projects and presentations.

Degree Requirements

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

Diversity Requirement

The diversity component serves the general education program goal of increasing respect for, and awareness of, diverse peoples and cultures. A plus [+] after any course on the list of approved general education courses signifies a diversity-enriched course. Students must complete at least one diversity-enriched course in the general education program.

General Education Program Requirements

The general education program consists of a minimum of 34.5 quarter units. Of the 34.5 quarter units students must complete at least 4.5 units in diversity enriched coursework.

AREA A: ENGLISH COMMUNICATION

(Minimum 10.5 quarter units)

Category 1 Writing
(6 quarter units)

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

Category 2 Speech and Communication
(4.5 quarter units)

COM 100  Intro to Mass Communication
COM 103  Public Speaking
COM 120  Intro to Interpersonal Comm

AREA B: MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING

(Minimum 4.5 quarter units)

MTH 204  Mathematics for Science
Prerequisite: MTH 12A, and MTH 12B
MTH 209A  Fundamentals of Mathematics I
Prerequisite: Placement Evaluation
MTH 210  Probability and Statistics
Prerequisite: Placement evaluation
MTH 215  College Algebra & Trigonometry
Prerequisite: Placement Evaluation
MTH 216A  College Algebra I (3 quarter units)
Prerequisite: Placement Evaluation
MTH 216B  College Algebra II (3 quarter units)
Prerequisite: MTH 216A
MTH 220  Calculus I
Prerequisite: MTH 215 or placement evaluation
MTH 301  Fundamentals of Mathematics II
Prerequisite: MTH 209A
CSC 208  Calculus for Comp. Science I
Prerequisite: MTH 215
MNS 205  Intro to Quantitative Methods
Prerequisite: Placement Evaluation
BST 322  Intro to Biomedical Statistics

AREA C: INFORMATION LITERACY

(Minimum 4.5 quarter units)

ILR 260  Information Literacy
Prerequisite: ENG 100, and ENG 101

AREA D: ARTS AND HUMANITIES, AND LANGUAGE

(Minimum 4.5 quarter units)

ARB 100  Beginning Arabic I
ARB 101  Beginning Arabic II
Prerequisite: ARB 100
ARB 200  Intermediate Arabic I
Prerequisite: ARB 101
ASL 120  American Sign Language I
ASL 220  American Sign Language II  
Prerequisite: ASL 120

ASL 320  American Sign Language III  
Prerequisite: ASL 220

ART 200  Visual Arts

HIS 233*  World Civilizations I  
Prerequisite: ENG 100, and ENG 101

HIS 234*  World Civilizations II  
Prerequisite: ENG 100, and ENG 101

LIT 100  Introduction to Literature  
Prerequisite: ENG 100, and ENG 101

LIT 345  Mythology  
Prerequisite: LIT 100

MUS 100  Fundamentals of Music

MUS 327+  World Music  
Prerequisite: ENG 100, and ENG 101

PGM 101  Philosophy of Coaching

PHL 100  Introduction to Philosophy  
Prerequisite: ENG 100, and ENG 101

PHL 337  Ethics  
Prerequisite: ENG 100, and ENG 101

SPN 100  Beginning Spanish I

SPN 101  Beginning Spanish II  
Prerequisite: SPN 100

SPN 200  Intermediate Spanish I  
Prerequisite: SPN 101

THR 200  Theater Arts

* Minnesota residents must complete other Humanities classes to satisfy Minnesota degree standards.

** AREA E: SOCIAL AND BEHAVIORAL SCIENCES  
(Minimum 4.5 quarter units)

COM 220  Media Literacy

COM 380  Democracy in the Info. Age  
Prerequisite: ENG 100, and ENG 101

ECO 203  Principles of Microeconomics

ECO 204  Principles of Macroeconomics

HIS 220A+  United States History I  
Prerequisite: ENG 100, and ENG 101

HIS 220B+  United States History II  
Prerequisite: ENG 100, and ENG 101

HIS 300  Roots of Western Civilization  
Prerequisite: ENG 100, and ENG 101

PGM 100**  History of Sport

POL 100  Introduction to Politics  
Prerequisite: ENG 100, and ENG 101

POL 201  American Politics  
Prerequisite: ENG 100, and ENG 101

PSY 100  Introduction to Psychology

SOC 100+  Principles of Sociology  
Prerequisite: ENG 100, and ENG 101

SOC 260  Cultural Anthropology  
Prerequisite: ENG 100, and ENG 101

SOC 350+  Cultural Diversity  
Prerequisite: ENG 100, and ENG 101

+ Diversity Enriched Offering

** May only be taken by students in Golf Management

** AREA F: PHYSICAL AND BIOLOGICAL SCIENCES  
(Minimum 6 quarter units [Note: one science lab is required])

BIO 100  Survey of Bioscience

BIO 100A  Survey of Bioscience Lab (1.5 quarter units)  
Prerequisite: BIO 100, or BIO 161 for science majors

BIO 161*  General Biology 1

BIO 162  General Biology 2  
Prerequisite: BIO 161

BIO 201  Human Anatomy & Physiol I  
Recommended: Prior completion of: BIO 100, BIO 100A, CHE 101, CHE 101A or equivalent courses.

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

BIO 202  Human Anatomy & Physiol II  
Recommended: Prior completion of: BIO 201, and BIO 201A, BIO 100, and BIO 100A, CHE 101, and CHE 101A or equivalent courses

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

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

BIO 203A  Introductory Microbiology Lab (1.5 quarter units)  
Prerequisite: BIO 203

CHE 101  Introductory Chemistry  
Recommended Preparation: MTH 204, or MTH 215, or MTH 216A, and MTH 216B

CHE 101A  Introductory Chemistry Lab (1.5 quarter units)  
Prerequisite: CHE 101, or CHE 141 for science majors

CHE 141  General Chemistry 1  
Prerequisite: MTH 215 or equivalent, CHE 101

CHE 142  General Chemistry 2  
Prerequisite: CHE 141

EES 103  Fundamentals of Geology

EES 103A  Fundamentals of Geology Lab (1.5 quarter units)  
Prerequisite: EES 103

PHS 104  Introductory Physics  
Prerequisite: 2 years of high school algebra, and MTH 204, or MTH 215, or MTH 216A, and MTH 216B

PHS 104A  Introductory Physics Lab (1.5 quarter units)  
Prerequisite: PHS 104, or PHS 171 for science majors

PHS 171  General Physics 1  
Prerequisite: MTH 215, or MTH 216A, and MTH 216B

PHS 172  General Physics 2  
Prerequisite: PHS 171

Please Note: It is strongly recommended that students in the BIO 201 - 203A series complete this series in numerical sequence BIO 201 + 201A, 202 + 202A, 203 + 203A.

** AREA G: LIFELONG LEARNING AND SELF DEVELOPMENT  
(Minimum 4.5 quarter units)

COH 100  Personal Health

COH 317  Public Health Nutrition

COH 318  Drug Use and Abuse

COH 319  Human Sexuality

GLS 150  Global Issues and Trends

General Education for Bachelor Degrees

The general education program promotes the intellectual growth of all students in National University’s undergraduate degree programs. The general education curriculum assumes that undergraduates will not concentrate on a major field of study until they have completed a thorough general education program that is writing-intensive and addresses the cultural diversity of contemporary society.

Students in the general education program are advised to focus on writing and speech communication first. Students are then counseled to explore mathematical and other formal systems to
develop abstract reasoning abilities and are required to take a course in informational literacy and report writing. Finally, all students are required to have a significant exposure to the natural sciences, the humanities and fine arts, and the social and behavioral sciences and modern language. Many of these courses include an examination of the human condition in a multicultural society.

The general education curriculum emphasizes communications, mathematics and sciences, humanities and social/behavioral sciences. Thus, the curriculum provides coherence to undergraduate education, affording the student the opportunity to:

**Program Learning Outcomes**

Upon successful completion of this program, students will be able to:
- Demonstrate critical thinking, reading and writing skills appropriate to upper-division college work.
- Demonstrate critical awareness of the major approaches, methods, assumptions, and applications of different academic disciplines.
- Employ college-level scientific and quantitative reasoning skills to appraise information and to solve problems.
- Develop basic proficiency in another language.
- Demonstrate awareness of past and present human and cultural diversity.
- Access, evaluate and use information gathered through a variety of resources and technologies in developing research projects and presentations.

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

**Diversity Requirement**

The diversity component serves the general education program goal of increasing respect for, and awareness of, diverse peoples and cultures. A plus [+ ] after any course on the list of approved general education courses signifies a diversity-enriched course. A maximum of 13.5 upper-division units may be utilized to meet G.E. requirements.

National University has general education requirements in the following areas:

**AREA A: ENGLISH COMMUNICATION**

(Minimum 15 quarter units required)

**Category 1: Writing**

(10.5 quarter units required)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 100</td>
<td>Effective College English I</td>
<td>3</td>
</tr>
<tr>
<td>ENG 101</td>
<td>Effective College English II</td>
<td>3</td>
</tr>
<tr>
<td>ENG 240</td>
<td>Advanced Composition</td>
<td>3</td>
</tr>
</tbody>
</table>

**Category 2: Speech and Communication**

(4.5 quarter units required)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>COM 100</td>
<td>Intro to Mass Communication</td>
</tr>
<tr>
<td>COM 103</td>
<td>Oral Communication</td>
</tr>
<tr>
<td>COM 120</td>
<td>Intro to Interpersonal Comm</td>
</tr>
</tbody>
</table>

**AREA B: MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING**

(Minimum 4.5 quarter units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>MTH 204</td>
<td>Mathematics for Science</td>
</tr>
<tr>
<td>MTH 209A</td>
<td>Fundamentals of Mathematics I</td>
</tr>
<tr>
<td>MTH 210</td>
<td>Probability and Statistics</td>
</tr>
<tr>
<td>MTH 215</td>
<td>College Algebra &amp; Trigonometry</td>
</tr>
<tr>
<td>MTH 216A</td>
<td>College Algebra I</td>
</tr>
<tr>
<td>MTH 216B</td>
<td>College Algebra II</td>
</tr>
<tr>
<td>MTH 220</td>
<td>Calculus I</td>
</tr>
<tr>
<td>MTH 301</td>
<td>Fundamentals of Mathematics II</td>
</tr>
<tr>
<td>CSC 208</td>
<td>Calculus for Comp. Science I</td>
</tr>
<tr>
<td>MNS 205</td>
<td>Intro to Quantitative Methods</td>
</tr>
<tr>
<td>BST 322</td>
<td>Intro to Biomedical Statistics</td>
</tr>
</tbody>
</table>

**AREA C: INFORMATION LITERACY**

(Minimum 4.5 quarter units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>ILR 260</td>
<td>Information Literacy</td>
</tr>
</tbody>
</table>

**AREA D: ARTS, HUMANITIES, AND LANGUAGES**

(Minimum 18 quarter units in at least 2 areas)

**ARTS**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 100</td>
<td>Introduction to Art History</td>
</tr>
<tr>
<td>ART 200</td>
<td>Visual Arts</td>
</tr>
<tr>
<td>MUS 100</td>
<td>Fundamentals of Music</td>
</tr>
<tr>
<td>MUS 327</td>
<td>World Music (+)</td>
</tr>
</tbody>
</table>
Prerequisite: ENG 100, and ENG 101

HUMANITIES

HIS 233*  World Civilizations I  
Prerequisite: ENG 100, and ENG 101

HIS 234*  World Civilizations II  
Prerequisite: ENG 100, and ENG 101

LIT 100  Introduction to Literature  
Prerequisite: ENG 100, and ENG 101

LIT 345  Mythology  
Prerequisite: LIT 100

PGM 101  Philosophy of Coaching  
Prerequisite: ENG 100, and ENG 101

PHL 100  Introduction to Philosophy  
Prerequisite: ENG 100, and ENG 101

PHL 337  Ethics  
Prerequisite: ENG 100, and ENG 101

LANGUAGES

Language Proficiency Testing

National University will offer language proficiency testing for students who need foreign language proficiency verification through one of the below two options:

1. Passing a credit/challenge by examination offered through the National University testing center. Note: only limited languages are available.

2. If the language is not available through a National University Credit/Challenge examination then testing can be done through an agreement with the University of Pennsylvania Language Proficiency Testing Department. National University will allow students who have met the Intermediate level of foreign language proficiency through this test to waive the corresponding Foreign language requirement in G.E. This service is made available to students at a reasonable cost. Further information may be obtained from http://www.plc.sas.upenn.edu/testing/

In all cases students will still be required to meet the overall unit requirement for General Education.

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

CSC 242  Intro to Programming Concepts  
Prerequisite: CSC 200, and CSC 208

CSC 252  Programming in C++  
Prerequisite: CSC 242

CSC 262  Programming in JAVA

General Education

AREA E: SOCIAL AND BEHAVIORAL SCIENCES  
(Minimum 13.5 quarter units)

COM 220  Media Literacy

COM 380  Democracy in the Info. Age (+)

ECO 203  Principles of Microeconomics

ECO 204  Principles of Macroeconomics

HIS 220A  United States History I (+)

HIS 220B  United States History II (+)

HIS 300  Roots of Western Civilization (+)

PGM 100  History of Sport

POL 100  Introduction to Politics

POL 101  American Politics

PSY 100  Introduction to Psychology

SOC 100  Principles of Sociology (+)

SOC 260  Cultural Anthropology

SOC 350  Cultural Diversity (+)

Prerequisite: ENG 100, and ENG 101

AREA F: PHYSICAL AND BIOLOGICAL SCIENCES  
(Minimum 6 quarter units required [Note: one science lab is required])

BIO 100  Survey of Bioscience

BIO 100A  Survey of Bioscience Lab (1.5 quarter units)  
Prerequisite: BIO 100, or BIO 161 for science majors

BIO 161  General Biology 1

BIO 162  General Biology 2

Prerequisite: BIO 161

BIO 201  Human Anatomy & Physiol I  
Recommended: Prior completion of: BIO 100, BIO 100A, CHE 101, CHE 101A or equivalent courses.

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

BIO 202  Human Anatomy & Physiol II  
Recommended: Prior completion of: BIO 201, and BIO 201A, BIO 100, and BIO 100A, CHE 101, and CHE 101A or equivalent courses

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

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

BIO 203A  Introductory Microbiology Lab (1.5 quarter units)  
Prerequisite: BIO 203

CHE 101  Introductory Chemistry  
Recommended Preparation: MTH 204, or MTH 215, or MTH 216A, and MTH 216B

CHE 101A  Introductory Chemistry Lab (1.5 quarter units)  
Prerequisite: CHE 101, or CHE 141 for science majors

CHE 141  General Chemistry 1  
Prerequisite: MTH 215 or equivalent

CHE 142  General Chemistry 2  
Prerequisite: CHE 141

EES 103  Fundamentals of Geology

EES 103A  Fundamentals of Geology Lab (1.5 quarter units)  
Prerequisite: EES 103

* Minnesota residents must complete other Humanities classes to satisfy Minnesota degree standards.
General Education

PHS 104 Introductory Physics
Prerequisite: 2 years of high school algebra, and MTH 204, or MTH 215, or MTH 216A, and MTH 216B

PHS 104A Introductory Physics Lab (1.5 quarter units)
Prerequisite: PHS 104, or PHS 171 for science majors

PHS 171 General Physics 1
Prerequisite: MTH 215, or MTH 216A, and MTH 216B

PHS 172 General Physics 2
Prerequisite: PHS 171

AREA G: LIFELONG LEARNING AND SELF DEVELOPMENT
(Minimum 4.5 quarter units)

COH 100 Personal Health
COH 317 Public Health Nutrition
COH 318 Drug Use and Abuse
COH 319 Human Sexuality
GLS 150 Global Issues and Trends

AREA A-G: GENERAL EDUCATION
(Minimum 4.5 quarter units)

If a student has not met the upper-division unit requirement in the completion of the above general education areas, an upper-division course from the following list must be taken. (Upper-division courses applicable to General Education are numbered 300-399). If a student has already met the upper-division unit requirement in the completion of the above general education areas, any course below or any course in Areas A through G may satisfy this Area.

ART 315 Film as Art
Prerequisite: ENG 100, ENG 101

ART 329 World Art (+)
Prerequisite: ENG 100, ENG 101

BRO 210 History of Television
Prerequisite: ENG 100, ENG 101, and COM 100, or COM 103

COM 360 Representation in the Media (+)
Prerequisite: ENG 100, and/or ENG 101

COM 380 Democracy in the Info. Age (+)
Prerequisite: ENG 100, and ENG 101

EES 301 Earth & Planetary Sciences
EES 322 Oceanography
EES 335 Environmental Science

ENG 365 Creative Writing
Prerequisite: ENG 100, and ENG 101

ENG 375 Nature Writing
Prerequisite: ENG 100, and ENG 101

HIS 300 Roots of Western Civilization
Prerequisite: ENG 100, and ENG 101

HUM 362 Persian Culture
Prerequisite: ENG 100, and ENG 101

LIT 311 British Literature I
Prerequisite: LIT 100

LIT 312 British Literature II
Prerequisite: LIT 100

LIT 321 American Literature I
Prerequisite: LIT 100

LIT 322 American Literature II
Prerequisite: LIT 100

MUS 326 Survey of Am Music History

PHL 320 Comparative Religion (+)
Prerequisite: ENG 100, and ENG 101

PHL 332 Religion of Islam
Prerequisite: ENG 100, and ENG 101

PHL 375 Environmental Ethics
Prerequisite: ENG 100, and ENG 101

PHS 102 Survey of Physical Science

PSY 300 Social Psychology of Sport
Prerequisite: ENG 100, ENG 101, PSY 100

PSY 301 Child Development
Prerequisite: ENG 100, ENG 101

SCI 300 Geography (+)

SOC 325 Popular Culture
Prerequisite: ENG 100, and ENG 101

SOC 327 Arab Culture
Prerequisite: ENG 100, and ENG 101

SOC 336 American Film and Society (+)
Prerequisite: ENG 100, and ENG 101

SOC 344 Marriage, Sex and the Family
Prerequisite: ENG 100, and ENG 101

SOC 350 Cultural Diversity
Prerequisite: ENG 100, and ENG 101

SOC 352 Modern Chinese Culture
Prerequisite: ENG 100, and ENG 101

Remedial courses taken to achieve minimum levels of collegiate-level competency in the areas of writing and mathematical concepts and systems do not satisfy any portion of the general education requirement.
College of Letters and Sciences

Dean, Michael McAnear
Ph.D., Germanic Languages
University of California at Los Angeles

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FOR FURTHER INFORMATION
contact The College of Letters and Sciences
in San Diego at (858) 642-8450
fax: (858) 642-8715
e-mail: cols@nu.edu
Degree Programs Offered

Undergraduate Degrees

Associate of Arts
with Concentrations in:
Business Administration

Associate of Arts
with a Major in:
Communications
Creative Writing

Associate of Science
with Majors in:
Alcohol and Drug Abuse Counseling
Human Biology
Professional Golf Management

Bachelor of Arts
with Majors in:
Biological Science with a Preliminary Single Subject Teaching Credential (California)
English
with Concentration in:
Creative Writing
English with a Preliminary Single Subject Teaching Credential (California)
English with Single-Subject Matter Preparation
General Studies
Global Studies
History
Interdisciplinary Studies
Interdisciplinary Studies with a Preliminary Multiple Subjects Teaching Credential (California)
with concentration in:
STEM (Science, Technology, Engineering, Mathematics)
Mathematics with a Preliminary Single Subject Teaching Credential (California)
Political Science
Psychology
Social Science with a Preliminary Single Subject Teaching Credential (California)
Sociology
Spanish
with optional Preliminary Single Subject Teaching Credential (California)
Sport Psychology
Strategic Communications

Bachelor of Science
with Majors in:
Biology
Environmental Science
Mathematics
with a Concentration in:
Single-Subject Teaching
Organizational Behavior

Foreign Credential Bridge Program

Transition Programs
Bachelor of Arts in Global Studies to Master of Arts in History
Bachelor of Arts in History to Master of Arts in History
Bachelor of Arts in Political Science to Master of Public Administration
Bachelor of Science in Biology to Master of Forensic Science
Bachelor of Science in Organizational Behavior to Master of Arts in Human Behavior

Minors
Creative Writing
Global Studies
History
Mathematics
Political Science
Psychology
Sociology

Graduate Degrees

Master of Arts
with Fields of Study in:
Applied Gerontology
Applied Linguistics
Counseling Psychology
with Specializations in:
Licensed Professional Clinical Counseling
Marriage and Family Therapy
English
with Specializations in:
Gothic Studies
Rhetoric
Film Studies
History
Human Behavior
Performance Psychology
Strategic Communications

Master of Fine Arts
with a Field of Study in:
Creative Writing

Master of Forensic Sciences
with Specializations in:
Criminalistics
Investigation

Master of Science
with a Field of Study in:
Biology

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

Bachelor of Arts
with Majors in:
Biological Science with a California Preliminary Single Subject Credential
English with a California Preliminary Single Subject Credential (California)
Interdisciplinary Studies with a California Preliminary Multiple Subjects Teaching Credential
Mathematics with a California Preliminary Single Subject Credential (California)
Social Science with a Preliminary Single Subject Teaching Credential (California)

Certificate Programs

Undergraduate Level
Alcohol and Drug Abuse Counseling

Graduate Level
Bereavement Studies
Forensic & Crime Scene Investigations
Patient Advocacy
Subject Matter Authorization in Introductory Mathematics for Single or Multiple Subject Teaching Credential Holders

National University Golf Academy Certificate Programs

Advanced Professional Golf Management
Professional Golf Management

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GENERAL EDUCATION CURRICULUM

The University’s general education program links undergraduate work in writing, oral communication, critical thinking, mathematics and other skill areas with programs at the upper-division level.

A number of courses address issues of cultural diversity, while the traditional goal of promoting intellectual breadth along with skill-based fundamentals has been enhanced and made more flexible.

The purpose of National University’s general education program is to meet the educational objectives of adult learners who seek to strengthen their professional work and advance their creative and analytical abilities.

SPECIAL PROGRAMS

THE CENTER FOR CULTURAL AND ETHNIC STUDIES

The Center for Cultural and Ethnic Studies hosts forums, workshops and cultural events with the goal of promoting diversity and intellectual curiosity at the university. These events are intended to encourage awareness of contemporary artistic, intellectual, cultural, gender and ethnic issues in daily life. In order to give these concerns intellectual context, the Center events focus specific attention on questions of race, class, and gender, historical representation, cultural images and globalization. In practice, the Center serves as a bridge between the University and other communities. Events provide a common platform for the exchange of research and ideas by National University faculty and scholars at other institutions, artists and community activists. The work of the Center for Cultural and Ethnic Studies is to bring cultural, intellectual and artistic events of the highest caliber to the University.

Events arranged by the Center are co-sponsored and supported by numerous organizations, including the California Council for the Humanities, San Diego Public Library, African and African-American Studies Research Project at UCSD, Naval Training Center Foundation, San Diego Historical Society, Rancho Cordova Public Library, Rancho Cordova Philharmonic, St. Paul’s Cathedral in Rancho Cordova, and many others.

In addition to sponsoring events and encouraging discussion of contemporary intellectual and cultural issues at National University campuses throughout California, the Center for Cultural and Ethnic Studies also houses the Community Oral History Project. The mission of the Community Oral History Project at National University is to create a pedagogical tool that makes history come alive for students and show them how community history is an integral part of U.S. and world history. Students and faculty collect and process oral history interviews with persons who had been eyewitnesses to or participants in events of historical significance for deposit in the oral history collection at National University and the San Diego Historical Society. The ultimate purpose of the project is to encourage oral history scholarship at National University and in the community.

WRITING ACROSS THE CURRICULUM

Writing Across the Curriculum is a University-wide program that enriches all schools and areas of learning through the development of writing skills and critical thinking. The College of Letters and Sciences has developed this program to ensure that the writing needs of all disciplines are met and that the quality of writing and related skills distinguish the National University graduate. In conjunction with faculty of the other schools, the faculty of Arts and Sciences serve the entire University community by improving the skills so essential to student well being. They do this by creating writing-intensive courses, directing the Writing Centers, editing the WAC (WHACK) newsletter and the GNU Student Journal.
Degree Programs by Department

DEPARTMENT OF ARTS AND HUMANITIES

Associate of Arts
with Majors in:
Communications
Creative Writing

Bachelor of Arts
with Majors in:
English
with Concentration in:
Creative Writing

English with a Preliminary Single Subject Teaching Credential (California)
English with Single-Subject Matter Teaching Preparation
Spanish
with optional Preliminary Single Subject Teaching Credential (California)
Strategic Communications

Minors
Creative Writing
English

Master of Arts
with Fields of Study in:
Applied Linguistics
English
with Specializations in:
Gothic Studies
Rhetoric
Film Studies
Strategic Communications

Master of Fine Arts
with a Field of Study in:
Creative Writing

DEPARTMENT OF MATHEMATICS AND NATURAL SCIENCES

Associate of Science
With Majors in:
Human Biology

Bachelor of Arts
with Majors in:
Biological Science with a Preliminary Single Subject Teaching Credential (California)
Mathematics with a Preliminary Single Subject Teaching Credential (California)

Bachelor of Science
with Majors in:
Biology
Environmental Science
Mathematics
with a Concentration in:
Single-Subject Teaching

Minor
Mathematics

Master of Forensic Sciences
with Specializations in:
Criminalistics
Investigation

Master of Science
with a Field of Study in:
Biology

CERTIFICATE PROGRAMS

Graduate Level
Forensic and Crime Scene Investigations
Subject Matter Authorization in Introductory Mathematics for Single or Multiple Subject Teaching Credential Holders

DEPARTMENT OF PSYCHOLOGY

Associate of Science
with Majors in:
Alcohol and Drug Abuse Counseling
Professional Golf Management

Bachelor of Arts
with Majors in:
Psychology
Sport Psychology

Bachelor of Science
with Majors in:
Organizational Behavior

Minor
Psychology

Master of Arts
with Fields of Study in:
Applied Gerontology
Counseling Psychology
with Specializations in:
Licensed Professional Clinical Counseling
Marriage and Family Therapy
Human Behavior
Performance Psychology

CERTIFICATE PROGRAMS

Undergraduate Level
Alcohol and Drug Abuse Counseling
Advanced Professional Golf Management
Professional Golf Management

Graduate Level
Bereavement Studies
Patient Advocacy
DEPARTMENT OF SOCIAL SCIENCES

Bachelor of Arts
with Majors in:
General Studies
Global Studies
History
Interdisciplinary Studies
Interdisciplinary Studies with a Preliminary Multiple Subjects Teaching Credential (California)
Political Science
Social Science with a Preliminary Single Subject Teaching Credential (California)
Sociology

Minors
Global Studies
History
Political Science
Sociology

Master of Arts
with Fields of Study in:
History

Entire program can be completed online.
On-site program with possible online courses or prerequisites.
Online program with residency in Los Angeles.
Not all courses or programs are available at every campus.
Consult an admissions advisor for online course availability.
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**ASSOCIATE OF ARTS IN GENERAL EDUCATION**

Faculty Advisors: Paz Jensen; (858) 642-8471; pjensen@nu.edu
Vicki Martineau; (559) 256-4942; vmartine@nu.edu
Thomas Pollard; (408) 236-1137; tpollard@nu.edu

The Associate of Arts (AA) degree is designed to give students a solid foundation for continuing professional and traditional studies as well as continued intellectual growth.

**Program Learning Outcomes**

Upon successful completion of this program, students will be able to:
- Demonstrate critical thinking, reading and writing skills appropriate to upper-division college work.
- Demonstrate critical awareness of the major approaches, methods, assumptions, and applications of different academic disciplines.
- Employ college-level scientific and quantitative reasoning skills to appraise information and to solve problems.
- Develop basic proficiency in another language.
- Demonstrate awareness of past and present human and cultural diversity.
- Access, evaluate and use information gathered through a variety of resources and technologies in developing research projects and presentations.

**General Education Program Requirements**

To receive the AA degree in General Education, students must complete at least 90 quarter units, 31.5 of which must be taken in residence at National University. Of the 90 units required, 70.5 must fall into the areas of general education as listed below. A list of courses for each category can be found in the General Education section of the catalog – requirements for Bachelor degrees. The other units to meet total unit requirements can be comprised of either elective courses or students may choose to take a concentration in one of the below areas.

The general education program consists of a minimum of 70.5 quarter units. Of the 70.5 units, students must complete at least 4.5 units at the upper-level division 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. 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.

**Area Requirements**

- **AREA A: ENGLISH COMMUNICATION**
  (Minimum 15 quarter units)

- **AREA B: MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING**
  (Minimum 4.5 quarter units)

- **AREA C: INFORMATION LITERACY**
  (Minimum 4.5 quarter units)

- **AREA D: ARTS, HUMANITIES, AND LANGUAGE**
  (Minimum 18 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 6 quarter units required [Note: one science lab is required])

**MAJOR IN COMMUNICATIONS**

Faculty Advisor: Scott Campbell; (858) 309-3454; scampbell@nu.edu

The Associate of Arts in Communications prepares students to enter professions in the communication fields or to continue their undergraduate education in one or more of the related fields of public relations, advertising, journalism, corporate communication, and media. Enrolled students gain valuable hands-on experience planning, disseminating and evaluating media campaigns while establishing a broad foundation in communication theory. Students who successfully complete the coursework for this program are endowed with the critical thinking and analytical skills needed to thrive as a communication professional.

**Program Learning Outcomes**

Upon successful completion of this program, students will be able to:
- Analyze the effectiveness of communication campaigns.
- Establish appropriate communication goals.
- Create content that fulfills communication objectives.
- Collaborate to achieve team goals.
- Develop effective interpersonal communication strategies.

**Degree Requirements**

To receive the Associate of Arts in Communications, students must complete at least 90 quarter units, 31.5 of which must be taken in residence at National University. All students must complete a minimum 34.5 units of Associate general education. In the absence of transfer credit additional electives may need to be taken to meet the overall unit requirement of the degree. Please see Undergraduate Information section for admission and evaluation.
Prerequisites for the Major
(6 courses; 24 quarter units)

ENG 100* Effective College English I (3 quarter units)
Prerequisite: Satisfactory performance on Accuplacer

ENG 101* Effective College English II (3 quarter units)
Prerequisite: ENG 100

ENG 240* Advanced Composition
Prerequisite: ENG 100

ART 200* Visual Arts

PHS 102 Survey of Physical Science

COM 103* Public Speaking

* May be used to meet a General Education requirement

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

COM 220 Media Literacy

COM 120 Intro to Interpersonal Comm

MUL 200 Communication Tools
Prerequisite: ENG 100, ENG 101, and COM 100, or COM 103

MUL 205 Principles of Graphic Design
Prerequisite: ENG 100, ENG 101, and COM 100, or COM 103

MUL 245 Principles of Web Design
Prerequisite: ENG 100, ENG 101, and COM 100, or COM 103

COM 303 Digital Literacy 2.0
Prerequisite: ENG 100, ENG 101

COM 100 Intro to Mass Communication

SOC 260 Cultural Anthropology
Prerequisite: ENG 100, and ENG 101

COM 230 Social Media Studies

COM 305 Intercultural Communication
Prerequisite: ENG 101, and COM 100, COM 103, or COM 220

ASSOCIATE OF ARTS

MAJOR IN CREATIVE WRITING
Faculty Advisor: John Miller; (714) 429-5146; jmiller@nu.edu

The AA with Major in Creative Writing is designed to help students develop their interests and talents as creative writers and to give them the skills to continue to improve their writing. Students will be introduced to three different genres and given the opportunity for more advanced study in two of them. The program will provide a sound foundation for further work or study in creative writing.

Program Learning Outcomes

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

- Recognize the basic conventions of contemporary fiction, poetry, and screenwriting
- Produce polished, completed works in two of the genres studied in the program (fiction, poetry, screenwriting).
- Analyze 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

Degree Requirements

To receive the Associate of Arts in Creative Writing, students must complete at least 90 quarter units, 31.5 of which must be taken in residence at National University. All students must complete a minimum 34.5 units of the Associate general education. In the absence of transfer credit additional electives may need to be taken to meet the overall unit requirement of the degree. Please see the Undergraduate Information section for admission and evaluation.

Preparation for the Major
(2 courses; 6 quarter units)

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

ENG 101 Effective College English II (3 quarter units)
Prerequisite: ENG 100

Requirements for the Major
(9 courses; 40.5 quarter units)

LIT 100 Introduction to Literature
Prerequisite: ENG 100, and ENG 101

ENG 240 Advanced Composition
Prerequisite: ENG 100, and ENG 101

ENG 201 Fiction Writing I
Prerequisite: LIT 100

ENG 202 Poetry Writing I
Prerequisite: ENG 100, and ENG 101

ENG 301 Fiction Writing II
Prerequisite: ENG 201

ENG 302 Poetry Writing II
Prerequisite: ENG 202

ENG 303 Screenwriting I
Prerequisite: ENG 203

ENG 375 Nature Writing
Prerequisite: ENG 100, and ENG 101

Two of the following courses:

ENG 301 Fiction Writing II
Prerequisite: ENG 201

ENG 302 Poetry Writing II
Prerequisite: ENG 202

ENG 303 Screenwriting II
Prerequisite: ENG 203

ENG 375 Nature Writing
Prerequisite: ENG 100, and ENG 101

Two of the following courses:

ART 100 Introduction to Art History
Prerequisite: ENG 100, and ENG 101

ART 200 Visual Arts

BRO 210 History of Television
Prerequisite: ENG 100, ENG 101, and COM 100, or COM 103

COM 100 Intro to Mass Communication

MUL 245 Principles of Web Design
Prerequisite: ENG 100, ENG 101, and COM 100, or COM 103

MUL 255 Interactive Design
Prerequisite: ENG 100, ENG 101, and COM 100, or COM 103

MUS 100 Fundamentals of Music

PHL 100 Introduction to Philosophy
Prerequisite: ENG 100, and ENG 101

PSY 100 Introduction to Psychology

THR 200 Theater Arts

ASSOCIATE OF SCIENCE

MAJOR IN ALCOHOL AND DRUG ABUSE COUNSELING
Faculty Advisor: Donald Posson; (702) 531-7832; dposson@nu.edu

The Major 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.caadac.org or call (916) 368-9412.
Program Learning Outcomes

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

- Establish professional relationships with diverse clients with alcohol and drug abuse and/or dependence issues.
- Demonstrate entry level counseling skills in working with individuals, groups, and families relative to alcohol and drug abuse and/or dependence issues.
- Assess and diagnose clients using DSM IV-TR alcohol and drug abuse and dependence criteria.
- Develop a treatment plan based on a biopsychosocial assessment of the individual’s strengths, weaknesses, problems, and needs.
- Develop case management plans for clients that bring services, agencies, resources, or people together with a planned framework of action.
- Provide client education to individuals, groups, and families on alcohol and drug abuse and dependence.
- Interact with counselors and other professionals in regard to client treatment and services.
- Adhere to established professional codes of ethics and standards of practice.
- Integrate knowledge of cultural diversity into chemically dependent clients’ treatment plans.

Degree Requirements

To receive the degree, students must complete at least 90 quarter units, a minimum 34.5 units of general education, 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. Students are urged to meet English requirements as early as possible in their college career to avoid serious difficulties in other coursework. Refer to the section on undergraduate admission requirements for specific information regarding admission and evaluation.

Upon application students must sign the ADC Student Agreement before beginning their coursework. Students must obtain malpractice insurance prior to beginning their work with clients. Students attend live practicum classes one Saturday a month during the seven month clinical practicum at a National University campus. Students must attend live internet class sessions. Students will have their choice of attending either the live internet session or reviewing the recording of the session afterwards. Students must have a headset with a microphone that plugs into the USB port on the computer.

Recommended as Preparation for the Major

(5 courses; 19.5 quarter units)

ENG 100* Effective College English I (3 quarter units)
Prerequisite: Satisfactory performance on Accuplacer

ENG 101* Effective College English II (3 quarter units)
Prerequisite: ENG 100

COM 103* Public Speaking

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

ILR 260* Information Literacy
Prerequisite: ENG 100, and ENG 101

* May be used to meet a General Education requirement

Prerequisites for the Major

(2 courses; 9 quarter units)

PSY 100* Introduction to Psychology

SOC 100+ Principles of Sociology
Prerequisite: ENG 100, and ENG 101

* May be used to meet a General Education requirement

+ Diversity Enriched Offering

ASSOCIATE OF SCIENCE IN HUMAN BIOLOGY

Faculty Advisor: Huda Makluf; (858) 642-8488; hmakluf@nu.edu

The Associate of Science in Human Biology (AS-HB) degree is designed to give students a solid foundation for continuing intellectual growth and further professional studies leading to a career in nursing or other health science-related fields. Students planning to transition into a bachelor’s degree or other health related field should check that program requirements prior to completing the AS-HB.

Program Learning Outcomes

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

- Discuss the social, physiological, and psychological aspects of human behavior at a basic level.
- Discuss the complexities of human biology on the continuum from the level of organism to the level of organized social being.
- Use computer technologies to augment productivity, apply statistical procedures and to gain access to multiple informational resource services.
- Communicate effectively with others using oral, visual, and written methods.

Degree Requirements

To receive the A.S. – HB degree, students must complete at least 90 quarter units, 31.5 of which must be taken in residence at National University. Of the 90 units required, 42 must fall into the areas of general education listed below. Students must complete 4.5 quarter units in diversity enriched coursework. A plus (+) indicates a diversity enriched offering. All undergraduate students working toward the Associate of Science in Human Biology must meet the University diversity requirement. The other 48 units can be comprised of elective courses and/or specific major program preparatory courses.

Students are urged to meet English requirements as early as possible in their college studies to avoid serious difficulties in other coursework. Refer to the section on undergraduate admission procedures for specific information regarding application and placement evaluation.

Requirements for the Major

(9 courses; 40.5 quarter units)

ADC 205 Intro to Substance Abuse
Prerequisite: PSY 100, SOC 100

ADC 215 Physiology of Substance Abuse
Prerequisite: PSY 100, SOC 100

ADC 225 Law and Ethics
Prerequisite: PSY 100, SOC 100

ADC 235 Case Management
Prerequisite: PSY 100, SOC 100

ADC 245 Individual Counseling I
Prerequisite: PSY 100, SOC 100, ADC 205

ADC 255 Individual Counseling II
Prerequisite: ADC 245

ADC 265 Group & Family Counseling
Prerequisite: PSY 100, SOC 100

ADC 275 Personal & Professional Growth
Prerequisite: PSY 100, SOC 100

ADC 285 Practicum in Substance Abuse
Prerequisite: Satisfactorily complete 5 courses in the major, and Program lead faculty approval
Prerequisites for the Major
(8 courses; 30 quarter units)

ENG 100* Effective College English I (3 quarter units)
Prerequisite: Satisfactory performance on Accuplacer

ENG 101* Effective College English II (3 quarter units)
Prerequisite: ENG 100

COM 103* Public Speaking

ILR 260* Information Literacy
Prerequisite: ENG 100, and ENG 101

CHE 101* Introductory Chemistry
Recommended Preparation: MTH 204, or MTH 215, or MTH 216A, and MTH 216B

CHE 101A Introductory Chemistry Lab (1.5 quarter units)
Prerequisite: CHE 101, or CHE 141 for science majors

HIS 375* Nevada History, Gov't and Cons
Prerequisite: CHE 101, or CHE 141 for science majors

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

or

MTH 215* College Algebra & Trigonometry
Prerequisite: Accuplacer test placement evaluation, or MTH 12A, and MTH 12B

# Required for Nevada students only.

* May be used to meet a General Education requirement

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

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

PSY 100 Introduction to Psychology

SOC 100+ Principles of Sociology
Prerequisite: ENG 100, and ENG 101

BIO 201 Human Anatomy & Physiol I
Recommended: Prior completion of: BIO 100, BIO 100A, CHE 101, CHE 101A or equivalent courses.

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

BIO 202 Human Anatomy & Physiol II
Recommended: Prior completion of: BIO 201, and BIO 201A, BIO 100, and BIO 100A, CHE 101, and CHE 101A or equivalent courses

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

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

BIO 203A Introductory Microbiology Lab (1.5 quarter units)
Prerequisite: BIO 203

BST 322 Intro to Biomedical Statistics

Diversity Enriched Offering

ASSOCIATE OF SCIENCE

MAJOR IN PROFESSIONAL GOLF MANAGEMENT

Faculty Advisor: Sarah Castillo; (760) 268-1584; scastillo@nu.edu

The Associate of Science in Professional Golf Management will prepare students for careers in Professional Golf Course Management and provide learners with a fundamental understanding of the knowledge and skills required for introductory positions in the golf industry. The coursework focuses upon managerial competencies and an understanding of the importance of the concepts of wellness and peak performance.

This major provides:
- A broad-based core of administrative competencies coupled with essential sports management fundamentals oriented to the field of golf;
- An introductory understanding of the processes that enable specific administrative functions in the recreation and golf industry;
- A foundation in applied academic rudiments required to include critical thinking, writing, and communication skills required in today's recreational golf industry;
- Knowledge and skill building in the areas of instruction and player development; and
- Professional management skills and exposure to the golf industry.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:
- Identify fundamental business support activities, theoretical and practical, related to golf management
- Recognize ethical issues as they apply to cross-functional management activities in the golf industry
- Identify current and emerging trends in the golf industry in marketing, branding, finance and the evolving customer base
- Recognize the importance of diversity and multiculturalism in the global golf industry
- Demonstrate communication skills appropriate for golf management professionals
- Apply analytical and critical thinking skills in understanding the complex network of challenges and opportunities associated with the burgeoning recreational golfing market

Degree Requirements

To receive the Associate of Science degree with a major in Professional Golf Management students must complete at least 90 quarter units, 31.5 of which must be taken in residence at National University. All students must complete a minimum 34.5 units of the Associate of Arts general education requirements as part of the 90 quarter units. In the absence of transfer credit additional electives may be needed to fulfill the overall units required for the degree. Please refer to the section on undergraduate admissions for further information on admission and evaluation.

Preparation for the Major
(1 course; 4.5 quarter units)

PSY 100* Introduction to Psychology

* May be used to meet a General Education requirement

Requirements for the Major
(9 courses; 42 quarter units)

PGM 100 History of Sport

PGM 101 Philosophy of Coaching

PGM 102 Facility Operations

PGM 103 Acctg and Business Practices

PGM 200 Personnel Dev & Human Relation

PGM 203 Instruction & Player Dev

PGM 213 Merchandising & Invent Mgmt

PGM 202 Sustainable Golf & Turf Mgmt (6 quarter units)


+ Diversity Enriched Offering
BACHELOR OF ARTS

MAJOR IN BIOLOGICAL SCIENCE WITH A PRELIMINARY SINGLE SUBJECT TEACHING CREDENTIAL (CALIFORNIA)

Faculty Advisor: Bhaskara Reddy; (909) 919-7633; breddy@nu.edu
For Credential: Ron Saltinski; (310) 662-2141; rsaltinski@nu.edu
Abi Barral; (714) 429-5148; abarral@nu.edu

The Bachelor of Arts with a Major in Biological Science with a Preliminary Single Subject Credential provides a rigorous education that prepares candidates for a career as a teacher at the middle and secondary school levels. The program builds a conceptual foundation in biological science. This program prepares candidates for professional work as single subject teachers in a changing cultural and economic environment.

For additional information on credential requirements, please see the School of Education Credential Information section of the catalog.

Program Learning Outcomes

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

• Describe cell structure and physiological functioning of microbes and macroscopic organisms, including plants and animals.
• Identify major human organ systems, and the roles of their constituent organs.
• Explain structure and function of DNA and other important molecules (e.g., proteins), including patterns of chromosomal inheritance.
• Discuss biodiversity and evolutionary history of Earth’s organisms.
• Describe ecological interactions at the levels of the population, community, and ecosystem.
• Discuss fundamental concepts of natural and physical science including methods of scientific inquiry, ethics, and environmental processes.
• Explain how to support growth in cognitive, social, physical, and emotional domains.
• Utilize different teaching strategies to accomplish teaching and learning goals.
• Create positive learning environments that ensure healthy human growth.
• Utilize systematic observations, documentation, and other effective assessment strategies in a responsible manner to facilitate and account for learning and to support positive growth.
• Design, implement, and evaluate standards-based lesson plans for learning and achievement in content areas.
• Integrate educational technology to meet the needs of all learners.
• Demonstrate professional standards and ethics.

Degree Requirements

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

Completion of BIO 100, 100A, 201, 201A, 202, 202A, 203, 203A is equivalent to the course sequence BIO 161, 162, 163, 100A for fulfillment of this degree.

Preparation for the Major
(15 courses; 55.5 quarter units)

MTH 210* Probability and Statistics
Prerequisite: Accuplacer test placement evaluation, or MTH 12A, and MTH 12B

EES 103* Fundamentals of Geology

EES 103A* Fundamentals of Geology Lab (1.5 quarter units)
Prerequisite: EES 103

CHE 141* General Chemistry 1
Prerequisite: MTH 215 or equivalent, CHE 101

CHE 142* General Chemistry 2
Prerequisite: CHE 141

CHE 143 General Chemistry 3
Prerequisite: CHE 142

CHE 101A* Introductory Chemistry Lab (1.5 quarter units)
Prerequisite: CHE 101, or CHE 141 for science majors

BIO 161* General Biology 1

BIO 162* General Biology 2
Prerequisite: BIO 161

BIO 163 General Biology 3
Prerequisite: BIO 161, BIO 162

BIO 100A* Survey of Bioscience Lab (1.5 quarter units)
Prerequisite: BIO 100, or BIO 161 for science majors

PHS 171* General Physics 1
Prerequisite: MTH 215, or MTH 216A, and MTH 216B

PHS 172* General Physics 2
Prerequisite: PHS 171

PHS 173 General Physics 3
Prerequisite: PHS 171, PHS 172

PHS 104A* Introductory Physics Lab (1.5 quarter units)
Prerequisite: PHS 104, or PHS 171 for science majors

* May be used to meet a General Education requirement

Requirements for the Major
(24 courses; 96 quarter units)

Biological Science Requirements
(12 courses; 42 quarter units)

BIO 310 Evolution
Recommended: Prior completion of: BIO 161, BIO 162, and BIO 163, BIO 100A, or BIO 100, and BIO 100A

BIO 330 Ecology
Recommended: Prior completion of: BIO 161, BIO 162, BIO 163, BIO 100A, BIO 100, CHE 141, CHE 142, CHE 145, CHE 101A

BIO 380** Human Biology for Teachers
Recommended Preparation: BIO 161, and BIO 162, and Prerequisite: BIO 163, BIO 100A

BIO 305 Genetics
Recommended: Prior completion of: BIO 161, BIO 162, and BIO 163, BIO 100A, CHE 141, CHE 142, and CHE 143, CHE 101A

BIO 406 Cellular Biology
Prerequisite: BIO 161, BIO 162, BIO 163, BIO 100A, CHE 141, CHE 142, CHE 143, CHE 101A, Corequisite: BIO 406A

BIO 406A Cellular Biology Lab (1.5 quarter units)
Corequisite: BIO 406B, Prerequisite: BIO 161, BIO 162, BIO 163, BIO 100A, CHE 141, CHE 142, CHE 143, CHE 101A

BIO 407 Molecular Biology
Prerequisite: BIO 161, BIO 162, BIO 163, BIO 100A, CHE 141, CHE 142, CHE 143, CHE 101A, Corequisite: BIO 407A

BIO 407A Molecular Biology Lab (1.5 quarter units)
Corequisite: BIO 407B, Prerequisite: BIO 161, BIO 162, BIO 163, BIO 100A, CHE 141, CHE 142, CHE 143, CHE 101A

BIO 414 Invertebrate Zoology
Prerequisite: BIO 161, BIO 162, BIO 163, BIO 100A, CHE 141, CHE 142, CHE 143, CHE 101A, Corequisite: BIO 414A
Concentration in Creative Writing.

Students interested in creative writing may choose the law; and for advancement in any field in which communication skills are important. It is an excellent preparation for graduate or professional studies in English, communications, or linguistics, and communication studies. It is a rigorous curriculum of literature, composition, language and critical thinking, and written and oral communication skills through study of English. The program stresses literary analysis, diversity, and periods of the British and American literary traditions. Evaluate the relationship of marginalized or oppositional voices to the evolution of literary traditions and histories. Analyze literary works within their historical and cultural contexts. Analyze works of literature in the context of the conventions and histories of their genres. Analyze the use and effects of literary and rhetorical features of literary texts. Identify major critical approaches to the interpretation literature. Compose sophisticated written works of literary analysis, incorporating appropriate close reading, research, and writing skills.

The Bachelor of Arts in English provides a strong background in the study of English. The program stresses literary analysis, diversity, critical thinking, and written and oral communication skills through a rigorous curriculum of literature, composition, language and linguistics, and communication studies. It is an excellent preparation for careers in teaching, media, advertising, writing, and publishing; for graduate or professional studies in English, communications, or law; and for advancement in any field in which communication skills are important. Students interested in creative writing may choose the concentration.

Education Theory and Methodology Requirements (7 courses; 31.5 quarter units)

All Teacher Education coursework has a field experience component.

TED 305 Teaching as a Profession
TED 300 Fundamentals of Education
  Prerequisite: TED 305, or TED 320 or TED 306
TED 310 Development and Learning
  Prerequisite: TED 305, or TED 320 or TED 306
TED 330B Reading and Language Arts
  Prerequisite: TED 305, or TED 320
TED 420 Diversity in Schooling
  Prerequisite: TED 305, or TED 320
TED 430 Special Needs Students
  Prerequisite: TED 305, or TED 320 or TED 306
TED 455 Methods of Teaching Science
  Prerequisite: TED 305, or TED 320

Student Teaching Requirements (3 courses; 13.5 quarter units)

TED 530A Student Teaching I
  Corequisite: TED 531
TED 530B Student Teaching II
  Prerequisite: TED 530A, Corequisite: TED 531
TED 531 Student Teaching Seminar
  Corequisite: TED 530A, and TED 530B

Credentialing Requirements (2 courses; 9 quarter units)

Students must have a senior standing to enroll in EDX1201X. EDX1201X is graduate level and the grade earned must be a B or better. EDX1201X will not transfer to National University or any other university as a graduate level class.

HEDX 1101X Intro Health Ed: K-12
EDX 1201X Computer Tech in Classroom

** BACHELOR OF ARTS **

** MAJOR IN ENGLISH **

Faculty Advisor: John Miller; (714) 429-5146; jmiller@nu.edu

The Bachelor of Arts in English provides a strong background in the study of English. The program stresses literary analysis, diversity, critical thinking, and written and oral communication skills through a rigorous curriculum of literature, composition, language and linguistics, and communication studies. It is an excellent preparation for careers in teaching, media, advertising, writing, and publishing; for graduate or professional studies in English, communications, or law; and for advancement in any field in which communication skills are important. Students interested in creative writing may choose the concentration.

Note: Students interested in teaching English or Language Arts in middle or secondary schools should consider enrolling in the Single Subject Matter Preparation Program or the major in English with Single Subject Credential.

Program Learning Outcomes

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

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

Degree Requirements

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

Preparation for the Major (1 course; 4.5 quarter units)

LIT 100* Introduction to Literature
  Prerequisite: ENG 100, and ENG 101

* May be used to meet a General Education requirement

Additional Preparation for Major in English with Concentration in Creative Writing (2 courses; 9 quarter units)

Two of the following:

ENG 201 Fiction Writing I
  Prerequisite: LIT 100
ENG 202 Poetry Writing I
  Prerequisite: LIT 100
ENG 203 Screenwriting I
  Prerequisite: LIT 100, or ART 315

Requirements for the Major (8 courses; 36 quarter units)

LIT 311 British Literature I
  Prerequisite: LIT 100
LIT 312 British Literature II
  Prerequisite: LIT 100
LIT 321 American Literature I
  Prerequisite: LIT 100
LIT 322 American Literature II
  Prerequisite: LIT 100
LIT 338 Shakespeare
  Prerequisite: LIT 100

** May be used to meet a General Education requirement

Corequisite: BIO 416

** May be waived for equivalent coursework (e.g., BIO 201 and BIO 202) but the student must contact the Faculty Advisor and submit the appropriate forms to initiate the waiver.

Corequisite: BIO 414
LIT 360  Literary Theory
Prerequisite: LIT 100

LIT 463  20th Century World Literature
Prerequisite: LIT 100

LIT 498  English Capstone Course
Prerequisite: Satisfactory completion of 8 upper-division LIT courses

Upper-Division Electives for English Major without Creative Writing Concentration
(8 courses; 36 quarter units)

Any three additional upper-division LIT courses and
One of the following:

ART 315  Film as Art
Prerequisite: ENG 100, ENG 101

COM 360+  Representation in the Media
Prerequisite: ENG 100, and/or ENG 101

COM 385  Tale, Text and Hypertext
Prerequisite: ENG 100, and ENG 101

ENG 301  Fiction Writing II
Prerequisite: ENG 201

ENG 302  Poetry Writing II
Prerequisite: ENG 202

ENG 303  Screenwriting II
Prerequisite: ENG 203

ENG 310  English Grammar
Prerequisite: ENG 101

ENG 350  Fundamentals of Linguistics
Prerequisite: ENG 100, and ENG 101

ENG 352  Origins of English
Prerequisite: ENG 100, and ENG 101

ENG 375  Nature Writing
Prerequisite: ENG 100, and ENG 101

+ Diversity Enriched Offering

and any four additional upper-division courses in the College of Letters and Sciences.

Concentration in Creative Writing
Faculty Advisor: John Miller; (714) 429-5146; jmiller@nu.edu

Program Learning Outcomes

Upon successful completion of this program, students will be able to:
- Discuss the basic conventions of at least two different contemporary creative genres.
- Produce completed works of publishable quality in those genres.
- Read their own work critically and employ revision strategies to improve it to publishable standards.
- Critique the writing of others in a collegial setting and offer constructive suggestions for improving it to publishable quality.
- Produce a significant project of publishable quality in one genre.

Concentration Requirements
(8 courses; 36 quarter units)

Two of the following:

ENG 301  Fiction Writing II
Prerequisite: ENG 201

ENG 302  Poetry Writing II
Prerequisite: ENG 202

ENG 303  Screenwriting II
Prerequisite: ENG 203

ENG 375  Nature Writing
Prerequisite: ENG 100, and ENG 101

and

One of the following:

ENG 401  Fiction Workshop
Prerequisite: ENG 301

ENG 402  Poetry Workshop
Prerequisite: ENG 302

ENG 403  Screenwriting Workshop
Prerequisite: ENG 303

and

Any two additional upper-division LIT courses and
Any two additional upper-division courses in the College of Letters and Sciences.

BACHELOR OF ARTS

MAJOR IN ENGLISH WITH A PRELIMINARY SINGLE SUBJECT TEACHING CREDENTIAL (CALIFORNIA)

Faculty Advisor: John Miller; (714) 429-5146; jmiller@nu.edu

The Bachelor of Arts in English with a Preliminary Single Subject Credential provides a rigorous education that prepares candidates for a career as a teacher of English at the middle and secondary school levels. The program stresses literary analysis, diversity, and critical thinking and written and oral communication skills through a rigorous curriculum of literature, composition, language and linguistics, and communication studies. This program prepares candidates for professional work as single subject teachers in a changing cultural and economic environment.

For additional information on credential requirements, please see the School of Education Credential Information section of the catalog.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:
- Knowledgeably discuss major writers, works, movements, and periods of the British and American literary traditions.
- Evaluate the relationship of marginalized or oppositional voices to the evolution of literary traditions and histories.
- Analyze literary works within their historical and cultural contexts.
- Analyze works of literature in the context of the conventions and histories of their genres.
- Analyze the use and effects of literary and rhetorical features of literary texts.
- Identify major critical approaches to the interpretation of literature.
- Compose sophisticated written works of literary analysis, incorporating appropriate close reading, research, and writing skills.
- Apply educational technology to meet the needs of all learners.
- Explain how to support growth in cognitive, social, physical and emotional domains.
- Create positive learning environments that ensure healthy human growth.
- Utilize systematic observations, documentation, and other assessment strategies to facilitate and account for learning and to support positive growth.
- Design, implement, and evaluate standards-based lesson plans for learning and achievement in content areas.
- Demonstrate professional standards and ethics.
• Utilize different teaching strategies to accomplish teaching and learning goals.

**Degree Requirements**

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

**Preparation for the Major**

(1 course; 4.5 quarter units)

LIT 100* Introduction to Literature  
Prerequisite: ENG 100, and ENG 101

* May be used to meet a General Education requirement

**Requirements for the Major**

(24 courses; 108 quarter units)

**English Requirements**

(11 courses; 49.5 quarter units)

ENG 350 Fundamentals of Linguistics  
Prerequisite: ENG 100, and ENG 101
LIT 311 British Literature I  
Prerequisite: LIT 100
LIT 312 British Literature II  
Prerequisite: LIT 100
LIT 321 American Literature I  
Prerequisite: LIT 100
LIT 322 American Literature II  
Prerequisite: LIT 100
LIT 338 Shakespeare  
Prerequisite: LIT 100
LIT 360 Literary Theory  
Prerequisite: LIT 100
LIT 463 20th Century World Literature  
Prerequisite: LIT 100
LIT 498 English Capstone Course  
Prerequisite: Satisfactory completion of 8 upper-division LIT courses

and

Any two additional upper-division Literature (LIT) courses from available offerings.

**Education Orientation, Theory and Methodology Requirements**

(8 courses; 36 quarter units)

Students must complete TED 305 prior to TPA I. All Teacher Education (TED) courses include a field experience component. It is strongly recommended students take the following courses in the order they are listed.

TED 305 Teaching as a Profession  
Prerequisite: TED 305, or TED 320 or TED 306
TED 300 Fundamentals of Education  
Prerequisite: TED 305, or TED 320 or TED 306
TED 430 Special Needs Students  
Prerequisite: TED 305, or TED 320 or TED 306
TED 410 Survey of Multicultural Lit.  
Prerequisite: TED 305, or TED 320 or TED 306
TED 310 Development and Learning  
Prerequisite: TED 305, or TED 320 or TED 306
TED 420 Diversity in Schooling  
Prerequisite: TED 305, or TED 320
TED 330B Reading and Language Arts  
Prerequisite: TED 305, or TED 320
TED 450 Methods of Teaching English  
Prerequisite: TED 305, or TED 320

**Student Teaching Requirements**

(3 courses; 13.5 quarter units)

TED 530A, 530B and 531 are field experience courses receiving a Satisfactory or Unsatisfactory grade and are not factored into cumulative GPA.

TED 530A Student Teaching I  
Corerequisite: TED 531
TED 530B Student Teaching II  
Prerequisite: TED 530A, Corerequisite: TED 531
TED 531 Student Teaching Seminar  
Corerequisite: TED 530A, and TED 530B

**Additional Courses for Satisfying SB2042 and CTC for California Teaching Credential**

(2 courses; 9 quarter units)

Students must have senior standing to enroll in these two classes. EDX 1201X is considered graduate level. The grade earned must be a “B” or better. This course will not transfer to any graduate level program (at National University or elsewhere).

EDX 1201X Computer Tech in Classroom  
HEDX 1101X Intro to Health Ed: K-12

**Bachelor of Arts**

◆ MAJOR IN ENGLISH WITH SINGLE-SUBJECT MATTER PREPARATION

Faculty Advisor: John Miller; (714) 429-5146; jmiller@nu.edu

The major in English with Single Subject Matter Preparation is designed to prepare students for careers teaching middle or secondary school English or language arts. The program is approved by the California Commission on Teacher Credentialing; students who complete this program, including the required portfolio, will not be required to take the California Subject Examination for Teachers (CSET) in English to receive their teaching credential. To fulfill the Single Subject Matter Preparation standards mandated by the state of California, the program requires additional study in certain areas beyond what is required by the regular major in English. In order to receive the equivalency letter, students must also submit a portfolio of work produced in program courses; the requirements of the portfolio are covered in ENG 300.

**Program Learning Outcomes**

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

- Knowledgeably discuss major writers, works, movements, and periods of the British and American literary traditions.
- Evaluate the relationship of marginalized or oppositional voices to the evolution of literary traditions and histories.
- Analyze literary works within their historical and cultural contexts.
- Analyze works of literature in the context of the conventions and histories of their genres.
- Analyze the use and effects of literary and rhetorical features of literary texts.
- Identify major critical approaches to the interpretation of works of literature.
- Compose sophisticated written works of literary analysis,
involving appropriate close reading, research, and writing skills.
- Analyze popular media texts and their effects on consumers.
- Identify issues and challenges confronting middle and secondary school English teachers in the public schools.
- Discuss language structures, language acquisition, linguistic diversity and the development of literacy.

**Degree Requirements**

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

**Preparation for the Major**

(5 courses; 22.5 quarter units)

- **COM 103** Public Speaking
- **ILR 260** Information Literacy
- **LIT 100** Introduction to Literature
- **THR 200** Theater Arts
- **ENG 201** Fiction Writing I

or

- **ENG 202** Poetry Writing I
- **ENG 203** Screenwriting I

* May be used to meet a General Education requirement

**Requirements for the Major**

(14 courses; 63.5 quarter units)

Note: ENG 300 should be taken as early in the student’s program as possible; it requires a 31.5 hour observation in the public schools.

- **COM 360** Representation in the Media
- **ENG 300** English Practicum & Portfolio
- **ENG 350** Fundamentals of Linguistics
- **LIT 311** British Literature I
- **LIT 312** British Literature II
- **LIT 321** American Literature I
- **LIT 322** American Literature II
- **LIT 338** Shakespeare
- **LIT 360** Literary Theory
- **LIT 463** 20th Century World Literature
- **LIT 498** English Capstone Course

and

Choose any three additional upper-division Literature (LIT) courses from available offerings.

**Upper-Division Elective**

(1 course; 4.5 quarter units)

Students can use any upper-division course in the College of Letters and Sciences to fulfill the Upper-Division Elective requirement. Important Note: Students enrolled in the Single Subject Matter Preparation program who take any of the Requirements for the Major online may be required to complete one or more of the examinations in those courses at a National University campus computer lab or other approved location. Students with questions about this requirement should contact the program Faculty Advisor.

**The Portfolio Requirement**

In order to receive the Single Subject Matter Preparation equivalency letter, all students must submit a portfolio of work completed in program classes. (Note: the portfolio is not a graduation requirement.) The specific requirements of this portfolio are discussed in ENG 300. The portfolio itself is submitted upon completion of the program. Students who have completed required program coursework at other colleges or universities will need to submit work from those courses or eligible substitutions. Students or prospective students with questions about this requirement should contact the program Faculty Advisor.

**BACHELOR OF ARTS**

**MAJOR IN GENERAL STUDIES**

* Faculty Advisor: Carl Boggs; (310) 826-0671; cboggs@nu.edu

The Bachelor of Arts in General Studies (BAGS) is designed to meet the needs of a growing number of students who have completed considerable study in diverse subject areas, both academic and applied. This program allows students to organize their varied explorations into a coherent degree program. The BAGS is unique among academic curricula, for it liberates students from the burden of repeating coursework in order to fulfill traditional degree requirements. The degree allows students to explore a wide variety of disciplines. It integrates both applied study (e.g., business, law, computer science, leadership) and arts and sciences to an extent not currently available in other degree programs. This is particularly important for adults who often interrupt their studies for prolonged periods and return with a different academic focus and career goal. The general studies degree allows nontraditional learners to continue moving forward without retracing a considerable portion of their study.

**Program Learning Outcomes**

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

- Demonstrate critical thinking abilities on scholarly discourses within a specific range of disciplines.
- Demonstrate the ability with parenthetical citations within texts and other references.
- Develop oral and written communication skills.
- Demonstrate consistent proficiency with the mechanics of academic writing.
- Discuss ethical issues involved in research and academic writing.

**Degree Requirements**

To receive a Bachelor of Arts in General Studies degree, students must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University, 76.5 of which must be completed at the upper-division level, and a minimum 70.5 units of the University General Education.
requirements. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree. The following courses are specific degree requirements.

In addition to the above general education requirements, two depth areas are required. A depth area for the General Studies degree program is defined as 22.5 upper-division quarter units in a given discipline. The first depth area requirement is fulfilled by acquiring 22.5 upper-division quarter units in an Arts and Sciences discipline such as natural sciences, mathematics, literature, history, or social science. For example: If a student was pursuing a literature depth area, they would need five courses with a Literature prefix. The second depth area requirement is fulfilled by completing 22.5 upper-division quarter units in either a single Applied Studies or Arts and Science discipline. If a student selects the second depth area in the Applied Studies discipline, such as management, law, accounting, or marketing, all five courses must have the same prefix such as MGT if the management discipline was selected. However students do have the option of selecting a second depth area in Arts and Sciences rather than Applied Studies. If a second depth area in Arts and Sciences is selected, then students have the option of choosing five courses from various disciplines within the Arts and Sciences area. Students should refer to the section on undergraduate admission procedures for specific information on admission and evaluation.

Requirements for Major
(13 courses; 58.5 quarter units)

BGS 301 Int. to General Studies
BGS 385 Methods of Research
Prerequisite: BGS 301 and four additional courses from the major.

Depth Area Requirement
(10 courses; 45 quarter units)

Each student in the BAGS program is required to complete two depth area requirements of 22.5 upper-division quarter units each. Students can choose from a variety of subject areas to satisfy the Arts and Sciences depth area requirements. These courses could be used alone or in combination with courses taken at other institutions. Listed below are examples of subject areas that can be used to fulfill a depth area requirement:

Arts and Sciences
(5 courses; 22.5 quarter units)

Literature
Environmental Studies
Fine and Performing Arts (including Art and Music)
History
Social Sciences (including Sociology and Political Science)
Psychology
Spanish
Arabic
Persian
Chinese
Natural Sciences
Communication
Global Studies
Human Behavior
Philosophy

Applied Study
(5 courses; 22.5 quarter units)

Students can also use courses from the listed areas to satisfy the depth area requirement in Applied Study. These courses could be used on their own or in combination with related courses at other institutions.

Law
Management
Economics
Accounting
Information Technology Management
Criminal Justice Administration
Marketing
Public Administration
Leadership
Finance

Capstone Requirement
(1 course; 4.5 quarter units)

BGS 499 Capstone Project
Prerequisite: Completion of other major requirements. Must be taken within last three classes prior to graduation.

Upper-Division Electives
(3 courses; 13.5 quarter units)

To fulfill their unit requirements, students can choose electives from any 300-, 400-, or 500-level courses for which they meet prerequisites.

■ BACHELOR OF ARTS
◆ MAJOR IN GLOBAL STUDIES

Faculty Advisor: Lorna Zukas; (858) 642-8437; lzukas@nu.edu

Offered only online, the Bachelor of Arts in Global Studies degree program provides a flexible integration of skills and competencies that prepares students for a variety of careers as well as graduate studies in international relations, development, education, social science, immigration, law and government and non-governmental sectors. In short, the program provides students with the ability to think locally and act globally.

The global environment in which economics, culture, and technology converge is diverse, changing, complex and interdependent. By combining coursework from multiple disciplines, this program provides a framework to understand and effectively negotiate global realities, whether they are economic, political, cultural, or ecological. The program encourages students to apply cultural understanding and explore and develop potential markets for their ideas and talent. Students in this program learn to use global communications and information technologies to conduct and present research. Global Studies majors become knowledgeable in the cultures and practices of the world’s communities. Graduates understand the roles that ecology, gender, race, class, religion, and ethnicity play in cultural environments and apply their understanding to everyday interactions among diverse cultures. Graduates also produce a portfolio that enables them to integrate the skills they have acquired and apply them in a culminating project to the solution of a real world problem. This portfolio, which graduates post on a website of their own design, includes course projects and the full-length culminating project.

BA Global Studies/MA History Transition Program

Students currently enrolled in the BA Global Studies program who have a cumulative GPA of at least 3.0 and are within six courses of completion of the BA program may register for the BA Global Studies/MA History transition program. They do so by asking their admission advisor to submit a plan change into the transition program, allowing them to take two MA History classes as electives during the BA Global Studies program. Students may choose up to two 600-level History courses with the exception of HIS 600, HIS 692, HIS 695, HIS 696, HIS 697, HIS 698 or HIS 699. For students in the BA Global Studies/MA History transition program, the University will waive up to two Master of Arts in History courses taken as part
of the bachelor’s degree if the grade earned is a “B” or higher. No graduate units will be awarded; instead the University will waive the MA history course(s) taken as part of the bachelor’s degree. However, these students must still meet the residency requirements for the Master of Arts in History program. Students must apply for and begin the MA History Program within six months of completing the BA Global Studies 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:

- Analyze issues as they impact the global environment.
- Explain the varied experiences of different social groups interacting with the global economy over the past several hundred years.
- Analyze a global problem such as poverty, hunger, the spread of disease, or environmental degradation from several disciplinary perspectives.
- Evaluate scholarship on globalization for its veracity and reliability.
- Describe the relationships between economic and cultural change in regions of the globe.
- Describe the relationships between economic change and processes of nation-state formation over the last several hundred years.
- Synthesize theoretical perspectives and empirical data into a coherent argument.

Degree Requirements

To obtain a Bachelor of Arts in Global Studies, students must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University, 76.5 of which must be completed at the upper-division level, and a minimum of 70.5 units of the University General Education requirements. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree. The following courses are specific degree requirements. Students should refer to the section on undergraduate admission procedures for specific information regarding admission and evaluation.

If the foreign language requirement is not completed in General Education, the equivalent must be completed as preparation for the Global Studies major either by testing or by satisfactorily passing two courses in one of the following languages: Arabic, Chinese, French, German, Japanese, Portuguese, Russian, or Spanish. Other languages are acceptable upon approval of the director of the program. If a student opts to take the elective course GLS 440, Study Abroad, or IBU 540 International Experience, additional fees, waivers, passports, visas, immunizations and other requirements may need to be fulfilled depending on the destination. It is the student’s responsibility to find out about these additional requirements and to meet them.

Preparation for the Major

(2 courses; 9 quarter units)

- GLS 150* Global Issues and Trends
- HIS 234* World Civilizations II

* May be used to meet a General Education requirement

Requirements for the Major

(10 courses; 45 quarter units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 320</td>
<td>Culture of Global Capitalism</td>
<td>Prerequisite: ENG 100, ENG 101</td>
</tr>
<tr>
<td>SCI 300</td>
<td>Geography</td>
<td>Prerequisite: ENG 100, ENG 101</td>
</tr>
<tr>
<td>PHL 320</td>
<td>World Religions</td>
<td>Prerequisite: ENG 100, and ENG 101</td>
</tr>
<tr>
<td>SOC 328</td>
<td>Intercultural Thinking</td>
<td>Prerequisite: ENG 100, and ENG 101</td>
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<tr>
<td>LIT 463</td>
<td>20th Century World Literature</td>
<td>Prerequisite: LIT 100</td>
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<tr>
<td>GLS 410</td>
<td>Gender and Global Society</td>
<td>Prerequisite: ENG 240</td>
</tr>
<tr>
<td>GLS 420</td>
<td>Ecological Revolutions</td>
<td>Prerequisite: ENG 240</td>
</tr>
<tr>
<td>GLS 430</td>
<td>The Global Economy</td>
<td>Prerequisite: ENG 240</td>
</tr>
<tr>
<td>COM 385</td>
<td>Tale, Text and Hypertext</td>
<td>Prerequisite: ENG 240</td>
</tr>
<tr>
<td>GLS 440</td>
<td>Study Abroad</td>
<td>Prerequisite: HIS 320</td>
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<tr>
<td>IBU 540</td>
<td>International Experience</td>
<td>Prerequisite: ENG 240</td>
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<tr>
<td>HIS 325</td>
<td>Modern World Migration</td>
<td>Prerequisite: ENG 100, ENG 101</td>
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<tr>
<td>HIS 434</td>
<td>Modern World, 1500 to Present</td>
<td>Prerequisite: ENG 100, ENG 101, and HIS 234</td>
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<tr>
<td>MUS 327+</td>
<td>World Music</td>
<td>Prerequisite: ENG 100, and ENG 101</td>
</tr>
<tr>
<td>PHL 375</td>
<td>Environmental Ethics</td>
<td>Prerequisite: ENG 100, and ENG 101</td>
</tr>
<tr>
<td>POL 350</td>
<td>International Relations</td>
<td>Prerequisite: ENG 100, and ENG 101</td>
</tr>
<tr>
<td>POL 320</td>
<td>Politics of Social Movements</td>
<td>Prerequisite: ENG 100, and ENG 101</td>
</tr>
<tr>
<td>EES 335</td>
<td>Environmental Science</td>
<td></td>
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<tr>
<td>COH 422</td>
<td>Global Health Promotion</td>
<td></td>
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<tr>
<td>MKT 430</td>
<td>Intro to Global Marketing</td>
<td>Prerequisite: MKT 302A</td>
</tr>
</tbody>
</table>

+ Diversity Enriched Offering

**BACHELOR OF ARTS**

**MAJOR IN HISTORY**

Faculty Advisor: Dan Thorburn; (209) 475-1443; dthorbur@nu.edu

The Bachelor of Arts in History is a broad-based program that has specific goals including: (1) engaging the mind and imagination of those who study history; (2) introducing students to worlds, times, places, and cultures – including their own – in ways they have never before considered; and (3) promoting the acquisition of historical knowledge and critical thinking, reading, writing, and research skills. Upon successful completion of the undergraduate history major, students should be able to demonstrate competency in the vital skills of historical explanation, discernment, and synthesis.

The study of the past broadens our perspective and allows us to discover the essential elements of human existence. The term historian covers a broad range of career options and job settings. In general, historians study, assess, and interpret the past to determine...
what happened and why. They examine court documents, diaries, letters, and newspaper accounts; they conduct research, write, teach, evaluate, and make recommendations. They interview individuals and study artifacts and archeological evidence.

In addition to providing experience in logical argumentation, history courses offer research, writing, and analytical skills necessary for many fulfilling careers. Graduates with a degree in history often become educators themselves and teach in elementary schools, secondary schools, or in postsecondary institutions. Beyond teaching, historians also work as researchers in museums and local historical 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.

BA History/MA History Transition Program

Students currently enrolled in the BA History program who have a cumulative GPA of at least 3.0 and are within six courses of completion of the BA program may register for the BA History/MA History transition program. They do so by asking their admission advisor to submit a plan change into the transition program, allowing them to take two MA History classes as electives during the BA History program. Students may choose up to two 600-level History courses with the exception of HIS 600, HIS 692, HIS 695, HIS 696, HIS 697, HIS 698 or HIS 699.

For students in the BA History/MA History transition program, the University will waive up to two Master of Arts in History classes as electives during the BA History program. Students may choose up to two 600-level History courses with the exception of HIS 600, HIS 692, HIS 695, HIS 696, HIS 697, HIS 698 or HIS 699.

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.

Electives

Students must complete a minimum of 27 quarter units of electives to fulfill the upper-division unit requirements to earn the Bachelor of Arts in History. Students can select from the following strongly recommended and recommended electives or choose from any upper-division course in the College of Letters and Sciences. Three elective courses must be in the History program (HIS). To ensure adequate preparation for the California State Examination for Teachers (CSET), students who wish to become middle-school and high-school history teachers in California should take all of their electives from the strongly recommended list.
Strongly Recommended

HIS 320  Culture of Global Capitalism  
Prerequisite: ENG 100, ENG 101  
SOC 350+  Cultural Diversity  
Prerequisite: ENG 100, and ENG 101  
HIS 410  California History  
Prerequisite: ENG 100, ENG 101  
PHL 320*  World Religions  
Prerequisite: ENG 100, and ENG 101  
POL 540  American Political System  
SCI 300*  Geography

Recommended

GLS 410  Gender and Global Society  
Prerequisite: ENG 240  
GLS 420  Ecological Revolutions  
Prerequisite: ENG 240  
GLS 430  The Global Economy  
Prerequisite: ENG 240  
HIS 325  Modern World Migration  
Prerequisite: ENG 100, ENG 101  
HIS 339  The Middle East, 600-1600 C.E.  
Prerequisite: ENG 100, ENG 101  
HIS 341  History Through Theater  
Prerequisite: ENG 100, ENG 101  
HIS 342  History of Modern Middle East  
Prerequisite: ENG 100, ENG 101  
HIS 345  Latin American Studies  
Prerequisite: ENG 100, ENG 101  
HIS 346  Chinese History and Culture I  
Prerequisite: ENG 100, ENG 101  
HIS 348  Asian Studies  
Prerequisite: ENG 100, ENG 101  
HIS 349  African Studies  
Prerequisite: ENG 100, ENG 101  
HIS 355  Chinese History and Culture II  
Prerequisite: ENG 100, ENG 101  
HIS 370  History of the American S/W  
Prerequisite: ENG 100, ENG 101  
HIS 490  Guided Study 1.5 - 4.5  
MUS 326+  American Music  
Prerequisite: ENG 100, and ENG 101  
SOC 325  Popular Culture  
Prerequisite: ENG 100, and ENG 101  
SOC 328  Intercultural Thinking  
Prerequisite: ENG 100, and ENG 101  
SOC 336+  American Film and Society  
Prerequisite: ENG 100, and ENG 101

* May be used to meet a General Education requirement  
+ Diversity Enriched Offering

BACHELOR OF ARTS

MAJOR IN INTERDISCIPLINARY STUDIES

Faculty Advisor: Jacqueline Caesar; (858) 792-8345; jcaesar@nu.edu

The Bachelor of Arts in Interdisciplinary Studies (BAIS) provides a broad, rigorous education that introduces students to essential knowledge, and connections across the disciplines and application of knowledge to life beyond the University. This degree gives students an enriched and provocative curriculum that prepares them for professional work in a changing cultural and economic environment.

Program Learning Outcomes

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

• Demonstrate an understanding of interdisciplinary theory and the practice of critical thinking for the collection, validation, analysis, and synthesis of historical data and new information

• Explain the integration of knowledge in a global context and engage in collaborative research across disciplines

• Identify and appreciate the cultural perspectives of world 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 of 70.5 units of the University General Education requirements. The following courses are specific degree requirements. If students intend to complete a teacher credentialing program, these courses will help prepare for the MSAT and Basic Skills requirement tests. In the absence of transfer credit, students may need to take additional general electives to satisfy the total units for the degree. Students should refer to the section on undergraduate admission procedures for specific information on admission and evaluation.

Preparation for the Major

(3 courses; 13.5 quarter units)

ENG 365*  Creative Writing  
Prerequisite: ENG 100, and ENG 101  
or

ENG 350 Fundamentals of Linguistics  
Prerequisite: ENG 100, and ENG 101  
HIS 220A+*  United States History I  
Prerequisite: ENG 100, and ENG 101  
or

HIS 220B+*  United States History II  
Prerequisite: ENG 100, and ENG 101  

LIT 100*  Introduction to Literature  
Prerequisite: ENG 100, and ENG 101

* May be used to meet a General Education requirement  
+ Diversity Enriched Offering

Requirements for the Major

(13 courses; 58.5 quarter units)

COM 380  Democracy in the Info. Age  
Prerequisite: ENG 100, and ENG 101  
SOC 325  Popular Culture  
Prerequisite: ENG 100, and ENG 101  
SOC 328  Intercultural Thinking  
Prerequisite: ENG 100, and ENG 101  

4.5 quarter units in literature (LIT) are required.

The following are recommended:

LIT 321  American Literature I  
Prerequisite: LIT 100

or

LIT 322  American Literature II  
Prerequisite: LIT 100

Requirements for the Major

(13 courses; 58.5 quarter units)

COM 380  Democracy in the Info. Age  
Prerequisite: ENG 100, and ENG 101  
SOC 336+  American Film and Society  
Prerequisite: ENG 100, and ENG 101  

or

SOC 350+  Cultural Diversity  
Prerequisite: ENG 100, and ENG 101  

BIS 301  Intro to Interdisc. Studies  

BIS 401  Interdisciplinary Practice: In  
Prerequisite: BIS 301 and four additional courses from the major

4.5 quarter units in literature (LIT) are required.

The following are recommended:

LIT 321  American Literature I  
Prerequisite: LIT 100

or

LIT 322  American Literature II  
Prerequisite: LIT 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
- or
- BIO 330 Ecology
  Recommended: Prior completion of: BIO 161, BIO 162, BIO 163, BIO 100A, BIO 100, CHE 141, CHE 142, CHE 143, CHE 101A
- or
- BIO 411 Biodiversity
  Recommended: Prior completion of: BIO 161, and BIO 162, and BIO 163, BIO 100A, or BIO 100, and BIO 100A or equivalent
- or
- BIO 450 Natural History of California
  Recommended: Prior completion of: BIO 161, BIO 162, BIO 163, BIO 100A
- or
- MTH 301 Fundamentals of Mathematics II
  Prerequisite: MTH 209A, or Accuplacer test placement evaluation
- or
- MTH 317 Mathematical Modeling
  Prerequisite: MTH 215, or MTH 216A, and MTH 216B, and MTH 210
- or
- MTH 410 Technology in Math Education
  Prerequisite: MTH 215, or MTH 216A, and MTH 216B, or MTH 301
- or
- MTH 411 Number Theory
  Prerequisite: MTH 215, MTH 216A, MTH 216B, or MTH 301
- or
- MTH 412 History of Mathematics
  Prerequisite: MTH 215, or MTH 301, or MTH 216A, and MTH 216B
- or
- MTH 417 Foundations of Geometry
  Prerequisite: MTH 216A, and/or MTH 216B, or MTH 215, and MTH 311
- or
- MTH 418 Statistical Analysis
  Prerequisite: MTH 210, and MTH 220
- or
- BIS 405 Genetic Anthropology
  Prerequisite: BIS 301, Recommended: Prior completion of: MTH 215

Nine quarter units from the humanities complex (ART, HIS, HUM, MUS, PHL, SOC, THR, GLS) are required. The following are recommended:

- ART 315 Film as Art
  Prerequisite: ENG 100, ENG 101
- or
- ART 323 Modern Art
  Prerequisite: ENG 100, and ENG 101
- or
- ART 329 World Art
  Prerequisite: ENG 100, ENG 101
- or
- GLS 410 Gender and Global Society
  Prerequisite: ENG 240
HIS 345  Latin American Studies  
Prerequisite: ENG 100, ENG 101  
or  
HIS 348  Asian Studies  
Prerequisite: ENG 100, ENG 101  
or  
HIS 349  African Studies  
Prerequisite: ENG 100, ENG 101  
or  
HIS 370  History of the American S/W  
Prerequisite: ENG 100, ENG 101  
or  
MUS 326+  American Music  
Prerequisite: ENG 100, and ENG 101  
or  
MUS 327+  World Music  
Prerequisite: ENG 100, and ENG 101  
or  
PHL 320  World Religions  
Prerequisite: ENG 100, and ENG 101  
or  
PHL 339  Study of a Major Philosopher  
Prerequisite: ENG 100, and ENG 101  
or  
PHL 375  Environmental Ethics  
Prerequisite: ENG 100, and ENG 101  
or  
PHL 337  Ethics  
Prerequisite: ENG 100, and ENG 101  
or  
SOC 328  Intercultural Thinking  
Prerequisite: ENG 100, and ENG 101  
or  
SOC 500  Cultural Pluralism in the USA  
Prerequisite: ENG 100, and ENG 101  

Capstone course  
BIS 499  Interdisciplinary Studies Proj  
+ Diversity Enriched Offering  

Upper-Division Electives  
(2 courses; 9 quarter units)  
Students can select any 300-, 400-, or 500-level courses in arts and sciences to complete the total of 76.5 upper-division units for the degree.  

Students will need a Task Stream account for portfolio work. Please refer to your Faculty Advisor for more information (including fees.)  

■ BACHELOR OF ARTS  
◆ MAJOR IN INTERDISCIPLINARY STUDIES WITH A PRELIMINARY MULTIPLE SUBJECTS TEACHING CREDENTIAL (CALIFORNIA)  
Faculty Advisor: Jacqueline Caesar; (858) 792-8345; jceaesar@nu.edu  
For Credential: Mary Anne Weegar; (858) 642-8360; maweegar@nu.edu  

The Bachelor of Arts in Interdisciplinary Studies with a Preliminary Multiple Subjects Teaching Credential (California) provides a broad, rigorous education that prepares candidates for a career as a teacher at the elementary level. The program introduces candidates to essential knowledge, connections across the disciplines, and applies knowledge of life beyond the University. This degree program gives candidates an enriched and thought-provoking curriculum that incorporates content across subject areas and with specific educational methodology courses. This program prepares candidates for professional work as multiple subject teachers in a changing cultural and economic environment.  

For additional information on credential requirements, please see the School of Education Credential Information section of the catalog.  

Program Learning Outcomes  
Upon successful completion of this program, students will be able to:  
- Demonstrate an understanding of interdisciplinary theory and the practice of critical thinking for the collection, validation, analysis, and synthesis of historical data and new information  
- Explain the integration of knowledge in a global contact and engage in collaborative research across disciplines.  
- Identify and appreciate the cultural perspectives of world view.  
- Use information communications technology for knowledge sharing and the interdisciplinary approach.  
- Demonstrate a deep and flexible understanding of subject matter.  
- Apply educational technology to meet the needs of all learners.  
- Explain how to support growth in cognitive, social, physical, and emotional domains  
- Utilize different teaching strategies to accomplish the teaching and learning goals  
- Create positive learning environment that ensures healthy human growth.  
- Utilize systematic observations, documentation and other assessment strategies to facilitate and account for learning, and to support positive growth.  
- Design, implement and evaluate standards-based lesson plans for learning and achievement in content areas.  
- Demonstrate professional standards and ethics.  

Degree Requirements  
To receive a Bachelor of Arts in Interdisciplinary Studies with a Multiple Subjects Teaching Credential, candidates must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University, 76.5 of which must be completed at the upper-division level, including a minimum of 70.5 units of the University General Education requirements. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree. The following courses are specific degree requirements. Candidates must demonstrate subject-matter competency through a state-approved examination. Students should refer to the section on undergraduate admission procedures for specific information on admission and evaluation.  

Preparation for the Major  
(5 courses; 13.5 quarter units required)  

LIT 100* Introduction to Literature  
Prerequisite: ENG 100, and ENG 101  

HIS 410 California History  
Prerequisite: ENG 100, and ENG 101  

MTH 209A* Fundamentals of Mathematics I  
Prerequisite: Accuplacer test placement evaluation, or MTH 12A, and MTH 12B  

* May be used to meet a General Education requirement  

Requirements for the Major  
(22 courses; 99 units)  

Core Requirements  
(14 courses; 63 quarter units)  

BIS 301 Intro to Interdisc. Studies  
ENG 350 Fundamentals of Linguistics  
Prerequisite: ENG 100, and ENG 101  

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

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College of Letters and Sciences

ART 400  Expressive and Integrative Art
TED 300  Fundamentals of Education
Prerequisite: TED 305, or TED 320 or TED 306
TED 410  Survey of Multicultural Lit.
Prerequisite: TED 305, or TED 320 or TED 306
TED 330  Special Needs Students
Prerequisite: TED 305, or TED 320 or TED 306
TED 310  Development and Learning
Prerequisite: TED 305, or TED 320 or TED 306
TED 355  Hist/Social Science Methods
Prerequisite: TED 305, or TED 320 or TED 306
TED 380  Arts/PE/Health Methods
Prerequisite: TED 305, or TED 320 or TED 306
BIS 401  Interdisciplinary Practice: In
Prerequisite: BIS 301 and four additional courses from the major
TED 330A  Reading and Lang. Arts Methods
Prerequisite: TED 305, or TED 320 or TED 306
TED 440  Leadership and Assessment
Prerequisite: TED 305, or TED 320 or TED 306
BIS 499  Interdisciplinary Studies Proj

Student Teaching Requirements
(3 courses; 13.5 quarter units)
TED 530A  Student Teaching I
Prerequisite: TED 531
TED 530B  Student Teaching II
Prerequisite: TED 530A, Corequisite: TED 531
TED 531  Student Teaching Seminar
Corequisite: TED 530A, and TED 530B

Upper-Division Requirements
(5 courses; 22.5 quarter units)
COM 380  Democracy in the Info. Age
Prerequisite: ENG 100, and ENG 101
or
HIS 320  Culture of Global Capitalism
Prerequisite: ENG 100, ENG 101
TED 305  Teaching as a Profession
or
TED 306  21st Century Teaching Methods
TED 350  Math and Science Methods
Prerequisite: TED 305, or TED 320
or
TED 351  Teaching STEM Methods
Prerequisite: TED 305, or TED 306, or TED 320

and
Two additional courses from the following:
BIO 330  Ecology
Recommended: Prior completion of: BIO 161, BIO 162, BIO 163, BIO 100A, BIO 100, CHE 141, CHE 142, CHE 143, CHE 101A
BIS 405  Genetic Anthropology
Prerequisite: BIS 301, Recommended: Prior completion of:
MTH 215
MTH 410  Technology in Math Education
Prerequisite: MTH 215, or MTH 216A, and MTH 216B, or MTH 301
TED 306  21st Century Teaching Methods
TED 351  Teaching STEM Methods
Prerequisite: TED 305, or TED 306, or TED 320

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

Program Learning Outcomes
Upon successful completion of this program, students will be able to:
• Demonstrate how to integrate Science, Technology, Engineering, and Mathematics (STEM) to meet the needs of all learners
• Create and model interdisciplinary learning environments that reflect team building and problem based learning using technology.

Requirements for the Concentration
(5 courses; 22.5 quarter units)
BIO 330  Ecology
Recommended: Prior completion of: BIO 161, BIO 162, BIO 163, BIO 100A, BIO 100, CHE 141, CHE 142, CHE 143, CHE 101A
TED 305  Teaching as a Profession
or
TED 306  21st Century Teaching Methods
MTH 410  Technology in Math Education
Prerequisite: MTH 215, or MTH 216A, and MTH 216B, or MTH 301
BIS 405  Genetic Anthropology
Prerequisite: BIS 301, Recommended: Prior completion of: MTH 215
TED 351  Teaching STEM Methods
Prerequisite: TED 305, or TED 306, or TED 320

◆ BACHELOR OF ARTS
◆ MAJOR IN MATHEMATICS WITH A PRELIMINARY SINGLE SUBJECT TEACHING CREDENTIAL (CALIFORNIA)
Faculty Advisor: Igor Subbotin; (310) 662-2150; isubboti@nu.edu
For Credential: Zhonghe Wu; (714) 429-5144; zwu@nu.edu

The Bachelor of Arts in Mathematics with a Preliminary Single Subject Credential provides a rigorous education that prepares candidates for a career as a teacher of Mathematics at the middle and secondary school levels. The program stresses foundation in mathematics and its application. This program prepares candidates for professional work as single subject teachers in a changing cultural and economic environment. For additional information on credential requirements, please see the School of Education Credential Information section of the catalog.

Program Learning Outcomes
Upon successful completion of this program, students will be able to:
• Employ a variety of reasoning skills and effective strategies for solving problems both within the discipline of mathematics and in applied settings that include non-routine situations
• Use language and mathematical symbols to communicate mathematical ideas in the connections and interplay among various mathematical topics and their applications that cover range of phenomena across appropriate disciplines
• Use current technology tools, such as computers, calculators, graphing utilities, video, and interactive programs that are appropriate for the research and study in mathematics
• Employ algebra and number theory ideas and tools as a base of a fundamental language of mathematics research and communication
• Develop fundamental knowledge in geometry
• Model real world problems with a variety of algebraic and transcendental functions
• Use advanced statistics and probability concepts and methods
• Use educational technology to meet the needs of all learners including those with special needs linguistically and culturally diverse students
• Explain how to support growth in cognitive, social, physical and emotional domains
• Create positive learning environment that ensures healthy human growth
• Utilize systematic observations, documentation, and other assessment strategies in a responsible manner to facilitate and account for learning and to support positive growth
• Design, implement, and evaluate standards-based lesson plans for learning and achievement in content areas
• Demonstrate professional standards and ethics
• Utilize different teaching strategies to accomplish the teaching and learning goals

Degree Requirements

To receive a Bachelor of Arts in Mathematics with a Single Subject Teaching Credential, candidates must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University, 76.5 of which must be completed at the upper-division level, and a minimum 70.5 units of University General Education requirements. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree. The following courses are specific degree requirements. Students should refer to the section on undergraduate admission procedures for specific information on admission and evaluation.

Preparation for the Major
(6 courses; 27 quarter units)

MTH 210* Probability and Statistics
Prerequisite: Accuplacer test placement evaluation, or MTH 12A, and MTH 12B

MTH 215* College Algebra & Trigonometry
Prerequisite: Accuplacer test placement evaluation, or MTH 12A, and MTH 12B

or

MTH 216A* College Algebra I (3 quarter units)
Prerequisite: Accuplacer test placement evaluation, MTH 12A, and MTH 12B

and

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

MTH 220* Calculus I
Prerequisite: MTH 215, or Accuplacer test placement, or evaluation by a lead faculty

or

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

MTH 221 Calculus II
Prerequisite: MTH 220

MTH 222 Calculus III
Prerequisite: MTH 221

MTH 223 Calculus IV
Prerequisite: MTH 222

Requirements for the Major
(20 courses; 90 quarter units)

Mathematics Requirements
(9 courses; 40.5 quarter units)

MTH 311 Topics from Geometry
Prerequisite: MTH 215

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

or

CSC 331 Discrete Structures and Logic
Prerequisite: CSC 252, and EGR 220

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

MTH 435 Linear Algebra
Prerequisite: MTH 220, and MTH 325

MTH 416 Algebraic Structures
Prerequisite: MTH 435, and MTH 325

MTH 417 Foundations of Geometry
Prerequisite: MTH 216A, and/or MTH 216B, or MTH 215, and MTH 311

MTH 418 Statistical Analysis
Prerequisite: MTH 210, and MTH 220

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

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

Education Theory and Methodology Requirements
(7 courses; 31.5 quarter units)

Students must complete TED 305 prior to TPA 1. All Teacher Education (TED) courses include a field experience component. It is strongly recommended students take the following courses in the order they are listed.

TED 305 Teaching as a Profession

TED 300 Fundamentals of Education
Prerequisite: TED 305, or TED 320 or TED 306

TED 430 Special Needs Students
Prerequisite: TED 305, or TED 320 or TED 306

TED 310 Development and Learning
Prerequisite: TED 305, or TED 320 or TED 306

TED 420 Diversity in Schooling
Prerequisite: TED 305, or TED 320

TED 330B Reading and Language Arts
Prerequisite: TED 305, or TED 320

TED 461 Mathematics Teaching Methods
Prerequisite: TED 305, or TED 320

Student Teaching Requirements
(3 courses; 13.5 quarter units)

TED 530A, 530B and 531 are field experience courses receiving a Satisfactory or Unsatisfactory grade and are not factored into cumulative GPA.

TED 530A Student Teaching I
Corequisite: TED 531

TED 530B Student Teaching II
Prerequisite: TED 530A, Corequisite: TED 531

TED 531 Student Teaching Seminar
Corequisite: TED 530A, and TED 530B
MAJOR IN POLITICAL SCIENCE

Political science, the systematic and rigorous study of politics and government, is becoming increasingly crucial in a complex and controversial world. Current cynicism about politics and public leadership belies a need for responsive, representative, effective, and capable public authority. Citizens still expect government to tackle such intimidating social problems, such as healthcare, community security, economic, and social justice and the balancing of conflicting rights and freedoms. Political science analyzes the ways societies use public authority to address collective problems. The political science program is designed to equip students with specialized research and analytical skills as well as familiarity with more generalized problem-solving skills sufficient to allow them to make valuable contributions to any vocation or enterprise they pursue and to insure that they will be prepared to solve public problems.

The Bachelor of Arts in Political Science will engage students in the study of social, economic, and political life, nationally and globally. A bachelor’s degree in political science can lead to exciting careers in federal, state, and local governments; law, business, and international organizations; nonprofit associations and organizations; campaign management, electoral politics, and polling; journalism; and research and teaching.

BA Political Science/Master of Public Administration (MPA) Transition Program

Students who are currently enrolled in the BA Political Science program who have at least a cumulative GPA of 3.0 and are within six courses of completion of the BA program may register for the BA Political Science/MPA transition program. They may do this by asking their admission advisor to submit a plan change into the transition program allowing them to take two MPA classes as electives during the BA Political Science program. To be eligible, students must apply for and begin the MPA program within six months of completing their Political Science degree. Students may choose up to two 600 level public administration (PAD) courses with the exception of PAD 631 and PAD 644.

For students in the BA Political Science/MPA transition program, the University will waive two graduate-level public administration courses taken as part of the bachelor’s degree, but these students must still meet the residency requirements for the MPA.

Program Learning Outcomes

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

• Explain major theories, concepts, and methods of political science.

• Apply key political science perspectives and theories to real world situations.

• Apply the methods used by political scientists to undertake research and answer questions about politics and government.

Degree Requirements

To be awarded a Bachelor of Arts in Political Science, students must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University, 76.5 of which must still meet the residency requirements for the MPA.

Credentialing Requirement
(1 course; 4.5 quarter units)

Students must have senior standing to enroll in this class.

HEDX 1101X  Intro to Health Ed: K-12

Preparation for the Major
(1 courses; 4.5 quarter units)

POL 100*  Introduction to Politics
Prerequisite: ENG 100, and ENG 101

* May be used to meet a General Education requirement

Requirements for the Major
(9 courses; 40.5 quarter units)

POL 320  Politics of Social Movements
Prerequisite: ENG 100, and ENG 101

POL 330  Political Theory
Prerequisite: ENG 100, and ENG 101

POL 340  Comparative Politics
Prerequisite: ENG 100, and ENG 101

POL 350  International Relations
Prerequisite: ENG 100, and ENG 101

POL 360  Public Policy
Prerequisite: ENG 100, and ENG 101

POL 400  European Politics
Prerequisite: ENG 100, and ENG 101

POL 410  Middle Eastern Politics
Prerequisite: ENG 100, and ENG 101

POL 540  American Political System

POL 499  Capstone Seminar in Politics
Prerequisite: ENG 240 and completion of at least 27 units of core courses in the major

Required Upper-Division Electives
(7 courses; 31.5 quarter units)

Students should choose from the following Upper-Division Electives:

CJA 467  Int’l & Domestic Terrorism

COM 380  Democracy in the Info. Age
Prerequisite: ENG 100, and ENG 101

GLS 410  Gender and Global Society
Prerequisite: ENG 240

GLS 430  The Global Economy
Prerequisite: ENG 240

HIS 320  Culture of Global Capitalism
Prerequisite: ENG 100, and ENG 101

SOC 350+  Cultural Diversity
Prerequisite: ENG 100, and ENG 101

HUM 501  Global Civic Culture
Prerequisite: ENG 100, and ENG 101

PAD 403  Government Relations

PHL 320  World Religions
Prerequisite: ENG 100, and ENG 101

PHL 375  Environmental Ethics
Prerequisite: ENG 100, and ENG 101

POL 490  Guided Study 0.5 – 9

POL 539  Dynamics of World Politics

SOC 385  Methods of Social Inquiry
Prerequisite: ENG 100, and ENG 101, and SOC 100

SOC 445  Contemporary Social Problems
Prerequisite: ENG 100, and ENG 101

SOC 540  Power and Social Change
Prerequisite: ENG 100, and ENG 101

+ Diversity Enriched Offering

Faculty Advisor: Shak Hanish; (858) 642-8494; shanish@nu.edu
MAJOR IN PSYCHOLOGY

Faculty Advisor: Brenda Shook; (916) 855-4108; bshook@nu.edu

The Bachelor of Arts in Psychology program offers a comprehensive introduction to the contemporary discipline of psychology. Graduates of this program are well prepared to seek employment in personnel, vocational counseling, criminal justice, journalism, or entry-level counseling in the context of a county-funded agency or hospital. They are also prepared to seek admission to graduate programs at the master’s or doctoral level.

Program Learning Outcomes

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

• Articulate major theories, concepts, and historical trends in psychology.
• Explain behavior, cognition, and emotion from multiple schools of thought and multicultural perspectives.
• Identify a problem in psychology, examine available evidence, analyze assumptions, and apply research methods to solve the problem. This includes the ability to interpret numbers and apply basic statistical procedures.
• Write papers in psychology using different literary formats, e.g., narrative, exposition, critical analysis, and APA format.
• Perform information searches relevant to psychology and organize and evaluate the soundness of the information.
• Use current technologies in both research and communication theories and systems

Degree Requirements

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

Portfolio

Students in the undergraduate psychology program will complete a portfolio. Each portfolio is comprised of specific artifacts completed and collected by the candidate via signature assignments throughout their program. The portfolio is submitted at the onset of Senior Project and is used to inform the candidate of their strengths and weaknesses upon entering the capstone course.

Preparation for the Major

(2 courses; 9 quarter units)

MTH 210* Probability and Statistics
Prerequisite: Accuplacer test placement evaluation, or MTH 12A, and MTH 12B

PSY 100* Introduction to Psychology

* May be used to meet a General Education requirement

Requirements for the Major

(10 courses; 45 quarter units)

PSY 426 History of Psychology
Prerequisite: ENG 100, ENG 101, and PSY 100

PSY 427 Biological Psychology
Prerequisite: ENG 100, ENG 101, and PSY 100

Upper-Division Electives

(6 courses; 27 quarter units)

Students not pursuing a minor must choose six Upper-Division Electives from courses with the following prefixes: HUB, PSY, SOC, HRM, and CJA. Other electives must be approved by the department chair or regional full-time or associate faculty. Students may not take PSY 301 as an Upper-Division Elective.

The following course is strongly recommended:

PSY 441 Global Psychology
Prerequisite: PSY 100

MAJOR IN SOCIAL SCIENCE WITH A PRELIMINARY SINGLE SUBJECT CREDENTIAL (CALIFORNIA)

Faculty Advisor: Daniel Thorburn; (209) 475-1443; dthorburn@nu.edu
For Credential: Bernardo Gallegos; (310) 662-2134; bgallegos@nu.edu

The Bachelor of Arts with a Major in Social Science with a Preliminary Single Subject Credential combines rigorous coursework in history and the social sciences with training in educational methodology to prepare 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. The educational methodology and student teaching portions of the program prepare candidates for professional work as single subject social studies or history teachers in a changing cultural and economic environment. For additional information on credential requirements, please see the School of Education Credential Information section of the catalog.

Program Learning Outcomes

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

• Assess the significance of major trends in World History.
• Assess the significance of major trends in U.S. History.
• Analyze a variety of primary sources.
• Analyze secondary sources for their arguments and use of supporting evidence.
• Discuss current concerns, new theories, new evidence, and issues that shape interpretation in history and the social sciences.
• Conduct research in history and the social sciences supported by appropriate primary and secondary source materials.
• Delineate the central demographic, economic, and political developments in the history of California from the eve of Spanish settlement to the present.
• Integrate educational technology to meet the needs of all learners.
• Describe how to support growth in cognitive, social, physical, and emotional domains.
• Demonstrate a thorough understanding of the learning needs of students through the creation of positive learning environments.
• Utilize systematic observations, documentation, and other effective assessment strategies in a responsible manner to facilitate and account for learning and to support positive growth.
• Design, implement, and evaluate standards-based lesson plans for learning and achievement in content areas.
• Demonstrate professional standards and ethics.
• Utilize different teaching strategies to accomplish teaching and learning goals.

Degree Requirements

To receive a Bachelor of Arts with a Major in Social Science with a Single Subject Teaching Credential, candidates must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University, 76.5 of which must be completed at the upper-division level, and a minimum 70.5 units of 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.

Preparation for the Major
(9 courses; 40.5 quarter units)

HIS 220A+ United States History I
Prerequisite: ENG 100, and ENG 101
HIS 220B+ United States History II
Prerequisite: ENG 100, and ENG 101
HIS 233* World Civilizations I
Prerequisite: ENG 100, and ENG 101
HIS 234* World Civilizations II
Prerequisite: ENG 100, and ENG 101
POL 100* Introduction to Politics
Prerequisite: ENG 100, and ENG 101
POL 201* American Politics
Prerequisite: ENG 100, and ENG 101
SCI 300* Geography
ECO 203* Principles of Microeconomics
ECO 204* Principles of Macroeconomics

* May be used to meet a General Education requirement
+ Diversity Enriched Offering

Requirements for Major
(23 courses; 103.5 quarter units)

Requirements for the Social Science Major
(11 courses; 49.5 quarter units)

HIS 431 The Ancient World
Prerequisite: ENG 100, ENG 101, and HIS 233
HIS 432 The Classical World
Prerequisite: ENG 100, ENG 101, and HIS 233
HIS 433 The Post-Classical World
Prerequisite: ENG 100, ENG 101, and HIS 233
HIS 434 Modern World, 1500 to Present
Prerequisite: ENG 100, ENG 101, and HIS 234
HIS 400 Historical Theories & Methods
Prerequisite: ENG 240
HIS 360 American Colonial Experience
HIS 361 Making and Sundering of Union
Prerequisite: ENG 100, ENG 101, and HIS 220A
HIS 362 U.S. Between Wars, 1865-1917
Prerequisite: ENG 100, ENG 101, and HIS 220B
HIS 363 U.S. Since World War I
Prerequisite: ENG 100, ENG 101, and HIS 220B
HIS 410 California History
Prerequisite: ENG 100, ENG 101
HIS 499 Capstone Research Project
Prerequisite: ENG 240 or equivalent, HIS 400, and completion of 31.5 quarter units of core courses in the major

Education Theory and Methodology
(7 courses; 31.5 quarter units)

TED 305 Teaching as a Profession
TED 300 Fundamentals of Education
Prerequisite: TED 305, or TED 320 or TED 306
TED 310 Development and Learning
Prerequisite: TED 305, or TED 320 or TED 306
TED 330B Reading and Language Arts
Prerequisite: TED 305, or TED 320
TED 420 Diversity in Schooling
Prerequisite: TED 305, or TED 320
TED 430 Special Needs Students
Prerequisite: TED 305, or TED 320 or TED 306
TED 434 Methods of Teaching Social Sci
Prerequisite: TED 305

Student Teaching
(3 courses; 13.5 quarter units)

TED 530A, 530B, and 531 are field experience courses receiving a Satisfactory or Unsatisfactory grade and are not factored into cumulative GPA.

TED 530A Student Teaching I
Corequisite: TED 531
TED 530B Student Teaching II
Prerequisite: TED 530A, Corequisite: TED 531
TED 531 Student Teaching Seminar
Corequisite: TED 530A, and TED 530B

Credentialing Requirements
(2 courses; 9 quarter units)

Students must have a senior standing to enroll in EDX1201X. EDX1201X is graduate level and the grade earned must be a B or better. EDX1201X will not transfer to National University or any other university as a graduate level class.

HEDX 1101X Intro Health Ed: K-12
EDX 1201X Computer Tech in Classroom

BACHELOR OF ARTS

MAJOR IN SOCIOLOGY
Faculty Advisor: Margaret Greer; (916) 855-4151; mgreer@nu.edu

The Bachelor of Arts in Sociology program engages students in the study of social life, social change, and the social causes and consequences of human behavior. Students will investigate the structure of groups, organizations, and societies, and how people interact within these contexts. Since all human behavior is social, the subject matter of sociology ranges from the intimate family to global warfare; from organized crime to religious cults; from the divisions of social class, race, and gender to the shared beliefs of a common culture; and from the sociology of work to the sociology of beauty. In fact, few fields have such broad scope and relevance for research, theory, and application of knowledge.
Sociology majors develop analytical skills and the ability to understand issues within many distinctive perspectives. Sociology offers a range of research techniques that can be applied to virtually any aspect of social life: street crime and delinquency, corporate growth or downsizing, how people express emotions, welfare or education reform, health/HIV AIDS, how families differ and flourish, or problems of peace, war, and terrorism. Because sociology addresses the most challenging issues of our time, it is a rapidly expanding field whose potential is increasingly tapped by those who craft policies and create programs. Sociologists understand social inequality, patterns of behavior, forces for social change and resistance, and how social systems work.

The program’s stimulating curriculum in social theory, research methods, and key sociological concepts provides a solid base for students to learn to think abstractly, formulate problems, ask appropriate questions, search for answers, analyze situations and data, organize material, write well, and make oral presentations. Sociological training helps students bring breadth and depth of understanding to the global workplace and graduates frequently enter a variety of jobs in business, the health professions, criminal justice, social services, and government. Sociology provides training for professions such as law enforcement, education, medicine, social work, and counseling. Furthermore, sociology offers valuable preparation for careers in journalism, politics and policy analysis, public relations, business, or public administration, and program evaluation—fields that involve investigative skills and working with diverse groups.

Program Learning Outcomes

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

- Identify and distinguish between sociological research methods.
- Describe the roles of individuals and groups in the social construction of reality.
- Apply major sociological theories to real world situations.
- Identify the roles of gender, race, ethnicity and social class in social change at the micro social and macro social levels.

Degree Requirements

To be awarded a Bachelor of Arts in Sociology, students must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University; 76.5 of which must be completed at the upper-division level, and a minimum 70.5 units of 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 courses required in the major and required Upper-Division Electives for the degree must be completed with a C- or better. Students are required to complete a capstone project as part of the degree program. It is strongly suggested that students save all graded work. Students should refer to the section on undergraduate admission procedures for specific information regarding admission and evaluation.

Prerequisites for the Major

(2 courses; 9 quarter units)
SOC 100+* Principles of Sociology  
Prerequisite: ENG 100, and ENG 101
MTH 210* Probability and Statistics  
Prerequisite: Accuplacer test placement evaluation, or MTH 12A, and MTH 12B

* May be used to meet a General Education requirement
+ Diversity Enriched Offering

Requirements for the Major

(9 courses 40.5 quarter units)
SOC 344 Marriage, Sex and the Family  
Prerequisite: ENG 100, and ENG 101
SOC 443 Sociology of Deviance  
Prerequisite: ENG 100, ENG 101, and SOC 100
SOC 385 Methods of Social Inquiry  
Prerequisite: ENG 100, ENG 101, and SOC 100
SOC 455 Organizational Sociology  
Prerequisite: ENG 100, ENG 101, and SOC 100
SOC 365 Classical Social Theory  
Prerequisite: SOC 100, and ILR 260
SOC 500 Cultural Pluralism in the USA  
Prerequisite: ENG 100, and ENG 101
SOC 375 Contemporary Social Theory  
Prerequisite: ENG 100, ENG 101, and SOC 100
SOC 540 Power and Social Change  
Prerequisite: ENG 100, and ENG 101
SOC 499** Sociology Senior Project  
Prerequisite: SOC 100, and ENG 240 or equivalent

** SOC 499 is taken toward the end of the program after completion of the 36 units of required courses for the major, and after completion of six or more electives.

Required Upper-Division Electives

(7 courses; 31.5 quarter units)

Students must complete a minimum of seven courses (31.5 quarter units) of electives from the list below. *Students wishing to complete a minor in any field may substitute the minor-required courses to fulfill the elective requirements in Sociology. Suggested areas of minor are: Criminal Justice, Global Studies and History.

SOC 449 Sociology of Law  
Prerequisite: ENG 100, ENG 101, and SOC 100
SOC 460 The Individual and Society  
Prerequisite: ENG 100, ENG 101, and SOC 100
SOC 331 Sociology of Health & Illness  
Prerequisite: ENG 100, ENG 101, and SOC 100
SOC 325 Popular Culture  
Prerequisite: ENG 100, and ENG 101
SOC 328 Intercultural Thinking  
Prerequisite: ENG 100, and ENG 101
SOC 336+ American Film and Society  
Prerequisite: ENG 100, and ENG 101
SOC 430 Culture, Technology & Society  
Prerequisite: ENG 100, and ENG 101
SOC 445 Contemporary Social Problems  
Prerequisite: ENG 100, and ENG 101
SOC 490 Guided Study 1.5 - 4.5
CJA 448 Violence and Society
GLS 410 Gender and Global Society  
Prerequisite: ENG 240
GLS 430 The Global Economy  
Prerequisite: ENG 240
SOC 350+ Cultural Diversity  
Prerequisite: ENG 100, and ENG 101
HUM 501 Global Civic Culture  
Prerequisite: ENG 100, and ENG 101
MTH 412 History of Mathematics  
Prerequisite: MTH 215, or MTH 301, or MTH 216A, and MTH 216B
MUL 325 Psychology of Video Games  
Prerequisite: All general core courses; and PSY 100
PHL 320 World Religions  
Prerequisite: ENG 100, and ENG 101
PHL 375 Environmental Ethics  
Prerequisite: ENG 100, and ENG 101
POL 320 Politics of Social Movements  
Prerequisite: ENG 100, and ENG 101
SCI 300 Geography  
+ Diversity Enriched Offering
BACHELOR OF ARTS
◆ MAJOR IN SPANISH

WITH OPTIONAL PRELIMINARY SINGLE SUBJECT TEACHING CREDENTIAL
(CALIFORNIA)

Faculty Advisor: Luis Acebal; (530) 226-4003; lacebal@nu.edu
For Credential: Jo Birdsell; (858) 642-8395; jbirdsell@nu.edu

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

Please see additional Credential admissions requirements under Teacher Education in the School of Education’s Credential Programs section of the catalog.

Program Learning Outcomes

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

Degree Requirements

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

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

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

* May be used to meet a General Education requirement

Requirements for the Major
(11 courses; 43.5 quarter units)

SPN 300 Advanced Spanish I
Prerequisite: SPN 201
SPN 300A Advanced Spanish I Lab (1.5 quarter units)
Prerequisite: SPN 201, Corequisite: SPN 300
SPN 301 Advanced Spanish II
Prerequisite: SPN 300
SPN 301A Advanced Spanish II Lab (1.5 quarter units)
Prerequisite: SPN 300, SPN 300A, Corequisite: SPN 301
SPN 310 Literary Readings in Spanish
Prerequisite: LIT 100, SPN 301
SPN 330 Intro Lat Am Cultures
Prerequisite: SPN 301
SPN 350 Film and Culture
Prerequisite: SPN 301
SPN 420 Literature and Culture I
Prerequisite: SPN 310, and SPN 330
SPN 430 Literature and Culture II
Prerequisite: SPN 420
SPN 450 Identity and Multiculturalism
Prerequisite: SPN 310, and SPN 330
SPN 499 Spanish Capstone
Prerequisite: SPN 430

Upper-Division Electives
(7 courses; 31.5 quarter units)

The following are strongly recommended:

HIS 345 Latin American Studies
Prerequisite: ENG 100, ENG 101
GLS 430 The Global Economy
Prerequisite: ENG 240
GLS 440 Study Abroad
Prerequisite: HIS 320
HUM 501 Global Civic Culture
Prerequisite: ENG 100, and ENG 101
HIS 434 Modern World, 1500 to Present
Prerequisite: ENG 100, ENG 101, and HIS 234
LIT 360 Literary Theory
Prerequisite: LIT 100
LIT 460 Gender and Literature
Prerequisite: LIT 100
LIT 463 20th Century World Literature
Prerequisite: LIT 100
LIT 480 Literature of the Americas
Prerequisite: LIT 100, and LIT 300
PHL 320 World Religions
Prerequisite: ENG 100, and ENG 101
POL 340 Comparative Politics
Prerequisite: ENG 100, and ENG 101
SOC 328 Intercultural Thinking
Prerequisite: ENG 100, and ENG 101
SPN 490 Guided Study in Spanish

Students may choose to do the following instead of upper-division electives:

Optional Preliminary Single Subject Teaching Credential (California)

The Bachelor of Arts in Spanish with a Preliminary Single Subject Credential provides a rigorous education that prepares candidates for a career as a teacher of Spanish at the middle and secondary school levels. The program stresses foundation Spanish and its application. This program prepares candidates for professional work as single subject teachers in a changing cultural and economic environment. Students majoring in Spanish can enroll in this program at any time prior to the completion of SPN 490 or 491. This program prepares students with the knowledge, skills and
dispositions required for entry into the teaching profession.

Program Learning Outcomes

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

• Demonstrate application of educational technology to meet the needs of all learners including those with special needs linguistically and culturally diverse students.
• Demonstrate knowledge of adolescent development in order to explain how to support growth in cognitive, social, physical and emotional domains.
• Demonstrate a thorough understanding of the learning needs of students to create positive learning environment that ensure healthy human growth.
• Utilize systematic observations, documentation, and other effective assessment strategies in a responsible manner to facilitate and account for learning and to support positive growth.
• Design, implement, and evaluate standards-based lesson plans for learning and achievement in content areas.

Education Orientation, Theory and Methodology Requirements
(7 courses; 31.5 quarter units)

TED 305 Teaching as a Profession
TED 300 Fundamentals of Education
  Prerequisite: TED 320, or TED 305, or TED 306
TED 430 Special Needs Students
  Prerequisite: TED 305, or TED 320 or TED 306
TED 310 Development and Learning
  Prerequisite: TED 305, or TED 320 or TED 306
TED 420 Diversity in Schooling
  Prerequisite: TED 305, or TED 320
LTL 504B Teach Methods: Sec Schs
LTL 524S Lang Teach & Assess: Spanish

Student Teaching Requirements
(3 courses; 13.5 units)

TED 530A, 530B and 531 are field experience courses receiving a Satisfactory or Unsatisfactory grade and are not factored into cumulative GPA.

Please see student teaching and internship eligibility requirements under Clinical Practice in the School of Education’s Credential programs section of the catalog.

TED 530A Student Teaching I
  Corequisite: TED 531
TED 530B Student Teaching II
  Prerequisite: TED 530A, Corequisite: TED 531
TED 531 Student Teaching Seminar
  Corequisite: TED 530A, and TED 530B

Credentialing Requirements
(2 courses; 9 quarter units)

Students must have senior standing to enroll in these two classes.
The EDX 1201X class is considered graduate level. This course will not transfer to any graduate level program (at National University or elsewhere).

EDX 1201X Computer Tech in Classroom
HEDX 1101X Intro to Health Ed: K-12

Please see additional completion requirements for the Credential under the School of Educations Credential section.

BACHELOR OF ARTS

MAJOR IN SPORT PSYCHOLOGY

Faculty Advisor: Sarah Castillo; (760) 268-1584; scastillo@nu.edu

The Bachelor of Arts in Sport Psychology program offers a comprehensive introduction to the contemporary discipline of sport psychology. Graduates of this program are well prepared to seek employment in entry-level coaching positions and admission to graduate psychology programs at the master’s or doctoral level.

Program Learning Outcomes

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

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

Degree Requirements

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

Preparation for the Major
(2 courses; 9 quarter units)

MTH 210* Probability and Statistics
  Prerequisite: Accuplacer test placement evaluation, or MTH 12A, and MTH 12B
PSY 100* Introduction to Psychology

* May be used to meet a General Education requirement

Requirements for the Major
(12 courses; 54 quarter units)

Core Requirements
(8 courses; 36 quarter units)

PSY 302 Foundation of Sport Psychology
  Prerequisite: ENG 100, and ENG 101, PSY 100
PSY 448 History of Sport & Sport Psych
  Prerequisite: PSY 100, PSY 302
PSY 300 Social Psychology of Sport
  Prerequisite: ENG 100, ENG 101, PSY 100
HUB 441 Research Design and Analysis
  Prerequisite: ENG 100, ENG 101, MTH 210, and PSY 100
PSY 303 Motor Learning
  Prerequisite: ENG 100, and ENG 101, PSY 100
PSY 440 Sport Psychology for Coaches
  Prerequisite: PSY 100, PSY 302
PSY 443  Culture and Sport Psychology
   Prerequisite: PSY 100, PSY 302
BIO 385  Biomechanics of Sport
   Prerequisite: BIO 100, and BIO 100A
or
BIO 386  Exercise Physiology
   Prerequisite: BIO 100, and BIO 100A

All students in the BA Sport Psychology are required to choose an emphasis and complete all courses specified in the emphasis as part of the Requirements for the Major. Each Emphasis requires a Senior Project.

**Emphasis in Applied Sport Psychology**
(4 courses; 18 quarter units)

Designed for students wishing to prepare for entry into professional coaching, this specialization focuses upon the application of psychological principles to athletics. The specialization includes a senior project and practicum designed to give students practical experiences in the field of applied sport psychology.

PSY 340A  Counseling Techniques I
   Prerequisite: ENG 100, ENG 101, and PSY 100
PSY 445  Applied Sport Psychology
   Prerequisite: PSY 100, PSY 302
PSY 422  Sem Appld Sport Psychology
   Prerequisite: satisfactory completion of 10 courses in the major
PSY 485  Sport Psychology Sr. Project
   Prerequisite: satisfactory completion of ALL Major requirements

**Emphasis in Professional Golf Management**
(4 courses; 18 quarter units)

This emphasis is designed to prepare students for entry into the field of professional golf management and coaching. These courses are designed to include practical experiences in coaching, instruction, and player development as well as introduce students to contemporary issues in golf management.

PGM 444  Instruction/Player Develop.
   Prerequisite: satisfactory completion of 8 core courses
PGM 447  Prof. Golf Management Seminar
   Prerequisite: PGM 444
PGM 445  Player Development II Seminar
   Prerequisite: PGM 447
PGM 448  Senior Project in PGM
   Prerequisite: satisfactory completion of ALL Major requirements

**Upper-Division Electives**
(4 courses; 18 quarter units)

Choose four upper-division electives from available offerings within the College of Letters and Sciences. It is STRONGLY RECOMMENDED that students in the Applied Sport Psychology track select AT LEAST 2 of their required electives from the following 7 courses:

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

**BACHELOR OF ARTS**

**MAJOR IN STRATEGIC COMMUNICATIONS**

*Faculty Advisor: Joan Van Tassel; (858) 309-3446; jsvantassel@nu.edu*

The Bachelor of Arts in Strategic Communications consists of courses that prepare the student for leadership positions in public relations, advertising, and marketing and corporate communication. Graduates can use the strategic thinking and message creation skills they acquire to work in any industry, helping organizations create messages for presentations and print, broadcast, and Internet media. The program covers the theory and practice of integrated marketing communication campaigns, disseminated in interpersonal, intercultural, organizational and public settings. Students learn through academic work, case studies, and hands-on experience creating messages across media platforms. Successful completion of the program will enable graduates to compete for employment in positions that require strategic thinking and planning, project management, and message creation expertise in such communication-related areas as corporate communication, advertising, and public relations management.

**Program Learning Outcomes**

Upon successful completion of this program, students will be able to:
- Develop 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 articulated below, 45 of which must be completed in residence at National University, 76.5 of which must be completed at the upper-division level, and a minimum 70.5 units of 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.

**Prerequisites**
(5 courses; 10.5 quarter units)

ENG 100*  Effective College English I (3 quarter units)
   Prerequisite: Satisfactory performance on Accuplacer
ENG 101*  Effective College English II (3 quarter units)
   Prerequisite: ENG 100
COM 100*  Intro to Mass Communication
   or
COM 103*  Public Speaking
   or
COM 220*  Media Literacy

* May be used to meet a General Education requirement
The Bachelor of Science in Biology offers personal and academic fulfillment and growth as students discover the amazing world of biology. This degree prepares students for graduate and professional study, careers in life science education, research, health sciences, and applied biology. The BS Biology provides a solid foundation in all levels of biological organization, from molecules to ecosystems. Such a comprehensive curriculum is crucial to meeting modern challenges in science, which include new and emerging diseases, rapid advances in our understanding of genetics, physiology and biodiversity, threats to species and ecosystem functioning, and global population increase and sustainability. A degree in biology is common preparation for careers in the various medical professions, genetics, molecular and cell biology, biotechnology, microbiology, conservation biology, evolutionary biology, ecology, animal and plant science, as well as science writing, editing and education.

Students who wish to include an interdisciplinary approach to their academic training should look closely at the benefits provided by this major. In addition to meeting requirements for BS Biology, this degree allows for the integration of study in the life sciences with coursework in the physical and earth sciences, as well as applied fields such as forensics. Furthermore, in keeping with the commitment of the College of Letters and Sciences to the complete academic development of its students, science courses involve writing and diversity components, as well as fundamental critical thinking components.

Bachelor of Science in Biology to Master of Forensic Science Transition Program:

The BS Biology to MFS transition program allows students who are enrolled in 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. 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. Students must enroll in and complete the first class in the Masters degree within 6 months of the conferral date of their undergraduate degree. The MFS program must be completed within 4 years with no break in enrollment of 12 months or more. Further rules and requirements for Transition programs are located in the university catalog.

Program Learning Outcomes

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

- Discuss biological processes at all of levels of organization: molecular, cellular and microbial, organisinal, population, and ecosystem.
- Explain the importance of unifying concepts in biology, including cell theory, genetics, and evolution.
- Describe the structure and function of Earth’s organisms, as well as their roles in the natural world.
- Apply the scientific method in laboratory-based and field-based inquiry.
- Demonstrate effective oral, visual, and written communication and quantitative skills, including the critical analysis of data and scientific literature.
- Demonstrate computer and technology literacy, including the ability to access databases within the context of course research and project development.
- Evaluate historical developments and research in biology, as well as current and contemporary research and challenges.
Degree Requirements

To receive a Bachelor of Science, Major in Biology, students must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University, 76.5 of which must be completed at the upper-division level, and a minimum 70.5 units of 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.

* Completion of BIO 100, 100A, 201, 201A, 202, 202A, 203, 203A is equivalent to the course sequence BIO 161, 162, 163, 100A for fulfillment of the BS Biology degree.

Preparation for the Major
(16-17 courses; 60.0-61.5 quarter units)

MTH 210* Probability and Statistics
Prerequisite: Accuplacer test placement evaluation, or MTH 12A, and MTH 12B

MTH 215* College Algebra & Trigonometry
Prerequisite: Accuplacer test placement evaluation, or MTH 12A, and MTH 12B

or

MTH 216A* College Algebra I (3 quarter units)
Prerequisite: Accuplacer test placement evaluation, MTH 12A, and MTH 12B

and

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

CHE 141* General Chemistry 1
Prerequisite: MTH 215 or equivalent, CHE 101

CHE 142* General Chemistry 2
Prerequisite: CHE 141

CHE 143 General Chemistry 3
Prerequisite: CHE 142

CHE 101A* Introductory Chemistry Lab (1.5 quarter units)
Prerequisite: CHE 101, or CHE 141 for science majors

BIO 161* General Biology 1

BIO 162* General Biology 2
Prerequisite: BIO 161

BIO 163 General Biology 3
Prerequisite: BIO 161, BIO 162

BIO 100A* Survey of Bioscience Lab (1.5 quarter units)
Prerequisite: BIO 100, or BIO 161 for science majors

PHS 171* General Physics 1
Prerequisite: MTH 215, or MTH 216A, and MTH 216B

PHS 172* General Physics 2
Prerequisite: PHS 171

PHS 173 General Physics 3
Prerequisite: PHS 171, PHS 172

PHS 104A* Introductory Physics Lab (1.5 quarter units)
Prerequisite: PHS 104, or PHS 171 for science majors

CHE 150 Introductory Organic Chemistry
Prerequisite: CHE 101, and CHE 101A

CHE 150A Introductory Organic Chem Lab (1.5 quarter units)
Prerequisite: CHE 150

* May be used to meet a General Education requirement

Requirements for the Major
(12 courses; 42 quarter units)

BIO 330 Ecology
Recommended: Prior completion of: BIO 161, BIO 162, BIO 163, BIO 100A, BIO 100, CHE 141, CHE 142, CHE 143, CHE 101A

BIO 305 Genetics
Recommended: Prior completion of: BIO 161, BIO 162, and

BIO 310 Evolution
Recommended: Prior completion of: BIO 161, BIO 162, and

BIO 406 Cellular Biology
Prerequisite: BIO 161, BIO 162, BIO 163, BIO 100A, or BIO 100, and BIO 100A

BIO 406A Cellular Biology Lab (1.5 quarter units)
Corequisite: BIO 406, Prerequisite: BIO 161, BIO 162, BIO 163, BIO 100A, CHE 141, CHE 142, CHE 143, CHE 101A, Corequisite: BIO 406A

BIO 407 Molecular Biology
Prerequisite: BIO 161, BIO 162, BIO 163, BIO 100A, CHE 141, CHE 142, CHE 143, CHE 101A, Corequisite: BIO 407A

BIO 407A Molecular Biology Lab (1.5 quarter units)
Corequisite: BIO 406, Prerequisite: BIO 161, BIO 162, BIO 163, BIO 100A, CHE 141, CHE 142, CHE 143, CHE 101A, Corequisite: BIO 407A

BIO 414 Invertebrate Zoology
Prerequisite: BIO 161, BIO 162, BIO 163, BIO 100A, CHE 141, CHE 142, CHE 143, CHE 101A, Corequisite: BIO 414A

BIO 414A Invertebrate Zoology Lab (1.5 quarter units)
Corequisite: BIO 414

BIO 416 Vertebrate Zoology
Prerequisite: BIO 161, BIO 162, BIO 163, BIO 100A, CHE 141, CHE 142, CHE 143, CHE 101A, Corequisite: BIO 416A

BIO 416A Vertebrate Zoology Laboratory (1.5 quarter units)
Corequisite: BIO 416

BIO 440 Botany
Recommended: Prior completion of: BIO 161, BIO 162, BIO 163, BIO 100A

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
Recommended: Prior completion of: BIO 161, BIO 162, BIO 163, BIO 100A

BIO 450 Natural History of California
Recommended: Prior completion of: BIO 161, BIO 162, BIO 163, BIO 100A

BIO 480 Studies in Field Biology

CHE 350 Organic Chemistry I
Prerequisite: CHE 142

CHE 351 Organic Chemistry II
Prerequisite: CHE 350

CHE 360 Biochemistry I
Prerequisite: CHE 351

CHE 361 Biochemistry II
Prerequisite: CHE 360

EES 332 Oceanography

EES 335 Environmental Science

EES 336 Natural Resource Conservation

MTH 317 Mathematical Modeling
Prerequisite: MTH 215, or equivalent, CHE 101

SCI 303 GIS: Geographic Info Systems

SCI 490 Guided Study 0.5 - 9

Approved transition program students may select up to two FSC courses from below to meet up to 9.0 quarter units of the elective requirement.

FSC 630 Forensic Pathology 1
Bachelor of Science

Major in Environmental Science

Faculty Advisor: Dzung Nguyen; (858) 642-8467; dnguyen@nu.edu

The B.S. in Environmental Science is designed to prepare students with an in-depth understanding of the breadth of contemporary environmental issues through a series of courses in Environmental Science, Biological Science, and Earth Science with an emphasis on conservation, sustainability, and optimal management of natural resources.

Program Learning Outcomes

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

- Recognize the major components of the earth's systems and how they function.
- Recognize the important effects of political, economical, social, and educational forces on environmental protection.
- Examine individual impacts on global resources and the patterns of unequal distribution of such resources.
- Demonstrate an understanding of the importance of natural resource policy, environmental regulations, and resource management.
- Apply state of the art scientific and environmental concepts to solve environmental problems.
- Recognize the link between healthy ecosystems and healthy human populations.

Degree Requirements

To receive a Bachelor of Science in Environmental Science degree, students must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University, 76.5 of which must be completed at the upper-division level, and a minimum 70.5 units of 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 procedures for specific information regarding admission and evaluation.

Preparation for the Major

(17 courses; 64.5 quarter units)

- **MTH 210** Probability and Statistics
  
  Prerequisite: Accuplacer test placement evaluation, or MTH 12A, and MTH 12B

- **MTH 215** College Algebra & Trigonometry
  
  Prerequisite: Accuplacer test placement evaluation, or MTH 12A, and MTH 12B

- **BIO 161** General Biology 1
  
  Prerequisite: BIO 161

- **BIO 162** General Biology 2
  
  Prerequisite: BIO 161

- **BIO 163** General Biology 3
  
  Prerequisite: BIO 161, BIO 162

- **BIO 100A** Survey of Bioscience Lab (1.5 quarter units)
  
  Prerequisite: BIO 100, or BIO 161 for science majors

- **CHE 141** General Chemistry 1
  
  Prerequisite: MTH 215 or equivalent, CHE 101

- **CHE 142** General Chemistry 2
  
  Prerequisite: CHE 141

- **CHE 143** General Chemistry 3
  
  Prerequisite: CHE 142

- **CHE 101A** Introductory Chemistry Lab (1.5 quarter units)
  
  Prerequisite: CHE 101, or CHE 141 for science majors

- **EES 103** Fundamentals of Geology
  
  Prerequisite: EES 335

- **EES 104** Introductory Physics
  
  Prerequisite: 2 years of high school algebra, and MTH 204, or MTH 215, or MTH 216A, and MTH 216B

- **PHS 104** Introductory Physics Lab (1.5 quarter units)
  
  Prerequisite: PHS 104, or PHS 171 for science majors

- **ENG 334A** Technical Writing
  
  Prerequisite: ENG 100, and ENG 101, (Only Business, Engineering, and Nursing majors may fulfill the requirement by taking ENG 334A)

- **FSC 630 Forensic Toxicology**

- **FSC 635 Forensic Anthropology**

- **FSC 633 Forensic Toxicology**

- **FSC 642 Forensic Pathology II**

- **EES 322 Oceanography**

- **EES 335 Environmental Science**

- **EES 336 Natural Resource Conservation**

- **EES 338 Energy Resources**

- **EES 340 Water Resources**

- **EES 392 Intern/Project: Env Sci Policy**

- **EES 393 Intern/Project: Env Sci Policy**

- **ENG 375 Nature Writing**

- **MTH 317 Mathematical Modeling**

- **SCI 303 GIS: Geographic Info Systems**

- **PHL 336 Philosophy of Science**

- **EES 492 Intern/Project: Env Sci Policy**

Upper-Division Electives

(4 courses; 18 quarter units)

Students may select only 300-, 400-, or 500-level courses in the College of Letters and Sciences to complete the total of 76.5 upper-division units for the degree. Some of the suggested upper-division courses are:

- **ENG 375 Nature Writing**
  
  Prerequisite: ENG 100, and ENG 101

- **BIO 405 Cell and Molecular Biology**
  
  Recommended: Prior completion of: BIO 161, BIO 162, and CHE 141, CHE 142, and CHE 101A or equivalent

- **BIO 405A Cell and Molecular Biology Lab (1.5 quarter units)**
  
  Prerequisite: BIO 405

- **BIO 310 Evolution**
  
  Recommended: Prior completion of: BIO 161, BIO 162, and CHE 141, CHE 142, and CHE 101A or equivalent

- **PHL 336 Philosophy of Science**
  
  Prerequisite: ENG 100, and ENG 101

- **GLS 420 Ecological Revolutions**
  
  Prerequisite: ENG 240

* May be used to meet a General Education requirement
### BACHELOR OF SCIENCE

#### MAJOR IN MATHEMATICS

**Faculty Advisor:** Igor Subbotin; (310) 662-2150; isubboti@nu.edu

The Bachelor of Science in Mathematics provides a strong foundation in mathematics and its applications. Designed to help address our nation’s increasing need for mathematical scientists, technicians and especially teachers, the program emphasizes reflective and conceptual understanding and technique. First, it provides the fundamental mathematical knowledge to formulate and solve problems. Computer science courses are encouraged, since the use of computers has been instrumental in the expansion of these opportunities. Students who want a basic mathematics degree can culminate their program with the project courses. Second, the program trains mathematics teachers who want to provide quality mathematical instruction to students in primary or secondary schools. The single-subject teaching concentration was created for this purpose.

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

#### Single-Subject Mathematics Preparation Program

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

Interested students should complete the following application process:

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

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

#### Program Learning Outcomes

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

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

#### Degree Requirements

To receive a Bachelor of Science in Mathematics degree, students must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University. 76.5 of which must be completed at the upper-division level, and a minimum 70.5 units of 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.

#### Preparation for the Major

(6 courses; 27 quarter units)

- **MTH 210** Probability and Statistics  
  Prerequisite: Accuplacer test placement evaluation, or MTH 12A, and MTH 12B
- **MTH 215** College Algebra & Trigonometry  
  Prerequisite: Accuplacer test placement evaluation, or MTH 12A, and MTH 12B
- **MTH 220** Calculus I  
  Prerequisite: MTH 215, or Accuplacer test placement, or evaluation by a lead faculty
- **MTH 221** Calculus II  
  Prerequisite: MTH 220
- **MTH 222** Calculus III  
  Prerequisite: MTH 221
- **MTH 223** Calculus IV  
  Prerequisite: MTH 222

* May be used to meet a General Education requirement

#### Requirements for the Major

(17 courses; 76.5 quarter units)

- **MTH 311** Topics from Geometry  
  Prerequisite: MTH 215
- **MTH 325** Discrete Mathematics  
  Prerequisite: MTH 215, or MTH 216A, and MTH 216B
- **MTH 435** Linear Algebra  
  Prerequisite: MTH 220, and MTH 325
- **MTH 433** Differential Equations  
  Prerequisite: MTH 223, and MTH 435
Upon successful completion of this program, students will be able to:

- Knowledge of the history and precursors of organizational theory and management practice and to articulate this in writing from a psychological perspective.
- Entry level skills and techniques in diagnosing, planning, implementing, and managing organizational change and technological innovation.
- Mastery of human communication and conflict resolution skills applied in diverse settings with diverse populations.
- Capacity to recognize multiple cultural perspective and their implication for workplace success.
- Ability to apply basic methods of collection and interpretation of behavioral and organizational quantitative and qualitative data.

## Degree Requirements

To receive a Bachelor of Science in Organizational Behavior, students must complete at least 180 quarter units as articulated below, 76.5 of which must be completed at the upper-division level, 45 of which must be completed in residence at National University, and a minimum 70.5 units of University General Education requirements. In the absence of transfer credit additional general electives may be needed to fulfill the total unit requirement for the degree.

**Bachelor of Science in Organizational Behavior/Master of Human Behavior (BSOB/MAHUB) Transition Program**

Students who are currently enrolled in the BSOB degree program and have at least a GPA of 3.0 and are within six courses of graduation, may request the BSOB/MAHUB transition program through their Admissions Adviser and once approved may then take two of the following three MAHUB classes as electives during the BSOB program: HUB601A, HUB646, and HUB601D. To be eligible, students must apply for and begin the MAHUB program within six months of completing the BSOB program. Students may choose up to two graduate-level MAHUB courses for which all prerequisites are met (if any). The number of courses required to earn a MAHUB is reduced from 12 to as few as 10 courses. Graduate-level coursework taken as part of the transition program cannot be transferred as graduate level credit to this or any other university. Students must complete the graduate level coursework taken as part of the transition program to earn a MAHUB degree with a grade of “B” or better. Students must complete the MAHUB program within four years with no break exceeding 12 months.

### Requirements for the Major

(9 courses; 40.5 quarter units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUB 440</td>
<td>Organizational Development</td>
<td>Prerequisite: ENG 100, ENG 101, and PSY 100</td>
</tr>
<tr>
<td>HUB 410</td>
<td>Psychology for Managers</td>
<td>Prerequisite: ENG 100, ENG 101, and PSY 100</td>
</tr>
<tr>
<td>HUB 500</td>
<td>Cross-Cultural Dynamics</td>
<td>Prerequisite: ENG 100, ENG 101, and PSY 100</td>
</tr>
<tr>
<td>MGT 422</td>
<td>Team Bldg., Interpers Dynamics</td>
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</tr>
<tr>
<td>HUB 400</td>
<td>Group Structure &amp; Dynamics</td>
<td>Prerequisite: ENG 100, ENG 101, and PSY 100</td>
</tr>
<tr>
<td>HUB 400B</td>
<td>Survey in HRM &amp; OD</td>
<td></td>
</tr>
<tr>
<td>PSY 432</td>
<td>Social Psychology</td>
<td>Prerequisite: ENG 100, ENG 101, and PSY 100</td>
</tr>
<tr>
<td>MGT 400</td>
<td>Ethics in Law, Business &amp; Mgmt</td>
<td></td>
</tr>
<tr>
<td>HUB 401</td>
<td>Conflict Resolution</td>
<td>Prerequisite: ENG 100, ENG 101, and PSY 100</td>
</tr>
<tr>
<td>HUB 420</td>
<td>Human Communication</td>
<td></td>
</tr>
<tr>
<td>PSY 435</td>
<td>Analysis of Data in Research</td>
<td>Prerequisite: MTH 210, PSY 100, ENG 100, and ENG 101</td>
</tr>
<tr>
<td>PSY 480</td>
<td>Senior Project</td>
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</tr>
</tbody>
</table>

### Additional Requirement for Single Subject Preparation

**Students Only**

(9 quarter units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 301</td>
<td>Math Practicum and Portfolio</td>
<td>MTH 215, MTH 216A, MTH 216B, or placement evaluation</td>
</tr>
<tr>
<td>MTH 410</td>
<td>Technology in Math Education</td>
<td>MTH 215, MTH 216A, and MTH 216B, or MTH 301</td>
</tr>
</tbody>
</table>

### BACHELOR OF SCIENCE

**MAJOR IN ORGANIZATIONAL BEHAVIOR**

Faculty Advisor: Charles Tatum; (858) 642-8476; ctatum@nu.edu

The behavior of individuals and groups in an organization directly affects the success of the organization. Knowledge of human behavior, psychology and business is critical in helping people lead productive lives and contribute to the achievement of organizational goals and objectives. The Bachelor of Science in Organizational Behavior provides a solid foundation for applying knowledge to the workplace and increasing the effectiveness of both individuals and work teams.

**Program Learning Outcomes**

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

- Ability to write a comprehensive paper in APA style that covers the empirical and theoretical study of a specific topic related to the major.
- Knowledge of ethics, responsibility, and legal obligations and apply these principles to personal and professional situations.
- Competency in applying group psychology and group dynamics to team building and cooperative/collaborative tasks.
- Knowledge of human resource development and training as applied to organizational effectiveness, performance management, motivation, and achieving individual, group, and organizational goals.
Prerequisite: All other courses required for the major must be completed prior to enrolling in this course.

Upper-Division Electives
(7 courses; 31.5 quarter units)

Students can select from the following course prefixes to meet elective requirements: HUB, PSY, SOC, CJA, HCA, HRM, MGT, and COM.

FOREIGN CREDENTIAL BRIDGE PROGRAM
FOR STUDENTS WITH FOREIGN CREDENTIALS

The Foreign Credential Bridge Program (FCBP) is designed as a prequalifying year of undergraduate study for students who have earned a recognized three-year bachelor’s degree outside of the United States and who wish to earn a master’s degree from National University. Students with such foreign credentials who apply to a master’s program must complete this fourth year of undergraduate courses prior to beginning graduate level coursework. Eligibility for the FCBP is made by the Office of the Registrar. Students must request a pre-evaluation of their foreign credentials through an Admissions Advisor or through the International Programs Office (for those with student visas).

Degree Requirements

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

AREA A: ENGLISH COMMUNICATION
(15 quarter units required)

CATEGORIES 1: Writing
(10.5 quarter units required)

ENG 100* Effective College English I (3 quarter units)
  Prerequisite: Satisfactory performance on Accuplacer

ENG 101* Effective College English II (3 quarter units)
  Prerequisite: ENG 100

ENG 240* Advanced Composition
  Prerequisite: ENG 100 and ENG 101

or

ENG 334A* Technical Writing
  Prerequisite: ENG 100 and ENG 101. (Only Business, Engineering, and Nursing majors may fulfill the requirement by taking ENG 334A)

* May be used to meet a General Education requirement

CATEGORIES 2: Speech and Communications
(4.5 quarter units required)

COM 100* Intro to Mass Communication

COM 103* Public Speaking

* May be used to meet a General Education requirement

AREA B: MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING
(Minimum 4.5 quarter units)

MTH 210* Probability and Statistics
  Prerequisite: Placement evaluation

MTH 215* College Algebra & Trigonometry
  Prerequisite: Placement Evaluation

MTH 216A* College Algebra I (3 quarter units)
  Prerequisite: Placement Evaluation

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

* May be used to meet a General Education requirement

AREA D: ARTS AND HUMANITIES
(13.5 quarter units required)

ART 100* Introduction to Art History
  Prerequisite: ENG 100 and ENG 101

ART 200* Visual Arts

HIS 233* World Civilizations I
  Prerequisite: ENG 100 and ENG 101

HIS 234* World Civilizations II
  Prerequisite: ENG 100 and ENG 101

LIT 100* Introduction to Literature
  Prerequisite: ENG 100 and ENG 101

LIT 345* Mythology
  Prerequisite: LIT 100

MUS 100* Fundamentals of Music

MUS 327+ World Music
  Prerequisite: ENG 100 and ENG 101

PHL 100 Introduction to Philosophy
  Prerequisite: ENG 100 and ENG 101

* May be used to meet a General Education requirement

+ Diversity Enriched Offering

AREA E: SOCIAL AND BEHAVIORAL SCIENCES
(13.5 quarter units required)

COM 380* Democracy in the Info. Age
  Prerequisite: ENG 100 and ENG 101

ECO 203* Principles of Microeconomics

ECO 204* Principles of Macroeconomics

HIS 220A+ United States History I
  Prerequisite: ENG 100 and ENG 101

HIS 220B+ United States History II
  Prerequisite: ENG 100 and ENG 101

HIS 300* Roots of Western Civilization
  Prerequisite: ENG 100 and ENG 101

SOC 350+ Cultural Diversity
  Prerequisite: ENG 100 and ENG 101

POL 201* American Politics
  Prerequisite: ENG 100 and ENG 101

PSY 100* Introduction to Psychology

SOC 100+ Principles of Sociology
  Prerequisite: ENG 100 and ENG 101

SOC 260* Cultural Anthropology
  Prerequisite: ENG 100 and ENG 101

* May be used to meet a General Education requirement

+ Diversity Enriched Offering

AREA F: PHYSICAL AND BIOLOGICAL SCIENCES
(6 quarter units required)

(Note: One science lab is required at 1.5 quarter units.)

BIO 100* Survey of Bioscience

BIO 100A* Survey of Bioscience Lab (1.5 quarter units)
  Prerequisite: BIO 100 or BIO 161 for science majors

CHE 101* Introductory Chemistry
  Recommended Preparation: MTH 204 or MTH 215, or MTH 216A and MTH 216B

CHE 101A* Introductory Chemistry Lab (1.5 quarter units)
  Prerequisite: CHE 101 or CHE 141 for science majors

EES 103* Fundamentals of Geology
EES 103A* Fundamentals of Geology Lab (1.5 quarter units)
  Prerequisite: EES 103

PHS 104* Introductory Physics
  Prerequisite: 2 years of high school algebra, and MTH 204, or MTH 215 or MTH 216A and MTH 216B

PHS 104A* Introductory Physics Lab (1.5 quarter units)
  Prerequisite: PHS 104, or PHS 171 for science majors

BIO 201* Human Anatomy & Physiol I
  Recommended: Prior completion of: BIO 100, BIO 100A, CHE 101, CHE 101A or equivalent courses.

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

BIO 202* Human Anatomy & Physiol II
  Recommended: Prior completion of: BIO 201, and BIO 201A, BIO 100, and BIO 100A, CHE 101, and CHE 101A or equivalent courses

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

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

BIO 203A* Introductory Microbiology Lab (1.5 quarter units)
  Prerequisite: BIO 203

* May be used to meet a General Education requirement

MINORS

● Minor in Creative Writing
  Faculty Advisor: John Miller; (714) 429-5146; jmiller@nu.edu

The Minor in Creative Writing is designed for students in other majors who wish to develop their creative writing skills.

Program Learning Outcomes

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

• Discuss the basic conventions of at least two different contemporary creative genres.
• Produce polished, completed works in those genres.
• Read their own work critically and employ revision strategies to improve it.
• Critique the writing of others and offer constructive suggestions for improving it in a collegial setting.
• Produce a significant project in one genre.

Preparation for the Minor

(2-3 courses; 9-13.5 quarter units)

LIT 100* Introduction to Literature
  Prerequisite: ENG 100, and ENG 101

* May be used to meet a General Education requirement

Students will also need to take one or more of the following prerequisites for the upper-division requirements:

ENG 201 Fiction Writing I
  Prerequisite: LIT 100

ENG 202 Poetry Writing I
  Prerequisite: LIT 100

ENG 203 Screenwriting I
  Prerequisite: LIT 100, or ART 315

Requirements for the Minor

(6 courses; 27 quarter units)

Two of the following:

ENG 301 Fiction Writing II
  Prerequisite: ENG 201

ENG 302 Poetry Writing II
  Prerequisite: ENG 202

ENG 303 Screenwriting II
  Prerequisite: ENG 203

ENG 375 Nature Writing
  Prerequisite: ENG 100, and ENG 101

One of the following:

LIT 401 Contemporary Fiction
  Prerequisite: LIT 100

LIT 402 Contemporary Poetry
  Prerequisite: LIT 100

One of the following:

ENG 401 Fiction Workshop
  Prerequisite: ENG 301

ENG 402 Poetry Workshop
  Prerequisite: ENG 302

ENG 403 Screenwriting Workshop
  Prerequisite: ENG 303

Two of the following:

ART 315 Film as Art
  Prerequisite: ENG 100, ENG 101

or

COM 360+ Representation in the Media
  Prerequisite: ENG 100, and/or ENG 101

or

COM 385 Tale, Text and Hypertext
  Prerequisite: ENG 100, and ENG 101

or

Upper-division ENG courses
  or

Upper-division JRN courses
  or

Upper-division LIT courses

+ Diversity Enriched Offering

● Minor in English
  Faculty Advisor: John Miller; (714) 429-5146; jmiller@nu.edu

The Minor in English is designed to provide students with a grounding in some of the major periods, movements, and authors of British and American literature, and the opportunity to pursue further study of topics of interest to them.

Requirements for the Minor

(6 courses; 27 quarter units)

Choose at least three of the following courses:

LIT 311 British Literature I
  Prerequisite: LIT 100

LIT 312 British Literature II
  Prerequisite: LIT 100

LIT 321 American Literature I
  Prerequisite: LIT 100

LIT 322 American Literature II
  Prerequisite: LIT 100

LIT 338 Shakespeare
  Prerequisite: LIT 100

Choose the remaining course(s) from available upper-division LIT courses or the following:

ART 315 Film as Art
  Prerequisite: ENG 100, ENG 101

ENG 301 Fiction Writing II
  Prerequisite: ENG 201
ENG 302  Poetry Writing II  
Prerequisite: ENG 202

ENG 303  Screenwriting II  
Prerequisite: ENG 203

ENG 350  Fundamentals of Linguistics  
Prerequisite: ENG 100, and ENG 101

ENG 375  Nature Writing  
Prerequisite: ENG 100, and ENG 101

● Minor in Global Studies  
Faculty Advisor: Lorna Zukas; (858) 642-8437; lzukas@nu.edu

Requirements for the Minor  
(6 courses; 27 quarter units)

Please choose any six of the following:

COM 385  Tale, Text and Hypertext  
Prerequisite: ENG 100, and ENG 101

GLS 410  Gender and Global Society  
Prerequisite: ENG 240

GLS 420  Ecological Revolutions  
Prerequisite: ENG 240

GLS 430  The Global Economy  
Prerequisite: ENG 240

HIS 320  Culture of Global Capitalism  
Prerequisite: ENG 100, ENG 101

PHL 320*  World Religions  
Prerequisite: ENG 100, and ENG 101

SCI 300*  Geography

* May be used to meet a General Education requirement

● Minor in History  
Faculty Advisor: Daniel Thorburn; (209) 475-1443; dthorbur@nu.edu

Requirements for the Minor  
(6 courses; 27 quarter units)

Please choose any six of the following:

HIS 360  American Colonial Experience  
Prerequisite: ENG 100, ENG 101, and HIS 220A

HIS 361  Making and Sundering of Union  
Prerequisite: ENG 100, ENG 101, and HIS 220A

HIS 362  U.S. Between Wars, 1865-1917  
Prerequisite: ENG 100, ENG 101, and HIS 220B

HIS 363  U.S. Since World War I  
Prerequisite: ENG 100, ENG 101, and HIS 220B

HIS 431  The Ancient World  
Prerequisite: ENG 100, ENG 101, and HIS 233

HIS 432  The Classical World  
Prerequisite: ENG 100, ENG 101, and HIS 233

HIS 433  The Post-Classical World  
Prerequisite: ENG 100, ENG 101, and HIS 233

HIS 434  Modern World, 1500 to Present  
Prerequisite: ENG 100, ENG 101, and HIS 234

● Minor in Mathematics  
Faculty Advisor: Igor Subbotin; (310) 662-2150; isubboti@nu.edu

Requirements for the Minor  
(6 courses; 27 quarter units)

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

● Minor in Political Science  
Faculty Advisor: Shak Hanish; (858) 642-8494; shanish@nu.edu

Preparation for the Minor

POL 100*  Introduction to Politics  
Prerequisite: ENG 100, and ENG 101

POL 201*  American Politics  
Prerequisite: ENG 100, and ENG 101

* May be used to meet a General Education requirement

Requirements for the Minor  
(6 courses; 27 quarter units)

Choose six courses from the following:

POL 320  Politics of Social Movements  
Prerequisite: ENG 100, and ENG 101

POL 330  Political Theory  
Prerequisite: ENG 100, and ENG 101

POL 340  Comparative Politics  
Prerequisite: ENG 100, and ENG 101

POL 350  International Relations  
Prerequisite: ENG 100, and ENG 101

POL 360  Public Policy  
Prerequisite: ENG 100, and ENG 101

POL 400  European Politics  
Prerequisite: ENG 100, and ENG 101

POL 410  Middle Eastern Politics  
Prerequisite: ENG 100, and ENG 101

POL 539  Dynamics of World Politics

SOC 385  Methods of Social Inquiry  
Prerequisite: ENG 100, ENG 101, and SOC 100

SOC 540  Power and Social Change  
Prerequisite: ENG 100, and ENG 101

● Minor in Psychology  
Faculty Advisor: Brenda Shook; (916) 855-4108; bshook@nu.edu

The minor in psychology represents current trends in the field of psychology and is designed to augment the major in numerous disciplines such as nursing, health, sociology, criminal justice, biology, business, management, and education.

Requirements for the Minor  
(6 courses; 27 quarter units)

PSY 426  History of Psychology  
Prerequisite: ENG 100, ENG 101, and PSY 100

PSY 427  Biological Psychology  
Prerequisite: ENG 100, ENG 101, and PSY 100

PSY 428  Developmental Psychology  
Prerequisite: ENG 100, ENG 101, and PSY 100

PSY 430  Intro to Psychopathology  
Prerequisite: ENG 100, ENG 101, and PSY 100

PSY 432  Social Psychology  
Prerequisite: ENG 100, ENG 101, and PSY 100

PSY 441  Global Psychology  
Prerequisite: PSY 100

PSY 455  Psychology of Bereavement  
Prerequisite: ENG 100, ENG 101, and PSY 100

PSY 457  Forensic Psychology  
Prerequisite: ENG 100, PSY 100

PSY 458  Health Psychology  
Prerequisite: ENG 100, ENG 101, PSY 100
Upon successful completion of this program, students will be able to:

- Conduct applied research that addresses challenges or opportunities for older adults and their communities

**Degree Requirements:**
(12 courses; 54 quarter units)

To earn the Master of Arts in Applied Gerontology, students must complete at least 54 quarter units of graduate work, including an integrative project for 9 quarter units. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and provided the units were not used in earning another advanced degree. Refer to the section on graduate admission requirements for specific information regarding application and evaluation.

**Core Requirements**
(7 courses; 31.5 quarter units)

AGE 601 Foundations of Gerontology I
AGE 602 Foundations of Gerontology II

Please choose three of the following:
AGE 610 Wellness/Engagement in Aging
Prerequisite: AGE 602 with a minimum grade of B-
AGE 611 Psychology of Older Adults
Prerequisite: AGE 602 with a minimum grade of B-
AGE 612 Public Policy and Aging
Prerequisite: AGE 602 with a minimum grade of B-
AGE 613 Counseling Older Adults
Prerequisite: AGE 602 with a minimum grade of B-
AGE 614 Cross-cultural Practice
Prerequisite: AGE 602 with a minimum grade of B-
AGE 615 Managing Aging Services
Prerequisite: AGE 602 with a minimum grade of B-

**Project Requirements**

AGE 620 Integrative Project A
Prerequisite: AGE 601 with a minimum grade of B-, AGE 602 with a minimum grade of B-

AGE 630 Integrative Project B
Prerequisite: AGE 601 with a minimum grade of B-, AGE 602 with a minimum grade of B-

**Elective Requirements**
(5 courses; 22.5 quarter units)

AGE 616 Physical Change and Aging
HUB 601D Creative Leadership
HUB 601B Communication for Managers
BER 600 Intro to Bereavement Studies
BER 604 Dying Patient and the Family
Prerequisite: BER 600
HCA 626 Healthcare Information Systems
HCA 628 HA Human Resources Management

**MASTER OF ARTS IN APPLIED LINGUISTICS**

The Master of Arts in Applied Linguistics prepares candidates for careers in the fields of: Applied Linguistics, Language Education, Foreign Language Education and English as a Foreign/Second Language. The program provides breadth and depth of knowledge in several areas of Linguistics, English/Foreign language instruction and the specialized knowledge and skills needed to plan and conduct research and/or instruction in Second Language.

The Master of Arts in Applied Linguistics program is recommended for students with Bachelor’s degree in: Language & Linguistics, Foreign Languages, English, Literature, and other related fields. The program is equally ideal for anyone who would pursue a master’s degree in order to advance their careers; post-secondary teachers of English as Second/Foreign Language, teachers of Foreign Languages both in the USA and abroad, anyone intending to teach ESL or Foreign Languages at two or four year colleges, for government linguists or language instructors interested in advancing their academic careers, and as preparation for Doctoral Studies in related fields. The career opportunities for successful candidates include but are not limited to secondary, post-secondary and private sector instruction in: English as a Second Language (TESL), English as a Foreign Language (TEFL), and Foreign Language Teaching (FLT). Please note: This degree does not award the applicant with any credential or licensure in K-12 schools.

Teaching Requirement:

This program has a teaching internship component (ALN 690) which requires 60 hours of language teaching. This Internship provides practical teaching experience for students in the Applied Linguistics/TESL/TEFL MA Program, offered on S/U basis only. Prior teaching experience may be used to satisfy the requirements for this Internship. In addition, Teaching Assistantship, language instruction in the private sector or as a volunteer can be used to satisfy the Internship requirement. In the case of students without prior teaching experience, they are required to work with the Lead Faculty to set up an internship opportunity. Teaching experience is required for graduation.

In the rare case where neither: 1- Prior Teaching Experience 2- Teaching Assistantship 3- Teaching Internship position is available to the student, with the consent of the Program Director, ALN 690 may be taken as Practicum to provide the student with best practices in Foreign/Second Language instruction, in a supervised teaching mode where the student will plan and conduct teaching sessions of varying levels and difficulties, assigned by the instructor. For the waiver request, students need to submit the following: resume with references, employer letter (current/former), or a letter from internship supervisor specifying 60 hours of language teaching. This requirement can be waived for students who can submit documents that show they satisfy the teaching requirement.

Program Learning Outcomes:

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

• Demonstrate their capacity for continued learning, growth and scholarly activity in the discipline in general and in their specific field(s) of interest in particular.
• Exhibit professional and technical expertise consistent with professional and ethical standards of disciplinary and/or content-area.
• Evaluate relevant literature, including primary and secondary sources, in Applied Linguistics in a multifaceted and nuanced manner.
• Apply a scholarship-based understanding of key theories and philosophies to a variety of research and teaching areas in Applied Linguistics.
• Plan, manage research-based projects and employ their knowledge of the conventions and methods in the field of Applied Linguistics.
• Create sophisticated and professionally-informed written works or websites related to Applied Linguistics.
• Measure language learners’ initial and developing linguistic knowledge and skills.
• Apply aspects of Applied Linguistics methods and methodology when teaching second language learners.

Degree Requirements

(11 courses; 49.5 quarter units)

To receive a Master of Arts in Applied Linguistics, students without the required teaching experience must complete 49.5 quarter units of graduate credit. Students who apply for and are approved to waive ALN 690 must complete a minimum of 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 regionally accredited institution as it applies to this degree and provided the units were not used in earning another advanced degree. Students should refer to the section on graduate admission requirements for specific information regarding admission and evaluation.

Core Requirements

(11 courses; 49.5 quarter units)

ALN 600 English Phonology/Phonetics
ALN 610 English Syntax
ALN 620 Second Language Acquisition
ALN 630 Sec/Foreign Language Method I
Prerequisite: ALN 620
ALN 640 Sec/Foreign Language Method II
Prerequisite: ALN 630
ALN 650 Current Issu in Sec Lang Learn
Prerequisite: ALN 640
ALN 660 Diachronic Study of Eng Lang
ALN 670 Research Methods in Appl Ling
Prerequisite: Successful completion of 7 ALN courses
ALN 680 Sec/Foreign Lang Assessment
Prerequisite: Successful completion of 7 ALN courses
ALN 690 Internship
Prerequisite: The Internship can only be taken at the end of the coursework and prior to taking the Thesis.
ALN 699 Thesis
Prerequisite: ALN 690 with a minimum grade of S

MASTER OF ARTS IN COUNSELING PSYCHOLOGY
Faculty Advisor: Valerie Alexander; (858) 642-8343; valexand@nu.edu

The Master of Arts in Counseling Psychology degree provides the academic pathway for students who are committed to the practice of professional counseling. The program includes core courses that all MA Counseling Psychology students must take and two Areas of Specialization options.

Each student must choose one of the following specializations:

The MA Counseling Psychology – MFT Area of Specialization emphasizes marriage and family therapy and is designed for students who are committed to the practice of individual, couples, family, adolescent, and child psychotherapy. This version of the degree meets the academic requirements necessary to sit for the Marriage and Family Therapist (MFT) License mandated by the Board of Behavioral Sciences in the state of California. Students may take courses from the LPCC Area of Specialization as their electives if they want to qualify for both licenses. They must take one additional theoretical course and complete the additional practicum hours required for the LPCC license in order to meet the educational requirements for both licenses.

The MA Counseling Psychology – LPCC Area of Specialization emphasizes counseling techniques and theories, including those
related to career development, and is designed for students who are committed to the practice of individual and group counseling. This version of the degree meets the academic requirements to be eligible for licensing as a licensed professional clinical counselor (LPCC) by the Board of Behavioral Sciences in the state of California. Students may take courses from the MFT Area of Specialization as their electives if they want to qualify for both licenses or want to qualify to work with couples, families, and/or children as an LPCC.

The degree with either specialization may not meet requirements in other states. Students should consult the licensing boards of the appropriate states for information about licensure outside of California. The degree also prepares students for the pursuit of doctoral studies in practitioner-oriented programs such as counseling or clinical psychology.

Application Requirements

Students interested in enrolling in this program should contact the appropriate campus for further information regarding the application process.

To be considered for admission, applicants must meet the University graduate admission requirements listed in the general information 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

For students in the MFT Specialization: $350 for materials that assist students in the preparation for the California Marriage and Family Therapy 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 may take courses from the MFT Area of Specialization as their electives if they want to qualify for both licenses or want to qualify to work with couples, families, and/or children as an LPCC.

Program Requirements

- Students must complete a minimum of 10 hours of individual, marital, family, and group psychotherapy before taking PSY 611B and another 15 hours before graduation for a total of 25 hours.
- Students must obtain a total of 225 hours (MFT) or 280 hours (LPCC) 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. These courses will serve as the elective credit for those students.
- Under exceptional circumstances requests for independent studies in courses without experiential clinical work may be considered for approval by the department.
- Students may not take more than one course per month except in the first month of PSY 680A, 680B, or 680C. In those months students may take a second course.
- 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 specialization.
- Students are also urged to join a professional association. Students in the MFT track should consider joining the California Association of Marriage and Family Therapy and/or the American Association of Marriage and Family Therapists. Students in the LPCC track should consider joining the American Counseling Association. 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.

The program is guided by the standards of the California Board of Behavioral Sciences for academic training relevant to licensing as a Marriage and Family Therapist in the State of California (MFT Specialization) or as a Licensed Professional Clinical Counselor (LPCC Specialization), and by contemporary scientific, professional, and public practice. At the completion of the program students will achieve the following outcomes required for successful practice of Marriage and Family Therapy (MFT Specialization) or Professional Clinical Counseling (LPCC Specialization):

Program Learning Outcomes

Upon successful completion of this program, students will be able to:
- Analyze core psychological concepts that underpin counseling, psychotherapy, and mental health counseling.
- Critically evaluate the relevant methods of research used in the study of behavior and their limitations.
- Critically evaluate the controversies and regions of theoretical uncertainty within the current systems of mental health care.
- Establish professional relationships with diverse clients that provide the evidence-based relational conditions for therapeutic change.
- Uphold current professional standards of ethics, values, and laws related to the practice of professional psychotherapists.
- Demonstrate cultural competence in addressing the mental health needs of people of diverse backgrounds and circumstances, including an appreciation for the wide cultural diversity among California’s multiple diverse communities.
- Assess and diagnose psychological distress and/or impairment, mental disorders, and problems in living in diverse individuals and systems within various mental health settings.
- Develop culturally appropriate strategies and treatment plans for successful interventions with diverse client groups in various clinical contexts.
- Demonstrate mastery of the core competencies required of all helping relationships.
- Apply related therapeutic interventions with diverse clients using a variety of psychotherapeutic models.
- Apply a working knowledge of a range of topics important to mental health practice including (but not limited to) psychopharmacology, addictive and compulsive disorders, structured psychological assessment, relational violence, gender and sexuality, and trauma/crisis.
- Apply norms and principles of public mental health work including (but not limited to) case management, collaborative treatment, evidence-based practice, strength-based model, resiliency, and recovery-oriented care to work with clients.
- Integrate professional and personal development through self-reflection and personal psychotherapy, emphasizing personal capacities such as self-awareness, integrity, sensitivity, flexibility, insight, compassion, imagination, and personal presence.

Degree Requirements

(20 courses; 90 quarter units)

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. These courses will count towards the 90 quarters units of graduate work.

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

Core Requirements

Sequence I
(6 courses; 27 quarter units)

In cohort system locations students will take classes from this sequence then take 3 area of specialization courses; Core Course Sequence II, and any electives required. Students in open enrollment locations should consult their regional lead faculty for the sequence of their courses.

PSY 605  Lifespan Development
Prerequisite: Bachelor’s Degree in Psychology, or PSY 501A, and PSY 501B
PSY 608  Evidence-Based Practice
Prerequisite: Bachelor’s Degree in Psychology, or PSY 501A, and PSY 501B
PSY 610  Case Management
Prerequisite: Bachelor’s Degree in Psychology, or PSY 501A, and PSY 501B
PSY 611A  Counseling Paradigms I
Prerequisite: Bachelor’s Degree in Psychology, or PSY 501A, and PSY 501B
PSY 612A  Clinical Assessment I
PSY 612B  Clinical Assessment II
Prerequisite: PSY 612A

LPCC Specialization

Students in the LPCC track will take these courses between Core Sequence I and II.

PSY 653  Research: Paradigms & Critique
PSY 624A  Testing and Assessment
CED 612  Career & Academic Counseling

MFT Specialization

Students in the MFT track will take these courses between Core Sequence I and II.

PSY 636  Child and Adolescent Therapy
PSY 632A  Family Therapy
PSY 632B  Couples Therapy

Core Requirements

Sequence II
(9 Courses; 40.5 quarter units)

PSY 628  Group Therapy
PSY 627  Legal & Ethical Issues
PSY 611B  Counseling Paradigms II
PSY 680A  Counseling Practicum I
Prerequisite: PSY 611B with a minimum grade of S

Approved Electives
(2 courses; 9 quarter units)

Students may choose two of the following electives to complete their program. Students who were required to take PSY 501A and PSY 501B at the beginning of the program have fulfilled their elective credit units with those courses.

CED 612  Career & Academic Counseling
CED 613  Psycho-Educational Assessment
Prerequisite: CED 607, and Advancement to Candidacy
IHS 614  Mind-Body Therapy for Healing
AGE 602  Foundations of Gerontology II
AGE 611  Psychology of Older Adults
Prerequisite: AGE 602 with a minimum grade of B-
AGE 613  Counseling Older Adults
Prerequisite: AGE 602 with a minimum grade of B-

Specialization in Licensed Professional Clinical Counseling (LPCC)

The MA Counseling Psychology – LPCC Area of Specialization emphasizes professional counseling and is designed for students who are committed to the practice of individual and group psychotherapy as well as vocational counseling. This version of the degree meets the academic requirements necessary to sit for the License in Professional Clinical Counseling (LPCC) mandated by the Board of Behavioral Sciences in the state of California. Students may take courses from the MFT Area of Specialization as their electives if they want to qualify for both licenses. (Note: LPCCs in California are not allowed to work with families or couples without specific training for those populations.)

The MA with LPCC specialization may not meet requirements in other states. Students should consult the licensing boards of the appropriate states for information about licensure outside of California.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:
• Assess vocational problems and develop academic plans for diverse clients.
• Apply therapeutic interventions with diverse clients within the context of professional clinical counseling, including attention to vocational issues when necessary.
• Develop culturally appropriate strategies and treatment plans for successful interventions with individuals and groups.

LPCC Specialization
(4 courses; 18 quarter units)

PSY 653  Research: Paradigms & Critique
CED 612  Career & Academic Counseling
PSY 624A  Testing and Assessment
PSY 680C  Counseling Practicum II for LPCCs
Prerequisite: PSY 680A
Specialization in Marriage and Family Therapy (MFT)

The MA Counseling Psychology – MFT Area of Specialization emphasizes marriage and family therapy and is designed for students who are committed to the practice of individual, couples, family, adolescent, and child psychotherapy. This version of the degree meets the academic requirements necessary to sit for the Marriage and Family Therapist (MFT) License mandated by the Board of Behavioral Sciences in the state of California. Students may take courses from the LPCC Area of Specialization as their electives if they want to qualify for both licenses.

The MA with MFT specialization may not meet requirements in other states. Students should consult the licensing boards of the appropriate states for information about licensure outside of California.

Program Learning Outcomes

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

- Assess and diagnose psychological distress and/or impairment, mental disorders, or problems in living in diverse couples, and families within various mental health settings.
- Develop appropriate strategies and treatment plans for successful clinical interventions with couples, families, children, and adolescents in various clinical contexts.
- Apply therapeutic interventions with diverse clients within the context of child, couples, and family counseling.

Specialization in Marriage and Family Therapy

(4 courses; 18 quarter units)

- PSY 636 Child and Adolescent Therapy
- PSY 632A Family Therapy
- PSY 632B Couples Therapy
- PSY 680B Counseling Prac II for MFTs

Prerequisite: PSY 680A

MASTER OF ARTS IN ENGLISH

Faculty Advisor: Janet Baker; (858) 643-8472; jbaker@nu.edu

The Master of Arts in English provides a balanced and comprehensive program of graduate study in literature and writing. The program is ideal for teachers who desire a content M.A. beyond the credential. It is also excellent preparation for doctoral studies in English, teaching in the two-year college, or other careers requiring a high degree of literacy.

The curriculum offers a balanced coverage of major approaches to literature, including theoretical, historical, comparative, thematic, multicultural, and genre studies. It provides students with the tools and skills to produce literary scholarship of professional quality and to participate in the ongoing scholarly discussions of issues in the field of literary study.

Writing Across the Curriculum

The University’s Writing Across the Curriculum program offers opportunities for students to participate in meaningful projects that will enhance their career development. These projects include editing and producing the student literary journal, The GNU and working on the WHACK, the Writing Across the Curriculum Newsletter. Contact Shareen Grogan, Director of Writing Across the Curriculum, at srogan@nu.edu, for additional information.

In addition, various departmental faculty have opportunities for students to assist them with teaching, scholarly projects, or other activities and students can receive valuable experience and mentoring from working with them. Contact individual faculty members for information.

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:

(10 courses; 45 quarter units)

To receive the Master of Arts in English, students must complete at least 45 quarter units. A total of 4.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and provided the units were not used in earning another advanced degree. Students should refer to the General Catalog section on graduate admission requirements for specific information regarding admission and evaluation.

Core Requirements

(6 courses; 27 quarter units)

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>ENG 600</td>
<td>Seminar in Literary Theory</td>
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<tr>
<td>ENG 689</td>
<td>Research and Methodology</td>
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<tr>
<td>ENG 620A</td>
<td>Literary Period or Movement I</td>
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<td>or</td>
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<td>ENG 620B</td>
<td>Literary Period or Movement II</td>
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<tr>
<td>ENG 680A</td>
<td>Seminar in a Theme I</td>
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<td>ENG 680B</td>
<td>Seminar in a Theme II</td>
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<tr>
<td>ENG 690A</td>
<td>Major Author Seminar I</td>
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<td>ENG 690B</td>
<td>Major Author Seminar II</td>
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<td>ENG 699</td>
<td>English Capstone Course</td>
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<td>or</td>
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<tr>
<td>ENG 663</td>
<td>Capstone Project in Rhet Crit</td>
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<td>or</td>
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<tr>
<td>ENG 656</td>
<td>EN 657, EN 655, EN 671, or EN 668</td>
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Program Electives

(4 courses; 18 quarter units)

Select from the following list of courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>ENG 620A</td>
<td>Literary Period or Movement I</td>
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<td>or</td>
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<tr>
<td>ENG 620B</td>
<td>Literary Period or Movement II</td>
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<tr>
<td>MCW 600</td>
<td>Pedagogy of Creative Writing</td>
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<td>MCW 630</td>
<td>Seminar in Fiction</td>
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<td>MCW 645</td>
<td>Seminar in Poetry</td>
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<td>MCW 650</td>
<td>Seminar in Creative Nonfiction</td>
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<td>ENG 660</td>
<td>Seminar in Literary Hypermedia</td>
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<td>ENG 655</td>
<td>Composition Pedagogy</td>
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<td>ENG 656</td>
<td>History of Rhetoric</td>
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<td>ENG 657</td>
<td>Modern Rhetoric</td>
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<td>ENG 665</td>
<td>Film Theory</td>
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<tr>
<td>ENG 666</td>
<td>Film History: The Silents</td>
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<td>ENG 667</td>
<td>Film History: American Film</td>
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<tr>
<td>ENG 668</td>
<td>Film Genre Studies</td>
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</table>
ENG 669 World Film
ENG 670 Comparative Literary Studies
ENG 690A Major Author Seminar I
or
ENG 690B Major Author Seminar II
ENG 680A Seminar in a Theme I
ENG 680B Seminar in a Theme II
ENG 685 Great Directors: American
ENG 686 Great Directors: International
ENG 610 Multicultural Literature
ENG 640 Seminar in Poetry

▲ Specialization in Gothic Studies

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

Program Learning Outcomes

Upon successful completion of this program, students will be able to:
- Research relevant criticism in sustained analyses and interpretations of specific works of fiction, non-fiction, and poetry.
- Evaluate the relevance and validity of different theoretical approaches (e.g., historicist, biographical, etc.) to the understanding of specific texts.
- Compare informed critical discussions of theoretical issues pertaining to textual analysis.
- Synthesize current theory and practice in the study of Gothic literature.
- Evaluate the complexities of canon formation.
- Assess informed critical discussions, both oral and written, the works and criticism of the Gothic literary period and movement.

Specialization Requirements

(4 courses; 18 quarter units)

ENG 620A Literary Period or Movement I - Dark Romanticism
or
ENG 620B Literary Period or Movement II - American Gothic
ENG 640 Seminar in Poetry - Graveyard Poetry
ENG 668 Film Genre Studies - Horror Films
ENG 680A Seminar in a Theme I - Vampires Gothic Literature
or
ENG 680B Seminar in a Theme II - Gothic Prisons/Romantic Spaces Female Gothic
ENG 690A Major Author Seminar I - Ann Radcliffe
or
ENG 690B Major Author Seminar II - E. A. Poe

▲ Specialization in Rhetoric

The 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 coursework 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:
- Engage in informed critical discussion, both oral and written, of theoretical issues pertaining to the study of film.
- Analyze specific films using technical film vocabulary, critical approaches to film studies.
- Critique specific films using technical film vocabulary, critical approaches, and film research tools.
- Evaluate the relevance and validity of different theoretical approaches to film studies.
- Engage in informed critical discussion, both oral and written, of theoretical issues pertaining to the study of film.
- Engage in informed critical discussion, both oral and written, of theoretical issues pertaining to the study of film.

Specialization in Rhetoric

(4 courses; 18 quarter units)

Students must select 4 of the 5 courses listed below:
ENG 656 History of Rhetoric
ENG 657 Modern Rhetoric
ENG 655 Composition Pedagogy
ENG 671 Pictures that Speak
or
ENG 668 Film Genre Studies

MASTER OF ARTS IN FILM STUDIES

Faculty Advisor: Paul Majkut; (619) 200-1180; pmajkut@nu.edu

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

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

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

Program Learning Outcomes

Upon successful completion of this program, students will be able to:
- Analyze, synthesize, and evaluate film theory, aesthetics, history, and individual American and international directors.
- Research and write in the areas of film theory, aesthetics, history, and individual American and international directors.
- Critique specific films using technical film vocabulary, critical approaches, and film research tools.
- Evaluate the relevance and validity of different theoretical approaches to film studies.
- Engage in informed critical discussion, both oral and written, of theoretical issues pertaining to the study of film.
- Engage in informed critical discussion, both oral and written, of theoretical issues pertaining to the study of film.
the works and criticism of a specific film or literary period or movement.

• Revise and expand a paper to submit for publication in a scholarly or film journal.

Degree Requirements

To receive the Master of Arts in History, students must complete at least 45 quarter units. A total of 4.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and provided units were not used in earning another advanced degree. Students should refer to the section in the General Catalog on graduate admission requirements for specific information regarding application and evaluation.

Core Requirements

(8 courses; 36 quarter units)

| ENG 665 | Film Theory                        |
| ENG 666 | Film History: The Silents          |
| ENG 667 | Film History: American Film        |
| ENG 668 | Film Genre Studies (variable units)|
| ENG 669 | World Film (variable units)        |
| ENG 685 | Great Directors: American (variable units) |
| ENG 686 | Great Directors: International (variable units) |
| ENG 698 | Film Studies Capstone Course       |

Prerequisite: A total of seven core courses and two elective courses as described in the Degree Requirements for the Program must be completed before enrolling in the Capstone course.

Program Electives

(2 courses; 9 quarter units)

Other courses may be taken as electives in the M.A. in Film Studies Program with the approval of the Program Lead Faculty.

MASTER OF ARTS IN HISTORY

Faculty Advisor: Alex Zukas; (858) 642-8461; azukas@nu.edu

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

The graduate curriculum offers balanced coverage of the major theoretical, regional, comparative, thematic, topical, global, and epochal approaches to the research and writing of History. It equips students with the advanced research, analytical, and writing skills needed to produce historical scholarship of professional quality and to participate in the transformative and trenchant discussions of professional historians. At the conclusion of their course of study, students will present original research findings either by writing a traditional Master’s thesis or creating a Web-based multimedia Master’s project. Either option will be the result of extensive historical research.

Specific Program Admission Requirements

To be admitted to the Master of Arts in History program, students must have a Bachelor of Arts in History or a closely-related field in the social sciences or humanities. If a student does not have a Bachelor’s in History or a closely related field in the social sciences or humanities, the student must take and pass the following prerequisite classes with a B (3.0) average or better to be admitted to the MA program: HIS 400, HIS 360, HIS 361, HIS 362, HIS 363, and HIS 434. Students with a minor in history may be admitted after approval by the Program Lead Faculty.

For students who completed the Bachelor of Arts in History transition program or the Bachelor of Arts in Global Studies transition program, the university will waive up to two Master of Arts in History courses taken as part of the bachelor’s degree (see BA in History or BA in Global Studies transition program) if the grade earned is a “B” or higher. No graduate units will be awarded; instead, the University will waive the MA history course(s) taken as part of the bachelor’s degree. However, these students must still meet the residency requirements for the Master of Arts in History program. Students must apply for and begin the MA History program within six months of completing their BA in History or BA in Global Studies program. The courses will not transfer as graduate level classes at National University or at any other university.

Additional Program and Thesis Information

All students are encouraged to select a Thesis Advisor early in their program from the program faculty based on areas of interest and planned thesis or multimedia project but they must choose a Thesis Advisor approved by the Program Lead Faculty no later than the start of their fifth course. Students should consult regularly with their Thesis Advisor regarding course selection and their research proposal. Once they begin their research, students will consult monthly with their Thesis Advisor by e-mail. Students initiate the monthly contact with their Thesis Advisor, document their progress, and provide drafts of each chapter for review.

The student’s program Faculty Advisor and faculty members teaching HIS 695 and/or HIS 696 will give final approval to the student’s research prospectus and the program Faculty Advisor and faculty member teaching HIS 698 or HIS 699 will give final acceptance to the Master’s thesis or multimedia project as satisfying part of the requirements for the Master of Arts in History degree. Students are awarded an IP grade at the conclusion of HIS 698 or HIS 699 and, if needed, have up to nine months after the end of HIS 698 or HIS 699 to submit a completed thesis or multimedia project.

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

***Please note that HIS 698 and HIS 699 should be taken at the end of the program.

To be considered for graduation, a MA History candidate must:

• Submit the completed media/technology project to the course instructor and the Faculty Advisor within one year of the start of HIS 698. The course instructor and the Faculty Advisor are responsible for evaluating the media/technology project and determining whether the candidate has met the requirements for the MA in History as specified in the media/technology project guidelines.

or

• Submit the completed thesis to the course instructor and the Faculty Advisor within one year of the start of HIS 699. The course instructor and the Faculty Advisor are responsible for evaluating the thesis and determining whether the candidate has met the requirements for the MA in History as specified in the thesis guidelines.

Program Learning Outcomes

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

• Analyze the relationship between fact, method, theory, and interpretation of historical accounts.

• Analyze the various ethical and professional issues that emanate


from historical scholarship.

- Evaluate and interpret historical texts, in a multifaceted and nuanced manner.
- Develop a scholarship-based understanding of key historiographic theories and philosophies to a variety of historical subjects.
- Pose questions and conduct historical research that engages disciplinary perspectives, uses relevant resources, and contributes to scholarly understanding.
- Create sophisticated and professionally-informed written works or websites in a prose and visual style that is clear and effective.

**Degree Requirements**

(12 courses; 54 quarter units)

To receive the Master of Arts in History, students must complete at least 54 quarter units. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree, and provided the units were not used in earning another advanced degree. Coursework transferred from other universities must first have the approval of the Program Faculty Advisor. Students should refer to the General Catalog section on graduate admission requirements for specific information regarding admission and evaluation.

**Program Prerequisites**

(6 courses; 27 quarter units)

For those with a B.A. in History or a closely related field, the prerequisites listed below can be waived by filing an e-form waiver with documentation of their degree. See the Graduate Information section of the catalog for more information.

- HIS 400 Historical Theories & Methods
  Prerequisite: ENG 240
- HIS 360 American Colonial Experience
  Prerequisite: ENG 100, ENG 101, and HIS 220A
- HIS 361 Making and Sundering of Union
  Prerequisite: ENG 100, ENG 101, and HIS 220A
- HIS 362 U.S. Between Wars, 1865-1917
  Prerequisite: ENG 100, ENG 101, and HIS 220B
- HIS 363 U.S. Since World War I
  Prerequisite: ENG 100, ENG 101, and HIS 220B
- HIS 434 Modern World, 1500 to Present
  Prerequisite: ENG 100, ENG 101, and HIS 234

**Core Requirements**

(8 courses; 36 quarter units)

- HIS 600 Seminar in History and Theory
- HIS 618A Seminar in Modern Europe I
  Prerequisite: HIS 600
- HIS 618B Seminar in Modern Europe II
  Prerequisite: HIS 600
- HIS 620A Seminar in US History I
  Prerequisite: HIS 600
- HIS 620B Seminar in US History II
  Prerequisite: HIS 600
- HIS 630 Seminar in World History
  Prerequisite: HIS 600
- HIS 695 Directed Research Methods
  Prerequisite: HIS 600, HIS 618A, or HIS 618B, HIS 620A, or HIS 620B, HIS 630
- HIS 692 Methods and Sources
  Prerequisite: HIS 600, and HIS 695
- HIS 697 Guided Thesis/Project Research
  Prerequisite: HIS 600, and HIS 692, and HIS 695
- HIS 698 Media/Technology Project
  Prerequisite: HIS 695, and HIS 696, Select four classes from the list below., 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

or

HIS 699 Thesis
Prerequisite: HIS 695 Select four classes from the list below., 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

**Program Electives**

(4 courses; 18 quarter units)

- HIS 618A Seminar in Modern Europe I
  Prerequisite: HIS 600
- HIS 618B Seminar in Modern Europe II
  Prerequisite: HIS 600
- HIS 620A Seminar in US History I
  Prerequisite: HIS 600
- HIS 620B Seminar in US History II
  Prerequisite: HIS 600
- HIS 640 Seminar in Comparative History
  Prerequisite: HIS 600
- HIS 645A Special Topics in History I
  Prerequisite: HIS 600
- HIS 645B Special Topics in History II
  Prerequisite: HIS 600
- HIS 649A Seminar in a Period/Movement I
  Prerequisite: HIS 600
- HIS 649B Seminar in a Period/Movement I
  Prerequisite: HIS 600
- HIS 658 Seminar in Modern China
  Prerequisite: HIS 600
- HIS 668 Seminar in Modern Middle East
  Prerequisite: HIS 600
- HIS 678 Seminar in Modern Africa
  Prerequisite: HIS 600
- HIS 688 Seminar in Latin America
- HIS 696 History and Applied Media
  Prerequisite: HIS 600, HIS 695

**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**
(12 courses; 54 quarter units)

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

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

**Core Requirements**
(10 courses; 45 quarter units)

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

**Program Electives**
(2 courses; 9 quarter units)

Students can select graduate elective courses from the following course prefixes: CHD, HRM, HUB, MKT, MGT, PAC and SOC (HUB 660, CHD 601, PAC 600 and SOC 604 are highly recommended). In addition, some education and psychology courses are acceptable with the approval of the Chair of the Department of Psychology. (Note: Due to enrollment restrictions, special permission by the Chair of the Department of Psychology is required to take CHD 640 or any courses designated PSY 600 or above).

■ **MASTER OF ARTS IN PERFORMANCE PSYCHOLOGY**

**Faculty Advisor:** Doug Barba; (760) 268-1588; dbarba@nu.edu

The Master of Arts in Performance Psychology program focuses upon the intersection of performance psychology techniques, counseling, peak performance, and sport science. The coursework covers theory, research, and applied techniques across the fields of business, exercise physiology, the fine arts, military and combat psychology, and sport psychology. Coursework contributes to students’ academic requirements for certification by the Association for Applied Sport Psychology (AASP), which is the premier sport, exercise and health psychology organization in North America offering sport psychology certification to its members.

By participating in practical and tailored hands-on learning experiences, graduates are able to apply their knowledge to settings including university and professional athletes, fine arts performance settings, corporate settings, children in school and community sports organizations, coaching, and teaching.

**Program Learning Outcomes**

Upon successful completion of this program, students will be able to:
• Analyze the means by which psychological factors influence performance.
• Analyze empirical and theoretical research related to the major.
• Apply theoretically sound performance enhancement assessments and techniques with individual performers and teams representing various competitive arenas.
• Integrate theoretical perspectives from counseling and sport psychology and related fields into performance settings.
• Apply counseling skills to working relationships with clients and athletes.
• Apply ethical principles in a professional and culturally appropriate manner.
• Conduct a research project which contributes to the current literature in Performance Psychology

**Degree Requirements**
(12 courses; 54 quarter units)

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

**Core Requirements**
(12 courses; 54 quarter units)

PSY 602 Sport/Performance Psychology
HUB 601A Organizational Behavior
HUB 641 Stages of Adult Development
PSY 603 Performance Psychology
HUB 650 Behavioral Research
HUB 642 Theories of Behavior Change
PSY 604 Performance Psych Corporate Pops
HUB 646 Personal and Pro. Ethics
PSY 614 Counseling in Performance Psychology
PSY 606 Motor Behavior
PSY 609 Psychopathology
PSY 615 Fieldwork

■ **MASTER OF ARTS IN STRATEGIC COMMUNICATIONS**

**Faculty Advisor:** Sara Kelly; (858) 309-3460; skelly@nu.edu

The goal of the Master of Arts in Strategic Communications is to prepare students to assume professional positions in organizations that must meet the challenges of operating in an increasingly complex and interdependent global environment. It will arm graduates with both theoretical and practical approaches to developing strategic communications programs that enable organizations to meet their goals and objectives. Each course provides an essential stepping-stone on the way to planning, executing, and evaluating effective strategic communications efforts.

The objective of the program is to develop effective, strategically
sophisticated professionals who possess the full complement of analytic and practical tools to lead communication efforts. It will foster strategic thinking, logical analysis, and solution generation. Upon completion of the degree, graduates will be able to develop and implement communications initiatives using both traditional mass media and newer cutting-edge channels such as social networking sites, blogs, pod casts and vod casts, instant messenger, texting, and other mobile media.

This degree requires that students be able to write in English at an advanced level. If the student’s writing skills need improvement, the student may be required to enroll in a remedial writing course before continuing in the program. Applicants for whom English is a second language are encouraged to take the Accuplacer, English as a Second Language Placement Test.

Graduates will acquire an array of intellectual, managerial, and communication skills, including:

- An understanding of communications opportunities
- The ability to carry out analyses of organizational communications needs
- The knowledge to conduct audience analysis and formative, and evaluative research
- The training to develop, implement, and evaluate appropriate strategies and tactics to reach multiple publics
- Professional-level writing and presentation skills

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.

Program Learning Outcomes

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

- Plan communication campaigns by producing multi-public, multi-channel communication campaign planning documents.
- Manage communication campaigns by producing budgets, task lists, and schedules in project management software.
- Apply formative research to develop communication campaigns and messages.
- Create persuasive campaigns that meet high ethical standards by producing messages.
- Evaluate effective communication campaigns by conducting summative research.
- Deliver professional-level presentations in the online environment.
- Demonstrate leadership and collaborative skills by participating in group tasks and presentations as leader and team member.

Degree Requirements

To receive a Master of Arts in Strategic Communications, students must complete at least 54 quarter units of graduate work, of which a minimum of 40.5 quarter units must be taken in residence at National University. Students can transfer up to 13.5 quarter units at the graduate level from a regionally accredited institution in the areas of communication or business, provided the units have not been used to satisfy the requirements of an awarded degree. Students wishing to transfer credits into the program should contact the program faculty advisor. Refer to the section in the graduate admission requirements for additional specific information regarding application and matriculation.

Core Requirements

(11 courses; 49.5 quarter units)

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>COM 600</td>
<td>Comm in Global Environment</td>
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<tr>
<td>COM 610</td>
<td>Integrated Marketing Comm</td>
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<tr>
<td>COM 615</td>
<td>Research Methods</td>
</tr>
<tr>
<td>COM 620</td>
<td>Crisis Communications</td>
</tr>
<tr>
<td>COM 625</td>
<td>Campaign &amp; Program Management</td>
</tr>
<tr>
<td>COM 630</td>
<td>Campaign &amp; Program Evaluation</td>
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<tr>
<td>COM 635</td>
<td>Management of Creativity</td>
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<td>COM 640</td>
<td>Persuasion</td>
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<td>COM 650</td>
<td>Legal and Ethical Issues</td>
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<tr>
<td>COM 660</td>
<td>Capstone Project</td>
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Elective

(1 course; 4.5 quarter units)

Students may take any graduate-level course with the approval of the program lead faculty, provided that they have completed all prerequisites for that course.

MASTER OF FINE ARTS IN CREATIVE WRITING

Faculty Advisor: Frank Montesonti; (310) 662-2159; fmontesonti@nu.edu

The Master of Fine Arts in Creative Writing offers students the opportunity to master advanced skills in carrying out independent and sustained activity in creative writing in the areas of fiction, literary nonfiction, poetry, and screenwriting. Guided development of each writer’s talents culminates in a final project, a publishable quality thesis in the area of specialty. This final project should demonstrate a critical application of specialist knowledge in the chosen specialty and should make an independent contribution to existing work in that area. This program is excellent preparation for a professional career in writing, working in the areas of publishing or filmmaking, and is the minimal academic qualification appropriate for those who desire to teach writing at the college or university level.

Faculty in the MFA in Creative Writing program maintain a strong commitment to scholarly value and the active support of students in their passion for literature, film and writing. Creative writing students are expected to make important contributions to the publication of the student literary journal, The GNU, and actively participate in seminars designed to foster creative and critical debate. Courses are directed to the refinement of creative practice and academic excellence. Faculty are experienced and published writers in their fields and offer supervision in the areas of fiction, poetry, literary nonfiction, and screenwriting.

Application Requirements

To be considered for admission, applicants must meet the University graduate admission requirements listed in the general information. In addition, applicants in creative writing should submit portfolios of their writing directly to: fmontesonti@nu.edu. The portfolio should include 2-40 pages of fiction or literary nonfiction (usually two to three short stories or essays), or 10-20 pages of poetry, or a completed screenplay, or a substantial sample of work in several forms.

Based on the portfolio, applicants may be advised to complete one or more of the following undergraduate courses prior to enrolling in the advanced writing workshops:

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ENG 365</td>
<td>Creative Writing</td>
</tr>
<tr>
<td>LIT 443</td>
<td>World of the Short Story</td>
</tr>
<tr>
<td>LIT 446</td>
<td>Studies in Poetry</td>
</tr>
<tr>
<td>LIT 450</td>
<td>Studies in the Novel</td>
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</tbody>
</table>
Prerequisite: LIT 100

LIT 456  Studies in Drama  
Prerequisite: LIT 100

Program Learning Outcomes:

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

• Evaluate various aesthetic theories of fiction, literary nonfiction, poetry, or screenwriting.
• Formulate practical and theoretical models of teaching and learning the writing of fiction, literary nonfiction, poetry and screenwriting.
• Critique specific works of literature and screenwriting.
• Develop publishable-quality writing in fiction, literary nonfiction, poetry, or screenwriting.
• Evaluate different literary formats.
• Implement craft principles of plot, characterization, style, point of view, narrative technique, and language in the creation of fiction.
• Implement craft principles of plot, characterization, style, point of view, narrative technique, and language in the creation of literary nonfiction.
• Implement craft principles of language, style, themes, technique, rhythm, and form in the creation of poetry.
• Implement craft principles of plot, characterization, style, point of view, narrative technique, language, form, dialogue, and other issues of screenwriting.

Degree Requirements:

(13 courses; 58.5 quarter units)

To receive the MFA in Creative Writing, students must complete at least 58.5 quarter units; a total of 13.5 quarter units may be granted for equivalent work completed at another institution, as it applies to this degree, and provided the units were not used in earning another advanced degree. Students should refer to the General Catalog section on graduate admission requirements for specific information regarding admission and evaluation.

Core Requirements

(5 courses; 22.5 quarter units)

Students are required to take MCW 600 and MCW 610, one seminar in their chosen specialty, and two additional courses of their choice in different areas.

MCW 600  Pedagogy of Creative Writing
MCW 610  Textual Strategies

and choose three of the following courses:
MCW 630  Seminar in Fiction
MCW 645  Seminar in Poetry
MCW 650  Seminar in Creative Nonfiction
MCW 685  Basics of Screenwriting

MCW 600 is four weeks; all other writing workshops and seminars are eight weeks in duration.

Core Specialized Study

(2 courses; 9 quarter units)

Students are expected to take a minimum of two seminars in their specialty. All advanced creative writing courses are conducted by teachers who are accomplished creative writers sensitive to the efforts of writing. Classes are conducted as workshops, with student work comprising much of the text for the course.

MCW 630A  Advanced Workshop in Fiction  
Prerequisite: MCW 630

and

MCW 600B  Adv Workshop in Fiction
Prerequisite: MCW 630

or

MCW 640A  Advanced Workshop in Poetry
Prerequisite: MCW 645

and

MCW 640B  Advanced Workshop in Poetry
Prerequisite: MCW 645

or

MCW 650A  Adv Workshop in Lit Nonfiction
Prerequisite: MCW 650

and

MCW 650B  Adv Workshop in Lit Nonfiction
Prerequisite: MCW 650

or

MCW 680A  Adv Workshop in Screenwriting
Prerequisite: MCW 685

and

MCW 680B  Adv Workshop in Screenwriting
Prerequisite: MCW 685, and MCW 680A

Elective Requirements

(4 courses; 18 quarter units)

Approved courses (other courses may be approved by lead program faculty)

ENG 600  Seminar in Literary Theory
ENG 610  Multicultural Literature
ENG 620A  Literary Period or Movement I
ENG 620B  Literary Period or Movement II
ENG 640  Seminar in Poetry
ENG 660  Seminar in Literary Hypermedia
ENG 655  Composition Pedagogy
ENG 670  Comparative Literary Studies
ENG 680A  Seminar in a Theme I
ENG 680B  Seminar in a Theme II
ENG 690A  Major Author Seminar I
ENG 690B  Major Author Seminar II
ENG 665  Film Theory
ENG 666  Film History: The Silents
ENG 667  Film History: American Film
ENG 668  Film Genre Studies
ENG 669  World Film
ENG 685  Great Directors: American
ENG 686  Great Directors: International

The remaining two electives may be from the above list, or additional MCW workshops that the student has not already taken as part of her/his specialized study. These include:

MCW 630A  Advanced Workshop in Fiction
Prerequisite: MCW 630

MCW 630B  Adv Workshop in Fiction
Prerequisite: MCW 630

MCW 640A  Advanced Workshop in Poetry
Prerequisite: MCW 645

MCW 640B  Advanced Workshop in Poetry
Prerequisite: MCW 645

MCW 650A  Adv Workshop in Lit Nonfiction
Prerequisite: MCW 650

MCW 650B  Adv Workshop in Lit Nonfiction
Prerequisite: MCW 650

MCW 680A  Adv Workshop in Screenwriting
Prerequisite: MCW 685

MCW 680B  Adv Workshop in Screenwriting
Prerequisite: MCW 685, and MCW 680A

MCW 635  Writing for Young Adults

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

- Specialization. Students are required to take one specialization. The Master of Forensic Sciences degree program offers two areas of specialization. Students are required to take one specialization.

**MASTER OF FORENSIC SCIENCES**

Faculty Advisor: Ismail Sebetan; (858) 642-8419; isebetan@nu.edu

The Master of Forensic Sciences (MFS) is a specialized professional degree designed for law enforcement, lab personnel, attorneys, investigators, and other professionals seeking to upgrade their existing skills, as well as individuals who are interested in pursuing a career in the forensic sciences, law, law enforcement, private or governmental laboratories, jails and corrections, and the Medical Examiner’s Office. The field of forensics focuses on the application of scientific methods to the resolution of legal problems.

The Master of Forensic Sciences degree program offers two areas of specialization. Students are required to take one specialization.

**Program Learning Outcomes**

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

- Explain basic human anatomy, component of death investigation and techniques used for analysis of diseases and trauma, identification of unknown dead bodies; and to professionally interact with the forensic pathologist and medico-legal death investigators.
- Apply the technical procedures and methods of collection, preservation, chain of custody, analysis, comparison and report preparation of the biological, trace and toxicological evidentiary evidence.
- Analyze the basic principles and the role of crime scene investigators in forensic and legal procedures.
- Apply the basic principles of forensic photography, and explain the legal issues related to forensic photography and courtroom or trial presentation.
- Evaluate the legal and psychological issues involved in competency to stand trial, diminished capacity, and insanity defenses.
- Apply profiling knowledge and crime scene analysis methods to crime scene variables.
- 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**

(12 courses; 36 quarter units)

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.

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 will not receive graduate credit for coursework completed within the undergraduate program.

Students must have an undergraduate degree in a laboratory science in order to enroll in the MFS with a specialization in criminalistics. The MFS with a specialization in investigation does not have a specific major requirement for the undergraduate degree.

**Core Requirements**

(8 courses; 36 quarter units)

FSC 630 Forensic Pathology I
FSC 642 Forensic Pathology II  
Prerequisite: FSC 630
FSC 643 Forensic Psychology
FSC 648** Forensic Photography
FSC 631 Major Case Investigation
FSC 647 Crime Scene Investigation
FSC 654 Criminal Profiling
FSC 662* Supervised Research Project  
Prerequisite: Satisfactory completion of 8 FSC core courses.

** 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.

** Specialization in Criminalistics**

This AOS in criminalistics requires that students have an undergraduate degree in physical science or approval of the lead faculty. The specialization courses include Trace Evidence, Advanced Forensic Toxicology, Advanced Forensic Serology and DNA, and Forensic Anthropology and Archeology, as well as coursework in: Forensic Medicine and Pathology; Psychology, Psychiatry, and the Law; Major Case Investigation; Crime Scene Investigation; and Criminal Investigation Analysis (Profiling). The program culminates in a supervised master’s research project directed by full-time faculty and a committee of associate and core adjunct faculty selected by students from their program.
Degree Requirements:
(4 courses; 18 quarter units)

FSC 632 Trace Evidence
FSC 633 Advanced Forensic Toxicology
FSC 634 Forensic Serology and DNA
FSC 635 Forensic Anthropology

▲ Specialization in Investigation

This AOS in investigation is designed to provide graduate education in the most current and advanced forensic investigative techniques available in the field, with a wide understanding of the concepts underlying the forensic sciences. This program is suitable for those students who are interested in pursuing a career in forensic crime and death investigations. The program also allows individuals who are currently working in forensic investigation areas to develop and upgrade their individual educational skills. The specialization courses include Advanced Criminalistics, Electronic Crime Scene Investigation: Computer Forensics, Constitution and Criminal Procedure, and Advanced Fingerprint Analysis. The program also includes forensic-related writing and research. The program culminates in a supervised master's research project directed by fulltime faculty and a committee of associate and core adjunct faculty selected by students from their program.

Program Requirements
(4 courses; 18 quarter units)

FSC 620 Advanced Criminalistics
FSC 621 Digital Evidence
FSC 622 Law and Criminal Procedure
FSC 623 Fingerprint Analysis

Program Electives

For electives, students can take courses with the pre-approval of the Faculty Advisor who should be consulted prior to scheduling of any elective. The following are recommended:

FSC 661 Internship in Forensic Science (1.5 quarter units)
FSC 651 Topics in Forensic Sciences

■ MASTER OF SCIENCE IN BIOLOGY

Faculty Advisor: Michael Maxwell; (858) 824-9223; mmaxwell@nu.edu

The Master of Science in Biology trains students in graduate-level research and analysis in the fascinating field of biology. The program prepares students for careers in biological research, project management, life science education, scientific writing, and advanced degrees at the doctorate level. The MS Biology develops students as biologists who participate in arriving at solutions to modern challenges, including advances in biotechnology and genomics, physiology, biodiversity, and threats to species and ecosystem functioning.

The MS Biology curriculum provides comprehensive coverage of the hierarchical levels of biological organization, from molecules to ecosystems. Over the course of the program, students formulate an original research question, examine the question at various biological levels, and conduct research to produce a Master’s thesis suitable for peer-reviewed presentation. Students develop thesis projects in consultation with program faculty. The thesis process provides training in advanced research methods and design, analysis, and scientific writing to enable students to participate in the field of biology as professional scholars.

Application Requirements

To be considered for admission, applicants must meet the University qualifications for graduate programs. In addition, students must have a Bachelor’s degree in the biological sciences, or a closely-related field.

Additional Program Information and Requirements

All students are expected to begin the program of study by first enrolling in BIO 600, and taking subsequent seminar courses in numerical sequence (BIO 610-650). This sequence is designed to have students formulate a working thesis topic and repeatedly examine it at different levels of biological organization, to iteratively generate new ideas and perspectives on the topic. All students are expected to select a thesis advisor early in the program, based on areas of interest and faculty availability. Students must obtain approval of their choice of thesis advisor from the Program Lead Faculty by the end of their fifth course in the program. Each student is expected to consult regularly with the thesis advisor regarding the thesis topic.

The Master’s thesis in biology is an original research contribution, based on data collected by the student under the supervision of the thesis advisor (i.e., laboratory and/or field work), or based on data and information extracted and analyzed from existing literature and sources. Students must present a thesis proposal to their thesis advisor before the end of the course BIO 660 (Research Design). This proposal must be approved for thesis work by the end of the course BIO 680 (Thesis Formulation). Thesis work primarily occurs during the course sequence BIO 691-693. Thesis progress is overseen by the thesis advisor. The thesis advisor, with two other faculty members, form the thesis committee that evaluates the finished thesis. Students are expected to identify their complete thesis committee before the end of the course BIO 680 (Thesis Formulation).

Thesis research, analysis, and write-up is expected to occur during the course sequence BIO 691-693. BIO 693 is eligible for “In Progress” grading, which allows for this particular course to extend up to 12 months for completion. The student’s thesis is to be submitted to the thesis committee for review by the end of BIO 693.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:
• Evaluate primary research in biology, including the identification of strengths and weaknesses of studies, as well as the framing of alternative explanations of data and results.
• Propose testable scientific hypotheses in biology.
• Design a viable research program in biology that tests scientific questions and hypotheses, including the design of experiments.
• Conduct original research in biology, in a laboratory or field setting, or literature-based research.
• Analyze research results and data.
• Create written work for evaluation by scientific peers.

Degree Requirements

To receive a Master of Science in Biology, students must complete at least 49.5 quarter units of graduate coursework. A total of 9.0 graduate quarter units may be granted for equivalent graduate work completed at another regionally accredited institution, as it applies to this degree and provided the units were not used in earning another advanced degree. Students should refer to the section on graduate admission requirements for specific information regarding admission and evaluation.
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**

Prerequisite: ENG 100, and ENG 101

+ Diversity Enriched Offering

**Core Requirements**

(10 courses; 45 quarter units)

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

* May be used to meet a General Education requirement

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

Faculty Advisor: Igor Subbotin; (310) 662-2150; isubbotin@nu.edu

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

For additional information on credential requirements, please see the School of Education Credential Information section of the catalog.
Program Learning Outcomes

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

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

Authorization Requirements

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

Introductory Mathematics requirements include:

algebra
advanced algebra
geometry
probability or statistics
development of the real number system or introduction to mathematics.

The following are required:

• Coursework must be college level mathematics or higher.
• Algebra courses must be for credit, applicable towards a degree, and, if completed at the community college level, transferable to a four-year institution to be acceptable. Note: Elementary algebra courses may not be used to meet these requirements. If the course in question is titled elementary algebra or similar then the student will need to submit a course description/syllabus to verify the acceptability.
• As both algebra and advanced algebra are required, there are several options available to meet both areas. The requirement is algebra content at two different levels.
• An individual completes a college algebra course; the “advanced” course may be another level of algebra such as linear algebra. An individual may not use another college algebra course, an elementary algebra course, or the same level algebra course completed at another college or university.
• An individual completes a college or other level algebra course (other than elementary algebra); the “advanced” course may be a “higher” level math course such as trigonometry or calculus.
• Courses in calculus will clear the specific course requirements (one for each content area being cleared) in algebra, advanced algebra, geometry, and development of the real number system but the applicant must still have the required 48 quarter units. Note: Calculus courses will not clear the probability and statistics content area.
• If the applicant has only one or two courses in calculus and no coursework in algebra, geometry, or real number systems, the applicant will need to either submit course descriptions so that it can be confirmed whether or not those areas were covered by the calculus course(s) or complete additional coursework in the required content areas.
• Personal enrichment-type mathematics courses are not acceptable.
• One mathematics-based computer course is acceptable as additional units toward the required 48 quarter units.

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

Introductory Mathematics Requirement Areas:

Algebra and Advanced Algebra
(3 courses; 7.5-12 quarter units)

Sequence 1
MTH 204* Mathematics for Science
Prerequisite: MTH 12A, and MTH 12B, or Accuplacer test placement
and
MTH 215* College Algebra & Trigonometry
Prerequisite: Accuplacer test placement evaluation, or MTH 12A, and MTH 12B
or
MTH 216* College Algebra II (3 quarter units)
Prerequisite: MTH 216A
OR
Sequence 2
MTH 215* College Algebra & Trigonometry
Prerequisite: Accuplacer test placement evaluation, or MTH 12A, and MTH 12B
or
MTH 216A* College Algebra I (3 quarter units)
Prerequisite: Accuplacer test placement evaluation, MTH 12A, and MTH 12B
MTH 216B* College Algebra II (3 quarter units)
Prerequisite: MTH 216A
MTH 220* Calculus I
Prerequisite: MTH 215, or Accuplacer test placement, or evaluation by a lead faculty

* May be used to meet a General Education requirement

Geometry
(1 course; 4.5 quarter units)

MTH 301* Fundamentals of Mathematics II
Prerequisite: MTH 209A, or Accuplacer test placement evaluation
or
MTH 311 Topics from Geometry
Prerequisite: MTH 215

* May be used to meet a General Education requirement

Probability and Statistics
(1 course; 4.5 quarter units)

MTH 210* Probability and Statistics
Prerequisite: Accuplacer test placement evaluation, or MTH 12A, and MTH 12B

* May be used to meet a General Education requirement

Development of the Real Number System or Introduction to Mathematics
(1 course; 4.5 quarter units)

MTH 209A* Fundamentals of Mathematics I
Prerequisite: Accuplacer test placement evaluation, or MTH 12A, and MTH 12B
or
MTH 411 Number Theory
Prerequisite: MTH 215, MTH 216A, MTH 216B, or MTH 301
Elective Course Requirements
(5-6 courses; 22.5-27 quarter units)

The following are recommended elective courses that could be selected as needed to reach a total of 48 quarter units.

MTH 220* Calculus I
Prerequisite: MTH 215, or Accuplacer test placement, or evaluation by a lead faculty

MTH 221 Calculus II
Prerequisite: MTH 220

MTH 222 Calculus III
Prerequisite: MTH 221

MTH 223 Calculus IV
Prerequisite: MTH 222

MTH 317 Mathematical Modeling
Prerequisite: MTH 215, or MTH 216A, and MTH 216B, and MTH 210

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

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

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

MTH 418 Statistical Analysis
Prerequisite: MTH 210, and MTH 220

MTH 435 Linear Algebra
Prerequisite: MTH 220, and MTH 325

MTH 417 Foundations of Geometry
Prerequisite: MTH 216A, and/or MTH 216B, or MTH 215, and MTH 311

* May be used to meet a General Education requirement

GRADUATE CERTIFICATE IN FORENSIC AND CRIME SCENE INVESTIGATIONS
Faculty Advisor: Ismail Sebetan; (858) 642-8419; iisbetsan@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 MPS 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.

Students who wish to pursue a master’s degree can apply some or all the academic credits awarded in the certificate program toward the MPS degree, assuming they meet the GPA and other requirements of that degree program.

Certificate Requirements
(7 courses; 31.5 quarter units)

FSC 630 Forensic Pathology I
FSC 642 Forensic Pathology II
Prerequisite: FSC 630
FSC 647 Crime Scene Investigation
The successful completion of the Patient Advocacy Certificate Program (PAC) provides students with the necessary skills to work as patient advocate specialists, patient representatives, and ombudsmen. Patient advocates help guide patients and their families through the healthcare system to assure that patient medical and health needs are met. Patient advocates are trained to be leaders and communication specialists who empower others and work collaboratively with health care providers to mediate conflict and facilitate positive change in both the lives of patients and in the healthcare industry.

Patient Advocates work to protect and enhance patients’ rights and become agents of change in the healthcare system. When not working in direct patient care, Advocates may choose to work for governmental or non-governmental agencies, in private enterprise, for disease-specific organizations, voluntary associations, or for grassroots or national health policy organizations which foster patients’ rights and strengthen capacity among community health providers. Patient Advocates work in physical and mental health organizations, in the media, and in a variety of hospital and clinic settings.

The interdisciplinary Patient Advocacy Certificate program trains students in the history of patient advocacy and development of U.S. healthcare policy, personal and professional ethics, creative leadership, negotiation and mediation, and community advocacy design.

Requirements for the Certificate

• Candidates for the certificate program must possess a Bachelor’s degree from a regionally accredited university. Concurrent enrollment in an undergraduate program is not allowed.
• Some coursework in anatomy and physiology is recommended at the undergraduate level.
• Candidates must complete two-thirds of the coursework, including PAC 600 and PAC 670 in residence at National University. Coursework transferred from other universities must have the approval of the Lead Faculty.
• Students wishing to pursue a Master’s degree can apply some or all of the academic credits awarded in the certificate program toward that degree, assuming they meet the GPA and other requirements of that degree program and the coursework is applicable and approved for the degree program being pursued.

Certificate Requirements
(6 courses; 27 quarter units)

PAC 600 Seminar in Patient Advocacy
HUB 61D Creative Leadership
HUB 646 Personal and Pro. Ethics
ADR 605 Negotiation
ADR 615 Mediation
PAC 670 Patient Advocacy in Action

Prerequisite: PAC 600

Certification Requirements in Patient Advocacy

Faculty Advisor: Contact the College of Letters and Sciences; Phone: (858) 642-8450

THE PROFESSIONAL GOLF MANAGEMENT AND THE ADVANCED PROFESSIONAL GOLF MANAGEMENT CERTIFICATES

Responding to one of the fastest growing recreational sports industries, the Professional Golf Management Certificate will provide learners a fundamental understanding of the knowledge and skills required for introductory level positions within the golf industry and for golf enthusiasts seeking career options in the expanding arena. The Advanced Professional Golf Management Certificate will prepare candidates for progressive accelerated management opportunities associated with the supervision of golf operations and marketing.

The courses focus upon common managerial and administrative competencies unique to supporting a wide realm of recreational and professional support positions in the field of golf. The Professional Certificates in Golf Management provide:

1. A broad-based core of administrative competencies coupled with essential sports management fundamentals oriented to the field of golf;
2. An introductory understanding of the processes that enable specific administrative functions in the recreation and golf industry; and
3. A foundation in applied academic rudiments to include critical thinking, writing, and communication skills required in today’s recreational golf industry.

UNIVERSITY GOLF ACADEMY

CERTIFICATE PROGRAMS IN THE NATIONAL UNIVERSITY GOLF ACADEMY

Faculty Advisor: Sarah Castillo; (760) 268-1584; scastillo@nu.edu

Students pursuing golf management certificate programs can apply credit towards associate or bachelor degrees. 100 level courses are available to eligible high school students attending the Virtual High School. Dual credit towards high school completion and college credit can be earned.

Program Learning Outcomes

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

• Identify fundamental business support activities, theoretical and practical, related to golf management
• Recognize ethical issues as they apply to cross-functional management activities in the golf industry
• Identify current and emerging trends in the golf industry in marketing, branding, finance, issues of sustainability, and the evolving customer base
• Recognize the importance of diversity and multiculturalism in the global golf industry
• Demonstrate undergraduate-level written communication skills
• Demonstrate oral communications and presentation skills
• Apply analytical and critical thinking skills in understanding the complex network of challenges and opportunities associated with the burgeoning recreational golfing market
• Prepare students for preparation in apprentice golf professional positions.
Degree Requirements
(8 courses; 37.5 quarter units)

PGM 200  Personnel Dev & Human Relation
Prerequisite: (may only be taken by students in the Associate
Programs in Professional Golf Management)

PGM 201  Hospitality & Resort Mgmt

PGM 202  Sustainable Golf & Turf Mgmt (6 quarter units)
Prerequisite: (may only be taken by students in the Associate
programs in Professional Golf Management)

PGM 203  Instruction & Player Dev
PGM 204  Sports Marketing and Promotion
PGM 210  Modern Swing Concepts
PGM 215  Facilities Ops & Green Apps

● UNDERGRADUATE CERTIFICATE IN
PROFESSIONAL GOLF MANAGEMENT

Faculty Advisor: Sarah Castillo; (760) 268-1584; scastillo@nu.edu

Program Learning Outcomes

Upon successful completion of this program, students will be able to:
• Identify fundamental business support activities, theoretical and
  practical, related to golf management;
• Recognize ethical issues as they apply to cross-functional
  management activities in the golf industry;
• Identify current and emerging trends in the golf industry in
  marketing, branding, finance, issues of sustainability, and the
  evolving customer base;
• Recognize the importance of diversity and multiculturalism in
  the global golf industry;
• Demonstrate undergraduate-level written communication skills;
• Demonstrate oral communications and presentation skills;
• Apply analytical and critical thinking skills in understanding the
  complex network of challenges and opportunities associated
  with the burgeoning recreational golfing market; and
• Prepare students for preparation in apprentice golf professional
  positions.

Certificate Requirements
(8 courses; 36 quarter units)

PGM 100  History of Sport
PGM 101  Philosophy of Coaching
PGM 102  Facility Operations
PGM 103  Acctg and Business Practices
PGM 104  Tournament Operations
PGM 216  Mental Prep & Short Game
PGM 213  Merchandising & Invent Mgmt
PGM 214  Supervising & Delegating
School of Business
and Management

Dean, Ronald P Uhlig, Ph.D.

University of Maryland

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FOR FURTHER INFORMATION

contact: The School of Business and Management
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Degree Programs Offered

Undergraduate Degrees

**Associate of Arts**
*with a Major in:*
Hospitality and Customer Service

**Associate of Science**
*with a Major in:*
Business

**Bachelor of Arts**
*with Majors in:*
Integrated Marketing Communication
Management
*with Concentrations in:*
Alternative Dispute Resolution
Business Law
Economics
Entrepreneurship
Hospitality and Casino Management
Human Resource Management
Marketing
Project Management

**Bachelor of Business Administration**
*with Concentrations in:*
Accountancy
Alternative Dispute Resolution
Business Law
Economics
Entrepreneurship
Finance
Hospitality and Casino Management
Human Resource Management
Marketing
Professional Golf Management
Project Management

**Bachelor of Science**
*with Majors in:*
Accountancy
Financial Management
Hospitality and Casino Management
Organizational Leadership

**Minors**
Accountancy
Business Administration
Business Studies
Economics

**Transition Programs**
Bachelor of Arts in Management to Master of Global Management
Bachelor of Business Administration to Master of Business Administration
Bachelor of Science in Accountancy to Master of Business Administration

Graduate Degrees

**Global Master of Business Administration**
*(offered in Spanish)*

**Master of Accountancy**

**Master of Arts**
*with Fields of Study in:*
Human Resource Management
*with Areas of Specialization in:*
Organizational Development and Change Management
Organizational Leadership

**Master of Business Administration**
*with Specializations in:*
Financial Management
Human Resources Management
Integrated Marketing Communication
International Business
Management Accounting
Marketing
Mobile Marketing and Social Media
Organizational Leadership
Professional Golf Management

**Master of Global Management**

**Master of Science**
*with Fields of Study in:*
Management Information Systems
Organizational Leadership
*with a Specialization in:*
Community Development
Sustainability Management

Certificate Programs

**Undergraduate Level**
Accountancy
Basic Human Resource Management
Basic Sales and Marketing
Basics of Casino Management
Finance
Hospitality and Casino Management
Human Resource Management
Marketing

**Graduate Level**
Accountancy
International Business

The following programs are also listed in the School of Engineering, Technology and Media Section

**Master of Science in Management Information Systems**
**Master of Science in Sustainability Management**
Degree Programs Offered by Department

**Department of Accounting and Finance**

**Associate of Science**  
*with a Major in:*  
Business

**Bachelor of Business Administration**  
*with Concentrations in:*  
Accountancy  
Alternative Dispute Resolution  
Business Law  
Economics  
Entrepreneurship  
Finance  
Hospitality and Casino Management  
Human Resource Management  
Marketing  
Professional Golf Management  
Project Management

**Bachelor of Science**  
*with Majors in:*  
Accountancy  
Financial Management

**Minors**  
Accountancy  
Business Administration  
Business Studies  
Economics

**Transition Programs**  
Bachelor of Business Administration to Master of Business Administration  
Bachelor of Science in Accountancy to Master of Business Administration

**Master of Accountancy**

**Master of Business Administration**  
*with Specializations in:*  
Financial Management  
Human Resources Management  
Integrated Marketing Communication  
International Business  
Management Accounting  
Marketing  
Mobile Marketing and Social Media  
Organizational Leadership  
Professional Golf Management

**Master of Science**  
*with Fields of Study in:*  
Sustainability Management

**Certificate Programs**

**Undergraduate Level**  
Basic Human Resource Management  
Basics of Casino Management  
Hospitality and Casino Management  
Human Resource Management

**Department of Leadership and Human Resource Management**

**Associate of Arts**  
*with a Major in:*  
Hospitality and Customer Service

**Bachelor of Science**  
*with Majors in:*  
Hospitality and Casino Management  
Organizational Leadership

**Master of Arts**  
*with Fields of Study in:*  
Human Resource Management  
*with Areas of Specialization in:*  
Organizational Development and Change Management  
Organizational Leadership

**Master of Science**  
*with Fields of Study in:*  
Management Information Systems  
Organizational Leadership  
*with a Specialization in:*  
Community Development

**Certificate Programs**

**Undergraduate Level**  
Basic Human Resource Management  
Marketing

**Department of Management and Marketing**

**Bachelor of Arts**  
*with Majors in:*  
Integrated Marketing Communication  
Management  
*with Concentrations in:*  
Alternative Dispute Resolution  
Business Law  
Economics  
Entrepreneurship  
Hospitality and Casino Management  
Human Resource Management  
Marketing  
Project Management

**Global Master of Business Administration (offered in Spanish)**

**Master of Global Management**

**Certificate Programs**

**Undergraduate Level**  
Basic Sales and Marketing  
Marketing

**Graduate Level**  
International Business
Department of Accounting and Finance

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School of Business and Management

VISION STATEMENT

The vision of the School of Business and Management is to build a learning community of educators, scholars, and students who are people of integrity, with competitive knowledge, with the capacity for innovation, and with cultural sophistication who are recognized for their capable, purposeful, and ethical leadership in a changing world.

MISSION STATEMENT

The mission of the School of Business and Management is to provide nontraditional as well as traditional students with flexible access to relevant business and professional education, in order to enhance their opportunities as ethical, effective, and knowledgeable leaders in a global economy. Programs provide rigor, currency, and continuous improvement and are delivered by a faculty that synthesizes its scholarly activity and practitioner experience into an optimal blend of theory and practice.

ASSOCIATE OF ARTS

MAJOR IN HOSPITALITY AND CUSTOMER SERVICE

Faculty Advisor: Michael Pickett; mpickett@nu.edu; (909) 919-7631

The Associate of Arts in Hospitality and Customer Service degree is intended to prepare students to work in the rapidly expanding field of hospitality services. Combining general business and management courses with hospitality and customer service courses, students will be prepared for an entry level position or advancement within the industry. In addition to acquiring general business and management skills, students will become familiar with the hospitality service environment. While working in collaborative teams, actual customer service scenarios from industry will be discussed and analyzed through problem resolution processes. This program will prepare graduates to develop and lead world class hospitality services and value-added customer partnerships.

Program Learning Outcomes

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

• Communicate professionally and effectively with various levels of organizational leadership, customers, and team members in a variety of formats to include oral, visual, and written
• Identify current hospitality management guest service concepts recognized as industry standards
• Describe critical thinking skills and techniques in supervisory decision-making processes
• Explain quality management for service organizations, and a clear sense of what is required to build effective teams in the hospitality industry
• Identify the human aspects of the quality service in the hospitality industry to include key concepts of cultural awareness and ethics in today’s organizations
• Demonstrate an understanding of team problem solving tools and quality management for service organizations.

Degree Requirements

To receive the Associate of Arts degree with a major in Hospitality and Customer Service students must complete at least 90 quarter units, 31.5 of which must be taken in residence at National University. All students must complete a minimum 34.5 units of the Associate of Arts general education requirements as part of the 90 units. Please refer to the section on undergraduate admissions for further information on admission and evaluation.

Preparation for the Major

(4 courses; 15 quarter units)

ENG 100* Effective College English I (3 quarter units)
ENG 101* Effective College English II (3 quarter units)
COM 103* Public Speaking
ILR 260* Information Literacy

* May be used to meet a General Education requirement

Requirements for the Major

(10 courses; 45 quarter units)

BUS 100 Intro to Business
HRM 200 Intro to Basic Human Resources
MKT 200 Basic Marketing
ECO 100 Intro to Economics
HCM 200 Basic Accounting
HOS 200 Introduction to Hospitality
HOS 220 Intercultural Competence
HOS 230 Emotional Intelligence
HOS 240 Hospitality Services Mgmt.
HOS 250 Exceptional Customer Service

ASSOCIATE OF SCIENCE

MAJOR IN BUSINESS

Faculty Advisor: Wali Mondal; (858) 642-8415; wmondal@nu.edu

The Associate of Science (A.S.) 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, legal studies, management and marketing. With a goal to maximizing student success, the program is designed with two pre-requisites as part of general education requirements: introductory business mathematics and internet literacy. Other courses may be taken in any sequence.

Program Learning Outcomes

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

• Describe the legal and ethical issues surrounding the business community.
• Explain the changing nature of business in a global economy
• Explain the functions of basic management relating to planning and implementing an organization’s strategic behavior
• Explain how marketing decisions can help maximize profits
• Describe the types of business organizations and their basic functions
• Explain the legal structure and tax implications of different types of business organizations such as sole proprietorship, partnership and corporation
• Explain the basic accounting, finance, and management functions of business organizations
• Explain the basic accounting, finance, and management functions of business organizations
• Demonstrate an understanding of team problem solving tools and quality management for service organizations.

Degree Requirements

To receive an Associate of Science in Business degree, students must complete at least 90 quarter units consisting of all courses as articulated below along with the required minimum 34.5 units of 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.
To receive a Bachelor of Arts in Integrated Marketing Communication, students must complete at least 180 quarter units as articulated below, of which must be completed in residence at National University, 76.5 of which must be completed at the upper-division level, and a minimum 70.5 units of the University General Education requirements. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree. The following courses are specific degree requirements.

### Prerequisites for the Major
(3 courses; 12 quarter units)
- ENG 101*: Effective College English I (3 quarter units)
  **Prerequisite:** ENG 100
- MKT 302A: Basic Marketing
  **Prerequisite:** ENG 101
- COM 334: Persuasion
  **Prerequisite:** ENG 101

### Core Requirements
(15 courses; 67.5 quarter units)
- COM 305: Intercultural Communication
  **Prerequisite:** ENG 101, and COM 100, COM 103, or COM 220
- COM 364: Communication Technologies
  **Prerequisite:** ENG 101
- MGT 309C: Prin. of Mgmt & Organizations
  **Prerequisite:** ENG 101

## BACHELOR OF ARTS
### MAJOR IN INTEGRATED MARKETING COMMUNICATION

**Faculty Advisor:** Susan Silverstone; (858) 642-8430; ssilvers@nu.edu

This program is a blend of the concepts of Marketing principles, which include advertising, sales promotion, public relations, and direct marketing working together as a unified force with the integration of communication using the latest communication technology. Graduates will be able to demonstrate an ability to seek and integrate high-quality research for the purpose of evaluating their own insights into the professional and academic study of communication and media studies, while also understanding the roles that communication plays in developing individuals and social institutions. The BA in Integrated Marketing Communication prepares learners for careers in marketing, sales, advertising, fundraising, PR, and other persuasive fields. It combines a business degree with an emphasis on managing organizations and personnel in a multicultural and global setting. To achieve maximum flexibility, the major in management program minimizes prerequisites, enabling students to take the required courses in any sequence. Students are also offered several areas of concentration.

### Program Learning Outcomes

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

- Apply appropriate theoretical precepts and practical skills in communication
- Demonstrate effective communication 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 to develop a basic marketing plan that contains all essential elements, including ethical considerations.

### Degree Requirements

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.

**Faculty Advisor:** Mohammed Bsat; (858) 642-8336; mbsat@nu.edu

To receive a Bachelor of Arts in Integrated Marketing Communication
The Bachelor of Arts in Management/Master of Global Management (BAM/MGM) Transition Program

The Bachelor of Arts in Management/Master of Global Management (BAM/MGM) Transition Program allows currently enrolled BAM students with a cumulative grade point average of at least 3.0, who are within completing their last six courses, to register for two MGM courses as electives for their BAM degree. Students can take the following two courses: MGT601M and MGT630. The number of courses to complete to earn the MGM is reduced from 13 to 11 courses. To be eligible for the Transition Program, students must apply for the MGM and begin their program of study within six months after completing their final BAM course. Students must complete the 13-course MGM program (including the two courses in the Transition Program) within four years with no break exceeding 12 months. Students must complete graduate-level course work taken as part of the BAM degree with a grade of B or better. The course work will not transfer as graduate-level credit to National University or any other institution as it is part of an undergraduate degree program.

Program Learning Outcomes

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

• Describe the basic functions of management and their practical implications on the operations of the organization.
• Analyze and evaluate management, leadership, and motivation theories.
• Identify organizational behavior, communications, and change theories and their practical implications.
• Explain the effect of international business environmental factors (legal, economic, and cultural) on the conduct of global business.
• Explain the principles and theories of ethical decision-making and their practical implications in the everyday conduct of business.

Degree Requirements

To receive a Bachelor of Arts in Management, students must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University, 76.5 of which must be completed at the upper-division level, and a minimum 70.5 units of the University General Education requirements. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree. The following courses are specific degree requirements. Refer to the section on undergraduate admission procedures for specific information regarding admission and evaluation.

Preparation for the Major

(2 courses; 9 quarter units)

ECO 203* Principles of Microeconomics
ECO 204* Principles of Macroeconomics

* May be used to meet a General Education requirement

Requirements for the Major

(11 courses; 49.5 quarter units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW 304</td>
<td>Legal Aspects of Business I</td>
</tr>
<tr>
<td>MGT 309C</td>
<td>Prin. of Mgmt &amp; Organizations</td>
</tr>
<tr>
<td>MKT 302A</td>
<td>Marketing Fundamentals</td>
</tr>
<tr>
<td>BKM 400</td>
<td>Business Knowledge Mgmt Strat</td>
</tr>
<tr>
<td>MGT 430</td>
<td>Survey of Global Business</td>
</tr>
<tr>
<td>MHR 409B</td>
<td>Survey in HRM &amp; OD</td>
</tr>
<tr>
<td>MGT 442</td>
<td>Strategic Business Management</td>
</tr>
</tbody>
</table>

Upper-Division Electives

(5 courses; 22.5 quarter units)

Students may choose to take any one of the concentrations listed below or appropriate elective courses to satisfy the total upper-division units for the degree in the following prefix areas: ACC, BKM, ECO, FIN, HRM, LAW, MGT, MKT, MNS, LED, and ODV. Students planning to do an internship for academic credit must take BUS 491 as an elective.

▲ Concentration in Alternative Dispute Resolution

Faculty Advisor: Jack Hamlin; (858) 642-8405; jhamlin@nu.edu

This concentration is designed for those students majoring in business administration or management who may seek entry into the Alternative Dispute Resolution (ADR) field. ADR is in high demand in the business community, local, state and federal governments, and neighborhood communities. The successful completion of the ADR program will provide students with the necessary skills to become effective negotiators, mediators and facilitators and to promote peace and understanding between diverse cultures.

Requirements for the Concentration

(4 courses; 18 quarter units)

Choose 4 from the following:

ADR 400 Alternative Dispute Resolution
ADR 405 Negotiation Fundamentals
ADR 410 Facilitation Fundamentals
ADR 415 Mediation Fundamentals
ADR 420 Communication & Conflict
ADR 425 Issues in Conflict Management
ADR 430 Ethics and Neutrality

▲ Concentration in Business Law

Faculty Advisor: Bryan Hance; (310) 662-2115; bhance@nu.edu

This concentration is designed for students undertaking the Bachelor of Business Administration (BBA) or BA Management (BAM) degree. The concentration will provide students who have an interest in a career in law, business or government, with an understanding of the complex legal issues that exist in today’s business environment.

Requirements for the Concentration

(6 courses; 27 quarter units)

Choose six courses from the following:

LAW 400 Current Legal Issues
LAW 304 Legal Aspects of Business I
LAW 305 Legal Aspects of Business II
LAW 440 Comparative International Law
LAW 445 Administrative Law for Business
LAW 455 Public Contracting
ADR 400 Alternative Dispute Resolution
ADR 405 Negotiation Fundamentals

▲ Concentration in Economics

Faculty Advisor: Wali Mondal; (858) 642-8415; wmondal@nu.edu

Economics is often called the foundation of business disciplines. This concentration is designed for those students who are interested in learning how a society makes economic decisions in allocating its resources.
scarce resources. Students will also learn how individuals, businesses and the government work together toward achieving the goals of a society. The concentration is designed for students who can progress to higher levels of economic knowledge after taking the principles of macroeconomics and the principles of microeconomics. The concentration has been designed to provide adequate levels of quantitative skills with a view to analyzing economic data. This analytical ability will help students succeed in graduate studies in all business disciplines including Finance, Management and Marketing. The concentration will also prepare students for a successful experience in the law school or other professional training. Students earning a BBA degree with concentration in Economics may find a wide array of employment opportunities in local, state and federal government, in private sector, and in international organizations including the United Nations organizations and the Peace Corps. For guidance and recommendations concerning the concentration in Economics, please contact the above-named Faculty.

Requirements for the Concentration
(5 courses; 22.5 quarter units)

Core Requirements
(3 courses; 13.5 quarter units)

ECO 301 Intermediate Microeconomics  
Prerequisite: ECO 203, ECO 204
ECO 302 Intermediate Macroeconomics  
Prerequisite: ECO 204
ECO 303 Data Analysis  
Prerequisite: ECO 203, ECO 204

Electives
(2 courses; 9 quarter units)

Please select 2 courses from the following list:
ECO 304 Economic Growth  
Prerequisite: ECO 203, ECO 204
ECO 410 Seminar on Capitalism  
Prerequisite: ECO 203, ECO 204
ECO 415 Labor Economics  
Prerequisite: ECO 203, and ECO 204
ECO 420 International Economics  
Prerequisite: ECO 203, and ECO 204
ECO 447 Money and Banking  
Prerequisite: ECO 203, and ECO 204

▲ Concentration in Entrepreneurship
Faculty Advisor: Gary Zucca; (209) 475-1441; gzucca@nu.edu

This concentration is designed for those students who seek to gain practical knowledge in starting, managing, or running a business. The concentration is aimed at providing students with the specialized knowledge of entrepreneurship, e-business, small business management, and family business. Entrepreneurship is one of the core concentrations in many schools of business. Completing this concentration will enable students to compete in the marketplace for employment or to start new business ventures. According to the U.S. Department of Commerce, California is a leader in small business and family business. This concentration will enable students to gain knowledge on various aspects of small business and family business including venture capital, risk management, registration of new business, security issues, bankruptcy, estate planning, and philanthropy. This knowledge, combined with knowledge gained in the BA Management program will significantly enhance the earning potential of a student. Students are strongly advised to contact the above-named Faculty Advisor for guidance and recommendations regarding academic preparation for this minor.

Program Learning Outcomes
Upon successful completion of this program, students will be able to:
- Identify the origin and development of entrepreneurship.
- Analyze risk taking and innovation.
- Describe marketing of goods and services.
- Comprehend financial plan and control of small business.
- Apply the basics of e-commerce through technology.
- Analyze E-Commerce servers and clients.
- Distinguish family business from other forms of business.
- Examine the impact of family business both nationally and globally.

Requirements for the Concentration
(4 courses; 18 quarter units)

MGT 481 Foundations of Entrepreneurship
MGT 482 Small Business Management
MGT 483 E-Business
MGT 484 Family Business Management

▲ Concentration in Hospitality and Casino Management
Faculty Advisor: Michael Pickett; (909) 919-7631; mpickett@nu.edu

This concentration is designed for those majoring in management who seek entry or advancement in the management of hospitality and casino industries. There is a wide and growing range of opportunities for graduates including management, marketing and community relations in hotels, restaurants, tourism facilities, and visitor bureaus.

Requirements for the Concentration
(7 courses; 31.5 quarter units)

SMG 432 Leisure Services Management
HCM 400 Prin of Hosp & Casino Acct
HCM 430 Prin of Hosp & Casino Staffing
HCM 450 Native Am Tribal Comm Developm
HCM 440 Cultural Diversity & Hosp Mgt
HCM 420 Hospitality and Casino Mkt
HCM 410 Hospitality and Gaming Law

▲ Concentration in Human Resource Management
Faculty Advisor: Bernadette Baum; (858) 642-8404; bbaum@nu.edu

This concentration provides education, knowledge and skills that apply to every level of an organization. This degree program is excellent preparation for students attracted to a career in the increasingly important field of human resource management.

Requirements for the Concentration
(6 courses; 27 quarter units)

Students must successfully complete the following courses for a concentration in Human Resource Management. Students must complete at least four of the courses in residence at National University. It is recommended that students take these courses in the order listed below at or near the end of their program after completing the upper-division BA/Management core courses.

HRM 433 Pay & Benefit Admin, & HR Tech
HRM 439 Legal, Reg, & Labor Relation C
ODV 410 OD, Career Systems, & Training
HRM 452 Recruit, Selection, Promo, Ret

and two Upper-Division Elective courses in the following prefix areas: HRM, LED, ODV.
▲ Concentration in Marketing

Faculty Advisor: Mary Beth McCabe; (858) 642-8412; mmccabe@nu.edu

This concentration is organized around a managerial framework that gives students an understanding of the concepts of marketing as well as the application of these concepts in making decisions and managing marketing activities. There is a wide range of opportunities in marketing, including marketing management, marketing research, purchasing manager/buyer, market analysis, product/branch manager, retailing, sales promotion, and international marketing.

Students must successfully complete the following courses for a concentration in marketing, with at least four of them in residence at National University. It is recommended that students take these courses toward the end of their program after completing the upper-division BA Management core courses.

Requirements for the Concentration
(6 courses; 27 quarter units)

MKT 420 Principles of Consumer Behavior
Prerequisite: MKT 302A

MKT 430 Intro to Global Marketing
Prerequisite: MKT 302A

MKT 434 Intro to Market Research
Prerequisite: MKT 302A

MKT 443 Introduction to Advertising
Prerequisite: MKT 302A

Plus any two of the following courses:

MKT 440A Sales Techniques & Methodology
Prerequisite: MKT 302A

MKT 441 Channel and Value Networks
Prerequisite: MKT 302A

MKT 442A Intro to Public Relations
Prerequisite: MKT 302A

MKT 445 e-Marketing
Prerequisite: MKT 302A

MKT 446 Introduction to Services Mkt
Prerequisite: MKT 302A

MKT 447 Marketing for Entrepreneurs
Prerequisite: MKT 302A

▲ Concentration in Project Management

Faculty Advisor: George Agrimis; (858) 642-8273; gagrimis@nu.edu

This concentration is designed for students who seek specialized knowledge in the field of project management by preparing them for careers in industry. The undergraduate curriculum prepares people who choose a career in the discipline and elect to go on to their professional certification in Project Management and/or their MBA.

Project Management is one of the most emphasized management roles by organizations as a career path. The concentration can position a student to realize job opportunities that increase his or her potential for future earnings.

Program Learning Outcomes

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

• Compare and distinguish between projects and the on-going nature of operations.

• Explain the elements of project initiation, project implementation and termination.

• Design the project and define work breakdown structure, develop budgets and schedules, resource allocations, and project control techniques.

• Apply cost accounting concepts to a project according to its contractual parameters, and track the project according to its planned milestones and measurement of value.

• Formulate a plan to create an infrastructure of parallel projects that builds critical chains to multitask efforts.

Requirements for the Concentration
(6 courses; 27 quarter units)

Students must successfully complete the following courses for a concentration in Project Management. Students must complete at least five of the courses in residence at National University (two of which must be PMB 400 and PMB 410). It is recommended that students take the courses needed for the Concentration in Project Management at or near the end of their program.

Prerequisite
(1 course; 4.5 quarter units)

MGT 451 Production & Ops Management I

Concentration Core Requirements
(6 courses; 27 quarter units)

PMB 400 Project Management Essentials
Prerequisite: MGT 451

PMB 410 Project Planning and Control
Prerequisite: MGT 451, PMB 400

PMB 420 Program Management
Prerequisite: MGT 451, PMB 400

PMB 430 Project Accting Fundamentals
Prerequisite: MGT 451, PMB 400

PMB 440 Contract Management
Prerequisite: MGT 451, PMB 400

MGT 422 Team Bldg, Interpers Dynamics

■ BACHELOR OF BUSINESS ADMINISTRATION

Faculty Advisor: Brian Simpson; (858) 642-8431; bsimpson@nu.edu

The Bachelor of Business Administration (BBA) degree prepares students for career opportunities and advancement in business and industry. Successful completion of lower- and upper-division BBA requirements ensures that graduates comprehend the relationships among marketing, quantitative theory, accountancy, economic principles and financial, human and organizational management. The BBA gives students an opportunity to specialize in designated fields by pursuing concentrations and minors, or to choose an individualized set of general BBA electives.

Bachelor of Business Administration/Master of Business Administration (BBA/MBA) Transition Program

Students must complete graduate-level coursework taken as part of the BBA degree with a grade of B or better. This coursework, which counts as electives, will not transfer as graduate-level credit to National University or any other institution as it is part of an undergraduate degree program. Grades earned in graduate level courses will be calculated as part of the student’s undergraduate grade point average. Students must be within completing their last six courses in their undergraduate program and have a cumulative GPA of at least a 3.00 to be eligible. Lastly, students must apply for and begin the MBA program within six months after completing their final BBA course. Students must complete their MBA program within four years with no break exceeding 12 months.

Students in the BBA transition program may take up to three MBA classes as electives during the BBA. Students may choose from the
Program Learning Outcomes

Upon successful completion of this program, students will be able to:
- Apply ethical and legal principles to a business environment.
- Demonstrate skills and knowledge in the areas of business math, economics, accounting, finance, and operations management needed to make sound business decisions.
- Apply knowledge in the fields of management, business knowledge management, and marketing to different business environments.
- Integrate the knowledge acquired in the program to analyze a business, identify its strengths and weaknesses, and determine what changes can be made for improvement.
- Conduct independent research relevant to business-related issues.
- Demonstrate written and oral presentation skills expected of a business-school graduate.
- Develop a global business perspective based on the knowledge of foreign business environments and cultures.

Degree Requirements

To receive a BBA, students must complete at least 180 quarter units as articulated below, of which must be completed in residence at National University, 76.5 of which must be completed at the upper-division level, and a minimum 70.5 units of the University General Education requirements. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree. The following courses are specific degree requirements. Refer to the section of undergraduate admission procedures for specific information regarding admission and evaluation.

Preparation for the Major
(6 courses; 27 quarter units)

- MNS 205* Intro to Quantitative Methods
  * Prerequisite: Placement Evaluation
- ECO 203* Principles of Microeconomics
- ECO 204* Principles of Macroeconomics
- ACC 201 Financial Accounting Funds.
- ACC 202 Managerial Accounting Funds.
  * Prerequisite: ACC 201
- LAW 304 Legal Aspects of Business I

* May be used to meet a General Education requirement

Requirements for the Major
(9 courses; 40.5 quarter units)

- BKM 400 Business Knowledge Mgmt Strat
- MGT 309C Prin. of Mgmt & Organizations
- MGT 400 Ethics in Law, Business & Mgmt
- FIN 310 Business Finance
  * Prerequisite: ACC 201
- MNS 407 Management Science
  * Prerequisite: MNS 205
- MKT 302A Marketing Fundamentals
- MGT 430 Survey of Global Business
  * Prerequisite: ECO 203, and ECO 204
- MGT 451 Production & Ops Management I
- BUS 480 Integrated Business Policy

Upper-Division Electives
(6 courses; 27 quarter units)

Students may choose to take one of the BBA Concentrations listed below, and/or appropriate elective courses to satisfy the total units for the degree with the following prefixes: ACC, BKM, BUS, ECO, FIN, HRM, LAW, LED, MGT, MKT, ODV, or HUB.

Recommended Electives

- BUS 491 Internship Project
  * Prerequisite: 31.5 quarter units in business or business related courses and a 2.5 GPA
- FIN 446 International Financial Mgmt
  * Prerequisite: FIN 310
- FIN 440 Financial Institutions
  * Prerequisite: FIN 310
- HRM 409B Survey in HRM & OD
- HRM 432 Recruit, Selection, Promo, Ret
- HRM 439 Legal, Reg, & Labor Relation C
- LAW 305 Legal Aspects of Business II
  * Prerequisite: LAW 304
- MGT 442 Strategic Business Management
- MKT 430 Intro to Global Marketing
  * Prerequisite: MKT 302A
- MKT 434 Intro to Market Research
  * Prerequisite: MKT 302A
- MKT 443 Introduction to Advertising
  * Prerequisite: MKT 302A

Concentration in Accountancy

Faculty Advisor: Connie Fajardo; (916) 855-4137; cfajardo@nu.edu

This concentration is designed for those majoring in business administration with its broad base of business-related disciplines, but who also wish to gain the intermediate-level accounting knowledge and skills appropriate for careers in the accounting and finance departments of a business, nonprofit, or government entity.

Students are encouraged to seek a nationally recognized accounting designation such as the CMA (Certified Management Accountant) or CFM (Certified in Financial Management). Those who are considering a CPA designation (Certified Public Accountant) are best served by enrolling in the B.S. in Accountancy degree program.

Students are strongly advised to contact the above-named Faculty Advisor for guidance and recommendations as to academic preparation that will best meet their career objectives.

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 reporting.
- Apply generally accepted accounting principles to measure and report information related to accounting for assets, liabilities, and equities, revenue and expenses, and cash flows of business enterprises and governmental and not-for-profit entities.
- Interpret cost data and prepare managerial accounting reports.

Requirements for the Concentration
(6 courses; 27 quarter units)

Students must successfully complete the required courses as specified below. Please note: all students must have successfully completed ACC 201 with a grade of “C” or better before enrolling in any of the six required accounting courses.

- ACC 300 Applied Tech for Accountants
  * Prerequisite: ACC 201
- ACC 434 Government and Nonprofit Acct
  * Prerequisite: ACC 201
- ACC 433A Managerial Accounting I
  * Prerequisite: ACC 201
- ACC 433B Managerial Accounting II
  * Prerequisite: ACC 433A
- ACC 410A Intermediate Accounting I
  * Prerequisite: ACC 201
The concentration will also prepare students for a successful career in law, business or government, with an understanding of the complex legal issues that exist in today’s business environment.

Requirements for the Concentration
(4 courses; 18 quarter units)

Choose 4 from the following:

ADR 400 Alternative Dispute Resolution
ADR 405 Negotiation Fundamentals
ADR 410 Facilitation Fundamentals
ADR 415 Mediation Fundamentals
ADR 420 Communication & Conflict
ADR 425 Issues in Conflict Management
ADR 430 Ethics and Neutrality

Concentration in Business Law
Faculty Advisor: Bryan Hance; (310) 662-2115; bhance@nu.edu

This concentration is designed for students undertaking the Bachelor of Business Administration (BBA) or BA Management (BAM) degree. The concentration will provide students who have an interest in a career in law, business or government, with an understanding of the complex legal issues that exist in today’s business environment.

Requirements for the Concentration
(6 courses; 27 quarter units)

Choose six courses from the following:

LAW 400 Current Legal Issues
LAW 304 Legal Aspects of Business I
LAW 305 Legal Aspects of Business II
Prerequisite: LAW 304
LAW 440 Comparative International Law
LAW 445 Administrative Law for Business
LAW 455 Public Contracting
ADR 400 Alternative Dispute Resolution
ADR 405 Negotiation Fundamentals

Concentration in Economics
Faculty Advisor: Walid Mondal; (858) 642-8415; wmondal@nu.edu

Economics is often called the foundation of business disciplines. This concentration is designed for those students who are interested in learning how a society makes economic decisions in allocating its scarce resources. Students will also learn how individuals, businesses and the government work together toward achieving the goals of a society. The concentration is designed for students who can progress to higher levels of economic knowledge after taking the principles of macroeconomics and the principles of microeconomics.

The concentration has been designed to provide adequate levels of quantitative skills with a view to analyzing economic data. This analytical ability will help students succeed in graduate studies in all business disciplines including Finance, Management and Marketing. The concentration will also prepare students for a successful experience in the law school or other professional training. Students earning a BBA degree with concentration in Economics may find a wide array of employment opportunities in local, state and federal government, in private sector, and in international organizations including the United Nations organizations and the Peace Corps. For guidance and recommendations concerning the concentration in Economics, please contact the above-named Faculty.

Requirements for the Concentration
(5 courses; 22.5 quarter units)

Core Requirements
(3 courses; 13.5 quarter units)

ECO 301 Intermediate Microeconomics
Prerequisite: ECO 203, ECO 204
ECO 302 Intermediate Macroeconomics
Prerequisite: ECO 204
ECO 303 Data Analysis
Prerequisite: ECO 203, ECO 204

Electives
(2 courses, 9 quarter units)

Please select 2 courses from the following list:

ECO 304 Economic Growth
Prerequisite: ECO 203, ECO 204
ECO 410 Seminar on Capitalism
Prerequisite: ECO 203, ECO 204
ECO 415 Labor Economics
Prerequisite: ECO 203, and ECO 204
ECO 420 International Economics
Prerequisite: ECO 203, and ECO 204
ECO 447 Money and Banking
Prerequisite: ECO 203, and ECO 204

Concentration in Entrepreneurship
Faculty Advisor: Gary Zucca; (209) 475-1441; gzucca@nu.edu

This concentration is designed for those students who seek to gain practical knowledge in starting, managing, or running a business. The concentration is aimed at providing students with the specialized knowledge of entrepreneurship, e-business, small business management, and family business. Entrepreneurship is one of the core concentrations in many schools of business. Completing this concentration will enable students to compete in the marketplace for employment or to start new business ventures.

According to the U.S. Department of Commerce, California is a leader in small business and family business. This concentration will enable students to gain knowledge on various aspects of small business and family business including venture capital, risk management, registration of new business, security issues, bankruptcy, estate planning, and philanthropy. This knowledge, combined with knowledge gained in the BBA program, will significantly enhance the earning potential of a student. Students are strongly advised to contact the above-named Faculty Advisor for guidance and recommendations regarding academic preparation for this minor.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:
• Identify the origin and development of entrepreneurship
• Analyze risk taking and innovation
• Describe marketing of goods and services
• Comprehend financial plan and control of small business
• Apply the basics of e-commerce through technology
• Analyze E-Commerce servers and clients
• Distinguish family business from other forms of business
School of Business and Management

- Examine the impact of family business both nationally and globally

**Requirements for the Concentration**
(4 courses; 18 quarter units)

MGT 481 Foundations of Entrepreneurship
MGT 482 Small Business Management
MGT 483 E-Business
MGT 484 Family Business Management

▲ **Concentration in Finance**

*Faculty Advisor: Farhang Mossavar-Rahmani; (858) 642-8409; fmossav@nu.edu*

Career opportunities in finance are in three interrelated areas: financial institutions, including banks, insurance companies, credit unions and similar organizations; investments, including the sale of securities or security analysis; and financial management in all types of commercial and not-for-profit organizations. This concentration prepares students for future managerial responsibilities in these areas with an emphasis on the financial management of organizations. Students must successfully complete the following courses for a concentration in finance. Students must complete at least four of the courses in residence at National University. It is recommended that students take these courses toward the end of their program after completing the upper-division BBA core courses.

**Requirements for the Concentration**
(6 courses; 27 quarter units)

FIN 440 Financial Institutions  
*Prerequisite: FIN 310*
FIN 442 Investments  
*Prerequisite: FIN 310, and FIN 440*
FIN 443 Working Capital Management  
*Prerequisite: FIN 310*
FIN 444 Risk Management & Insurance  
*Prerequisite: FIN 310*
FIN 446 International Financial Mgmt  
*Prerequisite: FIN 310*
FIN 447 Financial Planning  
*Prerequisite: FIN 310, and FIN 442*

▲ **Concentration in Hospitality and Casino Management**

*Faculty Advisor: Michael Pickett; (909) 919-7631; mpickett@nu.edu*

This concentration is designed for those majoring in management who seek entry or advancement in the management of hospitality and casino industries. There is a wide and growing range of opportunities for graduates including management, marketing and community relations in hotels, restaurants, tourism facilities, and visitors bureaus.

**Requirements for the Concentration**
(7 courses; 31.5 quarter units)

SMG 432 Leisure Services Management
HCM 400 Princ of Hosp & Casino Acct
HCM 430 Prin of Hosp & Casino Staffing
HCM 450 Native Am Tribal Comm Developm
HCM 440 Cultural Diversity & Hosp Mgt
HCM 420 Hospitality and Casino Mkt
HCM 410 Hospitality and Gaming Law

▲ **Concentration in Human Resource Management**

*Faculty Advisor: Bernadette Baum; (858) 642-8404; bbaum@nu.edu*

This concentration provides education, knowledge and skills that apply to every level of an organization. This degree program is excellent preparation for students attracted to a career in the increasingly important field of human resource management.

**Requirements for the Concentration**
(6 courses; 27 quarter units)

HRM 433 Pay & Benefit Admin, & HR Tech
HRM 439 Legal, Reg, & Labor Relation C
ODV 410 OD, Career Systems, & Training
HRM 432 Recruit, Selection, Promo, Ret

and two Upper-Division Elective courses in the following prefix areas: HRM, LED, ODV.

▲ **Concentration in Marketing**

*Faculty Advisor: Mary Beth McCabe; (858) 642-8412; mmccabe@nu.edu*

This concentration is organized around a managerial framework that gives students an understanding of the concepts of marketing as well as the application of these concepts in making decisions and managing marketing activities. There is a wide range of opportunities in marketing, including marketing management, marketing research, purchasing manager/buyer, market analysis, product/branch manager, retailing, sales promotion, and international marketing.

Students must successfully complete the following courses for a concentration in marketing, with at least four of them in residence at National University. It is recommended that students take these courses toward the end of their program after completing the upper-division BBA core courses.

**Requirements for the Concentration**
(6 courses; 27 quarter units)

MKT 420 Principles of Consumer Behavio  
*Prerequisite: MKT 302A*
MKT 430 Intro to Global Marketing  
*Prerequisite: MKT 302A*
MKT 434 Intro to Market Research  
*Prerequisite: MKT 302A*
MKT 443 Introduction to Advertising  
*Prerequisite: MKT 302A*

Plus any two of the following courses:

MKT 440A Sales Techniques & Methodology  
*Prerequisite: MKT 302A*
MKT 441 Channel and Value Networks  
*Prerequisite: MKT 302A*
MKT 442A Intro to Public Relations  
*Prerequisite: MKT 302A*
MKT 445 e-Marketing  
*Prerequisite: MKT 302A*
MKT 446 Introduction to Services Mkt  
*Prerequisite: MKT 302A*
MKT 447 Marketing for Entrepreneurs  
*Prerequisite: MKT 302A*
**Concentration in Professional Golf Management**

*Faculty Advisor: Sarah Castillo; (760) 268-1584; scastillo@nu.edu*

This emphasis is designed to prepare students for entry into the field of professional golf management and coaching. These courses are designed to include practical experiences in coaching, instruction, and player development as well as introduce students to contemporary issues in golf management.

**Program Learning Outcomes**

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

- Present a case study analysis of a financial situation presently being faced in the golf industry and explore methods for facing the challenges presented in the case study.
- Articulate a philosophy and approach to instruction and player development.
- Utilize basic turf grass science and apply that knowledge to an environmentally sensitive golf facility.
- Use common methods of analysis to measure a facility’s financial performance.

**Requirements for the Concentration**

(4 courses; 18 quarter units)

- PGM 444 Instruction/Player Development
- PGM 447 Prof. Golf Management Seminar
- PGM 445 Player Development II Seminar
- PGM 448 Senior Project in PGM

Prerequisite: satisfactory completion of ALL Major requirements

**Concentration in Project Management**

*Faculty Advisor: George Agrimis; (858) 642-8273; gagrimis@nu.edu*

This concentration is designed for students who seek specialized knowledge in the field of project management by preparing them for careers in industry. The undergraduate curriculum prepares people who choose a career in the discipline and elect to go on to their careers in industry. The undergraduate curriculum prepares people for knowledge in the field of project management by preparing them for practical experiences in coaching, instruction, and player development as well as introduce students to contemporary issues in golf management.

**Program Learning Outcomes**

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

- Formulate a plan to create an infrastructure of parallel projects that builds critical chains to multitask efforts.
- Use common methods of analysis to measure a facility’s financial performance.
- Design the project and define work breakdown structure, develop budgets and schedules, resource allocations, and project control techniques.
- Apply cost accounting concepts to a project according to its contractual parameters, and track the project according to its planned milestones and measurement of value.
- Articulate a philosophy and approach to instruction and player development.

**Requirements for the Concentration**

(6 courses; 27 quarter units)

- MGT 451 Production & Ops Management I
- PGM 440 Project Management Essentials
- PGM 445 Player Development II Seminar
- PGM 447 Prof. Golf Management Seminar
- PGM 448 Senior Project in PGM

Prerequisite: satisfactory completion of 8 core courses

**Concentration Core Requirements**

(6 courses; 27 quarter units)

- PMB 400 Project Management Essentials
- PMB 410 Project Planning and Control
- PMB 420 Program Management
- PMB 430 Project Accounting Fundamentals
- PMB 440 Contract Management
- MGT 422 Team Bldg, Interpers Dynamics

**BACHELOR OF SCIENCE**

**MAJOR IN ACCOUNTANCY**

*Faculty Advisor: Connie Fajardo; (916) 855-4137; cfajardo@nu.edu*

The major in Accountancy academically prepares students for a wide range of accounting-related careers, including public accounting, corporate accounting, internal auditing, accounting in not-for-profit organizations, and job opportunities with state and local government agencies such as the Internal Revenue Service, Defense Contract Audit Agency, FBI and others. All students are advised to contact a full-time accounting faculty member for a brief interview by phone or personal visit for the purpose of reviewing the student’s career objectives.

**Bachelor of Science in Accountancy to Master of Business Administration (BS ACC/MBA) Transition Program**

Students who are currently enrolled in the Bachelor of Science in Accountancy program, have at least a cumulative GPA of 3.0, and are within six courses of graduation may register for the BS ACC/MBA transition program. Students in the BS ACC/MBA transition program may take up to three MBA classes as electives during the BS ACC. Students can select any three graduate-level accounting courses for which required course prerequisites (if any) have been met, or may select from the following MBA core courses: ECO 602, MKT 602, and MGT 605. Students must complete graduate-level coursework taken as part of the BS ACC degree with a grade of B or better. This coursework, which counts as electives in the BS ACC, will not transfer as graduate-level credit to National University or any other institution as it is part of an undergraduate degree program. Grades earned in graduate level courses will be calculated as part of the student’s undergraduate grade point average. Students must apply for and begin the MBA program within six months after completing their final BS ACC course. The number of courses required to earn an MBA degree for transition program students is reduced from 14 to as few as 11 courses, depending on classes selected and grades earned. Students must complete their MBA program within four years with no break exceeding 12 months.
Online Course Availability

All of the coursework in this program can be taken online. Most online courses offer one or two live voice/visual evening sessions per week, in which instructors orally explain important concepts, visually illustrate problem-solving techniques, and respond to student questions. These sessions are recorded so that students who are unable to attend at the scheduled time can play back the video recording at a convenient time.

Program Learning Outcomes

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

• Use information technologies and computerized accounting software for financial accounting and reporting.
• Apply generally accepted accounting principles to measure and report information related to accounting for the assets, liabilities, equities, revenues and expenses, and cash flows of business enterprises and governmental and not-for-profit entities.
• Prepare tax returns and reports for individuals and business enterprises.
• Interpret cost data and prepare managerial accounting reports.
• Apply generally accepted auditing standards in the audit of public and private entities.
• Apply ethical and legal concepts to accounting and tax related issues.
• Demonstrate effective communication of accounting information.

Degree Requirements

To receive a Bachelor of Science with a major in Accountancy, students must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University, 76.5 of which must be completed at the upper-division level, and a minimum 70.5 units of the University General Education requirements. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree. The following courses are specific degree requirements. Refer to the section of undergraduate admission requirements for specific information regarding admission and evaluation.

Preparation for the Major

(4 courses; 18 quarter units)

MNS 205* Intro to Quantitative Methods
Prerequisite: Placement Evaluation

ECO 203* Principles of Microeconomics
ECO 204* Principles of Macroeconomics
ACC 201** Financial Accounting Funds.

** Eligible for Credit-By-Exam waiver: contact Faculty Advisor
* May be used to meet a General Education requirement

Prerequisite for All Accounting Courses

Students must have completed ACC 201 or its equivalent with a minimum grade of C within two years of taking any of the following accounting courses, unless a grade of 75 or better is received on an appropriate challenge exam.

Core Business Requirements

(5 courses; 22.5 quarter units)

LAW 304 Legal Aspects of Business I
BKM 400 Business Knowledge Mgmt Strat
MGT 309C Prin. of Mgmt & Organizations
FIN 310 Business Finance

and

MGT 430 Survey of Global Business
Prerequisite: ECO 203, and ECO 204

or

MKT 302A Marketing Fundamentals

or

MNS 407^ Management Science
Prerequisite: MNS 205

^ (Recommended for students considering the CPA or CMA designation)

Core Accounting Requirements

(12 courses; 54 quarter units)

ACC 300 Applied Tech for Accountants
Prerequisite: ACC 201
ACC 434 Government and Nonprofit Acct
Prerequisite: ACC 201
ACC 433A Managerial Accounting I
Prerequisite: ACC 201
ACC 433B Managerial Accounting II
Prerequisite: ACC 433A
ACC 410A Intermediate Accounting I
Prerequisite: ACC 201
ACC 410B Intermediate Accounting II
Prerequisite: ACC 410A
ACC 410C Intermediate Accounting III
Prerequisite: ACC 410B
ACC 431 Advanced Accounting
Prerequisite: ACC 410C
ACC 432A Taxation-Individual
Prerequisite: ACC 431
ACC 432B Taxation-Business
Prerequisite: ACC 432A
ACC 435A Auditing I
Prerequisite: ACC 431
ACC 435B Auditing II
Prerequisite: ACC 435A

BACHELOR OF SCIENCE

MAJOR IN FINANCIAL MANAGEMENT

Faculty Advisor: Gurdeep Chawla; (415) 321-9400; gchawla@nu.edu

The Major in Financial Management is designed to prepare students for positions in the field of corporate financial management and related areas. The program provides both practical and theoretical training in financial decision-making and the creation of wealth through the art and science of managing financial resources. Students also develop a broad perspective of the global economic and financial environment.

Program Learning Outcomes

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

• Explain the financial objectives of an organization and apply quantitative, qualitative and problem-solving skills in order to achieve those objectives.
• Describe ethical, legal, and global issues that impact an organization’s financial position.
• Discuss the theoretical and practical aspects of corporate finance.
• Explain the structure and operation of financial markets domestically and internationally.
• Demonstrate oral and written communication skills needed by financial managers.
• Evaluate corporate long-term projects based on the capital budgeting techniques.
• Examine the financial position of an organization and make financial decisions.
• Evaluate financial products and services offered by the financial institutions.
Degree Requirements

To receive a Bachelor of Science with a major in Financial Management, students must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University, 76.5 of which must be completed at the upper-division level, and a minimum 70.5 units of the University General Education requirements. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree. The following courses are specific degree requirements. Refer to the section of undergraduate admission procedures for specific information regarding admission and evaluation.

Preparation for the Major
(6 courses; 27 quarter units)

- ECO 203* Principles of Microeconomics
- ECO 204* Principles of Macroeconomics
- ACC 201 Financial Accounting Funds
- ACC 202 Managerial Accounting Funds
  Prerequisite: ACC 201
- MNS 205* Intro to Quantitative Methods
  Prerequisite: Placement Evaluation
- LAW 304 Legal Aspects of Business I

* May be used to meet a General Education requirement

Requirements for the Major
(16 courses; 72 quarter units)

Core Business Requirements
(5 courses; 22.5 quarter units)

- MGT 309C Prin. of Mgmt & Organizations
- FIN 310 Business Finance
  Prerequisite: ACC 201
- MKT 302A Marketing Fundamentals
- ACC 410A Intermediate Accounting I
  Prerequisite: ACC 201
- ACC 410B Intermediate Accounting II
  Prerequisite: ACC 410A

Core Finance Courses
(11 courses; 49.5 quarter units)

- FIN 440 Financial Institutions
  Prerequisite: FIN 310
- FIN 442 Investments
  Prerequisite: FIN 310, and FIN 440
- FIN 443 Working Capital Management
  Prerequisite: FIN 310
- FIN 444 Risk Management & Insurance
  Prerequisite: FIN 310
- FIN 446 International Financial Mgmt
  Prerequisite: FIN 310
- FIN 447 Financial Planning
  Prerequisite: FIN 310, and FIN 442
- FIN 449 Analysis of Financial Statement
  Prerequisite: FIN 310
- FIN 453 Finance and Banking
  Prerequisite: FIN 310
- FIN 454 Capital Structure & Financing
  Prerequisite: FIN 310
- FIN 455 Valuation of a Corporation
  Prerequisite: FIN 310
- FIN 456 Financial Project (Capstone)
  Prerequisite: FIN 310, FIN 440, FIN 442, FIN 443, FIN 444,
  FIN 446, FIN 447, FIN 449, FIN 453, FIN 454, FIN 455

BACHELOR OF SCIENCE
◆ MAJOR IN HOSPITALITY AND CASINO MANAGEMENT ❗

Faculty Advisor: Michael Pickett; (909) 919-7631; mpickett@nu.edu

The Bachelor of Science in Hospitality and Casino Management degree is intended to prepare students to work in the rapidly expanding field of Tribal Government Gaming Enterprises. This term includes all aspects of the casino operations and all ancillary departments that are tied into the infrastructure of such casino resorts. Combining general business and management courses with casino specific skill level and management courses, students will be prepared for an entry level position or advancement within the industry. In addition to acquiring general business and management skills, students will become familiar with the hospitality environment; understand the basic regulatory issues, including the terminology and implications for game protection. Working in collaborative teams, actual scenarios from industry will be discussed and analyzed through problem resolution processes. This program will prepare graduates to develop and lead world class hospitality services and value-added customer partnerships.

Program Learning Outcomes

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

- Communicate professionally and effectively with various levels of organizational leadership, customers, and team members in a variety of formats to include oral, visual, and written.
- Demonstrate broad-based skills including casino specific management and leadership skills, Minimum Internal Control Standards (MICS) and marketing concepts, and the unique role of Tribal Government Gaming Enterprises within the business and hospitality industry.
- Apply current hospitality and casino management guest service concepts and customer loyalty strategies recognized as industry standards.
- Utilize information and knowledge resources to maximize workplace learning, problem solving, and decision-making.
- Employ the major components of security and surveillance methods to include game protection, asset protection, and fair gaming procedures.
- Apply critical thinking skills and techniques in managerial decision-making processes.
- Demonstrate team problem solving tools, quality management for service organization, and a clear sense of what is required to build effective teams in the hospitality and gaming industry.
- Synthesize business policy, market opportunity, and organizational development linking technology policy with organizational strategy.
- Analyze the organizational and human aspects of the quality service in the hospitality industry to include key concepts of ethics, change management, communication, and managing resistance within today’s organizations.

Degree Requirements

To receive a Bachelor of Science with a Major in Hospitality and Casino Management, students must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University, 76.5 of which must be completed at the upper-division level, and a minimum 70.5 units of the University General Education requirements. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree. The following courses are specific degree requirements. Refer to the section of undergraduate admission procedures for specific information regarding admission and evaluation.
Requirements for the Major
(13 courses; 58.5 quarter units)

Technology Foundation Course
(1 course, 4.5 quarter units)
BKM 400 Business Knowledge Mgmt Strat

Business Foundation Courses
(4 courses, 18 quarter units)
MGT 309C Prin. of Mgmt & Organizations
HRM 409B Survey in HRM & OD
HCM 420 Hospitality and Casino Mkt
HCM 400 Princ of Hosp & Casino Acct

Hospitality and Casino Core Courses
(7 courses, 31.5 quarter units)
HCM 401 Intro to Casino Management
HCM 402 Service in the Casino Industry
HCM 405 Casino Operations Management
HCM 415 Gaming Rules and Regulations
HCM 425 Management of Gaming Revenues
HCM 435 Casino Security/Surveillance
HCM 445 Player Development Program

Capstone Project
(1 course, 4.5 quarter units)
Select one of the following:
HCM 480 Casino Internship
or
HCM 490 Capstone Project

Upper Division Elective Requirement
(3 courses; 13.5 quarter units)
Students may choose appropriate elective courses to satisfy the total upper division units needed for the degree with the following prefixes: ACC, BKM, BUS, ECO, FIN, HRM, LAW, LED, MGT, MKT, ODV or HCM.

BACHELOR OF SCIENCE
MAJOR IN ORGANIZATIONAL LEADERSHIP
Faculty Advisor: Michelle Browning; (310) 662-2144; mbrowning@nu.edu

The Bachelor of Science in Organizational Leadership provides students who are interested in starting, or who are currently working in, business enterprises with theoretical and applied knowledge of leadership theories and frameworks. Building understanding of the difference between leading small organizations and more traditional large corporations and agencies will be examined.

The premise that leadership is a process and can be learned through understanding theory, analyzing scenarios, case studies and complex problems will provide the opportunity for students to acquire their learning experientially.

The Bachelor of Science in Organizational Leadership is designed to give students the opportunity to develop the skills needed to be an effective leader in team and group settings within organizations. It is intended to help students move from an authoritarian paradigm to one of collaboration and integration.

Program Learning Outcomes
Upon successful completion of this program, students will be able to:
- Develop a personal leadership approach.
- Compare and contrast the concepts of leadership and power.
- Identify challenges and advantages of diverse groups in organizations.
- Analyze negotiating styles of leaders and evaluate their effectiveness.
- Examine the strategies leaders use to motivate and evaluate members of groups and teams.
- Analyze and evaluate aspects of leadership in organizational culture and global environments.
- Evaluate the ethical implications of leadership decisions and strategies.
- Compare and analyze strategies and frameworks used by leaders to initiate change in organizations.
- Explain how the classic studies have informed the understanding and application of leadership and organizational theory.
- Apply appropriate technology to leadership decision making in organizations.
- Communicate orally and in writing using proper business communication formats.

Degree Requirements
To receive a Bachelor of Science in Organizational Leadership, students must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University, 76.5 of which must be completed at the upper-division level, and a minimum 70.5 units of the University General Education requirements. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree. The following courses are specific degree requirements. Refer to the section on undergraduate admission procedures for specific information regarding application and evaluation.

Non-Leadership Course Requirements
(4 courses, 18 quarter units)
LAW 304 Legal Aspects of Business I
MGT 309C Prin. of Mgmt & Organizations
HRM 409B Survey in HRM & OD
or
ODV 410 OD, Career Systems, & Training
COM 334 Persuasion
Prerequisite: ENG 101, and COM 100, COM 103, or COM 220
or
COM 354 Professional Presentations
Prerequisite: ENG 101, and COM 100, COM 103, or COM 220
or
MKT 442A Intro to Public Relations

Leadership Courses in the Major
(10 courses, 45 quarter units)
LED 400 Introduction to Leadership
LED 410 Leading Diverse Groups & Teams
LED 420 Adaptive Leadership in Change
LED 430 Conflict/Negotiation for Ldrs
LED 440 Ldrship Overview of Org. Func.
LED 450 Advanced Group Dynamic Theory
Prerequisite: LED 400, and LED 410
LED 460 Ethics and Decision Making
LED 470 Classic Studies of Leadership
LED 480 Research for Leaders
Prerequisite: LED 410, and LED 420
LED 490 Leadership Capstone Project
Prerequisite: Completion of six of the preceding courses
Upper-Division Electives
(2 courses, 9 quarter units)

Students select from upper-division courses with the following prefixes: ECD, ECO, FIN, HCM, HRM, MGT, ODV, SMG, and SOC.

Minors

● Minor in Accountancy

Faculty Advisor: Connie Fajardo; (916) 729-7349; cfajardo@nu.edu

The Minor in Accountancy program is designed for students whose objective is to prepare for entry in the accounting field. Those aspiring to sit for the CPA or CMA exams should take the Bachelor of Science Major in Accountancy program.

Requirement for the Minor
(6 courses; 27 quarter units)

To receive a Minor in Accountancy students must complete the following six courses for which the upper division accounting required prerequisites have been successfully completed.

Minor Prerequisite
(1 course; 4.5 quarter units)

ACC 201  Financial Accounting Funds.

Requirements for the Minor
(6 courses; 27 quarter units)

ACC 300  Applied Tech for Accountants
Prerequisite: ACC 201
ACC 434  Government and Nonprofit Acct
Prerequisite: ACC 201
ACC 433A  Managerial Accounting I
Prerequisite: ACC 201
ACC 433B  Managerial Accounting II
Prerequisite: ACC 433A
ACC 410A  Intermediate Accounting I
Prerequisite: ACC 201
ACC 410B  Intermediate Accounting II
Prerequisite: ACC 410A

● Minor in Business Administration

Faculty Advisor: Brian Simpson; (858) 642-8431; bsimpson@nu.edu

Requirements for the Minor
(11 courses; 49.5 quarter units)

Prerequisites for the Minor
(5 courses; 22.5 quarter units)

ACC 201  Financial Accounting Funds.
ACC 202  Managerial Accounting Funds.
Prerequisite: ACC 201
ECO 203*  Principles of Microeconomics
ECO 204*  Principles of Macroeconomics
MNS 205*  Intro to Quantitative Methods
Prerequisite: Placement Evaluation

* May be used to meet a General Education requirement

Core Requirements
(6 courses; 27 quarter units)

MGT 309C  Prin. of Mgmt & Organizations
FIN 310  Business Finance
Prerequisite: ACC 201
LAW 410  Intro to Law & Legal Analysis
MGT 430  Survey of Global Business
Prerequisite: ECO 203, and ECO 204
MKT 302A  Marketing Fundamentals
MNS 407  Management Science
Prerequisite: MNS 205

● Minor in Economics

Faculty Advisor: Wali Mondal; (858) 642-8415; wmondal@nu.edu

The minor in Economics is designed for students with no background in Economics. Students will learn how a society makes economic decisions in allocating its scarce resources. Students will also learn how individuals, businesses and the government work together towards achieving the goals of a society. The minor consists of courses which are applied in nature so that students with a diverse background may find it beneficial. Students with a background in Economics may find a wide array of employment opportunities in local, state and federal government, in private sector, and in international organizations including the United Nations organizations and the Peace Corps. The minor will also help students succeed in graduate studies in all business disciplines including Finance, Management and Marketing, and will help those willing to pursue law degree or other professional training. For guidance and recommendations concerning the minor in Economics, please contact the above named faculty.

Requirements for the Minor
(8 courses, 36 quarter units)

Prerequisites for the Minor
(2 courses, 9 quarter units)

ECO 203*  Principles of Microeconomics
ECO 204*  Principles of Macroeconomics

* May be used to meet a General Education requirement

Core Requirements
(6 courses; 27 quarter units)

FIN 310  Business Finance
Prerequisite: ACC 201
MGT 309C  Prin. of Mgmt & Organizations

*M May be used to meet a General Education requirement
GRADUATE DEGREE PROGRAMS

MAESTRÍA GLOBAL EN ADMINISTRACIÓN DE NEGOCIOS (GLOBAL MBA) EN ESPAÑOL

Asesor Académico: Ramón Corona; (858) 642-8427; rcorona@nu.edu

La maestría en Administración de Negocios es un programa que proporciona a los estudiantes adultos las teorías y habilidades necesarias para tomar decisiones y negociaciones a nivel ejecutivo. La orientación de este programa es multidisciplinaria, incluyendo un análisis económico, político y cultural en la planeación estratégica, y el desarrollo de negocios nacionales e internacionales. Asimismo, se enfatiza la aplicación de principios éticos en las organizaciones.

El programa consiste en una serie de cursos que componen los diversos aspectos de un negocio en el ámbito global, tanto a nivel operativo, como conceptual y de liderazgo, y está diseñado para el ejecutivo (gerente o director) de una empresa pequeña, mediana o global, que busca aprender conceptos de administración, mercadotecnia, finanzas, liderazgo, etc., con un enfoque de aplicación inmediata en su organización. Asimismo, este programa es ideal para ejecutivos experimentados que buscan actualizar sus conocimientos y habilidades en áreas como mercadotecnia global o vía Internet (e-marketing), finanzas internacionales, etc., a fin de garantizar su competencia en el mercado.

Objectivos del Programa

- Integrar conceptos y teorías de Mercadotecnia, Liderazgo, Economía, Finanzas y Administración a la solución de problemas y aprovechar oportunidades de negocios. (Integrate Marketing, Leadership, Economics, Finance and Management concepts and theories to solving business problems and taking advantage of Business opportunities)
- Evaluar y analizar las situaciones de negocios en un contexto global para desarrollar estrategias y planes adecuados. (Evaluate and analyze business situations in a global setting to develop appropriate strategies and plans)
- Comparar el uso de las habilidades de Liderazgo y Negociaciones en un entorno global. (Judge leadership and negotiation skills in a changing Global environment)
- Diseñar y administrar alianzas y socios internacionales. (Design and manage international partnerships and alliances)
- Analizar estados financieros y tomar decisiones financieras y contables bien informadas y adecuadas. (Analyze financial statements and make informed financial and accounting decisions)
- Formular decisiones de negocios éticas y apoyar un ambiente de negocios justo e incluyente. (Formulate ethical business decisions and support a fair and engaging business environment)

Requisitos para el grado

(11 cursos; 49.5 unidades cuatrimestrales)

GMB 6895 Liderazgo y Negociaciones
GMB 6205 Negocios Electrónicos
GMB 6015 Estadísticas para Negocios
GMB 6315 Mercadotecnia Global
GMB 6735 Alianzas Estratégicas Globales
GMB 6825 Contabilidad Gerencial
GMB 6725 Administración del Riesgo Glob
GMB 6835 Administración Financiera Glob
GMB 6745 Estrategias Competitivas Globa
GMB 6025 Administración Estratégica

Prerequisites: Curso que culmina la parte académica para los estudiantes del MBA. A fin de inscribirse en GMB 6025, los estudiantes deben haber complad del menos 30 unidades cuatrimestrales de los cursos requeridos del MBA, exceptuando el GMB 696S.

GMB 6965 Proyecto MBA

GLOBAL MASTER IN BUSINESS ADMINISTRATION (MBA) IN SPANISH

Faculty Advisor: Ramón Corona; (858) 642-8427; rcorona@nu.edu

Ofrecido online y conducido enteramente en idioma español, el Global MBA en español ofrece a los estudiantes la oportunidad de adquirir los conocimientos y habilidades necesarias para ocupar puestos de liderazgo en la administración de empresas internacionales. La combinación de teoría y práctica práctica proporciona a los estudiantes la capacidad de aplicar los conceptos a situaciones reales de negocio, lo que les permite desarrollar una perspectiva global de la administración.

La maestría en Administración de Negocios (Global MBA) ofrece un enfoque multidisciplinario que abarca áreas como mercadotecnia, finanzas, liderazgo, economía y ética en las organizaciones. Los estudiantes aprenden a tomar decisiones estratégicas y a desarrollar alianzas y socios internacionales, lo que les prepara para enfrentar desafíos en el ámbito global.

Los cursos ofrecen a los estudiantes la oportunidad de adquirir habilidades prácticas en áreas como análisis económico, político y cultural, planeación estratégica, y desarrollo de negocios nacionales e internacionales. Los estudiantes aprenden a aplicar principios éticos en las decisiones de negocios, y se preparan para liderar y negociar en un entorno global justo e incluyente.

Los estudiantes que completan el programa Global MBA en español recibirán un título de maestría en Administración de Negocios (Global MBA), lo que les abre las puertas a oportunidades de carrera en empresas multinacionales y organizaciones internacionales.

La oferta online del programa permite a los estudiantes aprender en su propio ritmo y en su horario, lo que les brinda la flexibilidad necesaria para equilibrar sus estudios con sus responsabilidades laborales y familiares. La combinación de teoría y práctica práctica les proporciona la experiencia necesaria para enfrentar desafíos en el ámbito global.
The program consists of a series of courses covering the various business components in a global environment, both at an operational level, as well as conceptual and leadership, and it is geared towards the business executive (Manager or Director) of a small, medium or large global company who needs to learn key concepts and applications in the fields of Management, Marketing, Finance, Leadership, etc. focusing in an immediate application in his/her work or business. Furthermore, this program is ideal for experienced executives who need to update their knowledge and skills in fields such as Global Marketing, E-Marketing, Global Finance, and the like, so they remain competitive in the marketplace.

Program Learning Outcomes

- Integrate Marketing, Leadership, Economics, Finance and Management concepts and theories to solving business problems and taking advantage of Business opportunities
- Evaluate and analyze business situations in a global setting to develop appropriate strategies and plans
- Judge leadership and negotiation skills in a changing Global environment
- Design and manage international partnerships and alliances
- Analyze financial statements and make informed financial and accounting decisions
- Formulate ethical business decisions and support a fair and engaging business environment

Program Requirements

To have completed a Bachelor’s degree (including certificate or título) from an accredited institution. The Office of the Registrar will analyze the documentation provided and determine eligibility to the degree as well as the validation of the student’s academic background.

The applicant must also demonstrate proficiency in the Spanish language such as required for a graduate program, either by having taken the courses of the Bachelor’s program in Spanish language or by approval of the faculty advisor after a telephone or CLP interview with the student.

Degree Requirements

(11 courses; 49.5 quarter units)

In order to obtain the Global MBA in Spanish degree, students must complete at least 49.5 quarter units of graduate work. A maximum of nine (9) graduate units can be transferred from an accredited institution and used for credits in this program provided that the units have not been used to satisfy the requirements of an awarded degree. Students should refer to the admission requirements section for the application and evaluation details.

Core Requirements

(4 courses; 49.5 quarter units)

GMB 689S Leadership and Negotiations
GMB 620S Electronic Business
GMB 601S Statistics for Business
GMB 631S Global Marketing
GMB 673S Global Strategic Alliances
GMB 682S Managerial Accounting
GMB 672S Global Risk Management
GMB 683S Global Financial Management
GMB 674S Global Competitive Strategies
GMB 602S Strategic Decision Making (A capstone course for MBA students. To enroll in GMB 602S, MBA students must first complete at least 30 quarter units of the MBA program requirements, other than GMB 696S.)
GMB 696S MBA Project (Prerequisites: Must have completed all core classes.)
The Master of Arts in Human Resource Management provides students with both the critical skills and knowledge required to be effective in this continuously growing domain through case study, experiential learning opportunities, and best practices. This program serves to increase skills and abilities for a professional to either serve as a senior management team member or as a consultant to organization leadership on human resource management and organizational change issues.

The program integrates the many facets of human resource management in the 21st century through concept, theory, critical analysis and application of recruitment, staffing, training and development, organizational behavior, performance improvement, compensation, benefits, insurance, technology, legal aspects, labor relations, work groups and teams, organizational change and adaptation, ethical issues, and safety concerns in the workplace. The curriculum, incorporating relevant HRM and ODV technology and best practices for both consultants and internal practitioners, is much more in-depth and geared toward those already in the field of practice (HRM and ODV) and for business professionals who want to extend their knowledge beyond operations management. This cutting edge program is designed to offer an innovative multidisciplinary approach to the growing field of human resource management and the continuum of organizational change in the 21st century.

This program is recognized by the Society for Human Resource Management (SHRM) as being fully aligned with the recommended SHRM HR Curricular Guidelines.

Tracks

It is highly recommended that students complete the core courses prior to moving into the areas of specialization tracks. This will help ensure the students have a solid foundation in human resource management. Operating outside of this recommendation is at the student’s own discretion and he or she should seek advisement from a counselor and/or lead faculty of the program.

Program Learning Outcomes

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

• Complete a job analysis of a specific job to be used for recruiting, selection, performance appraisal, training, and compensation.
• Develop a recruiting plan and design a selection process for recruiting, interviewing, and selecting candidates for employment for jobs within an organization.

• Conduct a needs assessment and design a training program for current employees on a specific topic related to organizational goals.
• Assess benefits relevant to the employee population and organizational structure, and formulate a compensation system based upon merit, knowledge, and skill acquisition.
• Assess and develop methods designed to prevent employer liability and labor relation issues (anti discrimination statutes, employee and labor relations, union, and non-union environment issues).
• Develop a consulting proposal and course of action for an organization regarding a particular organizational challenge and/or change process.
• Recognize, analyze, and effectively address ethical, legal, and safety challenges faced in the workplace.
• Use knowledge acquired in this program to improve one’s job performance, develop one’s career, and contribute to the achievement of one’s organization’s goals and objectives.

Degree Requirements

(12 courses; 54 quarter units)

To receive a Master of Arts in Human Resource Management, students must complete at least 54 quarter units of graduate work. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and provided the units were not used in earning another advanced degree. It is recommended that students take the project course as their last course in the sequence of the program.

Core Requirements

(9 courses; 40.5 quarter units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Pre-Requisites</th>
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<tbody>
<tr>
<td>HRM 660 Theory &amp; Practice of HRM</td>
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<td>HRM 630 Legal, Ethical &amp; Safety Issues</td>
<td>ACC 610M, HRM 630M, ODV 600M, ODV 601M</td>
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<tr>
<td>HRM 637 Workforce Plan, Dev &amp; Outsourcing</td>
<td>ACC 610M, HRM 630M, ODV 600M, ODV 601M</td>
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<td>HRM 667 Compensation &amp; Benefits</td>
<td>ACC 610M, HRM 630M, ODV 600M, ODV 601M</td>
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<td>HRM 633A Seminar in Employee Relations</td>
<td>ACC 610M, HRM 630M, ODV 600M, ODV 601M</td>
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<td>HRM 669 Research Sem in HRM Corp Strat</td>
<td>ACC 610M, HRM 630M, ODV 600M, ODV 601M</td>
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<td>ODV 600 Theory &amp; Practice of OD</td>
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<td>ODV 601 Integrating Performance Mgt, Te</td>
<td>ACC 610M, HRM 630M, ODV 600M, ODV 601M</td>
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<tr>
<td>HRM 670 Project/Thesis</td>
<td>ACC 610M, HRM 630M, ODV 600M, ODV 601M</td>
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Program Electives

(5 courses; 13.5 quarter units)

To complete their program, students must select electives from any graduate level course offered by the School of Business and Management. Highly recommended in the choice of electives are FIN 600, Finance for Non-Financial Managers, and MGT 635, The Organizational Consulting Process.

In the alternative, students may complete their program by completing the specializations listed below. Completion of specialization in lieu of electives will increase the total number of courses by one.

Specialization in Organizational Development and Change Management

Faculty Advisor: Bernadette Baum; (858) 642-8404; bbaum@nu.edu

Program Requirements

(4 courses; 18 quarter units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Pre-Requisites</th>
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<tr>
<td>ODV 606 Seminar in Training &amp; Development</td>
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<td>ODV 608 Research Sem in Current Issues</td>
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<tr>
<td>LED 602 Developing Groups and Teams</td>
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<td>ODV 610 Adv Studies in Org Behavior in</td>
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Specialization in Organizational Leadership

Faculty Advisor: Julia Buchanan; (858) 642-8453; jbuchanan@nu.edu

The purpose of the area of specialization in organizational leadership is to provide students with the skills and theoretical concepts that will assist them when seeking promotions or positions in management and supervision. This area of specialization is designed to prepare diverse adult learners to become effective, change-oriented leaders in an international society by adding distinctive and challenging curricula.

This area of specialization is ideal for individuals who desire to understand the technical and reflective processes that often accompany opportunities to exercise leadership in profit and not-for-profit organizations.

Program Learning Outcomes

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

• Distinguish between multiple approaches for exercising leadership to promote innovation and confront complex issues within organizations.
• Interpret organizational dynamics, group dynamics and engage in systems thinking in order to promote the development of a learning organization capable of innovation, adaptation, and orchestrating conflict.
• Evaluate ethical issues and aid organizational members in creating ethical culture appropriate to the organizational and global environment that supports operating in environments of diversity, uncertainty and unpredictability.
• Distinguish between the functions of authority, power, the practice of leadership, and utilize frameworks that serve organizational purposes.

Program Requirements

(4 courses; 18 quarter units)

LED 602 Developing Groups and Teams
LED 603 Leadership in the 21st Century
LED 604 Leading Change and Adaptation
LED 605 Conflict and Power Dynamics

MASTERS OF BUSINESS ADMINISTRATION

Faculty Advisor: Farhang Mossavar-Rahmani; (858) 642-8409; fmossavar@nu.edu

The mission of the Master of Business Administration (MBA) program is to prepare students for leadership positions in business, and to provide them with the knowledge and skills needed to successfully manage organizations in an ever-changing business environment. The MBA program imparts the conceptual understanding and application of problem-solving tools contained in basic business disciplines, including accounting, economics, data analysis, finance, management, leadership, and marketing. In addition, students are equipped with the skills needed for effective team-building, quantitative and qualitative decision-making, and creative problem-solving. 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 Program has been designed based on the demands in both domestic and global market place.
2. Accessibility and support
   - MBA program is available to students in both online and onsite.
   - Upon admission to the MBA program students will be assigned to a faculty advisor to assist them throughout the program in making appropriate decisions about educational and career-related issues.
3. Specialization
   - Students may design their degree as a general business program or may choose to specialize in a particular discipline.
4. Application
   - The MBA program imparts the conceptual understanding and application of problem-solving tools contained in basic business disciplines. It also addresses the interests of the stakeholders of an enterprise and of the communities in which the enterprise is operating.
5. Technology
   - In order to fulfill the learning outcomes, classes will integrate current technology in traditional onsite classes as well as in web-enhanced online classes.

Contact the Faculty Advisor

All students are advised to contact the Faculty Advisor (see name, phone number and email address above) for a brief visit by phone or personal visit for the purpose of reviewing the student’s career objectives and providing guidance regarding the courses and/or specialization to be selected.

MBA Transition Program

National University students who completed a transition program as part of their undergraduate degree and who satisfy MBA transition program requirements described in the catalog description of various undergraduate programs must complete a minimum of 49.5 quarter units for their MBA degree. The number of units required for the MBA program is dependent on the coursework completed in the Bachelors transition program and the grades earned.

Basic English and Math Skills

It is strongly recommended that students who are unsure about having adequate English writing or math skills take one or both one-hour Accuplacer tests to determine their level of competency. If below the minimum level needed to be comfortable and ensure success in the MBA program, students should seriously consider enrolling in appropriate writing skill courses. If a student has already taken the GRE or GMAT, a score of at least of 130 (verbal) and 130 (quantitative) on the GRE or a score of at least 550 on the GMAT indicates adequate proficiency.

Program Learning Outcomes

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

• Subject Knowledge - Synthesize information from functional areas within an organization, such as operations, finance, accounting, management, and marketing, as they support decision-making processes throughout an organization.
• Strategic Planning - Evaluate the financial position of an enterprise, and plan the use of its financial resources to achieve its objectives.
• Problem Solving - Apply the basic theories of leadership, economics, and business statistics to solving business problems and taking advantage of business opportunities.
• Leadership and Governance - Formulate the appropriate business policies and strategies within an environment of change to meet the objectives of the organization’s stakeholders.
• Technology - Utilize current methodologies, systems and technology in order to plan, execute and implement the strategies needed for effective management.
• Globalization and Cultural Awareness - Assess the risk and opportunities associated with operating within multi-cultural, global business environment.
School of Business and Management

- Communication and Presentation - Demonstrate effective written communication and oral presentation skills in a collaborative, problem-solving setting.
- Diversity and Ethics - Assess and manage ethical issues and multicultural diversity.
- Critical Thinking - Examine information, ideas, belief, problems or arguments through an intellectual process that judges relevance, clarity, accuracy, and importance.

**Degree Requirements**
(16-19 courses; 63-76.5 quarter units)

To receive an MBA degree, students must complete at least 63 quarter units of graduate credit. A total of 13.5 quarter units of equivalent graduate work may be granted if completed with a grade of “B” or better (3.0 GPA) at another regionally accredited institution as it applies to this degree and provided the units were not used in earning another advanced degree. Please refer to the section on graduate admission procedures for specific information regarding application, evaluation, and the course waiver process.

**Self-Paced Foundation Courses (optional)**
The following non-credit, self-paced, and self-study courses are offered online, free of charge to registered MBA students.

**BUS 500A** Intermediate Algebra (0 quarter units)

**Two-Week Foundation Courses (Required)**
(2 courses; 4.5 quarter units-no graduate level credit granted)

The following two foundation courses are required for all MBA students, but may be waived if a score of 80 percent or above are achieved on a challenge exam. Rather than being self-study and self-paced, these courses are scheduled in normal fashion with qualified instructors. Each is two weeks long: ACC 501 is offered in the first two weeks of an academic month, and FIN 501 is offered in the second two weeks. The two courses are offered online and at certain onsite campus locations. Grading is “S” for Satisfactory, or “U” for Unsatisfactory. Although these courses are prerequisites for certain core courses and, do not provide academic credit, they have substantial content that is not covered in the related core courses and therefore must be successfully completed or waived by achieving a score of 80% on a challenge exam.

**ACC 501** Accounting Fundamentals (1.5 quarter units)
**FIN 501** Finance Fundamentals (3 quarter units)  
*Prerequisite: ACC 501, or ACC 201*

**Module I - Tools for Problem-Solving**
(8 courses; 36 quarter units)

**MGT 605** Organization Mgmt & Leadership
**MKT 602** Marketing Management
**MGT 608** Managerial Support systems
**MNS 601** Statistics for Business
**ECO 607** Economics for Managerial Decisions  
*Recommended: Prior completion of: BUS 500A*
**ACC 604** Managerial Accounting  
*Prerequisite: ACC 501*
**FIN 609A** Seminar in Financial Management  
*Prerequisite: FIN 310, or FIN 501*
**ECO 602** Global Context of Business

*Up to three of the eight Module I courses may be waived by a student who has taken an undergraduate course in a similar subject and can demonstrate sufficient knowledge retention by achieving a score of 84 percent or above on a graduate level challenge exam. Students may then make up the quarter units needed to meet the 63 quarter units required for the degree by taking an additional graduate level course offered by the School of Business and Management. The fifth course of a five-course specialization would also provide the required quarter units.

**Module II - Application and Integration**
(2 courses; 9.0 quarter units)

**MGT 602** Strategic Decision-Making
**MGT 652** Business Simulation  
*Prerequisite: MGT 602*

**MGT652 is a simulation of strategic decision-making, and a thorough knowledge of business strategy theory and models is required to participate productively in this simulation.**

**General Electives**
(4 courses; 18 quarter units)

Students may select any graduate courses offered by the School of Business and Management, including BUS 691 Internship Project. As an alternative, students may enroll in an Area of Specialization (see below). Some of the specializations require five rather than four courses. The fifth course is the capstone for the area of specialization that can be used to replace MGT 652 in the Module II. Also, if a student can successfully challenge one of the Module I courses (with approval of the Lead Faculty), the fifth specialization course can be used to replace the quarter units of the waived course.

**MGT 601M** Principles of Management  
**LED 601** Ethics and Classic Theories  
**BKM 600** Knowledge Mgmt for Bus Strateg  
**IBU 540** International Experience  
**MGT 625** Managerial Communication

**MBA Specialization Requirements for Specialization**
(4-7 courses; 18-31.5 quarter units)

In lieu of general electives, students can choose an Area of Specialization. In order to graduate with a specialization, students must complete all courses specified in the desired area in addition to all Module I and Module II requirements except the area of specializations that have capstone course. In that case students are required to take only MGT 602 in the Module II.

**Specialization in Financial Management**

*Faculty Advisor: Gardeep Chawla; (408) 236-1138; gchawla@nu.edu*

The field of finance has undergone great changes in the last decade and now represents one of the most dynamic activities within companies of all sizes, as well as within nonprofit and governmental organizations. Executives with a background in finance head about one out of every three corporations today.

The financial management program is designed to provide both a
sound theoretical and a conceptual framework for financial managers. Special emphasis is placed on growth and diversification policies, evaluation and management of securities portfolios, investment banking and merger strategies, analysis of foreign exchange rate movements, formulation of plans to reduce foreign exchange risk exposure and case and/or research projects dealing with contemporary financial issues.

**Program Learning Outcomes**

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

- Evaluate financial condition of the company and recommend the proper course of actions.
- Evaluate the capital structure of the company and the impact of that on the raising capital.
- Appraise securities portfolios and investment proposal and evaluate the relationship among the returns for foreign and domestic investment instruments.
- Assess foreign exchange risk and evaluate the exchange rate systems used by the various governments and the governments’ intervention in the foreign exchange markets.
- Evaluate methods of payments for international trade and common trade financing methods.

**Program Requirements**

(5 courses; 22.5 quarter units)

- **FIN 610** Topics in Financial Management
  - **Prerequisite:** FIN 609A
- **FIN 631** Security Analysis & Portfolio
  - **Prerequisite:** FIN 609A
- **FIN 635** International Finance
  - **Prerequisite:** FIN 609A
- **FIN 674** Managing Financial Institution
  - **Prerequisite:** FIN 609A
- **FIN 655** Finance Research Project
  - **Prerequisite:** FIN 609A and minimum of 36 quarter units of core courses

**▲ Specialization in Human Resource Management**

*Faculty Advisor: Bernadette Baum; (858) 642-8404; bbaum@nu.edu*

This area of specialization focuses on managing people, the human resource of the organization. Moving beyond common sense and good interpersonal skills, these courses provide students with the knowledge to recruit, select, train, evaluate and compensate employees. Students learn how changes in the workplace, such as governmental regulations, global competition, developing technologies and organizational transformations, influence the performance and productivity of workers. Technical knowledge and practical skills for dealing with a multicultural workforce offer students new ideas on leadership and effective tools for managing human resource.

**Program Learning Outcomes**

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

- Complete a job analysis of a specific job to be used for recruiting, selection, performance appraisal, training and compensation.
- Develop a recruiting plan and design a selection process for recruiting, interviewing, and selecting candidates for employment for jobs within an organization.
- Conduct a needs assessment and design a training program for current employees on a specific topic related to organizational goals.
- Assess benefits relevant to the employee population and organizational structure, and formulate a compensation system based upon merit, knowledge, and skill acquisition.
- Recognize, analyze, and effectively address ethical, legal and safety challenges faced in the workplace, and develop methods designed to prevent employer liability.

**Program Requirements**

(4 courses; 18 quarter units)

- **HRM 660** Theory & Practice of HRM
- **HRM 630** Legal, Ethical & Safety Issues
- **HRM 637** Workforce Plan, Dev & Outsource
- **HRM 667** Compensation & Benefits

**▲ Specialization in Integrated Marketing Communication**

*Faculty Advisor: Sara Kelly; (858) 309-3460; skelly@nu.edu*

This specialization prepares students to take leadership roles in the management and control of marketing messages within and beyond their organizations. Building on the foundation developed in the core classes, courses in this sequence provide learners with essential skills in the marketing communication process. Students gain mastery in conceiving, planning and distributing integrated marketing content for traditional and new media channels, including blogs, social networks and mobile media. They also learn essential quantitative research skills that enable them to evaluate the effectiveness of communication campaigns. Through coursework and a capstone project, graduates are prepared to fulfill management responsibilities for commercial and not-for-profit marketing efforts, including advertising, public relations, fundraising, and other campaigns.

**Program Learning Outcome**

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

- Critique integrated marketing communication campaigns by writing analysis paper.
- Construct integrated marketing communication plan by executing plan.
- Produce marketing communication content by supervising creative workers.
- Propose content dissemination channels by writing media mix plan.
- Evaluate effectiveness and return-on investment of communication campaigns.

**Degree Requirements**

This specialization prepares students to take leadership roles in the management and control of marketing messages within and beyond their organizations. Building on the foundation developed in the core classes, courses in this sequence provide learners with essential skills in the marketing communication process. Students gain mastery in conceiving, planning and distributing integrated marketing content for traditional and new media channels, including blogs, social networks and mobile media. They also learn essential quantitative research skills that enable them to evaluate the effectiveness of communication campaigns. Through coursework and a capstone project, graduates are prepared to fulfill management responsibilities for commercial and not-for-profit marketing efforts, including advertising, public relations, fundraising, and other campaigns.

**Program Requirements**

(5 courses; 22.5 quarter units)

- **COM 605** Content Distribution
- **COM 610** Integrated Marketing Comm
- **COM 630** Campaign & Program Evaluation
  - **Prerequisite:** COM 610, COM 615
- **COM 635** Management of Creativity
- **COM 660** Capstone Project
School of Business and Management

▲ Specialization in International Business 🌍
Faculty Advisor: Juan Espana; (858) 642-8448; jespana@nu.edu

Business activities have an increasingly global reach. Successful business professionals must have a thorough knowledge of international business environments and be able to operate within individual foreign markets.

In this specialization students have the option to travel to foreign locations where, under the guidance of National University professors, they attend lectures, visit universities, factories and cultural sites, thus achieving full immersion in a foreign environment such as China, 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:

• Identify and analyze the factors that shape the international business environment.
• Examine the main differences between domestic and international operations of companies and the implications for functional areas such as human resource management, marketing, R&D, manufacturing, logistics, etc.
• Determine the best approach to enter individual foreign markets based on the selection of appropriate entry modes and competitive strategies.
• Perform in-depth quantitative and qualitative analysis of foreign markets and countries
• Assess the relative attractiveness of foreign markets based on a systematic appraisal of relevant quantitative and other data.

Program Requirements

(4 courses; 12 quarter units)

Student should choose 4 courses from the following:
MGT 630 Global Business Environment
MGT 637 Comparative Int'l Management
MGT 680 Topics in Int'l Business
IBU 653 Global Bus. & Strat. Planning
IBU 540 International Experience

▲ Specialization in Management Accounting 📊
Faculty Advisor: Joyce Ellis; (858) 642-8478; jellis@nu.edu

Designed for students who wish to prepare for entry into the corporate, not-for-profit, or government sector of the accounting profession, and may be considering candidacy for the Certified Management Accountant (CMA) designation.

Students wishing to prepare for the Certified Public Accountant (CPA) certification should consider the B.S. in Accountancy or Master of Accountancy program which programs provide the broader and more in-depth preparation, including income taxes and auditing, needed for the CPA Exam. (CPA Exam candidates in California must have completed 24 semester units (36 quarter units) in accounting or tax courses and 24 semester units (36 quarter units) in business courses which include business law, mathematics, statistics, computer science, and information systems.)

Before taking any of the courses in the Specialization in Management Accounting, students are strongly advised to contact the Faculty Advisor or other member of the accounting faculty for a brief phone interview to review the student's career objectives.

Program Learning Outcomes

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

• Record and properly categorize common business transactions, make appropriate adjusting journal entries as needed, and prepare financial statements in accordance with U.S. accounting standards.
• Analyze cost and managerial accounting data and other qualitative information to prepare reports for external and internal users.
• Measure, analyze, and report accounting information of governmental and not-for-profit entities.
• Measure, analyze, and report accounting information for business entities.
• Integrate and utilize current information technologies, methodologies, and systems to plan, implement, execute, and analyze performance of the organization and its resources.

Program Requirements

(7 courses; 31.5 quarter units)

To receive an MBA with Specialization in Management Accounting, students must complete the following seven courses. Note that ACC604 is waived for students who complete both ACC630M and ACC631M. Additional graduate accounting courses can be used to replace ACC601M and/or any of the Module I courses that have been waived by challenge exam.

ACC 601M *Foundations of Financial Acc
ACC 630M Cost Accounting
Prerequisite: ACC 601M
ACC 631M Advanced Managerial Accounting
Prerequisite: ACC 630M
ACC 657 Accounting Information Systems
Prerequisite: ACC 601M
ACC 640M Acc for Gov’t & NFP Entities
Prerequisite: ACC 601M
ACC 610M Financial Accounting I
Prerequisite: ACC 601M
ACC 611M Financial Accounting II
Prerequisite: ACC 610M

* This course can only be waived by students who have taken a similar college level course and can demonstrate sufficient knowledge retention by achieving a score of 84 percent or above on a challenge exam.

▲ Specialization in Marketing 🛍
Faculty Advisor: Mary Beth McCabe; (858) 642-8412; mmccabe@nu.edu

The Marketing specialization allows students to gain an understanding of how marketing relates to all the other functions of a business and how to integrate marketing into everything the business does. The Marketing pathway aims to promote a comprehensive understanding of the role of marketing management in consumer, industrial markets and service industries in addition to developing problem-solving and decision-making capabilities in these fields. Marketing concepts provide valuable insights into the various exchange processes involved in consumer, business-to-business, and non-profit settings, around the globe. The purpose of this is to develop a critical and analytical approach to marketing managers' tasks within the context of the organization as a whole.

Students interested in the marketing specialization should be curious about why customers buy what they do and how product development, branding, pricing, and other elements of the marketing mix affect consumer choices. Beyond the first-core marketing management class as part of general MBA program, specialization students are required to take market research, consumer behavior, global marketing, strategic operational marketing and marketing practicum (capstone). Marketing practicum is an integrative course
and the capstone for the specialization. The principal outcome of the capstone course will be the completion of a project to integrate various functional areas of marketing. After completing the Marketing AOS—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 developing successful strategies.
- Synthesis of marketing, personnel and financial initiatives.
- Analysis and positioning of a brand and building equity.
- Application of classic and leading-edge marketing principals and theories.
- Understanding of an in-depth knowledge and specific tools derived from the modern marketing world.

Program Requirements

(4 courses; 18 quarter units)

- **MKT 620 Consumer Behavior**
  - Prerequisite: MKT 602
- **MKT 631 Global Marketing**
  - Prerequisite: MKT 602
- **MKT 634 Market Research**
  - Prerequisite: MKT 602
- **MKT 660 Strategic Operational Marketing**
  - Prerequisite: MKT 602, MKT 620, MKT 631, and MKT 634

▲ Specialization in Mobile Marketing and Social Media

**Faculty Advisor:** Mary Beth McCabe; (858) 642-8412; mmcabe@nu.edu

The Specialization in Mobile Marketing and Social Media academically prepares MBA students for a range of marketing-related careers, including: mobile marketing managers, project managers, digital brand managers, social media managers, community managers, entrepreneurs, and job opportunities with agencies and related service businesses as well as the public sector such as local, city, regional and national government and non-profit organizations. The specialization in the MBA is designed for students with some, little or no marketing experience with an undergraduate degree in any discipline. Upon completion of the specialization, students will be able to direct content, mobile and social media strategy across an enterprise, large or small. This includes building brand awareness through online channels, interfacing with customers and customer relationship management (CRM) systems, internal partners and vendors, the integration of community elements on and off the organization’s website, mobile and social monetization and collaborating with related departments within the organization to execute on key initiatives. Students who complete this specialization will be equipped to lead others in their organizations, providing expert support in mobile marketing and social media related activities to company and vendor partners.

Course content is based upon the most current successful marketing business practices and ethical behaviors. A global approach to understanding the turbulent changes in the marketplace and how that affects businesses’ products and services is included in the curriculum.

Program Learning Outcomes

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

- Identify and assess mobile marketing and social media strategies for a business.
- Apply ethical behavior and legal knowledge of mobile marketing and social media.
- Integrate the 3 C’s: Communication, Content, and Commerce using current cases in mobile marketing and social media.
- Develop marketing strategies to plan the three M’s: Monitoring, Measurement, and Metrics.
- Utilize mobile marketing and social media marketing principles and procedures applicable to business, governmental, and not-for-profit entities.
- Create strategic plans using mobile marketing and social media and develop, implement and evaluate their effectiveness for products or services in a global marketplace.
- Create and present a mobile marketing and social media plan for an existing company in both written and oral forms to faculty, industry experts and classmates.

Core Requirements

(5 courses; 22.5 quarter units)

- **MKT 651 Mobile Marketing**
- **MKT 652 Adv Mobile Mkt Strategies**
  - Prerequisite: MKT 651
- **MKT 653 Social Media**
- **MKT 654 Adv Social Media for MKT**
  - Prerequisite: MKT 653
- **MKT 655 Mobile MKT SocialMedia Project**
  - Prerequisite: MKT 654, MKT 652

▲ Specialization in Organizational Leadership

**Faculty Advisor:** Julia Buchanan; (858) 642-8453; jbuchanan@nu.edu

The purpose of the area of specialization in organizational leadership is to provide students with the skills and theoretical concepts that will assist them when seeking promotions or positions in management and supervision. This area of specialization is designed to prepare diverse adult learners to become effective, change-oriented leaders in an international society by adding distinctive and challenging curricula.

This area of specialization is ideal for individuals who desire to understand the technical and reflective processes that often accompany opportunities to exercise leadership in profit and not-for-profit organizations.

Program Learning Outcomes

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

- Distinguish between multiple approaches for exercising leadership to promote innovation and confront complex issues within organizations.
- Interpret organizational dynamics, group dynamics and engage in systems thinking in order to promote the development of a learning organization capable of innovation, adaptation, and orchestrating conflict.
- Evaluate ethical issues and aid organizational members in creating ethical culture appropriate to the organizational and global environment that supports operating in environments of diversity, uncertainty and unpredictability.
- Distinguish between the functions of authority, power, the practice of leadership, and utilize frameworks that serve organizational purposes.

Program Requirements

(4 courses; 18 quarter units)

- **LED 602 Developing Groups and Teams**
- **LED 603 Leadership in the 21st Century**
- **LED 604 Leading Change and Adaptation**
- **LED 605 Conflict and Power Dynamics**
The Bachelor of Arts in Management/Master of Global Management

This program is especially helpful to those who have been or are currently working in organizations which operate internationally or are impacted by international organizations. Through a series of relevant business courses, students are prepared to apply program content to improve decision-making skills for dealing with a changing work environment and multicultural workforce. Students will gain practical knowledge and skills on leadership and effective tools for managing human resources.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:
• Apply fundamental business activities, theoretical and practical, related to golf management;
• Appraise ethical issues as they apply to cross-functional management activities in the golf industry;
• Select current and emerging trends in the golf industry and apply issues related to marketing, branding, finance, sustainability, and the evolving customer base;
• Defend the importance of diversity and multiculturalism in the global golf industry;
• Prepare graduate-level written work in golf management and demonstrate appropriate oral and written communication skills in the presentation of graduate-level work;
• Perform analytical and critical thinking skills in appraising the complex network of challenges and opportunities associated with the golf industry.

Program Requirements
(5 courses; 22 quarter units)

PGM 600 General Management
PGM 610 Turfscience and Sustainability
PGM 620 The Business of Instruction
PGM 630 Marketing and Profitability
PGM 690 PGM Project

MASTER OF GLOBAL MANAGEMENT

The Master of Global Management is appropriate for students currently or intending to be working in organizations which operate internationally or are impacted by international organizations. Through a series of relevant business courses, students are prepared to apply program content to improve decision-making skills to become more effective managers.

This program is especially helpful to those who have been or expected to be promoted from more technical fields into management positions. The program integrates many aspects of management to prepare graduates to identify work to be completed and how to engage others in the completion of this work.

The Bachelor of Arts in Management/Master of Global Management (BAM/MGM) Transition Program

The Bachelor of Arts in Management/Master of Global Management (BAM/MGM) Transition Program allows currently enrolled BAM students with a cumulative grade point average of at least a 3.0, who are within completing their last six courses, to register for two MGM courses as electives for their BAM degree. Students can take the following two courses: MGT601M and MGT630. The number of courses to complete to earn the MGM is reduced from 13 to 11 courses. To be eligible for the Transition Program, students must apply for the MGM and begin their program of study within six months after completing their final BAM course. Students must complete the 13-course MGM program (including the two courses in the Transition Program) within four years with no break exceeding 12 months. Students must complete graduate-level course work taken as part of the BAM degree with a grade of B or better. The course work will not transfer as graduate-level credit to National University or any other institution as it is part of an undergraduate degree program.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:
• Define problems, use program concepts to frame analysis, and generate conclusions from analysis, and make recommendations for positive action.
• Select the most effective managerial alternative after considering the influences of principles of organizational behavior, communication, and motivation.
• Anticipate the impact of cultural similarities and differences on interpersonal and intergroup dynamics.
• Predict forces impacting an organization that arise from global origins.
• Choose the most appropriate action to solve managerial challenges through the application of the steps of planning, organizing, and controlling.
• Recognize ethical dilemmas and make appropriate managerial choices in a context of organizational social responsibility.

Degree Requirements

To receive a Master of Global Management, students must complete at least 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. Refer to the section on graduate admission requirements for specific information regarding application and evaluation.

Core Requirements
(13 courses; 58.5 quarter units)

MGT 601M Principles of Management
MGT 610 Global Business Environment
MGT 625 Managerial Communication
ODV 600 Theory & Practice of OD
FIN 600 Finance for Non-Financial Mgrs
SOC 604 Culture and Socialization
MKT 602 Marketing Management
MGT 603 Business Operations Management
MGT 604 Project and Program Management
MGT 606 Service Management
MGT 607 Performance Management
MGT 637 Comparative Int’l Management
MGT 612 Global Strategic Project

Graduate Elective Option
(1 course; 4.5 quarter units)

Students may choose to use the below course in place of one of these core courses: SOC 604 or MGT 637. Students desiring this option must notify their advisor when scheduling the IBU540 class so appropriate notation can be made in the record for graduation.

IBU 540 International Experience
The Master of Science in Management Information Systems (MSMIS) program is designed to provide students with the requisite management, business, strategic, and technical skills needed to help them apply information systems technology more efficiently and effectively. The MSMIS program’s objective is to close this gap by providing the needed education and career development foundations, including oral, written, and presentation skills; technical skills; people and business skills; and ethics and professionalism, which are integrated throughout its individual courses. The curriculum is designed as a set of interrelated building blocks consisting of foundations, core, integration, and career tracks.

Admission Requirements

Candidates seeking admission to the program must possess a baccalaureate degree. This program is designed to offer information systems expertise to those from various education backgrounds. Enrolling students must have an undergraduate degree in information systems, information technology, computer science, or software engineering, business or must have approval of the lead faculty and have some background in business and technology.

Transition Programs

National University students who completed a transition program as part of their undergraduate degree and who satisfy MSMIS transition program requirements described in the catalog description of various undergraduate programs must complete a minimum of 45 quarter units for their MSMIS degree. The number of units required for the MSMIS 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:
- Use analytical and critical thinking skills to develop organizational project management strategies and strategic solutions for information system processes.
- Perform systems analysis that addresses requirements among information systems technology, people and organizational goals.
- Evaluate current and emerging systems integration and distributed computing alternatives to maximize efficiencies and meet organizational goals.
- Develop decision support system solutions inclusive of knowledge based systems, expert systems and artificial intelligence.
- Illustrate managerial principles and applications of networking and telecommunications.
- Communicate and advise organizations using written and oral skills required for IS professionals.
- Integrate legal, ethical, and global implications in decision making processes.

Degree Requirements

To receive a Master of Science in Management Information Systems, student must complete 54 quarter units of graduate coursework. A total of 13.5 quarter units of graduate work completed at another institution may be transferred to meet stated requirements in the program provided those units were not used in earning another advanced degree. The degree program consists of ten courses plus the two-part MSMIS graduate project (two courses; 4.5 quarter units each) that cannot be taken until all other core courses have been completed or by approval of the lead faculty.

Core Requirements

(12 courses; 54 quarter units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisite</th>
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<tbody>
<tr>
<td>CIS 601</td>
<td>Information Systems Strategies</td>
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<tr>
<td>CIS 602</td>
<td>Network Services &amp; Protocols</td>
<td>Prerequisite: CIS 601</td>
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<tr>
<td>DAT 604</td>
<td>Database Design and Impl.</td>
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<tr>
<td>CIS 604</td>
<td>Management and Security</td>
<td>Prerequisite: CIS 601</td>
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<tr>
<td>LED 606</td>
<td>Information Mgmt for Leaders</td>
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<tr>
<td>MGT 604</td>
<td>Project and Program Management</td>
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<td>BKM 600</td>
<td>Knowledge Mgmt for Bus Strateg</td>
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<td>BKM 610</td>
<td>Managerial Sup Syst, DSS &amp; ESS</td>
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<tr>
<td>TMG 625</td>
<td>Systems Analysis and Design</td>
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<tr>
<td>CIS 607</td>
<td>Systems Integration</td>
<td>Prerequisite: CIS 601</td>
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<tr>
<td>CIS 620A</td>
<td>Master’s Research Project I</td>
<td>Prerequisite: All core requirements with a GPA of 3.0 approval of lead faculty.</td>
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<tr>
<td>CIS 620B</td>
<td>Master’s Research Project II</td>
<td>Prerequisite: CIS 620A</td>
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■ MASTER OF SCIENCE IN ORGANIZATIONAL LEADERSHIP

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.
School of Business and Management

- Utilize dialogue and other forms of inquiry with groups and teams in order to create collective problem solving and strategic plans.
- Create frameworks to determine how decisions made might impact ethical culture, support sustainability practices and serve the organizational purpose.
- Identify quality scholarship and research and demonstrate the potential application of emerging leadership theory and knowledge to real world scenarios and simulations.
- Integrate knowledge and skills from multiple disciplines in order to utilize critical thinking, synthesize information, manage conflict, and create collective problem solving capacity.

**Degree Requirements**

(12 courses; 54 quarter units)

To receive a Master of Science in Organizational Leadership, students must complete at least 54 quarter units of graduate work. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and provided the units were not used in earning another advanced degree. Refer to the section on graduate admission procedures for specific information regarding application and evaluation.

**Core Requirements**

(10 courses; 45 quarter units)

LED 601 Ethics and Classic Theories
LED 602 Developing Groups and Teams
LED 603 Leadership in the 21st Century
LED 604 Leading Change and Adaptation
LED 605 Conflict and Power Dynamics
LED 610 Analysis and Decision Making
LED 615 Consulting and Assessments
LED 620 World View & Adult Development
LED 680 Leadership Research
**Prerequisite:** LED 601, LED 602
LED 690 Capstone Project
**Prerequisite:** 5 LED courses

**Program Elective**

(2 courses; 9 quarter units)

Each student must complete two graduate courses from the School of Business and Management to meet the elective requirement. In lieu of general electives, students can choose to take the Area of Specialization in Community Development. Students must complete all four courses specified in the Specialization.

**Strongly Recommended**

LED 650 Teaching Leadership

**Specialization in Community Development**

The area of Specialization in Community Development is designed for aspiring change agents and leaders, working in social transformation and community development. In order to prepare leaders to analyze community development projects and practices from within systemic, holistic, and sustainable perspectives, students will be prepared to frame issues and integrate cultural differences within diverse populations. This program is tied to real-world needs, and promotes a constant emphasis on the interplay between theory, reflection, and practice. An area of Specialization in Community Development is ideal for individuals who desire to develop the understanding of the dynamics of power, politics, and resources in a social transformation and community development context.

The objective of this program is to equip leaders with the ability to become:
- Scholars with sensitivity and expertise at observing and interpreting culture and community dynamics.
- Innovators who can develop and implement culturally responsive programs that address social issues.
- Critical thinkers able to evaluate approaches to meeting the needs of communities.
- 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 core requirements for the Master of Science in Organizational Leadership and these required 4 courses.

**Program Requirements**

(4 courses; 18 quarter units)

SCD 600 Global Development
SCD 610 Human Environments
SCD 630 Culture and Change
SCD 680 Planning and Evaluation

**MASTER OF SCIENCE IN SUSTAINABILITY MANAGEMENT**

*Faculty Advisor: Ben Radhakrishnan; (858) 309-3423; bradhakrishnan@nu.edu*
*Nelson Allamirano; (858) 642-8428; naltamirano@nu.edu*

This blended program prepares students for the industrial revolution of the 21st century. There is no doubt that we need to re-think our way of living, producing and consuming in order to eliminate the current contradictions between the natural world, the community and the profitability of businesses. In fact, many corporations, cities, states and countries are introducing new policies and programs from an emphasis on pollution control to pollution prevention to sustainable practices. Sustainability in the sense that programs do incorporate all social, ecological and economic conditions, as well as, the general principle of meeting the needs of the present generation without compromising the ability of future generations to meet their own needs.

This program is designed to provide methods and theories appropriate to the study of sustainability from business perspectives to practical engineering. After a comprehensive interdisciplinary introduction to sustainability, students are exposed to managerial key
ideas and practices with sustainable perspectives: risk assessment, life cycle, lean supply chain, firm excellence and innovation. Students are also exposed to combine engineering and sustainability concepts into the management practices of energy, environment, watershed and buildings. The strength of the program comes from its engineering and management blended nature, as well as its theoretical and practical approach.

Career Tracks

After completing the MS in Sustainability Management degree, students can enter the job market or pursue further higher educational degrees. Possible types of jobs include: Project Manager, Sustainability Manager, Sustainability Analyst, Sustainable Design Professional, Engineer, Environmental Consultant, Sustainability Consultant, Energy Efficiency Analyst, Operations Manager, Development Specialist, Resource Manager, etc. Students interested in continuing their educational careers can pursue doctoral degrees in sustainability, management, sustainable development, natural resources and sustainability, or other related doctoral degrees.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:
• Apply scientific knowledge and methods required to evaluate sustainability concepts and systems.
• Design, manufacture, and manage processes in an environmentally conducive manner.
• Analyze engineering and management problems in their social and environmental context.
• Develop economic, environmental, and social sound sustainable decisions.
• Evaluate the impact of products, processes, and activities through life cycle assessment.
• Develop written communication skills required for this profession.
• Demonstrate professional, legal, and ethical responsibility in decision making practices.

Degree Requirements

(12 courses; 54 quarter units)

To receive a Master of Science in Sustainability Management, students must complete 49.5 quarter units of graduate level credit. A total of 9.0 quarter units of graduate credit may be granted for equivalent graduate work completed at another regionally accredited institution, as it applies to this degree, and provided the units were not used in earning another advanced degree. Students should refer to the section in the graduate admission requirements for specific information regarding application and evaluation.

Program Prerequisites

(1 course; 4.5 quarter units)

Candidates for the program must possess a Bachelor’s degree in engineering, engineering technology, sciences, business, management or a closely related area from a regionally accredited university. Interested students from other disciplines may be admitted to the program but may be required to complete additional courses. Non-degree students will not be allowed to enter this program. For those who have a general non-science and non-engineering degree, admission is based on relevant experience and the completion of the following program prerequisite:

CSC 220*  Applied Probability & Stats.
Prerequisite: MTH 215

* This course may be waived if its equivalent has been completed at the undergraduate level with a grade of “C” or better.

Core Requirements

(11 courses; 49.5 quarter units)

SUS 601  Introduction to Sustainability
SUS 602  Enterprise Excellence
Prerequisite: CSC 220 or permission from lead faculty.
SUS 603  Sustainable Innovation
SEM 604  Life Cycle and Risk Assessment
SEM 605  Energy Management
SEM 606  Environmental Management
SEM 607  Watershed Management
SEM 608  Sustainable Buildings
SEM 604  Sustainable Supply Chain
SEM 610A  Project I
Prerequisite: SUS 601, SUS 602, SUS 603, SEM 604, SUS 604, SEM 605, SEM 606, SEM 607, SEM 608
SEM 610B  Project II
Prerequisite: SEM 610A

CERTIFICATES

● UNDERGRADUATE CERTIFICATE IN ACCOUNTANCY

Faculty Advisor: Consolacion Fajardo; (916) 729-7349; cfajardo@nu.edu

Designed for students who wish to prepare for entry into the accounting profession and may be considering one of the recognized professional accounting designations other than the Certified Public Accountant (CPA). CPA Exam candidates should consider the B.S. in Accountancy or Master in Accountancy which provide much greater in-depth preparation for the CPA Exam. CPA Exam candidates in California must have completed 24 semester units (36 quarter units) in accounting or tax and 24 semester units (36 quarter units) in business which includes business law, mathematics, statistics, computer science, and information systems.

Students who wish to pursue a baccalaureate degree, a second baccalaureate degree, or a master’s degree can apply some or all of the academic credits awarded in the certificate program toward that degree, depending upon its requirements and providing the coursework taken is at the same level as the degree program.

Before taking any of the courses in the Certificate in Accountancy program, students are strongly advised to contact a full-time accounting faculty member for a brief interview to review the student’s career objectives and provide guidance as to the courses to be selected.

Certificate Prerequisite

(1 course; 4.5 quarter units)

(Before taking any other accounting courses in this program, students must complete ACC 201 or its equivalent within two years with a grade of “C” or better, unless they receive an equivalent grade on an accounting aptitude exam.)

ACC 201  Financial Accounting Funds.

Certificate Requirements

(6 courses; 27 quarter units)

To receive a Certificate in Accountancy, students must complete any six undergraduate courses with the prefix ACC for which the required prerequisite has been successfully completed. It is strongly recommended that students consult with full-time accounting faculty before enrolling in the Certificate in Accountancy.
School of Business and Management

● UNDERGRADUATE CERTIFICATE IN BASIC HUMAN RESOURCE MANAGEMENT

Faculty Advisor: Bernadette Baum; (858) 642-8404; bbaum@nu.edu

The Certificate in Basic Human Resource Management is designed to provide fundamental knowledge and skills for students seeking entry-level and supervisory positions in the field of human resource management. The program provides a basic knowledge of the foundations of managing human resources, including recruitment, selection, retention, compensation, development, and legal compliance in the workplace. The certificate program prepares students for expanded opportunities in diverse industries. Students will obtain valuable knowledge and skills in human resource management that will enable them to contribute to the ongoing process of attracting and retaining individuals who will assist in furthering an organization’s interest in achieving its mission.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:
• Comprehend the various functions of human resource management.
• Identify and describe the stages of the human resource planning process.
• Describe key issues in the motivation and compensation of employees.
• Explain human resource assessment as it relates to the mission of an organization.
• Recognize common concerns surrounding employer liability in the workplace.
• Interpret employment laws and explain their impact on an organization.
• Apply research techniques to the preparation of written assignments.

Certificate Requirements
(4 courses; 18 quarter units)

HRM 200 Intro to Basic Human Resources
HRM 210 Staffing and Development  
Prerequisite: HRM 200
HRM 220 Compensating Employees  
Prerequisite: HRM 200
HRM 230 Legal Aspects of Basic HRM  
Prerequisite: HRM 200

● UNDERGRADUATE CERTIFICATE IN BASICS OF CASINO MANAGEMENT

Faculty Advisor: Michael Pickett; (909) 919-7631; mpickett@nu.edu

Covering one of the fastest growing industries, the Basics in Casino Management Certificate will provide learners a fundamental understanding of the knowledge and skills required for successful transition into supervisory positions within their organizations, while presenting the content in a delivery format that is modeled by a constructivist methodology thereby providing a catalyst into the higher education arena for underrepresented learners.

The Basics in Casino Management courses focus upon common supervisory competencies found in fast-paced hospitality and casino organizations. A Basics in Casino Management certificate provides:
1. A broad-based core of supervisory competencies coupled with essential technology-oriented business functions,
2. An introductory understanding of the processes that enable specific business functions in the hospitality and casino industry, and
3. A grounding in applied academic fundamentals to include critical thinking, writing, and communication skills required in today’s hospitality and casino industry.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:
• Identify fundamental business activities, theoretical and practical, related to hospitality and casino management.
• Recognize ethical issues as they apply to cross-functional supervisory activities in the hospitality and casino industry.
• Identify current and emerging trends in the hospitality and casino industry as applied to Native American gaming institutions.
• Recognize the importance of diversity and multiculturalism in the hospitality and casino industry.
• Demonstrate undergraduate-level written communication skills.
• Demonstrate undergraduate-level oral communication and presentation skills.
• Apply analytical and critical thinking skills in interpreting the advantages and disadvantages of the gaining industry on tribal and community relations.

Certificate Requirements
(6 courses; 27 quarter units)

HCM 200 Basic Accounting
HCM 210 Intro to Casino Marketing  
Prerequisite: HCM 200
HCM 220 Intro to Casino Law  
Prerequisite: HCM 200
HCM 230 Hospitality Staffing  
Prerequisite: HCM 200

● UNDERGRADUATE CERTIFICATE IN BASIC SALES AND MARKETING

Faculty Advisor: Bernadette Baum; (858) 642-8404; bbaum@nu.edu

This program encompasses the foundations of the most important areas in sales and marketing including the fundamentals, advertising, consumer behavior and personal selling. Students will obtain valuable knowledge and skills in marketing and customer service to pursue entry and mid-level positions in a wide range of fields and industries.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:
• Comprehend the various elements of the sales and marketing fields and apply them to real-life situations.
• Describe how the Internet is changing marketing for all businesses.
• Identify market segments and target markets.
• Comprehend the basic marketing concepts and the four Ps: Price, Promotion, Place and Product.
• Recognize the importance of understanding customer needs and expectations as well as customer service.
• Distinguish the key components of advertising and their impact to the business.
• Demonstrate the ability to use on-line resources to research and prepare written and oral assignments.

Certificate Requirements
(4 courses; 18 quarter units)

MKT 200 Basic Marketing
MKT 210 Intro to Consumer Behavior  
Prerequisite: MKT 200
MKT 220 Intro to Personal Selling  
Prerequisite: MKT 200
MKT 230 Basic Advertising Concepts  
Prerequisite: MKT 200
HCM 240 Hospitality Diversity  
Prerequisite: HCM 200  
HCM 250 Tribal Community Dev  
Prerequisite: HCM 200

● UNDERGRADUATE CERTIFICATE IN FINANCE  
Faculty Advisor: Gurdeep Chawla; (415) 321-9400; gchawla@nu.edu

This coursework and the accompanying credits may be transferred to appropriate degree programs if all other requirements for admission are met.

A certificate in Finance is designed for students who are interested in strengthening their business acumen, acquiring analytical skills, or supplementing their financial background. Career opportunities include three interrelated areas: financial institutions, investments, and financial management.

Expertise in finance is a sought after and unique skill. This certificate prepares students for managerial responsibilities in organizations such as banks, insurance companies, securities firms, commercial, and not-for-profit organizations. The four courses that comprise this certificate provide a broad yet comprehensive knowledge of financial management.

Upon successful completion, students will have acquired critical skills in the analysis of accounting, market, and economic data. This will prepare them for expanded opportunities in diverse industries.

Certificate Prerequisites  
(5 courses; 22.5 quarter units)

- ACC 201 Financial Accounting Funds.
- ACC 202 Managerial Accounting Funds  
  Prerequisite: ACC 201
- FIN 310 Business Finance  
  Prerequisite: ACC 201
- FIN 442 Investments  
  Prerequisite: FIN 310, and FIN 440
- FIN 443 Working Capital Management  
  Prerequisite: FIN 310

Certificate Requirements  
(4 courses; 18 quarter units)

- FIN 440 Financial Institutions  
  Prerequisite: FIN 310
- FIN 444 Risk Management & Insurance  
  Prerequisite: FIN 310
- FIN 446 International Financial Mgmt  
  Prerequisite: FIN 310
- FIN 448 Seminar in Finance  
  Prerequisite: FIN 310, FIN 440, FIN 442, FIN 443, FIN 446

● UNDERGRADUATE CERTIFICATE IN HOSPITALITY AND CASINO MANAGEMENT  
Faculty Advisor: Michael Pickett; (909) 919-7631; mpickett@nu.edu

This coursework and the accompanying credits may be transferred to the BBA programs if all other requirements for admission are met. To receive certification, students are required to successfully complete four courses and achieve a passing grade on a comprehensive test covering these four areas.

Certificate Requirements  
(6 courses; 27 quarter units)

- HCM 400 Princ of Hosp & Casino Acct
- HCM 410 Hospitality and Gaming Law

● UNDERGRADUATE CERTIFICATE IN HUMAN RESOURCE MANAGEMENT  
Faculty Advisor: Bernadette Baum; (858) 642-8404; bbaum@nu.edu

This certificate is designed for those who wish to gain the knowledge and skills in HRM which are appropriate for professional and supervisory careers in the field of human resource management.

Certificate Requirements  
(4 courses; 18 quarter units)

- HRM 409B Survey in HRM & OD
- HRM 432 Recruit, Selection, Promo, Ret
- HRM 433 Pay & Benefit Admin, & HR Tech
- HRM 439 Legal, Reg, & Labor Relation C

● UNDERGRADUATE CERTIFICATE IN MARKETING  
Faculty Advisor: Mary Beth McCabe; (858) 642-8412; mmccabe@nu.edu

This coursework and the accompanying credits may be transferred to appropriate degree programs if all other requirements for admission are met.

Certificate Requirements  
(4 courses; 18 quarter units)

- MKT 302A Marketing Fundamentals
- MKT 420 Principles of Consumer Behavio  
  Prerequisite: MKT 302A
- MKT 434 Intro to Market Research  
  Prerequisite: MKT 302A
- MKT 443 Introduction to Advertising  
  Prerequisite: MKT 302A

● GRADUATE CERTIFICATE IN ACCOUNTANCY  
Faculty Advisor: Joyce Ellis; (858) 642-8478; jelis@nu.edu

The Certificate of Accountancy program is designed for students who wish to prepare for entry into the accounting profession and for employment opportunities in private, government, or not-for-profit entities. Those desiring to prepare for taking the CPA or CMA exams should consider the B.S. in Accountancy or Master of Accountancy programs. Students taking ACC630M and ACC631M need not take the ACC 604 in the MBA program.

Certificate Requirements  
(6 courses; 27 quarter units)

- ACC 657 Accounting Information Systems  
  Prerequisite: ACC 601M
- ACC 640M Acc for Gov’t & NFP Entities  
  Prerequisite: ACC 601M
- ACC 630M Cost Accounting  
  Prerequisite: ACC 601M
ACC 631M Advanced Managerial Accounting  
*Prerequisite: ACC 630M*
ACC 610M Financial Accounting I  
*Prerequisite: ACC 601M*
ACC 611M Financial Accounting II  
*Prerequisite: ACC 630M*

**GRADUATE CERTIFICATE IN INTERNATIONAL BUSINESS**

*Faculty Advisor: Juan Espana; (858) 642-8448; jespana@nu.edu*

This coursework and the accompanying credits may be transferred to appropriate degree programs if all other requirements for admission are met. This certificate program is designed for students who are either employed by a multinational company or interested in pursuing a career in international business. Expertise in this field is in high demand throughout the world. The four courses included in this certificate provide a comprehensive overview of trade principles and practices as well as a broad knowledge of global markets. Upon successful completion of this certificate, students will have developed skills enabling them to match markets with goods and services from a global perspective.

**Certificate Prerequisites**  
(3 courses; 13.5 quarter units)

- ECO 203* Principles of Microeconomics
- MKT 302A Marketing Fundamentals

* or *

- MKT 602 Marketing Management
- ECO 630 Global Economic Geography  
*Prerequisite: ECO 607*

* May be used to meet a General Education requirement

**Certificate Requirements**  
(4 courses; 18 quarter units)

- MGT 630 Global Business Environment
- MGT 637 Comparative Int'l Management
- MKT 631 Global Marketing  
*Prerequisite: MKT 602*
- ECO 631 Global Trade Policy & Procedure  
*Prerequisite: ECO 607*
School of Education

Interim Dean, Kenneth Fawson
Ed.D., Organization and Leadership
University of San Francisco

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e-mail: soe@nu.edu
Degree Programs Offered

UNDERGRADUATE DEGREES

Associate of Arts
with Majors in:
Early Childhood Education
School-Site Paraprofessional

Bachelor of Arts
with Majors in:
Biological Science w/ Preliminary Single Subject Teaching Credential (CA)
Early Childhood Development w/ Preliminary Multiple Subject Teaching Credential (CA)
Early Childhood Education
with Concentrations in:
Early Childhood Administration
Infant & Toddler Teacher Education
English w/ Preliminary Single Subject Credential (CA)
Health Sciences w/ Preliminary Single Subject Teaching Credential (CA)
Interdisciplinary Studies w/ Preliminary Multiple Subject Teaching Credential (CA)
Mathematics w/ Preliminary Single Subject Credential (CA)
Social Science w/ Preliminary Single Subject Teaching Credential (CA)
Spanish w/ Preliminary Single Subject Teaching Credential (CA)

GRADUATE DEGREES

Master of Arts in Accomplished Collaborative Leadership
with Fields of Study in:
Accomplished Collaborative Leadership
Education
with Specializations in:
Best Practices
Educational Technology
Teaching & Learning
Teacher Leadership
Teaching in a Global Society
Teaching Mathematics
with Specializations in:
Applied Behavior Analysis
Best Practices
Teaching & Learning
Early Childhood Education
Educational Technology
National Board Certified Teacher Leadership
Reading
Special Education
Teaching & Learning
Teaching in a Global Society
Teaching Mathematics

Master of Education w/ Preliminary Multiple or Single Subject Teaching Credential & Internship Option (CA)
with Specializations in:
Best Practices
Teaching & Learning
Educational Technology
Teacher Leadership
Teaching in a Global Society
Teaching Mathematics

Master of Science
with Fields of Study in:
Applied School Leadership (in Partnership with Santa Clara County Office of Education [SCCOE])
Educational Administration
Educational Counseling
Educational & Instructional Technology
Higher Education Administration
Innovative School Leadership
Instructional Leadership

CALIFORNIA CREDENTIAL PROGRAMS
(Approved by the Commission on Teacher Credentialing)
Clear Administrative Services Credential
Clear Multiple or Single Subject Credential (California)
Clear Level II Education Specialist: Deaf or Hard-of-Hearing (DHHA)
Clear Level II Education Specialist: Mild/Moderate Disabilities
Clear Level II Education Specialist: Moderate/Severe Disabilities
Early Childhood Special Education Add-On Authorization
Preliminary Administrative Services Certificate/Credential
Preliminary Education Specialist Authorization Teaching Credential
Preliminary Multiple Subject Teaching Credential with Internship
Preliminary Single Subject Credential with Internship Option
Pupil Personnel Services Credential School Counseling (PPSC)
Pupil Personnel Services Credential School Psychology (PPSP)
University Internship Pupil Personnel Services Credential School Counseling (PPSC)

GRADUATE CERTIFICATE PROGRAMS

Applied Behavior Analysis
Autism
Best Practices
e-Teaching & Learning
Early Childhood Education
Early Childhood Special Education
Educational Technology
National Board Certified Teacher Leadership
Reading
Teaching Mathematics

Nevada Programs (Please see Nevada section of this catalog)
Bachelor of Arts in Elementary Education with Nevada Licensure
Bachelor of Arts in Mathematics Education with Nevada Licensure
Bachelor of Arts in Secondary Education, Major in English with Nevada Licensure
Master of Arts in Teaching
Master of Education in Elementary Education with Nevada Licensure
Master of Education in Secondary Education with Nevada Licensure
Master of Science with Licensure in Special Education

The following programs are also listed in the College of Letters & Sciences Section:

Bachelor of Arts
with Majors in:
Biological Science w/ California Preliminary Single Subject Credential
English w/ California Preliminary Single Subject Credential (CA)
Interdisciplinary Studies w/ California Preliminary Multiple Subject Teaching Credential with a Concentration in STEM
Mathematics w/ California Preliminary Single Subject Credential (CA)
Social Science w/ Preliminary Single Subject Teaching Credential (CA)

The following program is also listed in the School of Health & Human Services Section:

Bachelor of Arts
with a Major in:
Health Sciences w/ Preliminary Single Subject Teaching Credential (CA)

※ Entire program can be completed online.
※ On-site program with possible online courses or prerequisites.
※ Online program with residency in Los Angeles.
Not all courses or programs are available at every campus. Consult an admissions advisor for online course availability.
Education

DEPARTMENT OF EDUCATIONAL ADMINISTRATION & SCHOOL COUNSELING/PSYCHOLOGY

GRADUATE PROGRAMS

Master of Arts
with a Field of Study in:
Accomplished Collaborative Leadership

Master of Science
with Fields of Study in:
Applied School Leadership (in Partnership w/ Santa Clara County Office of Education [SCCOE])
Educational Administration w/ a Preliminary Administrative Services Credential
Educational Counseling
Higher Education Administration
Innovative School Leadership
Instructional Leadership
School Psychology

CALIFORNIA CREDENTIAL PROGRAMS
(Approved by the Commission on Teacher Credentialing)
Clear Administrative Services Credential
Preliminary Administrative Services Certificate/Credential
Pupil Personnel Services Credential School Counseling (PPSC)
Pupil Personnel Services Credential School Psychology (PPSP)
University Internship Pupil Personnel Services Credential School Counseling (PPSC)

CERTIFICATE PROGRAMS
Graduate Certificate in Applied Behavior Analysis

DEPARTMENT OF SPECIAL EDUCATION

Master of Science
with Fields of Study in:
Juvenile Justice Special Education
Special Education
with Specialization in:
Deaf & Hard-of-Hearing
Mild/Moderate Disabilities
Moderate/Severe Disabilities

CALIFORNIA CREDENTIAL PROGRAMS
(Approved by the Commission on Teacher Credentialing)
Preliminary Education Specialist Authorization Teaching Credential
Clear Level II Education Specialist: Deaf or Hard-of-Hearing (DHH)
Clear Level II Education Specialist: Mild/Moderate Disabilities
Clear Level II Education Specialist: Moderate/Severe Disabilities

CERTIFICATE PROGRAMS
Graduate Certificate in Autism
Early Childhood Special Education Add on Authorization

DEPARTMENT OF TEACHER EDUCATION

Associate of Arts
with Majors in:
Early Childhood Education
School-Site Paraprofessional

Bachelor of Arts
with Majors in:
Biological Science w/ a Preliminary Single Subject Teaching Credential (CA)
Early Childhood Development w/ a Preliminary Multiple Subject Teaching Credential (CA)
Early Childhood Education
with Concentrations in:
Early Childhood Administration
Teacher Education
Infant & Toddler
English w/ a Preliminary Single Subject Credential (CA)
Health Sciences w/ a Preliminary Single Subject Teaching Credential (CA)

Interdisciplinary Studies w/ a Preliminary Multiple Subject Teaching Credential (CA)
Mathematics w/ a Preliminary Single Subject Credential (CA)
Social Science w/ a Preliminary Single Subject Teaching Credential (CA)
Spanish w/ a Preliminary Single Subject Teaching Credential (CA)
Preliminary Single Subject Teaching Credential (CA)

Master of Arts
With Fields of Study in:
Education
with Specializations in:
Best Practices
Educational Technology
e-Teaching & Learning
Teacher Leadership
Teaching & Learning in a Global Society
Teaching Mathematics

Master of Education w/ a Preliminary Multiple or Single Subject Teaching Credential & Internship Option (CA)
with Specializations in:
Best Practices
e-Teaching & Learning
Early Childhood Education
Educational Technology
National Board Certified Teacher Leadership
Reading
Teacher Leadership
Teaching & Learning in a Global Society
Teaching Mathematics

Master of Science
with Fields of Study in:
Educational & Instructional Technology

CALIFORNIA CREDENTIAL PROGRAMS
(Approved by the Commission on Teacher Credentialing)
Clear Multiple or Single Subject Credential
Preliminary Multiple Subject Teaching Credential w/ Internship Option
Preliminary Single Subject Teaching Credential w/ Internship Option

CERTIFICATE PROGRAMS
Graduate Certificates in:
Best Practices
Educational Technology
e-Teaching & Learning
Teaching & Learning in a Global Society
Teaching Mathematics

Nevada Programs (Please see Nevada section of this catalog)
Bachelor of Arts in Elementary Education w/ Nevada Licensure
Bachelor of Arts in Mathematics Education w/ Nevada Licensure
Bachelor of Arts in Secondary Education, Major in English w/ Nevada Licensure
Master of Arts in Teaching
Master of Education in Elementary Education w/ Nevada Licensure
Master of Education in Secondary Education w/ Nevada Licensure
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<td>Phone: (559) 256-4945</td>
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</tbody>
</table>
CANDIDATE ASSISTANCE PROCESS

National University Policies

National University has Policies and Procedures for Student Discipline, Academic Dishonesty, Civility, Reasons for Probation, Suspension and Dismissal that are described in the Catalog under the Policy and Procedures section. National University also has a process for providing accommodation to students with documented special needs (see Students with Disabilities under the Student Services section of the catalog). Additionally, a Writing Center and Math Tutoring are available to assist students seeking to improve their writing and mathematics skills.

School of Education Procedures

The School 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 School of Education, each program has identified knowledge, skills and dispositions necessary for specific professional responsibilities. The knowledge, skills and dispositions are based upon the School of Education Conceptual Framework, California Commission on Teacher Credentialing (CTC) preparation standards, National Council on the Accreditation of Teacher Education (NCATE) standards and professional organization standards.

Candidate Progress Alert

When an instructor becomes aware that a candidate needs assistance to effectively demonstrate the appropriate knowledge, skills and/or dispositions within their program, a Candidate Progress Alert will be initiated by their instructor. This is the first step in the Candidate Assistance Process that is intended to be supportive, based upon each program’s standards and individualized to the candidate.

The Candidate Progress Alert is intended to alert the candidate to areas of performance that are deficient or may need remediation. When a Progress Alert is initiated, the candidate and instructor will meet to develop activities to improve areas requiring attention and identify methods of assessment.

Candidate Assistance Plan

In cases where a candidate has been unable to adequately remediate deficiencies identified in a Progress Alert, the appropriate faculty member will develop a formal Candidate Assistance Plan. The Plan will identify areas of deficiency and prescribe specific activities and/or intervention strategies the candidate will need to complete to successfully meet knowledge, skills and/or dispositions. The faculty member will review the Plan with the candidate to ensure that the information, intervention strategies and assessment measures are clear. A candidate’s signature on the Candidate Assistance Plan will acknowledges receipt and review of the Plan and will be maintained by the School 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 School of Education and Office of Student Services designees. The candidate will be notified by the Dean of the School of Education regarding the candidate’s continuing status within the program and/or the School. A decision for dismissal by the Dean from the program and/or the School is final and cannot be appealed.

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 Scholarships and Special Services (Special Services). Applications for accommodations for a disability may be requested from the Office of Scholarships and Special Services, National University, 11255 North Torrey Pines Road, La Jolla, CA 92037-1011, Phone: (858) 642-8185. Students seeking special accommodations due to a disability must submit an application with supporting documentation to Special Services.

The application will be reviewed within fourteen (14) days of receipt by the Committee for Students with Disabilities (CSD). The CSD will engage in an interactive process with the student regarding the accommodations request and determine the appropriate accommodations to be administered during the Plan. Once the CSD determines the appropriate accommodations, written notification is sent within seven (7) days to the student and faculty responsible for the implementation of the Plan.

Following receipt of the CSD notification, the faculty responsible for implementing the Plan will schedule a formal meeting with the student to review the Plan and the approved accommodations. The timeline for completion of a Plan is halted during the accommodations application and review process, and begins following the formal meeting. If the accommodations request is not approved, the timeline for completion of the Plan begins upon receipt of the CSD’s notification letter. If a student is denied accommodation(s) or believes that the accommodation afforded is insufficient, the student may appeal to the Vice President for Student Services, who will render a decision within seven (7) days of receipt of the appeal or prior to the start date of the next course, depending on which occurs first. The decision of the vice president is final. The timeline for completion of a Plan is also halted during the appeals process.

If a student believes that accommodations approved by Special Services have not been implemented in the Plan, they should immediately contact Special Services. The timeline for completion of the Plan is halted during this process. Special Services will contact the instructor to resolve the student’s concern and ensure the approved accommodations are properly implemented. Special Services will provide the student with notification of progress, findings, or resolution within fourteen (14) days. If either the student or Special Services feel that a satisfactory resolution is not reached, the student may appeal to the Vice President for Student Services, who will render a decision within seven (7) days of receipt of the appeal. The decision of the vice president is final. If the complaint is not satisfactorily resolved at the University level, the student may choose to file a complaint with the U.S. Department of Education Office for Civil Rights, 50 Beale Street Suite 7200, SF, CA 94105, Phone: (415) 486-5555, E-mail: ocr.sanfrancisco@ed.gov.

The timeline for completion of a Plan is also halted during the appeals process.
ASSOCIATE OF ARTS

MAJOR IN EARLY CHILDHOOD

EDUCATION

Faculty Advisor: Enid Acosta-Tello; (714) 429-5127; eacosta@nu.edu

The Associate of Arts Degree in Early Childhood Education (AAECE) is based on a conceptual framework of current theory, contemporary perspectives, and sound research findings. Focus is on knowledge, attitudes, skills, practice, reflection, and supervised field experiences needed to become efficient, competent, and effective professionals in the field of early childhood education.

The AAECE is designed to include the competencies and guidelines as established by the National Association for the Education of Young Children (NAEYC); the Child Development associates National Competency Standards (CDA); and the National Head Start Association (NHSA). The completion of the AAECE degree program meets course work requirements of the state of California Child Development Permits.

Non-residents of California, military personnel or their dependents, and international candidates should contact the Department of Education of the state in which they reside or intend to reside, or the Ministry of Education of the country in which they live, to determine specific requirements for employment. State or country specific coursework may be required to obtain employment. Candidates assume the responsibility for determining and meeting these requirements.

Background Check

Agencies/schools collaborating with the School of Education to provide field experience may 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 may not be able to attend the field experience component of the course and therefore, may 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.

Program Learning Outcomes

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

- Identify cultural diversity as it pertains to early childhood teaching.
- Demonstrate communication skills that meet ethical, professional and legal guidelines and necessary to effectively work with families, school personnel, and other professionals.
- Demonstrate developmentally, linguistically, and culturally appropriate child-centered lessons, including cognitive, language, social, emotional and physical dimensions.
- Review developmentally, linguistically and culturally appropriate assessment instruments.
- Apply an intertwining of theory and practice into a child-centered curriculum which shows competence in selection of teaching strategies designed to create diverse developmentally appropriate, safe, learning environments.

Degree Requirements

To receive an Associate of Arts degree majoring in Early Childhood Education, candidates must complete at least 90 quarter units of which 45 quarter units must be in early childhood education core courses including supervised field experience and of which 31.5 quarter units must be taken in residence at National University. Also, as part of the 90 quarter units, candidates must complete a minimum 34.5 units of the Associate of Arts General Education Requirements. Refer to the section on undergraduate admission procedures for specific information regarding application and placement evaluation.

Requirements for the Major

(10 courses; 45 quarter units)

- ECE 201 The Growing Child: Zero to 8
- ECE 210 Child, Family, School and Comm
- ECE 211 Diversity: Development & Ed.
- HED 220 Health, Nutrition and Safety
- ECE 212 Principles and Practices
- ECE 213 Basics of Curriculum
- ECE 214 Oral Language & Read Aloud
- ECE 215 Basics of Assessment
- ECE 216 Intro to Special Education
- ECE 217 Supervised Field Experience

Prerequisite: Candidates must have successfully completed all core courses with an average grade of “C” (2.0) or better and approval from the Faculty Lead. Current TB and finger-print clearance are required.

ASSOCIATE OF ARTS

MAJOR IN SCHOOL-SITE PARAPROFESSIONAL

Faculty Advisor: Janet Richards; (626) 331-9627; jrichard@nu.edu

The Associate in Arts Degree in School-Site Paraprofessional prepares candidates to function effectively as a member of an instructional team. While paraprofessionals working in the field may have varying responsibilities, their primary role is to provide support in the classroom. This program will provide the necessary knowledge, skills and dispositions to assist certified/licensed educators by providing quality educational support.

Non-residents of California; military personnel, or their dependents; and international students should contact the Department of Education of the state in which they reside or intend to reside, or the Ministry of Education of the country in which they live, to determine specific requirements for employment. State or country specific coursework may be required to obtain employment. Candidates assume the responsibility for determining and meeting these requirements.

Candidates are required to obtain a Certificate of Clearance (fingerprint and identification process) prior to scheduling any coursework with a field experience component.

Program Learning Outcomes

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

- Differentiate among the roles and responsibilities of paraprofessionals, teachers, administrators, parents/guardians and other team members.
- Demonstrate the required dispositions to assist the teacher and students in the classroom.
- Analyze the pertinent laws, regulations, policies and procedures; including knowledge of health, safety and emergency procedures.
- Demonstrate strategies, techniques, and delivery methods for instruction in reading, writing, math and science.
- Prepare materials to support learning of required subject matter.
- Utilize strategies to facilitate effective integration of special needs learners into various classroom settings.
- Demonstrate sensitivity to cultural and individual differences and disabilities.
- Develop strategies to facilitate learner acquisition of social skills.
and exercising self-control and self-management; based upon knowledge of learner characteristics and factors that influence behavior.
- Record relevant information/data about learners using assessment instruments specified by the teacher to document and maintain data.

**Degree Requirements**

To receive an Associate in Arts Degree with a major in School-Site Paraprofessional, candidates must complete at least 90 quarter units; 34.5 quarter units are comprised of general education requirements and 45 quarter units are major course requirements. The minimum residency requirement is 31.5 quarter units. In the absence of transfer credit additional general electives may need to be taken to meet the overall degree unit requirements. Refer to the section on undergraduate admission procedures for specific information regarding application and evaluation.

**Requirements for the Major**

10 courses; 45 quarter units

- TED 100 Intro to P-12 Education System
- TED 102 Professional/Ethical Practices
- TED 208 Reading/Writing Instr. Support
- TED 210 Math/Sci. Instruction Support
- TED 212 ELL & Students w/ Special Needs
- TED 214 Classroom Environment
- TED 216 Student Assessment Support
- TED 218 Learner Growth & Development
- HIS 220A+ United States History I
- HIS 220B+ United States History II

Prior to enrolling in TED 210, it is recommended that candidates complete MTH 209A to fulfill General Education Requirements of Area B and a Lab Science Course from Area F.

+ Diversity Enriched Offering

**BACHELOR OF ARTS**

**MAJOR IN BIOLOGICAL SCIENCE WITH A PRELIMINARY SINGLE SUBJECT TEACHING CREDENTIAL (CALIFORNIA)**

**Faculty Advisor:** Bhaskara Reddy; (909) 919-7633; breddy@nu.edu

For Credential: Ron Saltinski; (310) 662-2141; r saltsinski@nu.edu

The Bachelor of Arts with a Major in Biological Science with a Preliminary Single Subject Credential provides a rigorous education that prepares candidates for a career as a teacher at the middle and secondary school levels. The program builds a conceptual foundation in biological science. This program prepares candidates for professional work as single subject teachers in a changing cultural and economic environment.

For additional information on credential requirements, please see the School of Education Credential Information section of the catalog.

**Program Learning Outcomes**

Upon successful completion of this program, students will be able to:
- Describe cell structure and physiological functioning of microbes and macroscopic organisms, including plants and animals.
- Identify major human organ systems, and the roles of their constituent organs.
- Explain structure and function of DNA and other important molecules (e.g., proteins), including patterns of chromosomal inheritance.
- Discuss biodiversity and evolutionary history of Earth’s organisms.
- Describe ecological interactions at the levels of the population, community, and ecosystem.
- Discuss fundamental concepts of natural and physical science including methods of scientific inquiry, ethics, and environmental processes.
- Explain how to support growth in cognitive, social, physical, and emotional domains.
- Utilize different teaching strategies to accomplish teaching and learning goals.
- Create positive learning environments that ensure healthy human growth.
- Utilize systematic observations, documentation, and other effective assessment strategies in a responsible manner to facilitate and account for learning and to support positive growth.
- Design, implement, and evaluate standards-based lesson plans for learning and achievement in content areas.
- Integrate educational technology to meet the needs of all learners.
- Demonstrate professional standards and ethics.

**Degree Requirements**

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

Completion of BIO 100, 100A, 201, 201A, 202, 202A, 203, 203A is equivalent to the course sequence BIO 161, 162, 163 100A for fulfillment of this degree.

**Preparation for the Major**

15 courses; 55.5 quarter units

- MTH 210* Probability and Statistics
  Prerequisite: Accuplacer test placement evaluation, or MTH 12A, and MTH 12B

- EES 103* Fundamentals of Geology

- EES 103A* Fundamentals of Geology Lab (1.5 quarter units)
  Prerequisite: EES 103

- CHE 141* General Chemistry 1
  Prerequisite: MTH 215 or equivalent, CHE 101

- CHE 142* General Chemistry 2
  Prerequisite: CHE 141

- CHE 143 General Chemistry 3
  Prerequisite: CHE 142

- CHE 101A* Introductory Chemistry Lab (1.5 quarter units)
  Prerequisite: CHE 101, or CHE 141 for science majors

- BIO 161 General Biology 1
- BIO 162 General Biology 2
  Prerequisite: BIO 161

- BIO 163 General Biology 3
  Prerequisite: BIO 161, BIO 162

- BIO 100A* Survey of Bioscience Lab (1.5 quarter units)
  Prerequisite: BIO 100, or BIO 161 for science majors

- PHS 171* General Physics 1
  Prerequisite: MTH 215, or MTH 216A, and MTH 216B

- PHS 172* General Physics 2
  Prerequisite: PHS 171

- PHS 173 General Physics 3
  Prerequisite: PHS 171, PHS 172

- PHS 104A* Introductory Physics Lab (1.5 quarter units)
  Prerequisite: PHS 104, or PHS 171 for science majors
School of Education

Requirements for the Major
(24 courses; 96 quarter units)

- **Biological Science Requirements** (12 courses; 42 quarter units)
  - BIO 310 Evolution
    - Recommended: Prior completion of: BIO 161, BIO 162, and BIO 163, BIO 100A, or BIO 100, and BIO 100A
  - BIO 330 Ecology
    - Recommended: Prior completion of: BIO 161, BIO 162, BIO 163, BIO 100A, BIO 100, CHE 141, CHE 142, CHE 143, CHE 101A
  - BIO 380** Human Biology for Teachers
    - Recommended Preparation: BIO 161, and BIO 162, and Prerequisite: BIO 163, BIO 100A
  - BIO 305 Genetics
    - Recommended: Prior completion of: BIO 161, BIO 162, and BIO 163, BIO 100A, CHE 141, CHE 142, and CHE 143, CHE 101A
  - BIO 406 Cellular Biology
    - Prerequisite: BIO 161, BIO 162, BIO 163, BIO 100A, CHE 141, CHE 142, CHE 143, CHE 101A, Corequisite: BIO 406A
  - BIO 406A Cellular Biology Lab (1.5 quarter units)
    - Corequisite: BIO 406, Prerequisite: BIO 161, BIO 162, BIO 163, BIO 100A, CHE 141, CHE 142, CHE 143, CHE 101A
  - BIO 407 Molecular Biology
    - Prerequisite: BIO 161, BIO 162, BIO 163, BIO 100A, CHE 141, CHE 142, CHE 143, CHE 101A
  - BIO 407A Molecular Biology Lab (1.5 quarter units)
    - Corequisite: BIO 407, Prerequisite: BIO 161, BIO 162, BIO 163, BIO 100A, CHE 141, CHE 142, CHE 143, CHE 101A
  - BIO 414 Invertebrate Zoology
    - Prerequisite: BIO 161, BIO 162, BIO 163, BIO 100A, CHE 141, CHE 142, CHE 143, CHE 101A, Corequisite: BIO 414A
  - BIO 414A Invertebrate Zoology Lab (1.5 quarter units)
    - Corequisite: BIO 414
  - BIO 416 Vertebrate Zoology
    - Prerequisite: BIO 161, BIO 162, BIO 163, BIO 100A, CHE 141, CHE 142, CHE 143, CHE 101A, Corequisite: BIO 416A
  - BIO 416A Vertebrate Zoology Laboratory (1.5 quarter units)
    - Corequisite: BIO 416

** May be waived for equivalent coursework (e.g., BIO 201 and BIO 202) but the student must contact the Faculty Advisor and submit the appropriate forms to initiate the waiver.

- **Education Theory and Methodology Requirements** (7 courses; 31.5 quarter units)
  - TED 305 Teaching as a Profession
  - TED 300 Fundamentals of Education
    - Prerequisite: TED 305, or TED 320 or TED 306
  - TED 310 Development and Learning
    - Prerequisite: TED 305, or TED 320 or TED 306
  - TED 330B Reading and Language Arts
    - Prerequisite: TED 305, or TED 320
  - TED 420 Diversity in Schooling
    - Prerequisite: TED 305, or TED 320
  - TED 430 Special Needs Students
    - Prerequisite: TED 305, or TED 320 or TED 306
  - TED 455 Methods of Teaching Science
    - Prerequisite: TED 305, or TED 320

- **Student Teaching Requirements** (3 courses; 13.5 quarter units)
  - TED 530A Student Teaching I
    - Corequisite: TED 531
  - TED 530B Student Teaching II
    - Prerequisite: TED 530A, Corequisite: TED 531
  - TED 531 Student Teaching Seminar
    - Corequisite: TED 530A, and TED 530B

CREDENTIALING REQUIREMENTS

- **Credentialing Requirements** (2 courses; 9 quarter units)

Students must have a teaching standing to enroll in EDX1201X. EDX1201X is graduate level and the grade earned must be a “B” or better. EDX1201X will not transfer to National University or any other university as a graduate level class.

HEDX 1101X Intro Health Ed: K-12
EDX 1201X Computer Tech in Classroom

** BACHELOR OF ARTS **

- MAJOR IN EARLY CHILDHOOD DEVELOPMENT WITH A PRELIMINARY MULTIPLE SUBJECT TEACHING CREDENTIAL (CALIFORNIA)

Faculty Advisor: Susan Gilbert; (310) 662-2163; sgilbert@nu.edu

The Bachelor of Arts majoring in Early Childhood Development with a California Preliminary Multiple Subject Teaching Credential provides a broad, rigorous education that prepares candidates for a career as a teacher at early elementary grades. Candidates are introduced to essential knowledge, strategies, techniques and connections across the disciplines as applied to young children. Focus is on an enriched and thought-provoking curriculum that incorporates content across subject areas, specific educational methodology courses and preparation for professional work as multiple subject teachers in elementary grades. All candidates must demonstrate subject-matter competency through a state-approved examination.

For additional information on credential requirements, please see the School of Education Credential Information section of the catalog.

Program Learning Outcomes

- Upon successful completion of this program, students will be able to:
  - 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 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 practice.
  - Create positive relationships and appropriate interactions with young children.
  - Apply educational technology to meet the needs of all learners.
  - Design, implement and evaluate standards-based lesson plans for learning and achievement in content areas.
• Create positive learning environments that ensure healthy human growth.
• Explain how to support growth in cognitive, social, physical, and emotional domains.
• Utilize systematic observations, documentation, and other assessment strategies to facilitate and account for learning and to support positive growth.
• Demonstrate professional standards and ethics.
• Utilize different teaching strategies to accomplish the teaching and learning goals.

Degree Requirements

To receive a Bachelor of Arts in Early Childhood Development with a California Preliminary Multiple Subject Teaching Credential, candidates must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University, 76.5 of which must be completed at the upper-division level, and a minimum of 70.5 units of the University General Education requirements. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree. The following courses are specific degree requirements. Candidates should refer to the section on undergraduate admission procedures for specific information on admission and evaluation.

Preparation for the Major
(4 courses; 18 quarter units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>ECE 201</td>
<td>The Growing Child: Zero to 8</td>
</tr>
<tr>
<td>ECE 210</td>
<td>Child, Family, School and Comm</td>
</tr>
<tr>
<td>ECE 211</td>
<td>Diversity: Development &amp; Ed.</td>
</tr>
<tr>
<td>HED 220</td>
<td>Health, Nutrition and Safety</td>
</tr>
</tbody>
</table>

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

### Early Childhood Education Core Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE 464</td>
<td>Ethical and Legal Issues</td>
</tr>
<tr>
<td>ECE 330</td>
<td>Early Cognition</td>
</tr>
<tr>
<td>ECE 410</td>
<td>Early Language and Literacy</td>
</tr>
<tr>
<td>ECE 415</td>
<td>Designing Emergent Curriculum</td>
</tr>
<tr>
<td>ECE 420</td>
<td>Nature, Numbers and Technology</td>
</tr>
<tr>
<td>ECE 430</td>
<td>Play as Pedagogy</td>
</tr>
<tr>
<td>ECE 440</td>
<td>Observing, Assessing &amp; Planning</td>
</tr>
<tr>
<td>ECE 443</td>
<td>Children with Special Needs</td>
</tr>
<tr>
<td>ECE 445</td>
<td>Strategies: Guiding Behaviors</td>
</tr>
<tr>
<td>ECE 466</td>
<td>Literature and Young Children</td>
</tr>
<tr>
<td>ECE 435</td>
<td>Music, Movement, Drama, Dance</td>
</tr>
<tr>
<td>ECE 465</td>
<td>Crisis Trauma and Abuse</td>
</tr>
<tr>
<td>HIS 410</td>
<td>California History</td>
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</tbody>
</table>

All Early Childhood Education coursework has field experience component.

### Teacher Education Core Requirements
(4 courses; 18 quarter units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>TED 305</td>
<td>Teaching as a Profession</td>
</tr>
<tr>
<td>TED 330A</td>
<td>Reading and Lang. Arts Methods</td>
</tr>
<tr>
<td>TED 350</td>
<td>Math and Science Methods</td>
</tr>
</tbody>
</table>

TED 430 Special Needs Students
Prerequisite: TED 305, or TED 320

All Teacher Education coursework has field experience component.

### Student Teaching Requirements
(3 courses; 13.5 quarter units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>TED 530A</td>
<td>Student Teaching I</td>
</tr>
<tr>
<td>TED 530B</td>
<td>Student Teaching II</td>
</tr>
<tr>
<td>TED 531</td>
<td>Student Teaching Seminar</td>
</tr>
</tbody>
</table>

**BACHELOR OF ARTS**

### MAJOR IN EARLY CHILDHOOD EDUCATION

Faculty Advisor: Susan Gilbert; (310) 662-2163; sgilbert@nu.edu

The Bachelor of Arts degree in Early Childhood Education (BAECE) has been designed to include the competencies and guidelines as established by the National Association for the Education of Young Children (NAEYC); the Child Development Associates National Competency Standards (CDA); and the National Head Start Association (NHSA). The completion of the BAECE degree program meets the educational requirements needed for the Child Development Associates National Licensing program and meets the requirements of the State of California Child Development Permits.

Non-residents of California; military personnel or their dependents; and international students should contact the Department of Education of the state in which they reside or intend to reside, or the Ministry of Education of the country in which they live, to determine specific requirements for employment. State or country specific coursework, in addition to the BAECE degree program, may be required to obtain a permit, license or credential necessary for employment. Candidates assume the responsibility for determining and meeting these requirements.

The program is based on a conceptual framework of current theory, contemporary perspectives and sound research findings. Focus is on knowledge, attitudes, skills, practice, reflection and field experiences needed to become efficient, competent, and effective professionals in the field of early childhood education. Emphasis is on designing appropriate learning environments, individual and adaptive curricula, and instructional strategies and techniques to maximize learning outcomes. Topics demonstrated, both in writing and discussion, provide a broad-based foundation of child development in the areas of familial and socio-cultural influences on learning and brain development, parent empowerment, peer cooperation and collaboration, early cognition, emerging literacy (listening, speaking, reading and writing), ongoing participant observation and appropriate developmental screening assessments, child advocacy, law and ethics, and, most important, play as pedagogy.

### Background Check

Agencies/schools collaborating with the School 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.

Program Learning Outcomes

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

• Identify essential concepts, inquiry tools, and structure of content areas and resources for early childhood education.
• Develop oral, written and technological skills for communicating with families and very young children.
• Create environments that are healthy, respectful, supportive, and challenging for young children.
• Use systematic observations, documentation, and other assessment strategies in partnership with families and professionals to positively influence children’s development and learning.
• Implement a curriculum that promotes development and learning outcomes for diverse young children.
• Demonstrate ethical, legal, and professional standards in early childhood education.
• Create positive relationships and supportive interactions with young children

Degree Requirements

To receive a Bachelor of Arts in Early Childhood Education degree, students must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University, 76.5 of which must be completed at the upper-division level, and a minimum 70.5 units of the University General Education requirements. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree. The following courses are specific degree requirements. Refer to the section on undergraduate admission procedures for specific information regarding admission and evaluation.

Preparation for the Major

(4 courses; 18 quarter units)

ECE 201 The Growing Child: Zero to 8
ECE 210 Child, Family, School and Comm
ECE 211 Diversity: Development & Ed.
HED 220 Health, Nutrition and Safety

Requirements for the Major

(10 courses; 45 quarter units)

ECE 464 Ethical and Legal Issues  
Prerequisite: HED 220
ECE 330 Early Cognition  
Prerequisite: ECE 201, ECE 210, HED 220, and ECE 211
ECE 410 Early Language and Literacy  
Prerequisite: ECE 330
ECE 415 Designing Emergent Curriculum  
Prerequisite: ECE 330
ECE 420 Nature, Numbers and Technology  
Prerequisite: ECE 330
ECE 430 Play as Pedagogy  
Prerequisite: ECE 330
ECE 440 Observing, Assessing & Planning  
Prerequisite: ECE 330, and ECE 415
ECE 443 Children with Special Needs  
Prerequisite: ECE 330
ECE 445 Strategies: Guiding Behaviors  
Prerequisite: ECE 330, and ECE 415, and ECE 430
ECE 450 Academic Seminar/Field Experie  
Prerequisite: Satisfactory completion of all core courses with an average grade of “C” (2.0) or better in the core.

Upper-Division Electives or Concentration Requirements

(6 courses; 27 quarter units)

Candidates may choose one concentration or a combination of approved elective courses within the concentrations.

ECE 465 Crisis Trauma and Abuse
ECE 490 Guided Study (1.5 - 4.5 quarter units)

| Concentration in Early Childhood Administration |

Students must successfully complete the following courses for a concentration in Early Childhood Administration. It is recommended that students take these classes toward the end of their program after completing the upper-division major requirements.

Required Courses

(6 courses; 27 quarter units)

ECE 461 Leadership and Supervision
ECE 460 Program Administration
ECE 462 Financial Mgmt & Resources
HRM 432 Recruit, Selection, Promo, Ret
ECE 466 Planning Physical Environments
HUB 401 Conflict Resolution  
Prerequisite: ENG 100, ENG 101, and PSY 100

| Concentration in Infant and Toddler |

This concentration is designed to equip candidates with the skills necessary to provide developmentally appropriate practice and environments for infants and toddlers.

Candidates must successfully complete the following courses for a Concentration in Infant and Toddler in Early Childhood Education. It is recommended that students take these courses after completing the upper-division major requirements and when they are within six months of completing their degree program.

Program Learning Outcomes

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

• Create environments that are healthy, respectful, supportive, and challenging for infants and toddlers.
• Create positive relationships and supportive interactions with infants, toddlers and their families.

Concentration Requirements

(6 courses; 27 quarter units)

ECE 312 Infant and Toddler Care
ECE 451 Observation and Assessment  
Prerequisite: ECE 312
ECE 452 Partnering With Families  
Prerequisite: ECE 312
ECE 453 Developing Appropriate Curricu  
Prerequisite: ECE 312
ECE 454 Creative Aesthetics  
Prerequisite: ECE 312
ECE 466 Planning Physical Environments

| Concentration in Teacher Education |

Candidates must successfully complete the following courses for a Concentration in Teacher Education in Early Childhood Education. It is recommended that students take these classes after completing the
upper-division major requirements and when they are within six (6) months of completing their degree program.

This concentration allows currently enrolled students who are completing their last six courses to register for three prerequisites – HEDX 1101X, EDX 1201X, and, SPD 608– for the California teaching credential program as electives.

Students must complete graduate level coursework taken as part of the BAECE degree with a grade of “B” or better. This coursework will not transfer as graduate level credit to National University or any other University as it is part of an undergraduate degree program. Grades earned in graduate level courses will be calculated as part of the student’s undergraduate grade point average.

Core Requirements
(6 courses; 27 quarter units)

ECE 446 Literature and Young Children
EDX 1201X Computer Tech in Classroom
SPD 608 Exceptionalities
ECE 435 Music, Movement, Drama, Dance
ECE 465 Crisis Trauma and Abuse
HEDX 1101X Introductory Health Ed: K-12

**BACHELOR OF ARTS**
**MAJOR IN ENGLISH WITH A PRELIMINARY SINGLE SUBJECT TEACHING CREDENTIAL (CALIFORNIA)**

Faculty Advisor: John Miller; (714) 429-5146; jmiller@nu.edu
For Credential: Jo Birdsell; (858) 642-8365; jbirdsell@nu.edu

The Bachelor of Arts in English with a Preliminary Single Subject Credential provides a rigorous education that prepares candidates for a career as a teacher of English at the middle and secondary school levels. The program stresses literary analysis, diversity, and critical thinking and written and oral communication skills through a rigorous curriculum of literature, composition, language and linguistics, and communication studies. This program prepares candidates for professional work as single subject teachers in a changing cultural and economic environment.

For additional information on credential requirements, please see the School of Education Credential Information section of the catalog.

**Program Learning Outcomes**

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

- Utilize systematic observations, documentation, and other assessment strategies to facilitate and account for learning and to support positive growth.
- Design, implement, and evaluate standards-based lesson plans for learning and achievement in content areas.
- Demonstrate professional standards and ethics.
- Utilize different teaching strategies to accomplish teaching and learning goals.

**Degree Requirements**

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

**Preparation for the Major**
(1 course; 4.5 quarter units)

LIT 100* Introduction to Literature
Prerequisite: ENG 100, and ENG 101

* May be used to meet a General Education requirement

**Requirements for the Major**
(24 courses; 108 quarter units)

**English Requirements**
(11 courses; 49.5 quarter units)

ENG 350 Fundamentals of Linguistics
Prerequisite: ENG 100, and ENG 101
LIT 311 British Literature I
Prerequisite: LIT 100
LIT 312 British Literature II
Prerequisite: LIT 100
LIT 321 American Literature I
Prerequisite: LIT 100
LIT 322 American Literature II
Prerequisite: LIT 100
LIT 338 Shakespeare
Prerequisite: LIT 100
LIT 360 Literary Theory
Prerequisite: LIT 100
LIT 463 20th Century World Literature
Prerequisite: LIT 100
LIT 498 English Capstone Course
Prerequisite: Satisfactory completion of 8 upper-division LIT courses

and Any two additional upper division Literature (LIT) courses from available offerings.

**Education Orientation, Theory and Methodology Requirements**
(8 courses; 36 quarter units)

Students must complete TED 305 prior to TPA 1. All Teacher Education (TED) courses include a field experience component. It is strongly recommended students take the following courses in the order they are listed.

TED 305 Teaching as a Profession
TED 300 Fundamentals of Education
Prerequisite: TED 305, or TED 320 or TED 306
TED 430 Special Needs Students
Prerequisite: TED 305, or TED 320 or TED 306
Upon successful completion of this program, students will be able to:

- Demonstrate knowledge of developmentally appropriate grade level health education content domains.
- Describe the relationship of personal, family, school, community, cultural and environmental factors related to health behavior and physical, emotional, and mental well-being.
- Identify cognitive, social, and physical characteristics, growth, and development of healthy adolescents, at-risk adolescents and those who have health problems.
- Examine components of research-based health education and health promotion programs/practices including coordinated school health programs.
- Discuss the evolving role of a health science teacher as a culturally responsive health educator, counselor, advocate, and resource for individuals, families, and communities.
- Analyze the role of mass media, technology and the Internet in promoting physical, mental and emotional health literacy and behaviors.
- Utilize health promotion materials, lessons, and programs to reduce health risk behavior and increase positive health behaviors.
- Discuss the personal, social, and legal requirements and appropriate prevention and intervention strategies in providing a safe, inclusive school environment.
- Integrate educational technology to meet the needs of all learners.
- Describe how to support growth in cognitive, social, physical, and emotional domains.
- Demonstrate a thorough understanding of the learning needs of students through the creation of positive learning environments.
- Utilize systematic observations, documentation, and other effective assessment strategies in a responsible manner to facilitate and account for learning and to support positive growth.
- Design, implement, and evaluate standards-based lesson plans for learning and achievement in content areas.
- Demonstrate professional standards and ethics.
- Utilize different teaching strategies to accomplish teaching and learning goals.

The Bachelor of Arts with a Major in Health Sciences with a Preliminary Single Subject Credential provides a broad-based foundation in the liberal arts and sciences and a fundamental knowledge of health education and prepares a candidate for a career as a teacher in the middle and secondary school levels. The students are required to think critically, write clearly, and speak articulately. This program prepares candidates for professional work as single subject teachers in a changing cultural and economic environment.

For additional information on credential requirements, please see the School of Education Credential Information section of the catalog.

Program Learning Outcomes

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

- Utilize systematic observations, documentation, and other effective assessment strategies in a responsible manner to facilitate and account for learning and to support positive growth.
- Design, implement, and evaluate standards-based lesson plans for learning and achievement in content areas.
- Demonstrate professional standards and ethics.
- Utilize different teaching strategies to accomplish teaching and learning goals.

Degree Requirements

To receive a Bachelor of Arts with a Major in Health Science with a Single Subject Teaching Credential, candidates must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University and 76.5 of which must be completed at the upper-division level. All undergraduate students must complete a minimum 70.5 units of the University General Education requirements. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree. The following courses are specific degree requirements.

Preparation for the Major

11 courses; 46.5 quarter units

- CHE 101* Introductory Chemistry
  - Recommended Preparation: MTH 204, or MTH 215, or MTH 216A, and MTH 216B
- PSY 100* Introduction to Psychology
- SOC 100+ Principles of Sociology
  - Prerequisite: ENG 100, and ENG 101
- COH 100+ Personal Health
- MTH 204+ Mathematics for Science
  - Prerequisite: MTH 12A, and MTH 12B, or Accuplacer test placement
- MTH 209A+ Fundamentals of Mathematics I
  - Prerequisite: Accuplacer test placement, or MTH 12A, and MTH 12B
- COM 220* Media Literacy
- BIO 100* Survey of Bioscience
- BIO 100A* Survey of Bioscience Lab (1.5 quarter units) 
  - Prerequisite: BIO 100, or BIO 161 for science majors
- BIO 380 Human Biology for Teachers
  - Recommended Preparation: BIO 161, and BIO 162, and
  - Prerequisite: BIO 163, BIO 100A
- SOC 344+ Marriage, Sex and the Family
  - Prerequisite: ENG 100, and ENG 101

* May be used to meet a General Education requirement
+ Diversity Enriched Offering
Requirements for the Major
(22 courses; 99 quarter units)

Health Science Requirements
(11 courses; 49.5 quarter units)

COH 320 Chronic & Communicable Disease
COH 321 Health Behavior
COH 416 PH & Physical Activity
COH 317* Public Health Nutrition
COH 318* Drug Use and Abuse
COH 319* Human Sexuality
COH 420 Health of Vulnerable Groups
HED 311 Health Literacy
HED 414 Violence & Bullying Prevention
HED 308 Mental and Emotional Health

TED 530A, 530B, and 531 are field experience courses receiving a
satisfactory or Unsatisfactory grade and are not factored into
cumulative GPA.

* May be used to meet a General Education requirement

Education Theory /Methodology Requirements
(7 courses; 31.5 quarter units)

TED 305 Teaching as a Profession
TED 300 Fundamentals of Education
Prerequisite: TED 305, or TED 320 or TED 306
TED 310 Development and Learning
Prerequisite: TED 305, or TED 320 or TED 306
TED 330B Reading and Language Arts
Prerequisite: TED 305, or TED 320

TED 420 Diversity in Schooling
Prerequisite: TED 305, or TED 320
TED 430 Special Needs Students
Prerequisite: TED 305, or TED 320 or TED 306
TED 464 Mths Teach Sec Health Sci
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, COH 100, HED 311, HED 414, COH 321

Student Teaching Requirements
(3 courses; 13.5 quarter units)

TED 530A, 530B, and 531 are field experience courses receiving a
Satisfactory or Unsatisfactory grade and are not factored into
cumulative GPA.

TED 530A Student Teaching I
Corequisite: TED 531
TED 530B Student Teaching II
Prerequisite: TED 530A, Corequisite: TED 531
TED 531 Student Teaching Seminar
Corequisite: TED 530A, and TED 530B

Credentialing Requirements
(1 course; 4.5 quarter units)

EDX 1201X Computer Tech in Classroom

School of Education

BACHELOR OF ARTS

MAJOR IN INTERDISCIPLINARY STUDIES WITH A PRELIMINARY MULTIPLE SUBJECTS TEACHING CREDENTIAL (CALIFORNIA)

Faculty Advisor: Jacqueline Caesar; (858) 792-8365; jcaesar@nu.edu
For Credential: Mary Anne Weegar: (858) 642-8360; mweegar@nu.edu

The Bachelor of Arts in Interdisciplinary Studies with a Preliminary Multiple Subject Teaching Credential (California) provides a broad, rigorous education that prepares candidates for a career as a teacher at the elementary level. The program introduces candidates to essential knowledge, connections across the disciplines, and applies knowledge of life beyond the University. This degree program gives candidates an enriched and thought-provoking curriculum that incorporates content across subject areas and with specific educational methodology courses. This program prepares candidates for professional work as multiple subject teachers in a changing cultural and economic environment.

For additional information on credential requirements, please see the School of Education Credential Information section of the catalog.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:
• Demonstrate an understanding of interdisciplinary theory and the practice of critical thinking for the collection, validation, analysis, and synthesis of historical data and new information
• Explain the integration of knowledge in a global contact and engage in collaborative research across disciplines.
• Identify and appreciate the cultural perspectives of world view.
• Use information communications technology for knowledge sharing and the interdisciplinary approach.
• Demonstrate a deep and flexible understanding of subject matter.
• Apply educational technology to meet the needs of all learners.
• Explain how to support growth in cognitive, social, physical, and emotional domains
• Utilize different teaching strategies to accomplish the teaching and learning goals
• Create positive learning environment that ensures healthy human growth.
• Utilize systematic observations, documentation and other assessment strategies to facilitate and account for learning, and to support positive growth.
• Design, implement and evaluate standards-based lesson plans for learning and achievement in content areas.
• Demonstrate professional standards and ethics.

Degree Requirements

To receive a Bachelor of Arts in Interdisciplinary Studies with a Multiple Subject Teaching Credential, candidates must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University and 76.5 of which must be completed at the upper-division level, including a minimum of 70.5 units of the University General Education. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree. The following courses are specific degree requirements. Candidates must demonstrate subject-matter competency through a state-approved examination. Students should refer to the section on undergraduate admission procedures for specific information on admission and evaluation.

Preparation for the Major
(3 courses; 13.5 quarter units required)

LIT 100* Introduction to Literature
Prerequisite: ENG 100, and ENG 101
HIS 410  California History  
*Prerequisite: ENG 100, ENG 101*

MTH 209A*  Fundamentals of Mathematics I  
*Prerequisite: Accuplacer test placement evaluation, or MTH 12A, and MTH 12B*

* May be used to meet a General Education requirement

**Requirements for the Major**  
(22 courses; 99 quarter units)

**Core Requirements**  
(14 courses; 63 quarter units)

- BIS 301  Intro to Interdisc. Studies
- ENG 350  Fundamentals of Linguistics  
  *Prerequisite: ENG 100, and ENG 101*
- MTH 301  Fundamentals of Mathematics II  
  *Prerequisite: MTH 209A, or Accuplacer test placement evaluation*
- ART 400  Expressive and Integrative Art
- TED 300  Fundamentals of Education  
  *Prerequisite: TED 305, or TED 320*
- TED 410  Survey of Multicultural Lit.  
  *Prerequisite: TED 305, or TED 320 or TED 306*
- TED 430  Special Needs Students  
  *Prerequisite: TED 305, or TED 320 or TED 306*
- TED 310  Development and Learning  
  *Prerequisite: TED 305, or TED 320*
- TED 355  Hist/Social Science Methods  
  *Prerequisite: TED 305, or TED 320 or TED 306*
- TED 380  Arts/PE/Health Methods  
  *Prerequisite: TED 305, or TED 320 or TED 306*
- BIS 401  Interdisciplinary Practice: In  
  *Prerequisite: BIS 301 and four additional courses from the major*
- TED 330A  Reading and Lang. Arts Methods  
  *Prerequisite: TED 305, or TED 320 or TED 306*
- TED 440  Leadership and Assessment  
  *Prerequisite: TED 305, or TED 320 or TED 306*
- BIS 499  Interdisciplinary Studies Proj

**Student Teaching Requirements**  
(3 courses; 13.5 quarter units)

- TED 530A, 530B and 531 are field experience courses receiving a Satisfactory or Unsatisfactory grade and are not factored into cumulative GPA.

- TED 530A  Student Teaching I  
  *Corequisite: TED 531*
- TED 530B  Student Teaching II  
  *Prerequisite: TED 530A, Corequisite: TED 531*
- TED 531  Student Teaching Seminar  
  *Corequisite: TED 530A, and TED 530B*

**Upper Division Requirements**  
(5 courses; 22.5 quarter units)

- COM 380*  Democracy in the Info. Age  
  *Prerequisite: ENG 100, and ENG 101*
- HIS 320  Culture of Global Capitalism  
  *Prerequisite: ENG 100, ENG 101*
- TED 305  Teaching as a Profession  
- TED 306  21st Century Teaching Methods  
- TED 350  Math and Science Methods  
  *Prerequisite: TED 305, or TED 320 or TED 306*

**TED 351  Teaching STEM Methods**  
*Prerequisite: TED 305, or TED 306, or TED 320*

And

Two additional courses from the following:

- BIO 330  Ecology  
  *Recommended: Prior completion of: BIO 161, BIO 162, BIO 163, BIO 100A, BIO 100, CHE 141, CHE 142, CHE 143, CHE 101A*
- BIS 405  Genetic Anthropology  
  *Prerequisite: BIS 301, Recommended: Prior completion of: MTH 215*
- MTH 410  Technology in Math Education  
  *Prerequisite: MTH 215, or MTH 216A, and MTH 216B, or MTH 301*
- TED 306  21st Century Teaching Methods
- TED 351  Teaching STEM Methods  
  *Prerequisite: TED 305, or TED 306, or TED 320*

* May be used to meet a General Education requirement

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

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

**Program Learning Outcomes**

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

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

**Requirements for the Concentration**  
(5 courses; 22.5 quarter units)

- BIO 330  Ecology  
  *Recommended: Prior completion of: BIO 161, BIO 162, BIO 163, BIO 100A, BIO 100, CHE 141, CHE 142, CHE 143, CHE 101A*
- BIS 405  Genetic Anthropology  
  *Prerequisite: BIS 301, Recommended: Prior completion of: MTH 215*
- MTH 410  Technology in Math Education  
  *Prerequisite: MTH 215, or MTH 216A, and MTH 216B, or MTH 301*
- TED 306  21st Century Teaching Methods
- TED 351  Teaching STEM Methods  
  *Prerequisite: TED 305, or TED 306, or TED 320*

**BACHELOR OF ARTS**

◆ **MAJOR IN MATHEMATICS WITH A PRELIMINARY SINGLE SUBJECT TEACHING CREDENTIAL (CALIFORNIA)**

Faculty Advisor: Igor Subbotin; (310) 662-2150; isubboti@nu.edu

For Credential: Zhonghe Wu; (714) 429-5144; zwu@nu.edu

The Bachelor of Arts in Mathematics with a Preliminary Single Subject Credential provides a rigorous education that prepares candidates for a career as a teacher of Mathematics at the middle and
secondary school levels. The program stresses foundation in mathematics and its application. This program prepares candidates for professional work as single subject teachers in a changing cultural and economic environment. For additional information on credential requirements, please see the School of Education Credential Information section of the catalog.

Program Learning Outcomes

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

• Employ a variety of reasoning skills and effective strategies for solving problems both within the discipline of mathematics and in applied settings that include non-routine situations
• Use language and mathematical symbols to communicate mathematical ideas in the connections and interplay among various mathematical topics and their applications that cover a range of phenomena across appropriate disciplines
• Use current technology tools, such as computers, calculators, graphing utilities, video, and interactive programs that are appropriate for the research and study in mathematics
• Employ algebra and number theory ideas and tools as a base of a fundamental language of mathematics research and communication
• Develop fundamental knowledge in geometry
• Model real world problems with a variety of algebraic and transcendental functions
• Use advanced statistics and probability concepts and methods
• Use educational technology to meet the needs of all learners including those with special needs linguistically and culturally diverse students
• Explain how to support growth in cognitive, social, physical and emotional domains
• Create positive learning environment that ensures healthy human growth
• Utilize systematic observations, documentation, and other assessment strategies in a responsible manner to facilitate and support positive growth
• Design, implement, and evaluate standards-based lesson plans for learning and achievement in content areas
• Demonstrate professional standards and ethics
• Utilize different teaching strategies to accomplish the teaching and learning goals

Degree Requirements

To receive a Bachelor of Arts in Mathematics with a Single Subject Teaching Credential, candidates must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University, and 76.5 of which must be completed at the upper-division level, and a minimum of 70.5 units of the University General Education requirements. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree. The following courses are specific degree requirements. Students should refer to the section on undergraduate admission procedures for specific information on admission and evaluation.

Preparation for the Major

(6 courses; 27 quarter units)

MTH 210* Probability and Statistics
Prerequisite: Accuplacer test placement evaluation, or MTH 12A, and MTH 12B

MTH 215* College Algebra & Trigonometry
Prerequisite: Accuplacer test placement evaluation, or MTH 12A, and MTH 12B

or

MTH 216A* College Algebra I (3 quarter units)
Prerequisite: Accuplacer test placement evaluation, MTH 12A, and MTH 12B

and

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

MTH 220* Calculus I
Prerequisite: MTH 215, or Accuplacer test placement, or evaluation by a lead faculty

or

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

MTH 221 Calculus II
Prerequisite: MTH 220

MTH 222 Calculus III
Prerequisite: MTH 221

MTH 223 Calculus IV
Prerequisite: MTH 222

* May be used to meet a General Education requirement

Requirements for the Major

(20 courses; 90 quarter units)

Mathematics Requirements

(9 courses; 40.5 quarter units)

MTH 311 Topics from Geometry
Prerequisite: MTH 215

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

or

CSC 331 Discrete Structures and Logic
Prerequisite: CSC 252, and EGR 220

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

MTH 435 Linear Algebra
Prerequisite: MTH 220, and MTH 325

MTH 416 Algebraic Structures
Prerequisite: MTH 435, and MTH 325

MTH 417 Foundations of Geometry
Prerequisite: MTH 216A, and/or MTH 216B, or MTH 215, and MTH 311

MTH 418 Statistical Analysis
Prerequisite: MTH 210, and MTH 220

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

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

Education Theory and Methodology Requirements

(7 courses; 31.5 quarter units)

Students must complete TED 305 prior to TPA 1. All Teacher Education (TED) courses include a field experience component. It is strongly recommended students take the following courses in the order they are listed.

TED 305 Teaching as a Profession
TED 300 Fundamentals of Education
Prerequisite: TED 305, or TED 320 or TED 306

TED 430 Special Needs Students
Prerequisite: TED 305, or TED 320 or TED 306

TED 310 Development and Learning
Prerequisite: TED 305, or TED 320 or TED 306

TED 420 Diversity in Schooling
Prerequisite: TED 305, or TED 320

TED 330B Reading and Language Arts
Prerequisite: TED 305, or TED 320

TED 461 Mathematics Teaching Methods
Prerequisite: TED 305, or TED 320
Upon successful completion of this program, students will be able to:

- Design, implement, and evaluate standards-based lesson plans for learning and achievement in content areas.
- Demonstrate professional standards and ethics.
- Utilize different teaching strategies to accomplish teaching and learning goals.

### Degree Requirements

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

#### Preparation for the Major

(9 courses; 40.5 quarter units)

- HIS 220A+ United States History I
  - Prerequisite: ENG 100, and ENG 101
- HIS 220B+ United States History II
  - Prerequisite: ENG 100, and ENG 101
- HIS 233* World Civilizations I
  - Prerequisite: ENG 100, and ENG 101
- HIS 234* World Civilizations II
  - Prerequisite: ENG 100, and ENG 101
- POL 100* Introduction to Politics
  - Prerequisite: ENG 100, and ENG 101
- POL 201* American Politics
  - Prerequisite: ENG 100, and ENG 101
- SCI 300* Geography
- ECO 203* Principles of Microeconomics
- ECO 204* Principles of Macroeconomics

* May be used to meet a General Education requirement
+ Diversity Enriched Offering

#### Requirements for Major

(23 courses; 103.5 quarter units)

- HIS 431 The Ancient World
  - Prerequisite: ENG 100, ENG 101, and HIS 233
- HIS 432 The Classical World
  - Prerequisite: ENG 100, ENG 101, and HIS 233
- HIS 433 The Post-Classical World
  - Prerequisite: ENG 100, ENG 101, and HIS 233
- HIS 434 Modern World, 1500 to Present
  - Prerequisite: ENG 100, ENG 101, and HIS 234
- HIS 400 Historical Theories & Methods
  - Prerequisite: ENG 240
- HIS 360 American Colonial Experience
  - Prerequisite: ENG 100, ENG 101, and HIS 220A
- HIS 361 Making and Sundering of Union
  - Prerequisite: ENG 100, ENG 101, and HIS 220A
- HIS 362 U.S. Between Wars, 1865-1917
  - Prerequisite: ENG 100, ENG 101, and HIS 220B
- HIS 363 U.S. Since World War I
  - Prerequisite: ENG 100, ENG 101, and HIS 220B
- HIS 410 California History
  - Prerequisite: ENG 100, ENG 101
- HIS 499 Capstone Research Project
  - Prerequisite: ENG 240 or equivalent, HIS 400, and completion of 31.5 quarter units of core courses in the major
School of Education

Education Theory and Methodology
(7 courses; 31.5 quarter units)
TED 305 Teaching as a Profession
TED 300 Fundamentals of Education
   Prerequisite: TED 305, or TED 320 or TED 306
TED 310 Development and Learning
   Prerequisite: TED 305, or TED 320 or TED 306
TED 330B Reading and Language Arts
   Prerequisite: TED 305, or TED 320
TED 420 Diversity in Schooling
   Prerequisite: TED 305, or TED 320
TED 430 Special Needs Students
   Prerequisite: TED 305, or TED 320 or TED 306
TED 434 Methods of Teaching Social Sci
   Prerequisite: TED 305

Student Teaching
(3 courses; 13.5 quarter units)
TED 530A, 530B, and 531 are field experience courses receiving a Satisfactory or Unsatisfactory grade and are not factored into cumulative GPA.
TED 530A Student Teaching I
   Corequisite: TED 531
TED 530B Student Teaching II
   Prerequisite: TED 530A, Corequisite: TED 531
TED 531 Student Teaching Seminar
   Corequisite: TED 530A, and TED 530B

Credentialing Requirements
(2 courses; 9 quarter units)
Students must have a senior standing to enroll in EDX1201X. EDX1201X is graduate level and the grade earned must be a B or better. EDX1201X will not transfer to National University or any other university as a graduate level class.
HEDX 1101X Intro Health Ed: K-12
EDX 1201X Computer Tech in Classroom

BACHELOR OF ARTS
MAJOR IN SPANISH
WITH OPTIONAL PRELIMINARY SINGLE SUBJECT TEACHING CREDENTIAL (CALIFORNIA)
Faculty Advisor: Luis Acebal; (530) 226-4003; lacebal@nu.edu
For Credential: Jo Birdsell; (858) 642-8365; jbirdsell@nu.edu

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

Please see additional Credential admissions requirements under Teacher Education in the School of Education’s Credential Programs section of the catalog.

Program Learning Outcomes

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

Degree Requirements

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

Preparation for the Major
(5 courses; 22.5 quarter units)
SPN 100* Beginning Spanish I
   Corequisite: SPN 100
SPN 101* Beginning Spanish II
   Corequisite: SPN 101
SPN 200* Intermediate Spanish I
   Corequisite: SPN 200
SPN 201 Intermediate Spanish II
   Corequisite: SPN 201
LIT 100* Introduction to Literature
   Prerequisite: ENG 100, and ENG 101
   * May be used to meet a General Education requirement

Requirements for the Major
(11 courses; 43.5 quarter units)
SPN 300 Advanced Spanish I
   Prerequisite: SPN 201
SPN 300A Advanced Spanish I Lab (1.5 quarter units)
   Prerequisite: SPN 201, Corequisite: SPN 300
SPN 301 Advanced Spanish II
   Prerequisite: SPN 300
SPN 301A Advanced Spanish II Lab (1.5 quarter units)
   Prerequisite: SPN 300, SPN 300A, Corequisite: SPN 301
SPN 310 Literary Readings in Spanish
   Prerequisite: LIT 100, SPN 301
SPN 330 Intro Lat Am Cultures
   Prerequisite: SPN 301
SPN 350 Film and Culture
   Prerequisite: SPN 301
SPN 420 Literature and Culture I
   Prerequisite: SPN 310, and SPN 330
SPN 430 Literature and Culture II
   Prerequisite: SPN 420
SPN 450 Identity and Multiculturalism
   Prerequisite: SPN 310, and SPN 330
SPN 499 Spanish Capstone
   Prerequisite: SPN 430

* May be used to meet a General Education requirement

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

- Demonstrate application of educational technology to meet the needs of all learners including those with special needs linguistically and culturally diverse students.
- Demonstrate knowledge of adolescent development in order to explain how to support growth in cognitive, social, physical and emotional domains.
- Demonstrate a thorough understanding of the learning needs of students to create positive learning environment that ensure healthy human growth.
- Utilize systematic observations, documentation, and other effective assessment strategies in a responsible manner to facilitate and account for learning and to support positive growth.
- Design, implement, and evaluate standards-based lesson plans for learning and achievement in content areas.

**Program Learning Outcomes**

- **Demonstrate a thorough understanding of the learning needs of students to create positive learning environment that ensure healthy human growth.**
- **Utilize systematic observations, documentation, and other effective assessment strategies in a responsible manner to facilitate and account for learning and to support positive growth.**
- **Design, implement, and evaluate standards-based lesson plans for learning and achievement in content areas.**

**Upper-Division Electives**

(7 courses; 31.5 quarter units)

The following are strongly recommended:

- **HIS 345** Latin American Studies
- **GLS 430** The Global Economy
- **GLS 440** Study Abroad
- **HUM 501** Global Civic Culture
- **HIS 434** Modern World, 1500 to Present
- **LIT 360** Literary Theory
- **LIT 460** Gender and Literature
- **LIT 463** 20th Century World Literature
- **LIT 480** Literature of the Americas
- **PHL 320** World Religions
- **POL 340** Comparative Politics
- **SOC 328** Intercultural Thinking
- **SPN 490** Guided Study in Spanish

* May be used to meet a General Education requirement

**Optional Preliminary Single Subject Teaching Credential (California)**

Faculty Advisor: Jo Birdsell; (858) 642-8365; jbirdsell@nu.edu

The Bachelor of Arts in Spanish with a Preliminary Single Subject Credential provides a rigorous education that prepares candidates for a career as a teacher of Spanish at the middle and secondary school levels. The program stresses foundation Spanish and its application. This program prepares candidates for professional work as single subject teachers in a changing cultural and economic environment. Students majoring in Spanish can enroll in this program at any time prior to the completion of SPN 490 or 491. This program prepares students with the knowledge, skills and dispositions required for entry into the teaching profession.

**Program Learning Outcomes**

- **Demonstrate application of educational technology to meet the needs of all learners including those with special needs linguistically and culturally diverse students.**
- **Demonstrate a thorough understanding of the learning needs of students to create positive learning environment that ensure healthy human growth.**
- **Utilize systematic observations, documentation, and other effective assessment strategies in a responsible manner to facilitate and account for learning and to support positive growth.**
- **Design, implement, and evaluate standards-based lesson plans for learning and achievement in content areas.**

**Education Orientation, Theory and Methodology Requirements**

(7 courses; 31.5 quarter units)

- **TED 305** Teaching as a Profession
- **TED 300** Fundamentals of Education
- **TED 430** Special Needs Students
- **TED 420** Diversity in Schooling
- **LTL 504B** Teach Methods: Sec Schs
- **LTL 524S** Lang Teach & Assess: Spanish

**Student Teaching Requirements**

(3 courses; 13.5 units)

- **TED 530A** Student Teaching I
- **TED 530B** Student Teaching II
- **TED 531** Student Teaching Seminar

Please see student teaching and internship eligibility requirements under Clinical Practice in the Teacher Education area of the School of Education’s Credential programs section of the catalog.

**Credentialing Requirements**

(2 courses; 9 quarter units)

Students must have senior standing to enroll in these two classes. The EDX1201X class is considered graduate level. These courses will not transfer to any graduate level program (at National University or elsewhere).

- **EDX 1201X** Computer Tech in Classroom
- **HEDX 1101X** Intro Health Ed: K-12

Please see additional completion requirements for the Credential under Teacher Education in the School of Educations Credential section.

**GRADUATE DEGREE PROGRAMS**

**MASTER OF ARTS IN ACCOMPLISHED COLLABORATIVE LEADERSHIP**

Faculty Advisor: Ronarae Adams; (858) 642-8352; radams@nu.edu

This program is designed for teachers who wish to become National Board Certified and who also want to develop the leadership skills necessary to work collaboratively with school administrators to effect meaningful school change. An accomplished school leader is a teacher with National Board Certification who may assume a collaborative leadership role by leading the school through serving on school committees, acting as club sponsors, or team coaches, and may work with administrators as a change agent within the school. This program combines the MAT NBCT courses and the MAT 650 series courses that were developed using textbooks from Dr. Doug Reeves’ Leadership and Learning Center (LLC) in Denver, Colorado. At the conclusion of the program, in addition to receiving a master of arts degree, candidates have an opportunity to submit their
The Master of Arts in Education (MAE) program is designed for individuals interested in seeking professional growth and advancement in educational fields. Additionally, the program meets the needs of international students seeking a master’s degree in education. Students will complete a six-course core focused on exploring the historical, philosophical, psychological, and social foundations education; analyzing issues of educational equity and diversity; understanding learners with learning exceptionalities; examining the foundations of curriculum, assessment, and instruction; and using educational research to deepen critical thinking skills. Students in this program will have opportunities to select a four-course specialization from a variety of areas. Note: this program is not designed for students seeking a teaching credential.

**Specialization in Best Practices**

*Faculty Advisor: Linda Ventriglia-Nava; (916) 855-4160; lventrig@nu.edu*

The Best Practices specialization instructs students in research-based Best Practices that accelerate student achievement. The program is based on 11 years of school-based research that turned around low achieving schools and accelerated achievement at all schools where the Best Practices were used. Students will learn how to implement effective teaching strategies that accelerate student achievement and engage students in 21st century learning. An interdisciplinary approach to learning will enable teachers to develop a systematic approach for teaching interdisciplinary vocabulary across the curriculum.

Teachers will learn how to use both textual and digital comprehension strategies, critical/creative 21st century questioning and 21st century problem solving. An emphasis will be placed on differentiated and targeted instruction, student engagement/ motivation strategies, cooperative and other effective grouping patterns, and technological multimedia applications. All the Best Practice strategies will be tied to standards-based direct and indirect instruction.

Effective strategies for English language learners and other diverse learners are integrated throughout the four courses in Best Practices in Teaching. Along with learning the strategies listed above, candidates will be taught how to create multidisciplinary standards-based lesson plans using the structure of Teach, Practice and Apply.

**Program Learning Outcomes**

Upon successful completion of this program, students will be able to:
- Demonstrate an understanding of the principles of effective educational accountability.
- Analyze implicit and explicit, educational accountability systems.
- Apply principles of effective accountability in educational settings.
- Engage with colleagues in developing new educational accountability systems.
- Provide constructive feedback and suggestions for improving existing educational accountability systems.
- Reflect on student learning through a systematic study and reflection of one’s own teaching practices and through shared knowledge gained from purposefully formed professional learning communities.
- Examine cross-cultural educational issues and relating those to enhancing student learning.
- Teach students by effectively accessing and using research based learning theories, assessment strategies, teaching models, technology, and classroom management strategies to educate all learners.

**Degree Requirements**

(10 courses; 45 quarter units)

To receive a Master of Arts in Accomplished Collaborative Leadership, students must complete 45 quarter units of graduate work. A total of 4.5 quarter units of graduate credit may be granted for equivalent graduate level work completed, as it applies to this degree and if the units were not used in earning another advanced degree.

**Core Requirements**

(10 courses; 45 quarter units)

MAT 651 Assessing Educational Leaders  
MAT 652 Leadership Accountability  
MAT 653 Motivational Leadership  
MAT 654 Seminar in Social Issues  
MAT 655 Leadership Impact Seminar  
NBC 680 Quality Teaching and Learning  
NBC 681 Membership in Learning Communities  
NBC 682 Videotape Analysis  
NBC 683 Student Work and Assessments  
NBC 639 Leadership Portfolio

**Specialization in Best Practices**

*Only for students in the Teacher Leadership Specialization. Candidates must also choose one of the following specializations:

**Faculty Advisor: Linda Ventriglia-Nava; (916) 855-4160; lventrig@nu.edu**

The Best Practices specialization instructs students in research-based Best Practices that accelerate student achievement. The program is based on 11 years of school-based research that turned around low achieving schools and accelerated achievement at all schools where the Best Practices were used. Students will learn how to implement effective teaching strategies that accelerate student achievement and engage students in 21st century learning. An interdisciplinary approach to learning will enable teachers to develop a systematic approach for teaching interdisciplinary vocabulary across the curriculum.

Teachers will learn how to use both textual and digital comprehension strategies, critical/creative 21st century questioning and 21st century problem solving. An emphasis will be placed on differentiated and targeted instruction, student engagement/ motivation strategies, cooperative and other effective grouping patterns, and technological multimedia applications. All the Best Practice strategies will be tied to standards-based direct and indirect instruction.

Effective strategies for English language learners and other diverse learners are integrated throughout the four courses in Best Practices in Teaching. Along with learning the strategies listed above, candidates will be taught how to create multidisciplinary standards-based lesson plans using the structure of Teach, Practice and Apply.
Program Learning Outcomes

Upon successful completion of this program, students will be able to:
- Integrate Best Practices for Standards-based instruction across content areas
- Use Best Practice teaching strategies across the curriculum.
- Integrate Best Practices for standards-based instruction across content areas.
- Apply to their teaching the framework of Teach, Practice and Apply using Best Practice teaching strategies.
- Implement Best Practice teaching strategies for the development of vocabulary, math, reading comprehension, and interdisciplinary learning.
- Apply student engagement/motivational strategies.
- Integrate Best Practices in multimedia-interactive classroom instruction.
- Demonstrate a repertoire of differentiated instructional strategies.

Required Courses
(4 courses; 18 quarter units)

MAT 670 Theory Best Practice Teaching
MAT 671 Appl Best Practice Strat in Cl
MAT 674 Differentiated Instruction
MAT 675 21st Century Multimedia & Tech

▲ Specialization in Educational Technology
Faculty Advisor: Cynthia Chandler; (858) 309-3457; cchandler@nu.edu

This specialization is designed for individuals wishing to develop their knowledge and skills for using technology in the educational setting.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:
- Integrate interdisciplinary connection between evidence based technologies for multimedia instruction.
- Use teaching strategies to accommodate learners in an online or blended environment.
- Participate in online community building and web-based interactive activities.
- Assess the effectiveness and efficiency of multimedia courseware and internet resource for use in instruction and delivery system.
- Examine the critical issues involved in designing effective distance educational programs.
- Design web-based courses using web page design authoring tools.

Required Courses
(4 courses; 18 quarter units)

EDT 605 Education Theory & Technology
EDT 610 Teaching Online
EDT 660 Multimedia & Interactive Tech.
EDT 671 Curriculum for Online Learning

▲ Specialization in e-Teaching and Learning
Faculty Advisor: Lorraine Leavitt; (714) 429-5316; lleavitt@nu.edu

The eTeaching and Learning Specialization is designed to meet the growing need for quality online instructors in PK - 16, community colleges, and corporations. The specialization focuses on: learning and applying effective student-centered online pedagogical skills, developing online curriculum that adheres to the National Standards for Quality Online Teaching, and assessing online learning using multiple assessment strategies. Upon completion of this specialization, candidates will be prepared to effectively teach in the online learning environment.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:
- Analyze professional standards, trends and issues in the online environment.
- Demonstrate the use of active teaching and assessment strategies for the online environment.
- Apply evidence-based best practices research in the online teaching environment.

Requirements for Specialization
(4 courses; 18 quarter units)

ETL 680 Introduction to e-Teaching
ETL 682 Active Teaching and Learning
ETL 684 Differentiated Online Instruct
ETL 686 Designing Instr Materials
Prerequisite: ETL 680, and ETL 682, and ETL 684

▲ Specialization in Teacher Leadership
Faculty Advisor: Dina Pacis; (858) 642-8351; dpacis@nu.edu

This five-course specialization comes from the Advanced Learning Press’ Center for Performance Assessment, which offers a unique master’s degree program that provides teachers with the skills and theories to be leaders in their classrooms and schools. It is a collaborative effort with Advanced Learning Press, which already offers a ten course master’s degree in educational leadership. All the courses will be offered online. Similar to the National Board Specialization, the capstone is an alternative course to MAT 640 Applications of Research for the Art of Teaching. The capstone course is MAT 655 Leadership Impact: Synthesis of Theory and Practice.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:
- Demonstrate an understanding of the principles of effective educational accountability.
- Demonstrate the ability to analyze and understand research on educational leadership.
- Demonstrate an understanding of how to lead learning communities and cross-cultural educational initiatives within school and classroom.
- Demonstrate the ability to build professional relationships and networks for instructional leadership.

Required Courses
(5 courses; 22.5 quarter units)

MAT 651 Assessing Educational Leaders
MAT 652 Leadership Accountability
MAT 653 Motivational Leadership
MAT 654 Seminar in Social Issues
MAT 655 Leadership Impact Seminar

▲ Specialization in Teaching and Learning in a Global Society
Faculty Advisor: Constance Rothmund; (858) 642-8640; constance.rothmund@naturinv.edu

This specialization is designed to provide candidates with the necessary knowledge, skills, and dispositions to teach in culturally and linguistically diverse classrooms.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:
- Using current research on multilingualism and multiculturalism, explore the global issues of immigration, poverty, environment,
distribution of resources and power and identify how these issues affect human development, schooling and learning.
• Examine the current models of schooling and how they might be transformed to make curricula (instructional approaches, practices, materials and assessments) accessible, equitable and just to an increasingly diverse population.
• Develop a community of practice that promotes global awareness and participation in community service and school learning activities, including field experiences and social and professional relationships with parents, teachers, administrators and local community members and organizations.
• Develop a systematic approach to reflect on personal and professional beliefs, knowledge, dispositions and practices to continuously improve teaching and student learning.
• Review and conduct action research on issues of international and immigrant populations, language, class, race, gender, ethnicity and culture in the school and reflect on that research.

Required Courses
(4 courses; 18 quarter units)
TED 665  Cognition, Lang, & Cult
TED 666  Cultural and Linguistics
TED 667  Diversity and Change
TED 668  Multicultural Literature

▲ Specialization in Teaching Mathematics
Faculty Advisor: Zhonghe Wu; (310) 662-2134; zwu@nu.edu

Designed to improve the quality of teaching mathematics in grades K-9, courses focus on the pedagogy of mathematics and the development of balanced instructional programs that meet the needs of today’s diverse students. Content prepares teacher credential holders and/or candidates for the CSET 1 and 2 Foundational Level Mathematics Exam. In order to be successful in this program, potential candidates should have basic mathematics knowledge and skills (equivalent to CSET multiple subject and Praxis II elementary education) or above.

Program Learning Outcomes
Upon successful completion of this program, students will be able to:
• Analyze current principles, state and national standards, trends and issues in teaching Mathematics in grades K-9.
• Demonstrate the ability to develop a balanced program of mathematics instruction that includes conceptual understanding, procedural fluency and problem solving in Algebra, Geometry, Statistics, Probability and Number Theory.
• Apply evidence-based best practices research in the delivery and evaluation of a balanced mathematics education program.

Required Courses
(4 courses; 18 quarter units)
MAT 635  Contemporary Issues/Challenges
MAT 636  Algebra and Number Theory
Prerequisite: MAT 635
MAT 637  Geometry and Measurement
Prerequisite: MAT 635, MAT 636
MAT 638  Probability and Statistics
Prerequisite: MAT 635, MAT 636, MAT 637

II MASTER OF ARTS IN TEACHING
Faculty Advisor: Dee Fabry; (858) 642-8381; dfabry@nu.edu

The Master of Arts in Teaching (MAT) degree is designed for practicing educators and professionals who want to enhance their teaching skills, broaden their intellectual and professional understanding by interrelating educational theory and practice to promote lifelong learning efforts, and sustain their commitment as instructional leaders in educational settings.

FOR CANDIDATES IN NEVADA

Candidates pursuing the Master of Arts in Teaching (MAT) degree must already hold a Nevada teaching license. The MAT degree is not a credentialing program and does not meet the standards of quality for licensure or endorsement in teaching in public education in Nevada. Please note that the Master of Arts in Teaching Program Learning Outcomes are aligned to the Interstate Teacher Assessment and Support Commission (InTASC) Standards for Nevada.

Program Learning Outcomes
Upon successful completion of this program, students will be able to:
• Apply critical thinking skills and active reflection to evaluate and improve professional practice.
• Analyze diversity issues in education to support equity pedagogy, social justice, and community collaboration.
• Apply information literacy skills to inquire, research, teach, and learn.

Degree Requirements
(10 courses; 45 quarter units)

To receive a Master of Arts in Teaching, students must complete 45 quarter units of graduate work. A total of 4.5 quarter units of graduate credit may be granted for equivalent graduate work completed, as it applies to this degree and if the units were not used in earning another advanced degree.

Those holding National Board Certification qualify for a waiver of one of the following courses: MAT 641, MAT 642, MAT 643, or MAT 644. Students who submit official American Council on Education (ACE) transcripts will qualify for 4.5 quarter units of transfer graduate credit.

Note: Students must have access to Microsoft Office on either a PC or Mac platform.

Core Requirements
(6 courses; 27 quarter units)
EDT 612  Meaningful Learning w/ Tech.
MAT 641  Education & Social Pluralism
MAT 642  Program Design
MAT 643  Models of Teaching
MAT 644  Foundations of Curriculum
MAT 640  Applications of Research
or
NRC 639* Leadership Portfolio
or
MAT 655** Leadership Impact Seminar
or
MAT 640C+ Action Res for the Read Spec
Prerequisite: MAT 645, MAT 646, MAT 647A, and MAT 647B

* Only for students in the National Board Certified Teacher Leadership Specialization
** Only for students in the Teacher Leadership Specialization
+ Only for students in the Reading Specialization

Candidates must choose one of the following specializations:
FOR NEVADA STUDENTS

Four Specializations for the MAT degree have Nevada Department of Education approval:
• Specialization in Early Childhood Education
• Specialization in Educational Technology
• Specialization in National Board Certified Teacher Leadership
• Specialization in Reading

▲ Specialization in Applied Behavior Analysis (ABA)
Faculty Advisor: William Matthew; (661) 864-2360; wmatthew@nu.edu

The five-course sequence in applied behavior analysis is designed to prepare candidates for the national certification examinations sponsored by the Behavior Analyst Certification Board (BACB). Upon successful completion of National University’s five course sequence, the candidate will receive a certificate of completion from National University, but this is not professional certification by the Behavior Analyst Certification Board (BACB) and does not entitle candidates to claim they are Board Certified Behavior Analysts (BCBA’s). Information about becoming certified through the BACB can be found at www.bacb.com

Program Learning Outcomes

Upon successful completion of this program, students will be able to:
• Apply techniques and methods of applied behavior analysis within multicultural learning environments.
• Present data and information from applied behavior analysis procedures in graphic, textual, and oral formats.
• Integrate overall practice guidelines, code of ethics and laws in applied behavior management.
• Critique relevant research literature and use idiographic research methods to solve behavior problems.
• Use multiple data sources and points of view in the design, implementation, and evaluation of analytic goals.

Required Courses
(5 courses; 22.5 quarter units)

ABA 601 Assessment in ABA
ABA 602 Processes of ABA
Prerequisite: ABA 601
ABA 603 Applications of ABA
Prerequisite: ABA 602
ABA 604 Advanced Applications I
Prerequisite: ABA 603
ABA 605 Advanced Applications II
Prerequisite: ABA 603

▲ Specialization in Autism
Faculty Advisor: KayDee Caywood; (310) 662-2145; kcaywood@nu.edu

This specialization is designed for those interested in working with students that fall within the Autism Spectrum Disorder. For candidates interested in adding the Autism Authorization to a valid Education Specialist credential, please review the Autism Certificate program. Students who have completed the Certificate in Autism through National University’s Division of Extended Learning are not eligible to pursue this specialization.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:
• Demonstrate competence in recognizing behaviors and utilizing assessments that identify children as having autism.
• Demonstrate knowledge of the background and orientation of the terms included in Autism Spectrum Disorder (ASD) category.
• Demonstrate skills needed for working collaboratively with diverse populations in ASD.
• Demonstrate understanding of differing evidence-based strategies for teaching students with autism.
• Demonstrate an understanding of federal and state laws.
• Demonstrate competency to collaborate in a group process (paraprofessionals, DIS providers, etc.) to organize a structured ASD classroom, to collect relevant data on behavioral outcomes, and to implement identified evidence-based strategies.

Required Courses
(4 courses; 18 quarter units)

EXC 621 Intro Students w/ Autism Spec
EXC 622 Assess & Behavioral App in Aut
EXC 623 Intervention/Instr. w/ Aut.
EXC 624 Autism Collab w/ Parents & Fam.

▲ Specialization in Best Practices
Faculty Advisor: Linda Ventriglia-Nava; (916) 855-4160; lventrig@nu.edu

The Best Practices specialization instructs students in research-based Best Practices that accelerate student achievement. The program is based on 11 years of school-based research that turned around low achieving schools and accelerated achievement at all schools where the Best Practices were used. Students will learn how to implement effective teaching strategies that accelerate student achievement and engage students in 21st century learning. An interdisciplinary approach to learning will enable teachers to develop a systematic approach for teaching interdisciplinary vocabulary across the curriculum.

Teachers will learn how to use both textual and digital comprehension strategies, critical/creative 21st century questioning and 21st century problem solving. An emphasis will be placed on differentiated and targeted instruction, student engagement/motivation strategies, cooperative and other effective grouping patterns, and technological multimedia applications. All the Best Practice strategies will be tied to standards-based direct and indirect instruction.

Effective strategies for English language learners and other diverse learners are integrated throughout the four courses in Best Practices in Teaching. Along with learning the strategies listed above, candidates will be taught how to create multidisciplinary standards-based lesson plans using the structure of Teach, Practice and Apply.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:
• Integrate Best Practices for Standards-based instruction across content areas
• Use Best Practice teaching strategies across the curriculum.
• Integrate Best Practices for standards-based instruction across content areas.
• Apply to their teaching the framework of Teach, Practice and Apply using Best Practice teaching strategies.
• Implement Best Practice teaching strategies for the development of vocabulary, math, reading comprehension, and interdisciplinary learning.
• Apply student engagement/motivational strategies.
• Integrate Best Practices in multimedia-interactive classroom instruction.
• Demonstrate a repertoire of differentiated instructional strategies.
**Required Courses**  
(4 courses; 18 quarter units)

- MAT 670  Theory Best Practice Teaching  
- MAT 671  Appl Best Practice Strat in Cl  
- MAT 674  Differentiated Instruction  
- MAT 675  21st Century Multimedia & Tech

▲ **Specialization in e-Teaching and Learning**  
*Faculty Advisor: Lorraine Leavitt; (714) 429-5316; lleavitt@nu.edu*

The eTeaching and Learning Specialization is designed to meet the growing need for quality online instructors in PK - 16, community colleges, and corporations. The specialization focuses on: learning and applying effective student-centered online pedagogical skills, developing online curriculum that adheres to the National Standards for Quality Online Teaching, and assessing online learning using multiple assessment strategies. Upon completion of this specialization, candidates will be prepared to effectively teach in the online learning environment.

**Program Learning Outcomes**

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

- Analyze professional standards, trends and issues in the online environment.
- Demonstrate the use of active teaching and assessment strategies for the online environment.
- Apply evidence-based best practices research in the online teaching environment.

**Requirements for Specialization**  
(4 courses; 18 quarter units)

- ETL 680  Introduction to e-Teaching  
- ETL 682  Active Teaching and Learning  
- ETL 684  Differentiated Online Instruct  
- ETL 686  Designing Instr Materials  
  *Prerequisite: ETL 680, and ETL 682, and ETL 684*

▲ **Specialization in Early Childhood Education**  
*Faculty Advisor: Susan Gilbert; (310) 662-2163; sgilbert@nu.edu*

The Early Childhood Education Specialization program has been designed to include the competencies and guidelines as established by the National Association for the Education of Young Children (NAEYC) Advanced Program standards. The certificate is also structured to meet the State of California Child Development Permit Matrix requirements for employment in pre-school settings and does not confer a State of California teaching credential or license.

Non-residents of California; military personnel or their dependents; and international students should contact the Department of Education of the state in which they reside or intend to reside, or the Ministry of Education of the country in which they live, to determine specific requirements for employment. State or country specific Ministry of Education of the country in which they live, to determine and meet the State of California Child Development Permit requirements for employment in pre-school settings and does not confer a State of California teaching credential or license.

Candidates assume the responsibility for determining and meeting these requirements.

The four course sequence specializing in early childhood education is designed to prepare candidates with teaching experience for meeting the unique needs of teaching children from birth to age 8.

**Program Learning Outcomes**

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

- Analyze and evaluate effective early childhood practice using critical thinking skills, active self-reflection, and professional standards.
- Analyze and articulate the impact of theory, standards, and current research in Early Childhood practice.
- Apply and integrate evidence-based practices in current work situations to increase learning, growth, and development.

**Required Courses**  
(4 courses; 18 quarter units)

- ECE 650  The Early Childhood Teacher  
- ECE 651  Current Issues in ECE  
- ECE 652  Cognition and the Young Child  
- ECE 653  Best ECE Teaching Practices

▲ **Specialization in Educational Technology**  
*Faculty Advisor: Cynthia Chandler; (858) 309-3457; cchandler@nu.edu*

This specialization is designed for individuals wishing to develop their knowledge and skills for using technology in the educational setting.

**Program Learning Outcomes**

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

- Integrate interdisciplinary connection between evidence based technologies for multimedia instruction.
- Use teaching strategies to accommodate learners in an online or blended environment.
- Participate in online community building and web-based interactive activities.
- Assess the effectiveness and efficiency of multimedia courseware and internet resource for use in instruction and delivery system.
- Examine the critical issues involved in designing effective distance educational programs.
- Design web-based courses using web page design authoring tools.

**Required Courses**  
(4 courses; 18 quarter units)

- EDT 605  Education Theory & Technology  
- EDT 610  Teaching Online  
- EDT 660  Multimedia & Interactive Tech.  
- EDT 671  Curriculum for Online Learning

▲ **Specialization in National Board Certified Teacher Leadership**  
*Faculty Advisor: Ronarae Adams; (858) 642-8352; radams@nu.edu*

The five-course NBCT sequence is designed to meet the needs of several groups of teachers:

- Those who want to improve their teaching and prepare themselves to achieve National Board Certification now or sometime during their career.
- Those who are active NBCT candidates and want to earn graduate level credit as they develop the required portfolio in response to NBPTS submission guidelines.
- Those who have achieved NBCT and want to earn graduate credit as they develop an NBCT Leadership Portfolio.
- New teachers who want to experience the NBCT portfolio process in advance of submitting for full candidacy to the NBPTS.

The NBCT Specialization engages teachers in the preparation and submission of the NBPTS portfolio in any one of 24 certificate areas (as defined by the NBPTS organization (nbpts.org).

The School of Education and the National University NBPTS Professional Teaching Development Center (PTDC) provide the following online and on-site services, opportunities and program options for new, practicing, and accomplished educators:
• Support and Assistance for NBCT Candidates and School Districts
• Access to Candidate Support Providers (CSPs) and NBCT Faculty
• Holding National Board Certification meets requirements for clearing preliminary credentials
• Master of Arts in Teaching, Master of Science in Instructional Leadership, Master’s in Accomplished Collaborative Leadership
• Teachers Leader and Professional Development Opportunities
• Networking and Celebration of Accomplishments

Program Learning Outcomes

Upon successful completion of this program, students will be able to:
• Demonstrate the ability to focus on student learning through a systematic study and reflection of one’s own teaching practices.
• Demonstrate continuous growth in effective instructional practices and leadership through evidence of contributions to purposefully formed collaborative learning communities.
• Integrate fairness, equity, and access in designing strategies to meet diverse student learning.
• Apply learning theories, methodologies, and assessments to manage, monitor, and engage student learning.
• Integrate information literacy skills to inform professional teaching practices and future instruction.

Required Courses

(4 courses; 18 quarter units)
(NBC 639 is the capstone course and replaces the general MAT 640 required for the Master of Arts in Teaching.) (please see core requirements)

NBC 680 Quality Teaching and Learning or
NBCX 1201X NBCT
NBC 681 Membership in Learning Communities
NBC 682 Videotape Analysis
NBC 683 Student Work and Assessments

▲ Specialization in Reading

Faculty Advisor: Marilyn Moore; (858) 642-8301; mmoore@nu.edu

This five-course sequence is designed to meet the needs of teachers who already have a valid teaching credential and want to attain a specialty in assessing student reading capabilities and provide appropriate reading instruction in response to those assessments (MAT 640C is the capstone course and replaces the general MAT 640 required for the Master of Arts in Teaching).

Program Learning Outcomes

Upon successful completion of this program, students will be able to:
• Show knowledge about theories and research related to effective reading and language arts instruction.
• Conduct individualized informal literacy assessments for struggling readers at early and intermediate levels, including English language learners.
• Prepare a Reading Specialization Field Study Proposal with recommendations for instructional interventions, based on individualized informal literacy assessments.
• Design and conduct tutorial, small group, and whole-class language arts instruction.
• Implement research-based theory, assessment, and instructional strategies.
• Utilize the ability to incorporate instructional technology into language arts instruction.
• Communicate plans for tutorial, small group, and whole-class language arts instruction to principal and other school personnel, including assessment-based rationale.
• Communicate results of individualized informal assessments to parents.
• Make decisions about what ALL students need to succeed (Social Justice).
• Portray a professional image, model integrity, and reflect continuously on actions and interactions.

Required Courses

(4 courses; 18 quarter units)

MAT 645 Dev. Fluency in Reading
MAT 646 Comprehension Strategies
MAT 647A Lang Arts Assess and Instruc I
Prerequisite: MAT 645, and MAT 646
MAT 647B Fld St: Lag Art Assess & In II
Prerequisite: MAT 645, MAT 646, and MAT 647A

Candidates in the Reading Specialization are required to upload assignments in the Reading Specialization electronic Presentation Portfolio in eCollege. Under special circumstances, candidates can opt out of the Reading Specialization ePortfolio and will not be charged a fee. However, these candidates are not eligible for the California or National University Reading Certificate.

Completion of the reading specialization may qualify candidates for the Reading Certificate (Added Authorization). Upon successful completion, the candidate should contact their credential program specialist for information about the California Reading Certificate. All courses must be taken at National University. No coursework is accepted from another university for this program and no substitutions are allowed.

▲ Specialization in Special Education

Faculty Advisor: Penelope Keough; (714) 429-5177; pkeough@nu.edu

(5 courses; 18 quarter units for students seeking a CA Level II Education Specialist Credential)
(4 courses; 18 quarter units for students not seeking a CA Level II Education Specialist Credential)

Program Learning Outcomes

Upon successful completion of this program, students will be able to:
• Demonstrate data-based decision-making skills.
• Demonstrate advanced skills in systems that assess, plan, and provide academic instruction to support students with behavioral and emotional needs.
• Demonstrate knowledge of current research, theory, legislation, policy, and practice.
• Demonstrate ability to successfully plan transitional life experiences for students.
• Expand the scope and depth of study in candidate’s area of special emphasis.
• Candidates in the mild/moderate specialization will also demonstrate advanced skills in the areas of assessment, curriculum and collaboration.
• Candidates in the moderate/severe specialization will also demonstrate advanced skills in the areas of communication and leadership.

Individuals who desire to obtain the Level II Education Specialist Credential (CA) must complete the following five courses. Please see additional requirements for the Education Specialist Credential in the catalog:

EXC 655A Professional Induction Seminar (3 quarter units)

EXC 656 Best Pract. Stud Spec Needs
EXC 657 Comm. Resources & Transition
EXC 658 Adv. Spc. Mild/Moderate

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

- Demonstrate an understanding of the principles of effective educational accountability.
- Demonstrate the ability to analyze and understand research on educational leadership.
- Demonstrate an understanding of how to lead learning communities and cross-cultural educational initiatives within school and classroom.
- Demonstrate the ability to build professional relationships and networks for instructional leadership.

Program Learning Outcomes

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

- Using current research on multilingualism and multiculturalism, explore the global issues of immigration, poverty, environment, distribution of resources and power and identify how these issues affect human development, schooling and learning.
- Examine the current models of schooling and how they might be transformed to make curricula (instructional approaches, practices, materials and assessments) accessible, equitable and just to an increasingly diverse population.
- Develop a community of practice that promotes global awareness and participation in community service and school learning activities, including field experiences and social and professional relationships with parents, teachers, administrators and local community members and organizations.
- Develop a systematic approach to reflect on personal and professional beliefs, knowledge, dispositions and practices to continuously improve teaching and student learning.
- Review and conduct action research on issues of international and immigrant populations, language, class, race, gender, ethnicity and culture in the school and reflect on that research.

Electives

SPD 630  Tech for Teaching & Learning
SPD 614  Class and Behavior Management
SPD 628  Teaching Reading/Lang Arts
SPD 616  Law, Transition, & Collab

Specialization in Teacher Leadership

Faculty Advisor: Dina Pacis; (858) 642-8351; dpacis@nu.edu

This five-course specialization comes from the Advanced Learning Press Center for Performance Assessment, which offers a unique master’s degree program that provides teachers with the skills and theories to be leaders in their classrooms and schools. It is a collaborative effort with Advanced Learning Press, which already offers a ten course master’s degree in educational leadership. All the courses will be offered online. Similar to the National Board Specialization, the capstone is an alternative course to MAT 640 Applications of Research for the Art of Teaching. The capstone course is MAT 655 Leadership Impact: Synthesis of Theory and Practice.

Program Learning Outcomes

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

- Demonstrate an understanding of the principles of effective educational accountability.
- Develop a systematic approach to reflect on personal and professional beliefs, knowledge, dispositions and practices to continuously improve teaching and student learning.
- Review and conduct action research on issues of international and immigrant populations, language, class, race, gender, ethnicity and culture in the school and reflect on that research.

Required Courses

(4 courses; 18 quarter units)

TED 665  Cognition, Lang. & Cult
TED 666  Cultural and Linguistics
TED 667  Diversity and Change
TED 668  Multicultural Literature

Specialization in Teaching Mathematics

Faculty Advisor: Zhonghe Wu; (310) 662-2134; zwu@nu.edu

Designed to improve the quality of teaching mathematics in grades K-9, courses focus on the pedagogy of mathematics and the development of balanced instructional programs that meet the needs of today’s diverse students. Content prepares teacher credential holders and/or candidates for the CSET 1 and 2 Foundational Level Mathematics Exam. In order to be successful in this program, potential candidates should have basic mathematics knowledge and skills (equivalent to CSET multiple subject and Praxis II elementary education) or above.

Program Learning Outcomes

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

- Demonstrate the ability to develop a balanced program of mathematics instruction that includes conceptual understanding, procedural fluency and problem solving in Algebra, Geometry, Statistics, Probability and Number Theory.
- Apply evidence-based best practices research in the delivery and evaluation of a balanced mathematics education program.

Required Courses

(4 courses; 18 quarter units)

MAT 635  Contemporary Issues/Challenges
MAT 636  Algebra and Number Theory
MAT 637  Geometry and Measurement
MAT 638  Probability and Statistics

Specialization in Teaching and Learning in a Global Society

Faculty Advisor: Constance Rothmund; (858) 642-8640; constance.rothmund@natuniv.edu

This specialization is designed to provide candidates with the necessary knowledge, skills, and dispositions to teach in culturally and linguistically diverse classrooms.

Program Learning Outcomes

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

- Demonstrate the ability to build professional relationships and networks for instructional leadership.
- Develop a community of practice that promotes global awareness and participation in community service and school learning activities, including field experiences and social and professional relationships with parents, teachers, administrators and local community members and organizations.
The CTC mandates that all approved internship programs require a minimum of 120 hours of pre-service coursework prior to becoming the teacher of record 4.5 quarter units are equal to 40 clock hours. These pre-service courses must be successfully completed prior to eligibility for completing the internship option.

Co-requisites
(2 courses; 9 quarter units)

HEDX 1101X Intro Health Ed: K-12
EDX 1201X Computer Tech in Classroom

Core Requirements
(6 courses; 27 quarter units)

TED 602 Educational Foundations
SPD 604 Psychological Fdns of Educ.
TED 606 Equity and Diversity
SPD 608 Exceptionalities
TED 626* Classroom Management
Prerequisite: TED 623, or TED 621A
TED 690 Capstone
Prerequisite: TED 530B with a minimum grade of S, TED 628I with a minimum grade of S

* Internship Pre-Service course.

Select one of the following Teacher Credential Areas:

Teacher Credential Areas: Multiple Subject or Single Subject
(4 courses; 18 quarter units)

Multiple Subject

Prerequisite: SPD 604, SPD 608, TED 602, TED 606
TED 621B* Reading/Lang. Arts Methods
Prerequisite: TED 621A
TED 635 Curr-Assess-Inst:Soc.St/PE/Art
Prerequisite: TED 621A with a minimum grade of C
TED 636 Curr-Assess-Inst: Math-Science
Prerequisite: TED 621A with a minimum grade of C

or

Single Subject

Prerequisite: TED 602, SPD 604, TED 606, SPD 608
TED 632 Content Area Curriculum
Prerequisite: TED 623
TED 633 Content Area Instruct-Assess
Prerequisite: TED 623 with a minimum grade of C
TED 634* Content Area Literacy
Prerequisite: TED 623

* Internship Pre-Service course.

Clinical Practice Path: Student Teaching or Internship
(3 courses; 13.5 quarter units)

The clinical practice (K12 classroom) experience courses (TED 530A, TED 530B, TED 628I), for either student teaching or internship, are required for the preliminary credential, but do not grant graduate credit.

Student Teaching:

TED 530A Student Teaching I
Corerequisite: TED 531
TED 530B Student Teaching II
Prerequisite: TED 530A, Corerequisite: TED 531
Upon successful completion of this program, students will be able to:

- Integrate interdisciplinary connection between evidence based technologies for multimedia instruction.
- Use teaching strategies to accommodate learners in an online or blended environment.
- Participate in online community building and web-based interactive activities.
- Assess the effectiveness and efficiency of multimedia courseware and internet resource for use in instruction and delivery system.
- Examine the critical issues involved in designing effective distance educational programs.
- Design web-based courses using web page design authoring tools.

**Required Courses**

(4 courses; 18 quarter units)

EDT 605  Education Theory & Technology
EDT 610  Teaching Online
EDT 660  Multimedia & Interactive Tech.
EDT 671  Curriculum for Online Learning

**Specialization in e-Teaching and Learning**

Faculty Advisor: Lorraine Leavitt; (704) 429-5316; lleavitt@nu.edu

The eTeaching and Learning Specialization is designed to meet the growing need for quality online instructors in PK - 16, community colleges, and corporations. The specialization focuses on: learning and applying effective student-centered online pedagogical skills, developing online curriculum that adheres to the National Standards for Quality Online Teaching, and assessing online learning using multiple assessment strategies. Upon completion of this specialization, candidates will be prepared to effectively teach in the online learning environment.

**Program Learning Outcomes**

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

- Analyze professional standards, trends and issues in the online environment.
- Demonstrate the use of active teaching and assessment strategies for the online environment.
- Apply evidence-based best practices research in the online teaching environment.

**Requirements for Specialization**

(4 courses; 18 quarter units)

ETL 680  Introduction to e-Teaching
ETL 682  Active Teaching and Learning
ETL 684  Differentiated Online Instruct
ETL 686  Designing Instr Materials  
Prerequisite: ETL 680, and ETL 682, and ETL 684

**Specialization in Teaching and Learning in a Global Society**

Faculty Advisor: Constance Rothmund; (858) 642-8640; constance.rothmund@naturin.edu

This specialization is designed to provide candidates with the

**Required Courses**

(4 courses; 18 quarter units)

MAT 670  Theory Best Practice Teaching
MAT 671  Appl Best Practice Strat in Cl
MAT 674  Differentiated Instruction
MAT 675  21st Century Multimedia & Tech
necessary knowledge, skills, and dispositions to teach in culturally and linguistically diverse classrooms.

Program Learning Outcomes

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

• Using current research on multilingualism and multiculturalism, explore the global issues of immigration, poverty, environment, distribution of resources and power and identify how these issues affect human development, schooling and learning.
• Examine the current models of schooling and how they might be transformed to make curricula (instructional approaches, practices, materials and assessments) accessible, equitable and just to an increasingly diverse population.
• Develop a community of practice that promotes global awareness and participation in community service and school learning activities, including field experiences and social and professional relationships with parents, teachers, administrators and local community members and organizations.
• Develop a systematic approach to reflect on personal and professional beliefs, knowledge, dispositions and practices to continuously improve teaching and student learning.
• Review and conduct action research on issues of international and immigrant populations, language, class, race, gender, ethnicity and culture in the school and reflect on that research.

Required Courses

(4 courses; 18 quarter units)
TED 665 Cognition, Lang. & Cult
TED 666 Cultural and Linguistics
TED 667 Diversity and Change
TED 668 Multicultural Literature

▲ Specialization in Teacher Leadership

Faculty Advisor: Dina Pacis; (858) 642-8351; dpacis@nue.edu

This five-course specialization comes from the Advanced Learning Press Center for Performance Assessment, which offers a unique master’s degree program that provides teachers with the skills and theories to be leaders in their classrooms and schools. It is in collaboration with Advanced Learning Press, which already offers a ten course master’s degree in educational leadership. All the courses will be offered online. Similar to the National Board Specialization, the capstone is an alternative course to MAT 640 Applications of Research for the Art of Teaching. The capstone course is MAT 655 Leadership Impact: Synthesis of Theory and Practice.

Program Learning Outcomes

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

• Demonstrate an understanding of the principles of effective educational accountability.
• Demonstrate the ability to analyze and understand research on educational leadership.
• Demonstrate an understanding of how to lead learning communities and cross-cultural educational initiatives within school and classroom.
• Demonstrate the ability to build professional relationships and networks for instructional leadership.

Required Courses

(5 courses; 22.5 quarter units)
MAT 651 Assessing Educational Leaders
MAT 652 Leadership Accountability
MAT 653 Motivational Leadership
MAT 654 Seminar in Social Issues
MAT 655 Leadership Impact Seminar

▲ Specialization in Teaching Mathematics

Faculty Advisor: Zonghe Wu; (310) 662-2134; zwu@nu.edu

Designed to improve the quality of teaching mathematics in grades K-9, courses focus on the pedagogy of mathematics and the development of balanced instructional programs that meet the needs of today’s diverse students. Content prepares teacher credential holders and/or candidates for the CSET 1 and 2 Foundational Level Mathematics Exam. In order to be successful in this program, potential candidates should have basic mathematics knowledge and skills (equivalent to CSET multiple subject and Praxis II elementary education) or above.

Program Learning Outcomes

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

• Analyze current principles, state and national standards, trends and issues in teaching Mathematics in grades K-9.
• Demonstrate the ability to develop a balanced program of mathematics instruction that includes conceptual understanding, procedural fluency and problem solving in Algebra, Geometry, Statistics, Probability and Number Theory.
• Apply evidence-based best practices research in the delivery and evaluation of a balanced mathematics education program.

Required Courses

(4 courses; 18 quarter units)
MAT 635 Contemporary Issues/Challenges
MAT 636 Algebra and Number Theory
Prerequisite: MAT 635
MAT 637 Geometry and Measurement
Prerequisite: MAT 635, MAT 636
MAT 638 Probability and Statistics
Prerequisite: MAT 635, MAT 636, MAT 637

■ MASTER OF SCIENCE IN APPLIED SCHOOL LEADERSHIP (IN PARTNERSHIP WITH SCCOE) WITH PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL OPTION

Faculty Advisor: Clifford Tyler; (408) 236-1135; ctyler@nu.edu
Coordinator School Leadership Services: Tish Nielsen; (408) 453-6974; tish_nielsen@sccoe.org

This program is designed for students who are committed to improving education and who are interested in advancing their careers by becoming school site or district administrators. This program is offered in collaboration with the Santa Clara County Office of Education (SCCOE) “Leaders in Educational Administration Program” (L.E.A.P), which is comprised of six courses leading to the Preliminary Administrative Services Credential. Students accepted into the program receive full National University graduate credit for the six SCCOE Tier I courses. In addition, students are required to enroll in two additional National University Tier I core courses; not including EDA 620B (Fieldwork in Educational Administration). The EDA 620B National University requirement is met through the completion of 75 hours of on-site administrative fieldwork embedded in the six SCCOE courses. Students must also take an additional four required National University Master of Science in Educational Administration courses for the completion of the Master of Science in Applied Leadership Degree.

For additional information on credential requirements, please see the School of Education Credential Information section of the catalog.
Program Learning Outcomes

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

- 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 the Santa Clara County Office 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
EDA 632**(*) *, Teaching and Learning Culture
EDA 633**(*) *, Mgmt for Teaching/Learning
EDA 634**(*) *, Diverse Families/Communities
EDA 635**(*) *, Personal Ethics for Leadership
EDA 636**(*) *, Political and Social Influence
ILD 625 Educational Research
EDA 694 Thesis
Prerequisite: ILD 625 and an undergraduate or graduate statistics course. Students must have written permission of lead faculty to enroll in the course.

or

EDA 637 Action Research
Prerequisite: ILD 625

Graduate Electives

(2 courses; 9 quarter units)

Plus choose two additional core courses from the following list:
EDA 623 Instructional Leadership
EDA 624 Supervision of Instruction
EDA 614 Introduction to Leadership
EDA 626 Community & Diversity
EDA 618 School Law and Policy
EDA 619 School Resource Management
EDA 651 Ethics & Philosophy of Leaders

Fieldwork is required and the requirement is met through the completion of 75 hours of supervised on-site administrative fieldwork embedded in the six SCCOE courses.

(**), * (** SCCOE Courses * Required for Preliminary Administrative Services Certificate/Credential

MASTER OF SCIENCE IN EDUCATIONAL ADMINISTRATION WITH PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL

Faculty Advisor: David Kaarth; (909) 806-3313; dkaarth@nu.edu
Faculty Advisor: Glenn Sewell; (209) 475-1442; gsewell@nu.edu

This program is designed for students who are committed to improving education and who are interested in advancing their careers by becoming school site or district administrators. It can be completed with or without a preliminary credential option for those pursuing a career in the nonpublic education sector. For students who want to pursue the credential option, please see the School of Education Credential Information section of the catalog.

NOTE: Those students who already have an administrative position in a public school may want to take the Internship Option by enrolling in EDA 620I instead of EDA 620B. Students pursuing this option must enroll in EDA 620I concurrently with their first course in the program as the Commission on Teacher Credentialing requires interns to spend 12 months in a university-supervised field experience.

Program Learning Outcomes

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

- Create a vision of learning that is shared and supported by the school community.
- Develop a school culture conducive to student learning and staff professional growth.
- Analyze the organization, operations, and resources necessary to foster a safe, efficient, and effective learning environment.
- Design a system of collaboration that includes families and community members, and responds to diverse community interests and needs, and mobilizes community resources.
- Analyze aspects of professional and personal ethics that are conducive to leading a school or school system.
- Analyze the larger political, social, economic, legal, and cultural context that impacts a school or school district.
- Critically analyze a topic related to educational leadership through the lens of a researcher.
- Evaluate leadership within the lens of ethics and philosophy.

Degree Requirements

To receive a Master of Science in Educational Administration, students must complete at least 45 quarter units of graduate work. A total of 4.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and if the units were not used in earning another advanced degree. Course equivalence cannot be granted for life experience.

Core Requirements

(10 courses; 45 quarter units)

EDA 614 Introduction to Leadership
EDA 623 Instructional Leadership
EDA 619 School Resource Management
EDA 626 Community & Diversity
EDA 624 Supervision of Instruction
EDA 618 School Law and Policy
EDA 651 Ethics & Philosophy of Leaders
EDA 620B Degree Field Experience
Prerequisite: Students must have completed at least 3 of the following courses: EDA 623, EDA 624, EDA 614, EDA 626, EDA 618, EDA 619

or
School of Education

EDA 620C  Degree Field Experience
Prerequisite: Students must have completed at least 3 of the following courses: EDA 623, and/or EDA 624, and/or EDA 614, and/or EDA 626, and/or EDA 618, and/or EDA 619

or

EDA 620I  Intern Field Experience
Prerequisite: May only be taken by students approved for the internship program.

ILD 625  Educational Research

Choose one of the following:

EDA 637  Action Research
Prerequisite: ILD 625

or

EDA 694  Thesis
Prerequisite: ILD 625 and an undergraduate or graduate statistics course. Students must have written permission of their advisor to enroll in the course.

MASTER OF SCIENCE IN EDUCATIONAL COUNSELING WITH PPSC CREDENTIAL OPTION

Program Faculty Advisor:
San Diego: Lisa R. Spencer; (858) 642-8379; lspencer@natuniv.edu
Regional Faculty Advisors:
Costa Mesa: Harvey Hojo; (714) 429-5143; hhogo@natuniv.edu
Fresno: Carol Cerioni; (559) 256-4949; ccerioni@natuniv.edu
Los Angeles: Joseph White; (310) 662-2137; jwhite@natuniv.edu
Redding: Linda Michaels-Spivey; (530) 226-4021; lspivey@natuniv.edu
Rancho Cordova: Barbara Ray; (916) 855-4313; bray@natuniv.edu
Stockton: Greg Kirkwood; (209) 475-1400
Director of Clinical Practice SD: Earlene Dunbar; earlene.dunbar@natuniv.edu

The Department of School Counseling and School Psychology offers a graduate degree leading to the Master of Science in Educational Counseling and a recommendation for a Pupil Personnel School Counseling Credential (PPSC). This program is aligned with national standards and prepares candidates for the position of school counselor. Graduates of this program generally seek employment as school counselors in K-12 schools and employment in an institution of higher education.

Candidates enrolled in the degree and credential program are not awarded the master’s degree until they have successfully completed all coursework, the action research project and the PRAXIS exam. All coursework must be completed prior to the PPSC credential recommendation. Course equivalence will not be granted for life experiences.

For additional information on credential requirements, please see the School of Education Credential Information section of the catalog.

Program Learning Outcomes

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

• Distinguish among major developmental theories (personality, social, physical, emotional, and cognitive development) and chronological stages of life-long human development and the impact of these stages on school behavior and learning.
• Appraise and address relevant social and diversity concerns and crises of individuals and groups of students.
• Develop and evaluate comprehensive guidance programs based on relevant data.
• Implement individual counseling skills and techniques to help students cope with personal and interpersonal problems appreciating the diversity of each student.
• Implement group counseling skills and techniques to help students cope with personal and interpersonal problems appreciating the diversity of each student.
• Integrate positive consultative and collaborative skills and techniques in communication with school staff, parents, and community agencies in order to support candidate academic, career, and personal/social success.
• Evaluate legal mandates affecting education and school counseling and apply appropriate legal and ethical standards and practices to specific counseling situations.
• Support academic success for all prek-16 students by employing appropriate standardized and non-standardized group and individual educational and psychological assessment data and data driven educational decisions/interventions.
• Integrate computer technology relevant to the tasks and role of a school counselor.
• Construct curriculum for diverse classrooms and classroom interventions strategies based on learning theory.
• Perform as professional school counselors and professional leaders reflecting the history and trends of the profession to enhance the field of school counseling.
• Propose career based programs and interventions based on career development theories, and the impact of career development on school behavior and learning.
• Apply social science research in professional practice and research.

Degree Requirements

(18 courses; 79.5 quarter units)

To receive a Master of Science in Educational Counseling, students must complete at least 79.5 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 and provided the coursework was completed within the past seven years. Course equivalence cannot be granted for life experience.

Program Prerequisites

(2 courses; 9 quarter units)

PSY 301  Child Development
Prerequisite: ENG 100, ENG 101
MTH 210  Probability and Statistics
Prerequisite: Accuplacer test placement evaluation, or MTH 12A, and MTH 12B

Note: Only CED 607 and prerequisites can be taken prior to admission.

Core Requirements

(14 courses; 63 quarter units)

CED 607  School Counseling Orientation
CED 600  Applied Child/Adol Development
CED 602  Societal Issues in the Schools
Prerequisite: CED 607
CED 605  Instructional Design
CED 606  Development and Evaluation
Prerequisite: CED 607
CED 610  Adv Coun Theories & Methods
Prerequisite: CED 600, or PED 667
CED 603  Multicultural Counseling
Prerequisite: CED 610
CED 611  Group Counseling
Prerequisite: CED 610
CED 601  Consultation in the Schools
Prerequisite: CED 610
CED 612  Career & Academic Counseling
CED 613  Assessment for Ed Counselors
Prerequisite: CED 607, and Advancement to Candidacy
Internship Prerequisites

Internship Requirements for Masters Degree with PPSC Credential Students

(4 courses; 16.5 quarter units)

A minimum of 600 clock hours is required. The candidate will draft a plan with the Site Supervisor and University Supervisor, meet weekly with Site Supervisor for supervision, keep weekly logs of each 200 hours of internship, and submit logs to University Supervisor. No more than two sites at one time with no more than two Site Supervisors at one time. Includes two levels (Elementary and Secondary). The internship consists of the following:

CED 620 Internship Seminar (3 quarter units)
Prerequisite: Students must have completed all program coursework, must be enrolled in their internship and have permission of the faculty advisor.

Choose three from the following:

CED 616 School Counseling Intern. I
Prerequisite: A record of a passing score on the Basic Skills Requirement (CBEST), completion of all program prerequisites, completion of ten(10) courses; 100 hours of practicum, have permission of faculty advisor and approval of internship site by Placement Specialist.

CED 617 School Counseling Intern. II
Prerequisite: A record of a passing score on the Basic Skills Requirement (CBEST), completion of all program prerequisites, completion of ten(10) courses; 100 hours of practicum, have permission of faculty advisor and approval of internship site by Placement Specialist.

CED 618 School Counseling Intern. III
Prerequisite: A record of a passing score on the Basic Skills Requirement (CBEST), completion of all program prerequisites, completion of ten(10) courses; 100 hours of practicum, have permission of faculty advisor and approval of internship site by Placement Specialist.

CED 619 Couns Practicum Comm College
Prerequisite: A record of a passing score on the CBEST, completion of all program prerequisites, completion of ten courses; 100 hours of practicum, have permission of faculty advisor and approval of internship site by Placement Specialist.

Candidates are expected to complete their internship either on a full-time basis of 3 to 4 months (40 hours per week) or part-time basis of a minimum of 8 hours per week.

Program Technical Requirements

Students are expected to possess a computer or to have access to a campus with a computer lab. Given the nature of educational and instructional technology, the off campus computer should have a high speed internet connection (T1 or DSL) and have at least 1.6 GHz processing speed with 512 MB RAM. In addition students should have access to MS Office (Word, PowerPoint, Excel, and Internet Explorer), as well as Adobe Dreamweaver 8. Additional software may be required depending on courses selected. Finally, students must also have access to a computer headset with microphone for Adobe Connect for synchronous video enabled, web-based conferences.
Program Learning Outcomes

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

• Conduct an educational needs assessment using analysis of subject matter, job/task, audience and context.
• Apply learning theory, instructional theory, and interactive communication theory using various technology methods across disciplines.
• Integrate interdisciplinary connections from technology, psychology, and computer assisted interactive communications.
• Construct an instructional module using appropriate theories and methodologies.
• Evaluate effective teaching methods for adult learners using available technologies.
• Evaluate the social, political, economic, and global implications of web-based instruction.
• Integrate multimedia elements into simulations, virtual worlds, and learning objects.

Degree Requirements
(12 courses; 54 quarter units)

To obtain a Master of Science in Educational and Instructional Technology students must complete 54 quarter units of graduate work. Where appropriate, students can transfer a maximum of 13.5 quarter units of graduate work completed at another regionally accredited institution to meet stated requirements in the program. Students should refer to the section on graduate admission requirements for specific information regarding application and evaluation.

Core Requirements
(6 courses; 27 quarter units)

EDT 600A Technology Foundations
EDT 601 Instructional Design
Prerequisite: EDT 600A
EDT 605 Education Theory & Technology
EDT 607 Media Based Learning Objects
Prerequisite: EDT 600A, EDT 601, and EDT 605
EDT 609 Developing Online Courseware
Prerequisite: EDT 600A, EDT 601, EDT 605, and EDT 607
EDT 631 Media and Instruction
Prerequisite: EDT 600A

Required Electives
(4 courses; 18 quarter units)

Students will select four of the following courses as electives:
EDT 603 Advanced Instructional Design
Prerequisite: EDT 601
EDT 611 Current Training Issues
Prerequisite: Completion of all core requirements.
EDT 613 Simulations & Virtual Reality
Recommended: Prior completion of: EDT 600A, and EDT 601, and EDT 605, and EDT 607, and EDT 609, and EDT 631
EDT 615 Performance Technology
Prerequisite: EDT 611 and completion of all core requirements
EDT 616 Video Games as Learning Tools
Prerequisite: EDT 611 and completion of all core requirements
EDT 623 Web-based Instruction
Prerequisite: EDT 615 and completion of all core requirements
EDT 632 Technology and Leadership
Prerequisite: EDT 600A, EDT 601, EDT 605, EDT 607, EDT 609, EDT 631 and completion of all core requirements.
EDT 633 Assessment & Accountability
Prerequisite: EDT 600A, EDT 601, EDT 605, EDT 607, EDT 609, EDT 631 and completion of all core requirements.

Integration Seminars and Project
(2 courses; 9 quarter units)

EDT 693 Instructional Eval. & Devl.
Prerequisite: EDT 600A, and EDT 601, and EDT 605, and EDT 607, and EDT 609, and EDT 631, and all four of the required elective courses
EDT 695 Capstone Project
Prerequisite: EDT 693 and all core and elective classes.

MASTER OF SCIENCE IN HIGHER EDUCATION ADMINISTRATION

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 educational leadership 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 seven years. Course equivalence cannot be granted for life experience. Please refer to the graduate information section of the University catalog for admission and evaluation.

Core Requirements
(10 courses; 45 quarter units)

EDA 640 Introduction to H.E. Admin.
EDA 641 Leading and Managing Change
Prerequisite: EDA 640
Upon successful completion of this program, students will be able to:

- Demonstrate the ability to focus on student learning through a systematic study and reflection of one’s own teaching practices and through shared knowledge gained from purposefully formed professional learning communities.
- Demonstrate a commitment to educating all students by examining cross-cultural educational issues and relating those to enhancing student learning.
- Demonstrate knowledge of how to teach students by effectively accessing and using research based learning theories, assessment strategies, teaching models, technology, and classroom management strategies to educate all learners.
- Acquire knowledge and develop skills associated with restructuring organizations, mobilizing of human and fiscal resources, and creating a school environment that identifies institutional needs for diversity.
- Build consensus among stake holders by implementing procedures for curricular improvements based upon assessment and appropriateness of diverse classroom environments.
- Evaluate, analyze, and develop new school programs and paradigms from the politics of school organizations for the improvement of instruction.
- Demonstrate instructional leadership in maintaining and increasing teaching effectiveness provided through relevant professional development opportunities.

## PROGRAM LEARNING OUTCOMES

The Master of Science in Instructional Leadership is a collaborative effort between the Teacher Education and the School of Business and Management designed for students who are committed to leading innovation and positive change within educational systems as a school site or district administrator. To receive a Master of Science in Instructional Leadership, candidates must complete 45 quarter units of graduate coursework, 22.5 of which must be taken from the National Certification program and 22.5 quarter units of graduate work from the Educational Administration program.

### Core Requirements (National Board Certification)

(5 courses; 22.5 quarter units)

- NBC 680 Quality Teaching and Learning
- NBC 681 Membership in Learning Communities
- NBC 682 Videotape Analysis
- NBC 683 Student Work and Assessments
- NBC 689 Leadership Portfolio

### Educational Administration Coursework Core Requirements

(5 courses; 22.5 quarter units)

- EDA 614 Introduction to Leadership
- EDA 618 School Law and Policy
- EDA 624 Supervision of Instruction
- EDA 619 School Resource Management
- EDA 626 Community & Diversity

This program will develop leadership skills, particularly involving working with school change, for teachers who are interested in being school leaders but are not ready or interested in becoming administrators. A school leader is a teacher who may be involved in leading by serving on school committees, acting as club sponsors or team coaches, and may be involved as a change agent within the school. An administrator is a certified staff member who has an administrative degree and serves in an administrative position. The degree is a collaborative effort between the Teacher Education and the School of Business and Management. It combines the five National Board Certified Teaching courses and five courses from the Educational Administration program that deal with leadership. At the conclusion of the program, the candidate has the opportunity to submit the portfolios and take the exam required for the National Board for Professional Teaching Standards certification process and receive a Master of Science degree. Students who are interested in the option of obtaining the California Preliminary administrative certificate should speak with the faculty advisor.

### Program Learning Outcomes

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

- Develop team building and understand organizational dynamics.
- Examine diversity and pluralism in the United States (of students, community, and faculty) in order to develop the cultural competence and be able to work well in diverse, rural and urban environments.
- Analyze decision making frameworks in order to develop and good leadership and improve decision making skills.
- Develop team building and understand organizational dynamics including the use of the learning organization processes.
• Apply advanced negotiation and conflict resolution strategies to further an organization.
• Explore innovative financial models and gain competency in information management fundamentals.
• Explore community leadership, outreach and partnerships.
• Examine competencies for leadership in globalization including emerging and future trends for business and education.
• Analyze innovative school models, including charter schools, to ensure student success and organizational sustainability.

Degree Requirements

To receive a Master of Science in Innovative School Leadership, students must complete at least 49.5 quarter units of graduate work. A total of 9 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.

The culminating project will be the completion of a Portfolio that will consist of key assignments/assessments from all 11 courses; assignments/assessments will be a blend of theory and practice. The portfolio will be comprised of one key assignment and/or artifact from each course accompanied by a student reflection. The assignments/artifacts will be selected by the candidate. Candidates must present the portfolio to designated faculty as the capstone for the program.

Core Requirements

(11 courses; 49.5 quarter units)

- ISL 661 Leadership Global Seminar
- LED 602 Developing Groups and Teams
- LED 604 Leading Change and Adaptation
- ISL 662 Decision Making Organizations
- EDA 623 Instructional Leadership
- EDA 624 Supervision of Instruction
- EDA 618 School Law and Policy
- ISL 660 Financial and Information Mgt
- LED 605 Conflict and Power Dynamics
- EDA 680 Charter School Leadership
- EDA 663 Community Leadership

Prerequisite: ISL 661

Requirements for the Major

(13 courses; 55.5 quarter units)

Core Requirements

(11 courses; 46.5 quarter units)

- ISL 661 Leadership Global Seminar
- LED 602 Developing Groups and Teams
- LED 604 Leading Change and Adaptation
- ISL 662 Decision Making Organizations
- EDA 623 Instructional Leadership
- EDA 624 Supervision of Instruction
- EDA 618 School Law and Policy
- ISL 660 Financial and Information Mgt
- LED 605 Conflict and Power Dynamics
- EDA 680 Charter School Leadership
- EDA 663 Community Leadership

Prerequisite: ISL 661, LED 602, LED 604, ISL 662, EDA 623, EDA 624, EDA 618, ISL 660, LED 605, EDA 680

Prerequisite: SPD 695

(12 courses; 46.5 quarter units)

SPD 695 Understanding Edu. Research
SPD 696 Capstone Project

Prerequisite: SPD 695

(Note: students register for two months for the research courses; but individual projects may take 6-12 months).

Research Coursework

(2 courses; 9 quarter units)

- SPD 695 Understanding Edu. Research
- SPD 696 Capstone Project

Prerequisite: SPD 695

■ MASTER OF SCIENCE IN INNOVATIVE SCHOOL LEADERSHIP

Faculty Advisor: Cindy Sytsma; (858) 642-8324; csytsma@nu.edu

The Master of Science in Innovative School Leadership prepares educators and other professionals who want to become experts in educational leadership and management, and teaching strategies to enhance performance of students in alternative educational settings, court school or who reside in juvenile hall.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:
• Demonstrate graduate level written, verbal communication, and presentation skills.
• Apply analytical and critical thinking skills.
• Establish working relationships with interacting and coordinating agencies.
• Apply the IDEA, federal, and state law requirements in non-public and residential placements.
• Collaborate with a variety of professionals within the Juvenile Justice educational settings.
• Develop IEP’s for adolescents with or without disabilities.
• Prepare a functional assessment of a student with behavior problems.
• Advocate for exceptional individuals with behavior and/or learning problems.
• Design interventions and instructional strategies and practices for students in the juvenile justice system that are culturally relevant.
• Apply strategies for teaching individuals with emotional/behavior problems.

Degree Requirements

To receive a Master of Science in Juvenile Justice Special Education, students must complete at least 55.5 quarter units of graduate work. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and if the units were not used in earning another advanced degree. Course equivalence cannot be granted for life experience.

Requirements for the Major

(13 courses; 55.5 quarter units)

Core Requirements

(11 courses; 46.5 quarter units)

EXC 631 Field Experience & Orientation (1.5 quarter units)
EXC 632 Field Experience & Orientation (1.5 quarter units)
EXC 633 Field Experience & Orientation (1.5 quarter units)

SPD 628 Teaching Reading/ Lang Arts
HUB 642 Theories of Behavior Change
EXC 639 Childhood and Adolescence
CHD 601 Drugs in American Society
EXC 632 Instruct For Secondary LD/BD
EXC 633 Creating Alliances in Alt. Ed.
EXC 634 Role of Teachers in Alt Ed
EXC 635 Mgmt. of Behaviors in Class
EXC 636 Prof Ethics in Juv Justice Sys
EXC 638 Delinquency & Gang Impact

Prerequisite: EXC 631 or concurrent enrollment

Research Coursework

(2 courses; 9 quarter units)

- SPD 695 Understanding Edu. Research
- SPD 696 Capstone Project

Prerequisite: SPD 695

(Notes: students register for two months for the research courses; but individual projects may take 6-12 months).
Education

The Department of Pupil Personnel Services-School Psychology offers a graduate degree leading to the Master of Science in School Psychology and a recommendation for a Pupil Personnel School Psychology credential (PPSP). Candidates cannot get a master’s degree without a credential. This program is aligned with California Commission for Teacher Credentialing (CCTC) standards and prepares candidates in California for the position of school psychologist. Graduates of this program generally seek employment as a school psychologist in P-12 school districts and must hold a PPSP credential for public school employment.

Candidates enrolled in the degree and credential program are not awarded the master’s degree until they have completed all coursework including practicum and internship and successful completion of the PRAXIS exam. Course equivalence cannot be granted for life experiences.

For additional information on credential requirements, please see the School of Education Credential Information section of the catalog.

The five-course ABA sequence in applied behavior analysis is designed to prepare candidates for the national certification examinations sponsored by the Behavior Analyst Certification Board (BACB) and is approved by the BACB for doing so. In addition to the academic program, the BACB also requires candidates to complete an experiential component, of which there are three levels. National University offers the “Intensive Practicum” level on a limited basis. ABA courses from other universities are not generally accepted in lieu of NU’s ABA courses. Upon successful completion of National University’s five-course sequence, the candidate will receive a certificate of completion from National University. This is not professional certification by the Behavior Analyst Certification Board (BACB) and does not entitle candidates to claim they are Board Certified Behavior Analysts (BCBAs). Complete information about becoming certified through the BACB can be found at www.bacb.com.

**Program Learning Outcomes**

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

- Evaluate various methods of assessment in order to make data-based decisions.
- Analyze consultative/collaborative relationships with school staff, parents, and community agencies in support of student success.
- Examine societal influences on academic and social behavior.
- Analyze how systemic school approaches can affect student outcomes.
- Appraise principles related to prevention in the context of their ability to improve services provided to students.
- Examine strategies related to family systems that support student success.
- Evaluate strategies that mitigate individual differences, abilities, disabilities, and other diverse characteristics in order to enhance services for students.
- Compare and contrast current research methodologies used in school psychology and related fields.
- Conduct research using relevant design, statistics, measurements, data analysis, and program evaluation methods to improve student outcomes.
- Interpret the ethical, legal, and professional standards necessary to engage in sound decision making.
- Design a crisis intervention plan that includes responses that address both individual and school-wide emergency concerns.

**Degree Requirements**

(20 courses; 90 quarter units)

To receive a Master of Science in School Psychology, students must complete at least 90 quarter units of graduate work. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and if the units were not used in earning another advanced degree. Students are not awarded the master’s degree until they have completed all graduate and credential coursework, including internship and research (PED637). Course equivalence cannot be granted for life experience. Students must complete all coursework with a GPA of 3.0 or better within seven years. Any courses taken more than seven years ago must be repeated.

**Core Requirements**

(20 courses; 90 quarter units)

Candidates are required to complete ALL 450 hours of practicum prior to starting their internship. Candidates must complete the practicum experience under the supervision of a credentialed and experienced (three years) school psychologist. National University school psychology candidates will complete school-based practicum during the PED 678 course (3-month course).

PED 672 Performance Improvement

PED 673 Social/Emotional Assessment

PED 674 Applied Behavior Analysis

PED 675 Test and Measurements

PED 676 Developmental Psychopathology

PED 677 Consultation in the Schools

PED 678 Practicum in School Psychology

PED 679 School Psych Internship I

PED 680 Roles, Issues and Ethics

PED 681 Assessment in ABA

PED 682 Processes of ABA

PED 683 Applications of ABA

PED 684 Advanced Applications I

PED 685 Internship Seminar

PED 686 Advanced Applications II

PED 687 Competency Assessment

PED 688 School Psych Internship II

PED 689 Practicum in School Psychology

PED 690 School Psychology Research

PED 691 Special Populations Assessment

PED 692 Special Populations Assessment

PED 693 School Psychology Research

PED 694 Consultation in the Schools

PED 695 School Psychology Research

PED 696 School Psychology Research

PED 697 School Psychology Research

PED 698 School Psychology Research

PED 699 School Psychology Research

**MASTER OF SCIENCE IN SPECIAL EDUCATION**

Faculty Advisor: Ennio Cipani; (559) 256-4939; ecipani@nu.edu

The Master of Science in Special Education is designed for educators and other professionals who want to gain knowledge and skills in working with students who have disabilities and other
special needs. Students will learn about educational learning problems and teaching strategies to enhance the performance of students. The Program is aligned with the Education Specialist Authorizations and standards of the California Commission on Teacher Credentialing. Students may obtain a California Teaching Credential in Special Education while completing their master’s degree.

Please see credential requirements and the Education Specialist program graphic in the School of Education’s Credential Programs section of the catalog.

Program Learning Outcomes

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

• Demonstrate competence in the application of research methods including critiquing and synthesizing current educational literature.
• Demonstrate appropriate standards of conduct; practice within legal and ethical parameters.
• Develop skills to become a change agent and advocate for exceptional individuals, including diverse learners.
• Demonstrate an understanding of federal and state laws, legislation and judicial decisions regarding exceptional individuals.
• Demonstrate competence in instructional design including adaptations required to assist diverse special education learners achieve the state standards for curriculum.
• Demonstrate competence in positive behavioral support.
• Demonstrate expertise in use of adaptive and augmentative technology.
• Demonstrate the knowledge, skills and dispositions to actively and creatively engage and support all students in learning.
• Strive to become a continuous learner, a scholar, a collaborative community service member and a responsible citizen.

Degree Requirements

(16-17 courses; 72-76.5 quarter units)

To receive a Master of Science in Special Education students must complete at least 72 quarter units of graduate work. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this program. Any courses taken more than seven years ago must be repeated.

Core Requirements

(12 courses; 54 quarter units)

TED 602 Educational Foundations
SPD 604 Psychological Fdns of Educ.
TED 606 Equity and Diversity
SPD 608 Exceptionalities
Prerequisite: SPD 604, SPD 608, TED 602, TED 606
or
Prerequisite: TED 602, SPD 604, TED 606, SPD 608
TED 621B Reading/Lang. Arts Methods  
Prerequisite: TED 621A
SPD 614 Class Management & Assessment
SPD 616 Law, Policy, & Collaboration
SPD 622 Assessment
SPD 628 Teaching Reading/Lang Arts
SPD 695 Understanding Edu. Research

SPD 696 Capstone Project  
Prerequisite: SPD 695

Specialization Requirements

4-5 courses; 18-22.5 quarter units)

All students must choose one specialization defined below.

▲ Specialization in Deaf and Hard-of-Hearing  
Faculty Advisor: Joan Sebastian; (858) 642-8006; jsebastian@nu.edu

The specialization in Deaf and Hard of Hearing is designed for educators and other professionals who want to become knowledgeable about teaching strategies to enhance students who are Deaf or Hard of Hearing.

Program Learning Outcomes

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

• Identify the etiologies, learning characteristics, language and cognitive development related to hearing loss.
• Communicate using a variety of strategies in signed and spoken language to interact directly and effectively with students who are deaf or hard of hearing, deaf-blind and/or with additional disabilities.
• Apply techniques that develop age appropriate language and cognitive skills, using both visual (signed) and/or auditory (spoken) input for students who are deaf or hard of hearing including those who are deaf-blind with additional disabilities.
• Collaborate effectively with a multi-disciplinary educational team to provide assessments, planning, and implementation strategies for children birth to age 5 that are deaf or hard of hearing, deaf-blind and/or with additional disabilities.
• Analyze the characteristics of students who are deaf or hard of hearing and exhibit additional disabilities that are associated with hearing loss and identify behaviors that require specialized instruction and/or adaptation and/or modifications in instruction.

Specialization Requirements

(5 courses; 22.5 quarter units)

DHH 632 Charac of D/HH Learners
DHH 634 Assess & Inst D/HH Birth-5yrs
DHH 636 Language Develop Methods D/HH
DHH 638 Literacy Develop D/HH
DHH 640 Inst D/HH with Special Needs

▲ Specialization in Mild/Moderate  
Faculty Advisor: Judith Menoher; (530) 226-4012; jmenoher@nu.edu

The Specialization in Mild/Moderate is designed for educators and other professionals who want to become knowledgeable about teaching strategies to enhance individuals with mild/moderate disabilities.

Program Learning Outcomes

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

• Analyze the implications of characteristics of students with M/M disabilities and autism for service delivery such as placement decisions, IEP development, and instruction.
• Evaluate a variety of appropriate assessments procedures and communicate results in order to use evidence based strategies and the core curriculum in the development of IEP goals and instructional plans for students with M/M disabilities and autism.
• Maintain appropriate educational environments and positive behavioral support to include the school-wide behavior support process for students with M/M disabilities and autism.
• Implement effective methods for teaching reading, speaking, listening, written language, and mathematics to ensure access to the general education curriculum across instructional settings for students with M/M disabilities and autism.
• Exhibit collaborative case management to coordinate the IEP process and address the legal and instructional requirements based on the individual needs of the student with M/M disabilities and autism.

Specialization Requirements
(4 courses; 18 quarter units)
SPD 632 Charac/Instr Stds w/ M/M Disab
SPD 634 Assess of Std w/ M/M Disab
SPD 636 Teaching Math/Writing for M/M
SPD 638 Content Differentiation

▲ Specialization in Moderate/Severe
Faculty Advisor: Joy Kutaka-Kennedy; (408) 236-1146; jkutakak@nu.edu

The Specialization in Moderate/Severe program meets the professional program specific standards required by CTC for credentials. Candidates will meet California Standards for the Teaching Profession and Teacher Performance Expectations.

Program Learning Outcomes
Upon successful completion of this program, students will be able to:
• Analyze the implications of the characteristics of students with Moderate/Severe/Profound disabilities for service delivery impacting assessments, IEP development, instruction, and program options.
• Analyze students’ verbal and non-verbal communication abilities to develop needed augmentative, alternative or signed systems including assistive technology, to enhance communication, social interaction, academic performance and skill development.
• Evaluate a variety of assessments and procedures to maximize students participation in standards and evidence-based academic/life skills/wellness curriculum within IEP goals and objectives across school/community settings.
• Establish and maintain educational environments based upon positive behavior support processes at the individual and school-wide levels.
• Analyze the movement, mobility, sensory, and specialized health care needs to access school and community to the fullest extent using appropriate techniques, procedures, materials, assistive technology, and adaptive equipment.
• Exhibit collaborative case management to coordinate the IEP process and the various transitions experienced by students with Moderate/Severe/Profound disabilities, while addressing the legal and instructional requirements of their IEPs.

Specialization Requirements
(4 courses; 18 quarter units)
SPD 642 Academic Instruction M/S
SPD 644 Life Skills & Transitions M/S
SPD 646 PBS, Comm & Social Skills M/S
SPD 648 Medical & Asst Tech Issues M/S

CREDENTIALS

¬ CLEAR ADMINISTRATIVE SERVICES CREDENTIAL
Faculty Advisor: Donna Elder; (210) 662-2142; delder@nu.edu

The Clear Administrative Services program provides a field-based preparation for administrators seeking a successor credential for administrators to replace their expiring Preliminary Administrative Services Credential. It consists of three courses or 13.5 hours: Induction Seminar, Professional Development Seminar, and Assessment Seminar, and may be completed in three months. For additional information on credential requirements, please see the School of Education Credential Information section of the catalog.

Program Learning Outcomes
Upon successful completion of this program, students will be able to:
• Identify areas of interest for personal study and professional development.
• Identify supplementary areas of study and professional development.
• Create and maintain a vision of learning at the candidate’s school or school district.
• Develop and sustain a school culture focused on teaching and learning.
• Provide organizational management of the many aspects of the candidate’s school and/or district.
• Present an assessment of the Professional Clear Administrative Credential coursework in relationship to current and future administrative responsibilities.
• Assess their individualized professional growth through participation in the Professional Clear Administrative Services Credential Program.
• Demonstrate sensitivity to school and family needs in diverse communities.
• Apply knowledge of the political, social, economic, legal and cultural context of educational leadership in the candidate’s school and/or school district.
• Provide ethical leadership within the candidate’s school and/or school district.
• Prepare goals for personal and professional growth.
• Develop a plan for future personal and professional growth.
• Select mentors and build working relationships with them.
• Discuss and reflect upon the completion of the Induction plan.
• Assess the efficacy of their experiences with mentoring.

Program Requirements
(3 courses; 13.5 quarter units)
Courses must be completed in the order below.
EDA 607 Induction Seminar
Prerequisite: Candidate must possess a valid preliminary administrative services credential.
EDA 608 Professional Dev. Seminar
Prerequisite: EDA 607
EDA 609 Assessment Seminar
Prerequisite: Possession of a valid preliminary administrative services certificate, and EDA 607, and EDA 608

¬ CLEAR LEVEL II EDUCATION SPECIALIST: DEAF AND HARD-OF-HEARING
Faculty Advisor: Joan Sebastian; (858) 642-8006; jsebasti@nu.edu

Please see additional Credential requirements listed in the School of Education Credential Information section of the catalog.
Program Learning Outcomes

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

- Utilize knowledge of research to critique and synthesize learning theories as they relate to cognitive, language, and social development of ASL-English learners as well as those with special needs throughout their lifespan.
- Demonstrate understanding and practice of cultural-historical perspectives, educational theories and models, legal and ethical practices, and technological innovations for instructing ASL-English Bilingual Multicultural learners including those with special needs.
- Demonstrate academic discourse competency and language proficiency in both ASL and English, and utilize interpretation and translation skills between ASL and written English.
- Implement developmentally appropriate strategies supporting first and second language acquisition as well as cognitive development engaging each student in the learning process.
- Demonstrate the ability to select, adapt, administer, and interpret and explain formative and summative assessment results, making appropriate dual language and content based recommendations.
- Implement and evaluate differentiated instructional pedagogies for students who are Deaf and Hard of Hearing.
- Demonstrate collaboration skills working with the multi-disciplinary educational team, including families and other stakeholders, to interpret assessment tools and implementing developmentally appropriate dual language (i.e. expressive and receptive), cognitive, and social goals for children from birth to age five.
- Demonstrate knowledge of the etiologies and identify the learning characteristics of students who are DHH and those who are DHH with special needs.
- Implement appropriate classroom management with cultural sensitivity so that behavior challenges diminish and more positive attitudes toward school are developed.
- Demonstrate knowledge of developmental milestones from infancy to adulthood and advocacy skills meeting the communication and academic needs of Deaf/Deaf learners during key transitional stages.
- Collaborate effectively with diverse families, support providers (i.e. ASL-English bilingual specialist, audiologists, interpreters, paraprofessionals, and speech language pathologist), general education professionals, community agencies, and the d/Deaf communities.

Program Requirements

(5 courses; 18 quarter units)

EXC 655A  Professional Induction Seminar (3 quarter units)
EXC 656*  Best Pract. Stud Spec Needs
EXC 657  Comm. Resources & Transition
IHD 1203X  Facilitating Outcomes
EXC 655B  Exit Seminar (1.5 quarter units)

All courses are scheduled by an advisor. Courses in the Level II program may not be taken concurrently. Instructions for applying for a waiver of EXC 656 are provided in EXC 655A.

Candidates for the Level II Credential must take EXC 655A first and may not begin any of the other Level II courses until EXC 655A is completed. EXC 655B must be taken last.

Candidates in the deaf and hard-of-hearing program may take EXC 656, EXC 657, and IHD 1203X in any order.

* Students may substitute approved non-University activities for this class. Only full-time faculty members may approve the course equivalency.

CLEAR LEVEL II EDUCATION SPECIALIST: MILD/MODERATE DISABILITIES

Faculty Advisor: Penelope Keough; (714) 429-5177; pkeough@nu.edu

Please see additional Credential requirements listed in the School of Education Credential Information section of the catalog.

Required Courses

(5 courses; 18 quarter units)

EXC 655A  Professional Induction Seminar (3 quarter units)
EXC 656*  Best Pract. Stud Spec Needs
EXC 657  Comm. Resources & Transition
EXC 658  Adv. Spec. Mild/Moderate
EXC 655B  Exit Seminar (1.5 quarter units)

All courses are scheduled by an advisor. Courses in the Level II program may not be taken concurrently.

Instructions for applying for a waiver of EXC 656 are provided in EXC 655A.

Candidates for the Level II Credential must take EXC 655A first and may not begin any of the other Level II courses until EXC 655A is completed. EXC 655B must be taken last.

Candidates in the mild/moderate program may take EXC 656, EXC 657, and EXC 658 in any order.

* Students may substitute approved non-University activities for this class. Only full-time faculty members may approve course equivalence.

CLEAR LEVEL II EDUCATION SPECIALIST: MODERATE/SEVERE DISABILITIES

Faculty Advisor: Penelope Keough; (714) 429-5177; pkeough@nu.edu

Please see additional Credential requirements listed in the School of Education Credential Information section of the catalog.

Required Courses

(5 courses; 18 quarter units)

EXC 655A  Professional Induction Seminar (3 quarter units)
EXC 656*  Best Pract. Stud Spec Needs
EXC 657  Comm. Resources & Transition
EXC 659  Adv. Spec. Moderate/Severe
EXC 655B**  Exit Seminar (1.5 quarter units)

All courses are scheduled by an advisor. Courses in the Level II program may not be taken concurrently.

Instructions for applying for a waiver of EXC 656 are provided in EXC 655A.

Candidates for the Level II Credential must take EXC 655A first and may not begin any of the other Level II courses until EXC 655A is completed. EXC 655B must be taken last.

Candidates in the moderate/severe program may take EXC 656, EXC 657, and EXC 659 in any order.

* Students may substitute approved non-University activities for this class. Only full-time faculty members may approve course equivalence.

** Portfolio required
CLEAR MULTIPLE OR SINGLE SUBJECT CREDENTIAL (CALIFORNIA)

Faculty Advisor: Donna Elder; (310) 662-2142; delder@nu.edu

This program links the California Preliminary Credential to the experiences during and reflections upon the first years of teaching. Candidates eligible for this program must be under contract with a school district and hold a preliminary single or multiple subject credential. Candidates will apply content standards and curriculum frameworks to assess, plan and deliver differentiated instruction to diverse student populations. The effective use of technology in the classroom will also be addressed. Candidate will demonstrate their proficiency via an e-Portfolio project.

Program Learning Outcomes

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

- Utilize content standards, curriculum frameworks and instructional materials to plan and deliver appropriate instruction for all students.
- Incorporate student data from multiple measures (including those for English learners and special populations) to inform instruction.
- Plan and deliver instruction using multi-tiered interventions.
- Create well-managed, equitable and inclusive learning environments.
- Use technology for a variety of purposes including communication and collaboration as well as assessing, planning and delivering instruction.
- Adhere to professional, legal and ethical obligations including district policies.

Degree Requirements

The five course program begins with a course where candidates reflect upon their initial preparation program, their TPA feedback and their current teaching situation. Based upon that, they complete a self-assessment based upon the California Standards for the Teaching Profession. This information will help determine which 3 of the 4 elective courses are to be taken. The final course is a 1.5 unit Clear Credential e-Portfolio course where professional growth is documented.

Core Requirements

(5 courses, 19.5 quarter units)
TED 680  Dev as a Professional Educator
Prerequisite: California Preliminary Multiple or Single Subject Credential and a full-time teaching position in a P-12 school or a pre-approved long term substitute position

Choose 3 of the following 4 courses:
TED 682  Instructional Technology
Prerequisite: TED 680 California Preliminary Multiple or Single Subject Credential and a full-time teaching position in a P-12 school or a pre-approved long term substitute position.
TED 684  Using Standards and Frameworks
Prerequisite: TED 680 California Preliminary Multiple or Single Subject Credential and a full-time teaching position in a P-12 school or a pre-approved long term substitute position.

and
TED 686  Assessment and Instruction
Prerequisite: TED 680 Full-time teaching position in a public, charter or private school. A long-term substitute position may be used but needs pre-approval.
TED 688  Meeting Needs of All Learners
Prerequisite: TED 680 Full-time teaching position in a public, charter or private school. A long-term substitute position may be used but needs pre-approval.

TED 699  Clear Credential e-Portfolio (1.5 quarter units)
Prerequisite: TED 680 satisfactory completion of three of the four elective courses as well as a full-time teaching position in a P-12 school or a pre-approved long term substitute position

PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL

Faculty Advisor: David Kurth; (909) 806-3313; dkurth@nu.edu
Faculty Advisor: Glenn Sewell; (209) 475-1442; 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 School of Education Credential Information section of the catalog.

NOTE: Those students who already have an administrative position in a public school may want to take the Internship Option by enrolling in EDA 620I instead of EDA 620B. Students pursuing this option must enroll in EDA 620I concurrently with their first course in the program as the Commission on Teacher Credentialing requires interns to spend 12 months in a university-supervised field experience.

Program Learning Outcomes

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

- Create a vision of learning that is shared and supported by the school community.
- Develop a school culture conducive to student learning and staff professional growth.
- Analyze the organization, operations, and resources necessary to foster a safe, efficient, and effective learning environment.
- Design a system of collaboration that includes families and community members, and responds to diverse community interests and needs, and mobilizes community resources.
- Evaluate aspects of professional and personal ethics that are conducive to leading a school or school system.
- Analyze the larger political, social, economic, legal, and cultural context that impacts a school or school district.

Scheduling

All courses, with the exception of field experience EDA 620B and EDA 620I, are scheduled by an admissions advisor.

Core Requirements

(8 courses, 36 quarter units)
EDA 614  Introduction to Leadership
EDA 623  Instructional Leadership
EDA 619  School Resource Management
EDA 626  Community & Diversity
EDA 624  Supervision of Instruction
EDA 618  School Law and Policy
EDA 651  Ethics & Philosophy of Leaders
EDA 620B  Degree Field Experience
Prerequisite: Prerequisite Students must have completed at least 3 of the following courses: EDA 623, EDA 624, EDA 614, EDA 626, EDA 618, EDA 619

or
EDA 620I  Intern Field Experience
Prerequisite: May only be taken by students approved for the internship program.
The Preliminary Education Specialist Authorization Teaching Credential is designed to address both the Education Specialist Standards and the program specific standards, including the Teacher Performance Expectations and California Standards for the Teaching Profession.

For additional information on credential requirements, please see the School of Education Credential Information section of the catalog.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:
- Integrate professional, legal, and ethical practices when instructing students with disabilities.
- Teach students who are diverse learners including those who are English language learners.
- Communicate effective case management and collaborative practices with parents, professionals, and other stakeholders in order to facilitate access to the core curriculum for students with disabilities.
- Assess students using a variety of standardized and non-standardized assessments in order to make appropriate educational decisions for students with disabilities.
- Develop evidence-based curriculum and instruction including the use of educational and assistive technology to provide access to the core standards for students with disabilities.
- Transition students between educational environments and programs into successful post-school experiences.

Degree Requirements
To receive a California Preliminary Education Specialist Authorization Teaching Credential with a Specialization in Mild/Moderate, Moderate/Severe, or Deaf and Hard of Hearing, candidates are required to successfully complete core courses; specialization courses; and a clinical practice path to supervised teaching (student teaching or internship option).

Candidates choosing the Internship option to obtain the California Preliminary Education Specialist Authorization Teaching Credential with a Specialization in Mild/Moderate, Moderate/Severe, or Deaf and Hard of Hearing, will need to meet the Internship Eligibility requirements.

The CTC mandates approved internship programs require a minimum of 120 hours of pre-service coursework prior to becoming the teacher of record. 4.5 quarter units are equal to 40 clock hours. These pre-service courses must be successfully completed prior to eligibility for completing the internship option.

Requirements for the Credential
(19-21 courses; 81-90 quarter units)

Corequisites
(2 courses; 9 quarter units)
HEDX 1101X Intro Health Ed: K-12
EDX 1201X Computer Tech in Classroom

Core Requirements
(10 courses; 45 quarter units)
TED 602 Educational Foundations
SPD 604 Psychological Fdns of Educ.
TED 606 Equity and Diversity
SPD 608 Exceptionalities
Prerequisite: SPD 604, SPD 608, TED 602, TED 606
or
Prerequisite: TED 602, SPD 604, TED 606, SPD 608
TED 621B Reading/Lang. Arts Methods
Prerequisite: TED 621A
SPD 614 Class and Behavior Management
SPD 616 Law, Policy, & Collaboration
SPD 622 Assessment
SPD 628 Teaching Reading/Lang Arts

Students must also complete one of the following specializations:

Specialization in Deaf and Hard-of-Hearing
Faculty Advisor: Joan Sebastian; (858) 642-8006; jsebastian@nu.edu

The specialization in Deaf and Hard-of-Hearing is designed for educators and other professionals who want to become knowledgeable about teaching strategies to enhance students who are Deaf or Hard-of-Hearing.

Program Learning Outcomes
Upon successful completion of this program, students will be able to:
- Identify the etiologies, learning characteristics, language and cognitive development related to hearing loss.
- Communicate using a variety of strategies in signed and spoken language to interact directly and effectively with students who are deaf or hard-of-hearing, deaf-blind and/or with additional disabilities.
- Apply techniques that develop age-appropriate language and cognitive skills, using both visual (signed) and/or auditory (spoken) input for students who are deaf or hard-of-hearing including those who are deaf-blind with additional disabilities.
- Collaborate effectively with a multi-disciplinary educational team to provide assessments, planning, and implementation strategies for children birth to age 5 that are deaf or hard of hearing, deaf-blind and/or with additional disabilities.
- Analyze the characteristics of students who are deaf or hard-of-hearing and exhibit additional disabilities that are associated with hearing loss and identify behaviors that require specialized instruction and/or adaptation and/or modifications in instruction.

Specialization Requirements
(5 courses; 22.5 quarter units)
DHH 632 Charac of D/HH Learners
DHH 634 Assess & Inst D/HH Birth-5yrs
DHH 636 Language Develop Methods D/HH
DHH 638 Literacy Develop D/HH
DHH 640 Inst D/HH with Special Needs

Clinical Practice Requirements
Students will need to choose from one of the following options: Internship or Student Teaching

Internship Option
(5 courses; 9 quarter units)
DHH 692 Internship
SPD 688A Clinical Practice Seminar (2.25 quarter units)
Corequisite: SPD 682A, or SPD 684A, or SPD 692, or SPD 694, or DHH 682A, or DHH 692
SPD 688B Clinical Practice Seminar (2.25 quarter units)
Corequisite: SPD 682B, or SPD 684B, or SPD 692, or SPD 695, or DHH 682B, or DHH 692

Candidates will complete SPD 688A & B as the last two courses in the program.

OR

**Student Teaching Option**
(4 courses; 13.5 quarter units)

DHH 682A Student Teaching
Corequisite: SPD 688A

DHH 682B Student Teaching
Corequisite: SPD 688B

SPD 688A Clinical Practice Seminar (2.25 quarter units)
Corequisite: SPD 682A, or SPD 684A, or SPD 692, or SPD 694, or DHH 682A, or DHH 692

SPD 688B Clinical Practice Seminar (2.25 quarter units)
Corequisite: SPD 682B, or SPD 684B, or SPD 692, or SPD 695, or DHH 682B, or DHH 692

Candidates will complete SPD 688A & B as the last two courses in the program.

Optional: For the Multiple or Single Subject Credential Requirements, please choose one of the following options.

**Multiple Subject Credential**
(3 courses; 13.5 quarter units)

TED 635 Curr-Assess-Inst:Soc.St/PE/Art
*Prerequisite: TED 621A with a minimum grade of C*

TED 636 Curr-Assess-Inst: Math-Science
*Prerequisite: TED 621A with a minimum grade of C*

TED 626 Classroom Management
*Prerequisite: TED 623, or TED 621A*

OR

**Single Subject Credential**
(3 courses; 13.5 quarter units)

TED 632 Content Area Curriculum
*Prerequisite: TED 623*

TED 633 Content Area Instruct-Assess
*Prerequisite: TED 623 with a minimum grade of C*

TED 626 Classroom Management
*Prerequisite: TED 623, or TED 621A*

AND

Choose from one of the following options:

**Student Teaching Option**
(2 courses; 9 quarter units)

TED 530A Student Teaching I
*Corequisite: TED 531*

TED 531 Student Teaching Seminar
*Corequisite: TED 530A, and TED 530B*

OR

**Internship Option**
(3 courses; 13.5 quarter units)

TED 610 Best Internship Practices
*Prerequisite: Admission to the intern program*

TED 628I Internship Clinical Practice
*Corequisite: TED 631*

TED 631I Internship Seminar
*Corequisite: TED 628I, Prerequisite: May only be taken by students approved for the internship program.*

**Specialization in Mild/Moderate**

Faculty Advisor: Judith Menoher; (530) 226-4012; jmenoher@nu.edu

The Specialization in Mild/Moderate is designed for educators and other professionals who want to become knowledgeable about teaching strategies to enhance individuals with mild/moderate disabilities.

**Program Learning Outcomes**

Upon successful completion of this program, students will be able to:
- Analyze the implications of characteristics of students with M/M disabilities and autism for service delivery such as placement decisions, IEP development, and instruction.
- Evaluate a variety of appropriate assessments procedures and communicate results in order to use evidence based strategies and the core curriculum in the development of IEP goals and instructional plans for students with M/M disabilities and autism.
- Maintain appropriate educational environments and positive behavioral support to include the school-wide behavior support process for students with M/M disabilities and autism.
- Implement effective methods for teaching reading, speaking, listening, written language, and mathematics to ensure access to the general education curriculum across instructional settings for students with M/M disabilities and autism.
- Exhibit collaborative case management to coordinate the IEP process and address the legal and instructional requirements based on the individual needs of the student with M/M disabilities and autism.

**Specialization Requirements**
(4 courses; 18 quarter units)

SPD 632 CHARACT/INSTR w/ M/M Disab

SPD 634 Assess of Std w/ M/M Disab

SPD 636 Teaching Math/Writing for M/M

SPD 638 Content Differentiation

**Clinical Practice Requirements**

Students will need to choose from one of the following options: Internship or Student Teaching

**Internship Option**
(3 courses; 9 quarter units)

SPD 692 Internship M/M
*Corequisite: SPD 688A, and SPD 688B*

SPD 688A Clinical Practice Seminar (2.25 quarter units)
*Corequisite: SPD 682A, or SPD 684A, or SPD 692, or SPD 694, or DHH 682A, or DHH 692*

SPD 688B Clinical Practice Seminar (2.25 quarter units)
*Corequisite: SPD 682B, or SPD 684B, or SPD 692, or SPD 695, or DHH 682B, or DHH 692*

Candidates will complete SPD 688A & B as the last two courses in the program.

OR

**Student Teaching Option**
(4 courses; 13.5 quarter units)

SPD 682A Student Teaching M/M
*Corequisite: SPD 688A*

SPD 682B Student Teaching M/M
*Corequisite: SPD 688B*

School of Education
SPD 688A  Clinical Practice Seminar (2.25 quarter units)  
Corequisite: SPD 682A, or SPD 684A, or SPD 692, or SPD 694, or DHH 682A, or DHH 692

SPD 688B  Clinical Practice Seminar (2.25 quarter units)  
Corequisite: SPD 682B, or SPD 684B, or SPD 692, or SPD 695, or DHH 682B, or DHH 692

Candidates will complete SPD 688A & B as the last two courses in the program.

Optional: For the Multiple or Single Subject Credential Requirements, please choose one of the following options.

Multiple Subject Credential
(3 courses; 13.5 quarter units)

TED 635  Curr-Assess-Inst:Soc St/PE/Art  
Prerequisite: TED 621A with a minimum grade of C

TED 636  Curr-Assess-Inst: Math-Science  
Prerequisite: TED 621A with a minimum grade of C

TED 626  Classroom Management  
Prerequisite: TED 623, or TED 621A

OR

Single Subject Credential
(3 courses; 13.5 quarter units)

TED 632  Content Area Curriculum  
Prerequisite: TED 623

TED 633  Content Area Instruct-Assess  
Prerequisite: TED 623 with a minimum grade of C

TED 626  Classroom Management  
Prerequisite: TED 623, or TED 621A

AND

Choose from one of the following options

Student Teaching Option
(2 courses; 9 quarter units)

TED 530A  Student Teaching I  
Corequisite: TED 531

TED 531  Student Teaching Seminar  
Corequisite: TED 530A, and TED 530B

OR

Internship Option
(3 courses; 13.5 quarter units)

TED 610  Best Internship Practices  
Prerequisite: Admission to the intern program

TED 628I  Internship Clinical Practice  
Corequisite: TED 631

TED 631  Internship Seminar  
Corequisite: TED 628I, Prerequisite: May only be taken by students approved for the internship program.

▲ Specialization in Moderate/Severe

Faculty Advisor: Joy Kutaka-Kennedy; (408) 236-1146; jkutakak@nec.edu

The Specialization in Moderate/Severe program meets the professional program specific standards required by CTC for credentials. Candidates will meet California Standards for the Teaching Profession and Teacher Performance Expectations.

Program Learning Outcomes

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

• Analyze the implications of the characteristics of students with Moderate/Severe/Profound disabilities for service delivery impacting assessments, IEP development, instruction, and program options.

• Analyze students’ verbal and non-verbal communication abilities to develop needed augmentative, alternative or signed systems including assistive technology, to enhance communication, social interaction, academic performance and skill development.

• Evaluate a variety of assessments and procedures to maximize students participation in standards and evidence-based, academic/life skills/wellness curriculum within IEP goals and objectives across school/community settings.

• Establish and maintain educational environments based upon positive behavior support processes at the individual and school-wide levels.

• Analyze the movement, mobility, sensory, and specialized health care needs to access school and community to the fullest extent using appropriate techniques, procedures, materials, assistive technology, and adaptive equipment.

• Exhibit collaborative case management to coordinate the IEP process and the various transitions experienced by students with Moderate/Severe/Profound disabilities, while addressing the legal and instructional requirements of their IEPs.

Specialization Requirements
(4 courses; 18 quarter units)

SPD 642  Academic Instruction M/S  
SPD 644  Life Skills & Transitions M/S  
SPD 646  PBS, Comm & Social Skills M/S  
SPD 648  Medical & Asst Tech Issues M/S

Clinical Practice Requirements
Students will need to choose from one of the following options:
Internship or Student Teaching

Internship Option
(3 courses; 9 quarter units)

SPD 694  Internship M/S  
Corequisite: SPD 688A, and SPD 688B

SPD 688A  Clinical Practice Seminar (2.25 quarter units)  
Corequisite: SPD 682A, or SPD 684A, or SPD 692, or SPD 694, or DHH 682A, or DHH 692

SPD 688B  Clinical Practice Seminar (2.25 quarter units)  
Corequisite: SPD 682B, or SPD 684B, or SPD 692, or SPD 695, or DHH 682B, or DHH 692

Candidates will complete SPD 688A & B as the last two courses in the program.

OR

Student Teaching Option
(4 courses; 13.5 quarter units)

SPD 684A  Student Teaching M/S  
Corequisite: SPD 688A

SPD 684B  Student Teaching M/S  
Corequisite: SPD 688B

SPD 688A  Clinical Practice Seminar (2.25 quarter units)  
Corequisite: SPD 682A, or SPD 684A, or SPD 692, or SPD 694, or DHH 682A, or DHH 692

SPD 688B  Clinical Practice Seminar (2.25 quarter units)  
Corequisite: SPD 682B, or SPD 684B, or SPD 692, or SPD 695, or DHH 682B, or DHH 692
Candidates will complete SPD 688A & B as the last two courses in the program.

**Optional: For the Multiple or Single Subject Credential Requirements, please choose one of the following options.**

### Multiple Subject Credential
(3 courses; 13.5 quarter units)

- **TED 635** Curr-Assess-Inst:Soc.St/PE/Art  
  *Prerequisite: TED 621A with a minimum grade of C*

- **TED 636** Curr-Assess-Inst: Math-Science  
  *Prerequisite: TED 621A with a minimum grade of C*

- **TED 626** Classroom Management  
  *Prerequisite: TED 623, or TED 621A*

**OR**

### Single Subject Credential
(3 courses; 13.5 quarter units)

- **TED 632** Content Area Curriculum  
  *Prerequisite: TED 623*

- **TED 633** Content Area Instruct-Assess  
  *Prerequisite: TED 623 with a minimum grade of C*

- **TED 626** Classroom Management  
  *Prerequisite: TED 623, or TED 621A*

AND

Choose from one of the following options

#### Student Teaching Option
(2 courses; 9 quarter units)

- **TED 530A** Student Teaching I  
  Corequisite: TED 531

- **TED 531** Student Teaching Seminar  
  Corequisite: TED 530A, and TED 530B

**OR**

#### Internship Option
(3 courses; 13.5 quarter units)

- **TED 610** Best Internship Practices  
  *Prerequisite: Admission to the intern program*

- **TED 628I** Internship Clinical Practice  
  Corequisite: TED 631

- **TED 631** Internship Seminar  
  Corequisite: TED 628I, Prerequisite: May only be taken by students approved for the internship program.

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### Program Learning Outcomes

Upon successful completion of this program, students will be able to:
- Integrate knowledge and abilities in making subject matter comprehensible for all P12 learners, including those with diverse learning needs.
- Integrate knowledge and abilities in assessing all P12 learners, including those with diverse learning needs.
- Integrate knowledge and abilities in engaging/supporting all P12 learners, including those with diverse learning needs.
- Integrate knowledge and abilities in design/planning learning experiences for all P12 learners, including those with diverse learning needs.
- Integrate knowledge and abilities in creating/maintaining effective learning environments for all P12 learners, including those with diverse learning needs.
- Integrate knowledge and abilities in being a legal, ethical, and professional educator for all P12 learners, including those with diverse learning needs.

### Credential Requirements
(12 courses; 54 quarter units)

To receive a California Preliminary Multiple Subjects Teaching Credential, candidates must complete at least 54 quarter units of graduate work, with 2 co-requisite courses; such that, 48 units must be taken in residence at National University.

Candidates choosing the Internship option to obtain the Preliminary Multiple Subject teaching credential will need to meet the Internship Eligibility requirements.

The CTC mandates that all approved internship programs require a minimum of 120 hours of pre-service coursework prior to becoming the teacher of record. 4.5 quarter units are equal to 40 clock hours. These pre-service courses must be successfully completed prior to eligibility for completing the internship option.

#### Co-requisites
(2 courses; 9 quarter units)

- **HEDX 1101X** Intro Health Ed: K-12
- **EDX 1201X** Computer Tech in Classroom

#### Core Requirements
(5 courses; 22.5 quarter units)

- **TED 602** Educational Foundations
- **SPD 604** Psychological Fdns of Educ.
- **TED 606** Equity and Diversity
- **SPD 608** Exceptionalities
- **TED 626* Classroom Management**  
  *Prerequisite: TED 623, or TED 621A*

* Internship Pre-Service course.

### Teaching Credential Area: Multiple Subjects
(4 courses; 18 quarter units)

**Multiple Subject:**

  *Prerequisite: SPD 604, SPD 608, TED 602, TED 606*

- **TED 621B* Reading / Lang. Arts Methods**  
  *Prerequisite: TED 621A*

- **TED 635** Curr-Assess-Inst:Soc.St/PE/Art  
  *Prerequisite: TED 621A with a minimum grade of C*

- **TED 636** Curr-Assess-Inst: Math-Science  
  *Prerequisite: TED 621A with a minimum grade of C*

* Internship Pre-Service courses.

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**Preliminary Multiple Subjects Teaching Credential Program with Internship Option (California)**  
*Faculty Advisor: Nedra Crow; (858) 642-8004; nrcrow@nu.edu*

The California Preliminary Multiple Subjects Teaching Credential with Internship Option is designed for candidates dedicated to instructional leadership in the K-6 settings. Courses meet the California Commission on Teacher Credentialing (CTC) requirements for a Preliminary Multiple Subject teaching credential. Candidates are required to successfully complete Core courses; multiple single subjects methods’ area, and a clinical practice path (student teaching or internship).

For additional information on credential requirements, please see the School of Education Credential Information section of the catalog.
Clinical Practice Path: Student Teaching or Internship
(3 courses; 13.5 quarter units)

The clinical practice (K12 classroom) experience courses (TED 530A, TED 530B, TED 628I), for either student teaching or internship, are required for the preliminary credential, but do not grant graduate credit.

Student Teaching:
TED 530A Student Teaching I
Corequisite: TED 531
TED 530B Student Teaching II
Prerequisite: TED 530A, Corequisite: TED 531
TED 531 Student Teaching Seminar
Corequisite: TED 530A, and TED 530B

or

Internship:
TED 610 Best Internship Practices
Prerequisite: Admission to the intern program
TED 628I Internship Clinical Practice
Corequisite: TED 631
TED 631 Internship Seminar

PRELIMINARY SINGLE SUBJECTS
TEACHING CREDENTIAL WITH INTERNSHIP OPTION (CALIFORNIA)
Faculty Advisor: Nedra Crow; (858) 642-8004; ncrow@nu.edu

The California Single Subjects Teaching Credential with Internship Option is designed for candidates dedicated to instructional leadership in the P-12 settings. Courses meet the California Commission on Teacher Credentialing (CTC) requirements for a Preliminary Single Subject teaching credential. Candidates are required to successfully complete Core courses; single subject methods’ area, and a clinical practice path (student teaching or internship).

For additional information on credential requirements, please see the School of Education Credential Information section of the catalog.

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

• Integrate knowledge and abilities in making subject matter comprehensible for all P12 learners, including those with diverse learning needs.
• Integrate knowledge and abilities in assessing all P12 learners, including those with diverse learning needs.
• Integrate knowledge and abilities in engaging/supporting all P12 learners, including those with diverse learning needs.
• Integrate knowledge and abilities in designing/planning learning experiences for all P12 learners, including those with diverse learning needs.
• Integrate knowledge and abilities in creating/maintaining effective learning environments for all P12 learners including those with diverse learning needs.
• Integrate knowledge and abilities in being a legal, ethical, and professional educator for all P12 learners, including those with diverse learning needs.

Credential Requirements
(12 courses; 54 quarter units)

To receive a California Preliminary Single Subjects Teaching Credential, candidates must complete at least 54 quarter units of graduate work, with 2 co-requisite courses; such that, 48 units must be taken in residence at National University.
PUPIL PERSONNEL SERVICES CREDENTIAL
SCHOOL COUNSELING (PPSC)

Faculty Advisor: Lisa Spencer; (858) 642-8379; lspencer@nu.edu

This credential authorizes the holder to serve as an educational counselor in a school setting at any grade level K-12. This credential is valid for a maximum of five years. Candidate should see “Admissions to Credential Programs” for specific admission information.

Candidates who have completed an appropriate master’s degree in Counseling, Psychology, Social Work, or Education from National University or another regionally-accredited institution can work toward a Pupil Personnel Services Credential with a School Counseling Specialization (PPSC) (i.e. without receiving another master’s degree). To meet state-required competencies for the credential, candidates must complete either the entire Master of Science in Educational Counseling or the prerequisites and requirements for the MS in Educational Counseling not already met in previous graduate coursework. Course equivalence cannot be granted for life experiences.

This program is aligned with national standards and prepares candidates for the position of school counselor. Graduates of this program generally seek employment as school counselors in K-12 school districts and must hold a PPSC credential for public school employment or employment in a community college.

Candidates enrolled in the credential program are not awarded the master’s degree until they have completed all coursework and have successfully completed the PRAxis exam. All coursework must be completed prior to the PPSC credential recommendation. Course equivalence cannot be granted for life experiences.

It is strongly recommended, but not required, that applicants have one year of related professional experience working with school age children, preferably in a public school setting.

For additional information on credential requirements, please see the School of Education Credential Information section of the catalog.

Program Advisement

All PPSC candidates will be assigned a faculty advisor. Candidates will meet with a faculty advisor for evaluation of prior coursework to meet program prerequisites. Only CED 607 and prerequisites can be taken prior to admission.

All candidates are expected to meet with their assigned faculty advisor at the following times: (1) upon admission into the program, (2) after five classes, (3) before starting their clinical practice, and (4) at the completion of internship hours.

Candidates are expected to complete their internship either on a full or part time basis.

Exit Requirements

In order to receive a PPSC credential, candidates must complete all courses and internship within seven years and fulfill the following requirements:

- Successful completion of all coursework, portfolio, practicum and internship.
- Successful completion of the ETS National Praxis (#0420) examination in School Counseling (passage score is 570).
- Submit written evaluations of performance in internship experiences by Site Supervisor to University Supervisor.
- Successful completion of the Exit interview with faculty advisor or University Supervisor.

- Complete Program Evaluation Form-School Counseling. Schedule an exit appointment with credential advisor for final clearance and credential documents.
- Have a zero account balance.
- Meet with a Credential Program Specialist.

Program Learning Outcomes

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

- Distinguish among major developmental theories (personality, social, physical, emotional, and cognitive development) and chronological stages of life-long human development and the impact of these stages on school behavior and learning.
- Appraise and address relevant social and diversity concerns and crises of individuals and groups of students.
- Develop and evaluate comprehensive guidance programs based on relevant data.
- Implement individual counseling skills and techniques to help students cope with personal and interpersonal problems appreciating the diversity of each student.
- Implement group counseling skills and techniques to help students cope with personal and interpersonal problems appreciating the diversity of each student.
- Integrate positive consultative and collaborative skills and techniques in communication with school staff, parents, and community agencies in order to support candidate academic, career, and personal/social success.
- Evaluate legal mandates affecting education and school counseling and apply appropriate legal and ethical standards and practices to specific counseling situations.
- Support academic success for all preK-16 students by employing appropriate standardized and non-standardized group and individual educational and psychological assessment data and data driven educational decisions/interventions.
- Integrate computer technology relevant to the tasks and role of a school counselor.
- Construct curriculum for diverse classrooms and classroom interventions strategies based on learning theory.
- Perform as professional school counselors and professional leaders reflecting the history and trends of the profession to enhance the field of school counseling.
- Propose career based programs and interventions based on career development theories, and the impact of career development on school behavior and learning.

Program Requirements

(16 courses; 70.5 quarter units)

A total of 13.5 quarter units of credit may be granted for equivalent graduate work completed at another institution, as it applies to this program and if the units were not used in earning another advanced degree.

Advancement to Candidacy

Advancement to Candidacy is a process and is one of several evaluative steps to help ensure that program objectives are met and that candidate-learning outcomes are attained.

After admission as a credential seeking candidate, a candidate must also Advance to Candidacy. To qualify for candidacy, a candidate must:

- Complete prerequisite coursework or equivalent (MTH 210 and PSY 301)
- Complete CED 607 and the next four graduate CED courses with a grade no lower than a B minus.
- If a candidate earns less than 3.0 GPA upon completion of the above courses; the candidate will not Advance to Candidacy. The candidate will be required to meet with lead faculty. A plan for remediation or possible dismissal from the program will be considered.
Program Prerequisites
(2 courses; 9 quarter units)

PSY 301  Child Development
Prerequisite: ENG 100, ENG 101

MTH 210  Probability and Statistics
Prerequisite: Accuplacer test placement evaluation, or MTH 12A, and MTH 12B

Note: Only CED 607 and prerequisites can be taken prior to admission.

Core Requirements
(12 courses; 54 quarter units)

CED 607  School Counseling Orientation
CED 600  Applied Child/Adol Development
CED 602  Societal Issues in the Schools
Prerequisite: CED 607

CED 605  Instructional Design
CED 606  Development and Evaluation
Prerequisite: CED 607

CED 610  Adv Coun Theories & Methods
Prerequisite: CED 600, or PED 667

CED 603  Multicultural Counseling
Prerequisite: CED 610

CED 611  Group Counseling
Prerequisite: CED 610

CED 601  Consultation in the Schools
Prerequisite: CED 630

CED 612  Career & Academic Counseling
CED 613  Assessment for Ed Counselors
Prerequisite: CED 607, and Advancement to Candidacy

CED 614  Legal and Ethical Practices

Candidates are required to complete 100 hours of practicum prior to starting internship. These hours will be completed throughout CED coursework.

Internship Requirements for Masters Degree with PPSC Credential Students
(4 courses; 16.5 quarter units)

A minimum of 600 clock hours is required. The candidate will draft a plan with the Site Supervisor and University Supervisor, meet weekly with Site Supervisor for supervision, keep weekly logs of each 200 hours of internship, and submit logs to University Supervisor. No more than two sites at one time with no more than two Site Supervisors at one time. Includes two levels (Elementary and Secondary). The internship consists of the following:

CED 620  Internship Seminar (3 quarter units)
Prerequisite: Students must have completed all program coursework, must be enrolled in their internship and have permission of the faculty advisor.

Choose 3 from the following:

CED 616  School Counseling Intern. I
Prerequisite: A record of a passing score on the Basic Skills Requirement (CBEST), completion of all program prerequisites, completion of ten(10) courses; 100 hours of practicum, have permission of faculty advisor and approval of internship site by Placement Specialist.

CED 617  School Counseling Intern. II
Prerequisite: A record of a passing score on the Basic Skills Requirement (CBEST), completion of all program prerequisites, completion of ten(10) courses; 100 hours of practicum, have permission of faculty advisor and approval of internship site by Placement Specialist.

CED 618  School Counseling Intern. III

Prerequisite: A record of a passing score on the Basic Skills Requirement (CBEST), completion of all program prerequisites, completion of ten(10) courses; 100 hours of practicum, have permission of faculty advisor and approval of internship site by Placement Specialist.

Candidates are expected to complete their internship either on a full time basis of 3 to 4 months (40 hours per week) or part time basis of a minimum of 8 hours per week.

UNIVERSITY INTERNSHIP CREDENTIAL
PROGRAM FOR PUPIL PERSONNEL SERVICES

SCHOOL COUNSELING

Faculty Advisor: Lisa Spencer; (858) 642-8379; lspencer@nu.edu

The University internship pupil personnel services in school counseling credential program allows students who meet the requirements to begin service as a “paid” school counselor in their sponsoring district while completing their formal coursework preparation. Students who qualify as a university intern may begin the program upon starting a school counseling position, either at the beginning of their program or while currently enrolled in the regular pupil personnel services credential program. Intern students participate in the standard coursework and internship coursework. National University students who are interested in becoming a university intern must complete and show verification of all prerequisite requirements.

For additional information on credential requirements, please see the School of Education Credential Information section of the catalog.

This program is aligned with national standards and prepares candidates for the position of school counselor. Graduates of this program generally seek employment as school counselors in P-12 school districts and must hold a PPSC credential for public school employment.

Candidates enrolled in the degree and credential program are not awarded the master’s degree until they have completed all coursework and have successfully completed the ETS PRAXIS-School Counseling exam. All coursework must be completed prior to the Preliminary PPSC credential recommendation. Course equivalence cannot be granted for life experiences.

Program Advisement

All PPSC candidates will be assigned a faculty advisor. Candidates will meet with a faculty advisor for evaluation of prior coursework to meet program prerequisites. Only CED 607 and prerequisites can be taken prior to admission.

All candidates are expected to meet with their assigned faculty advisor at the following times: (1) upon admission into the program, (2) after five classes, (3) before starting their internship hours, and (4) at the completion of internship hours.

Program Prerequisites

All candidates for the intern program must have a minimum GPA of 3.0. All candidates must possess an appropriate Master’s Degree or be in enrolled in the Master of Science in Educational Counseling program and meet the standard internship requirements. Verification of two years relevant paid experience in a P-12 public school or
related system or as a licensed counselor or therapist. Letter of recommendation from the Principal or Administrator of the hiring school. Completion of an American School Counseling Association (ASCA) National Model essay. Recommendation by Faculty Advisor.

Exit Requirements

In order to receive a Preliminary PPSC credential, candidates must complete all courses and internship within seven years and fulfill the following requirements:

- Successful completion of all coursework, portfolio, practicum and internship.
- Successful completion of the ETS Praxis (#0420) examination in School Counseling (passage score is 570).
- Submission of written evaluations of performance in internship experiences by Site Supervisor to University Supervisor.
- Successful completion of the Exit interview with Faculty advisor or University Supervisor. Complete Program Evaluation Form-School Counseling.
- Schedule an exit appointment with Credential Advisor for final clearance and credential documents.
- Have a zero account balance.
- Meet with a Credential Program Specialist.

Program Learning Outcomes

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

- Distinguish among major developmental theories (personality, social, physical, emotional, and cognitive development) and chronological stages of life-long human development and their impact on school behavior and learning.
- Appraise and address relevant social and diversity concerns and crises of individuals and groups of students.
- Develop and evaluate comprehensive guidance programs based on relevant data.
- Implement individual counseling skills and techniques to help students cope with personal and interpersonal problems appreciating the diversity of each student.
- Implement group counseling skills and techniques to help students cope with personal and interpersonal problems appreciating the diversity of each student.
- Integrate positive consultative and collaborative skills and techniques in communication with school staff, parents, and community agencies in order to support candidate academic, career, and personal/social success.
- Evaluate legal mandates affecting education and school counseling and apply appropriate legal and ethical standards and practices to specific counseling situations.
- Support academic success for all preK-16 students by employing appropriate standardized and non-standardized group and individual educational and psychological assessment data and data driven educational decisions/interventions.
- Integrate computer technology relevant to the tasks and roles of a school counselor.
- Construct curriculum for diverse classrooms and classroom interventions strategies based on learning theory.
- Perform as professional school counselors and professional leaders reflecting the history and trends of the profession to enhance the field of school counseling.
- Propose career based programs and interventions based on career development theories, and the impact of career development on school behavior and learning.
- Apply social science research to professional practice and research.

Degree Requirements

A total of 13.5 quarter units of credit may be granted for equivalent graduate work completed at another institution, as it applies to this program if completed no more than 7 years prior to application to program and if the units were not used in earning an advanced degree.

Program Requirements: PPSC Credential
(18 courses; 79.5 quarter units)

Advancement to Candidacy

After admission as a credential seeking candidate, a candidate must also Advance to Candidacy. To qualify for candidacy, a candidate must:

- Complete CED 607, next four graduate CED courses with a grade no lower than a B minus.
- Complete prerequisite coursework or equivalent (MTH 210 and PSY 301).

If a candidate earns less than 3.0 GPA upon completion of the above courses, the candidate will not Advance to Candidacy. The candidate will be required to meet with faculty advisor. A plan for remediation or possible dismissal from the program will be considered.

Internship Program Recommended Course Sequence

Program Prerequisites
(2 courses; 9 quarter units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 301</td>
<td>Child Development</td>
<td>3</td>
</tr>
<tr>
<td>MTH 210*</td>
<td>Probability and Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

Note: CED 607 and prerequisites can be taken prior to admission.

Internship Pre-Service Coursework
(5 courses; 22.5 quarter units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CED 607</td>
<td>School Counseling Orientation</td>
<td>4</td>
</tr>
<tr>
<td>CED 600</td>
<td>Applied Child/Adol Development</td>
<td>4</td>
</tr>
<tr>
<td>CED 605</td>
<td>Instructional Design</td>
<td>4</td>
</tr>
<tr>
<td>CED 602</td>
<td>Societal Issues in the Schools</td>
<td>4</td>
</tr>
<tr>
<td>CED 606</td>
<td>Development and Evaluation</td>
<td>4</td>
</tr>
</tbody>
</table>

Program Requirements
(7 courses; 31.5 quarter units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CED 610</td>
<td>Adv Coun Theories &amp; Methods</td>
<td>4</td>
</tr>
<tr>
<td>Prerequisite: CED 600, or PED 667</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CED 603</td>
<td>Multicultural Counseling</td>
<td>4</td>
</tr>
<tr>
<td>Prerequisite: CED 610</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CED 611</td>
<td>Group Counseling</td>
<td>4</td>
</tr>
<tr>
<td>Prerequisite: CED 610</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CED 601</td>
<td>Consultation in the Schools</td>
<td>4</td>
</tr>
<tr>
<td>Prerequisite: CED 610</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CED 612</td>
<td>Career &amp; Academic Counseling</td>
<td>4</td>
</tr>
<tr>
<td>CED 613</td>
<td>Assessment for Ed Counselors</td>
<td>4</td>
</tr>
<tr>
<td>Prerequisite: CED 607, and Advancement to Candidacy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CED 614</td>
<td>Legal and Ethical Practices</td>
<td>4</td>
</tr>
</tbody>
</table>

Candidates are required to complete 100 hours of practicum throughout CED coursework.

Internship
(4 courses; 16.5 quarter units)

A minimum of 600 clock hours is required. The candidate will draft a plan with the Site Supervisor and University Supervisor, meet weekly with Site Supervisor for supervision, keep weekly logs of
Each 200 hours of internship, and submit logs to University Supervisor. No more than two sites at one time with no more than two Site Supervisors at one time. Includes two levels (Elementary and Secondary). The internship consists of the following:

**CED 620** Internship Seminar (3 quarter units)
Prerequisite: Students must have completed all program coursework, must be enrolled in their internship and have permission of the faculty advisor.

**CED 616** School Counseling Intern. I
Prerequisite: A record of a passing score on the Basic Skills Requirement (CBEST), completion of all program prerequisites, completion of ten (10) courses; 100 hours of practicum, have permission of faculty advisor and approval of internship site by Placement Specialist.

**CED 617** School Counseling Intern. II
Prerequisite: A record of a passing score on the Basic Skills Requirement (CBEST), completion of all program prerequisites, completion of ten (10) courses; 100 hours of practicum, have permission of faculty advisor and approval of internship site by Placement Specialist.

**CED 618** School Counseling Intern. III
Prerequisite: A record of a passing score on the Basic Skills Requirement (CBEST), completion of all program prerequisites, completion of ten (10) courses; 100 hours of practicum, have permission of faculty advisor and approval of internship site by Placement Specialist.

* taken concurrently with Internship

**EARLY CHILDHOOD SPECIAL EDUCATION ADD-ON AUTHORIZATION**

**Faculty Advisor:** Kathleen Klinger; (619) 990-6818; kklinger@nu.edu

The Early Childhood Special Education (ECSE) program includes the mild/moderate and moderate/severe disabilities and traumatic brain injury, and authorizes service to children ages birth to pre-kindergarten only.

This Added On Authorization in Early Childhood Special Education is available to individuals who hold a preliminary, Level I, professional clear, clear, Level II, or life special education teaching credential, and who complete a program though a Commission-approved program sponsor. The ECSE Added Authorization authorizes the holder to provide special education services in the area of mild/moderate or moderate/severe disabilities for students ages birth to pre-K as determined by the local level special education assessment.

Completion of the Add-On Authorization extends special education teaching authorization from birth to Pre-K. It may also be added to Clear Credentials in Deaf and Hard-of-Hearing, Physical Impairments, and Visual Impairments. In addition, persons with Learning Handicapped or Severely Handicapped credentials may add this Add-On authorization. It is expected that the candidate has experience and access to early childhood special education programs serving young children with disabilities, birth to five, during the program.

Professionals in other fields, such as social work, nursing, behavioral intervention, and child development may also complete the course work for professional development units.

Note: SPD 678 ECSE Field Experience must be taken as the last course in the program. After successfully completing coursework and the ECSE Exit Exam, candidates must meet with a Credential Program Specialist to complete and submit to the Commission on Teacher Credentialing application for the Add-On Authorization.

**Program Learning Outcomes**

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

- Demonstrate knowledge of developmental and learning characteristics, and evidence-based practices associated with young children (birth to Pre K) with developmental delays, and all categories of disabilities.
- Demonstrate knowledge of family systems, the impact of child with disabilities on the family, engage in family-centered practices and partnerships in all components of early intervention and education for infants and young children with disabilities
- Demonstrate skill in formal and informal assessment approaches that inform the development and implementation of evidence-based, developmentally appropriate, family supported interventions and reflect the impact of culture (including ELL), specific disabilities on learning, and the role of the interdisciplinary team.
- Document observations from birth to prekindergarten and in-depth field experiences in early childhood settings with families and children of diverse backgrounds and young children who have a range of abilities including in-home service delivery, and inclusive DAP center based preschool/prekindergarten programs

**Authorization Requirements**

To receive the Early Childhood Special Education Add-On Authorization candidates are required to successfully complete all course work including field experiences and pass the ECSE Program Exit Exam.

**Authorization Requirements**

(4 courses; 18 quarter units)

- SPD 672 Intro to ECSE
- SPD 674 Collaborative Partners
- SPD 676 ECSE Assessment & Intervention
- SPD 678 ECSE Field Experience
  Prerequisite: SPD 672, SPD 674, SPD 676

**CERTIFICATE PROGRAMS**

**GRADUATE CERTIFICATE IN APPLIED BEHAVIOR ANALYSIS**

**Faculty Advisor:** William Matthew; (661) 864-2367; wmatthew@nu.edu

The five-course sequence in applied behavior analysis is designed to prepare candidates for the national certification examinations sponsored by the Behavior Analyst Certification Board (BACB). Upon successful completion of National University’s five course sequence, the candidate will receive a certificate of completion from National University, but this is not professional certification by the Behavior Analyst Certification Board (BACB) and does not entitle candidates to claim they are Board Certified Behavior Analysts (BCBA’s). Information about becoming certified through the BACB can be found at www.bacb.com

**Program Learning Outcomes**

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

- Read, understand and apply techniques and methods of applied behavior analysis.
- Successful program graduates will be able to present data and information from applied behavior analysis procedures in graphic, textual, and oral formats.
- Apply methods of behavior analysis in applied settings.
- Articulate orally and in writing the principles of applied behavior analysis as they relate to the basic laws of learning common to
multicultural environments.

- Articulate orally and in writing the basic, overall practice guidelines and code of ethics in the field of applied behavior analysis.
- Critically read the relevant research literature as well as use idiographic research methods to solve problems that are germane to the field of applied behavior analysis.
- Understand the importance of the use of multiple data sources and points of view in the design, implementation, and evaluation of applied behavior analytic goals.

Certificate Requirements

Prior to qualifying to take the National Board Certified Behavior Analyst exam, candidates must do 1500 hours of Supervised Fieldwork, which is supervised by a Board Certified Behavior Analyst (BCBA). National University does not provide this supervision.

Requirements

(5 courses; 22.5 quarter units)

ABA 601 Assessment in ABA
ABA 602 Processes of ABA
Prerequisite: ABA 601
ABA 603 Applications of ABA
Prerequisite: ABA 602
ABA 604 Advanced Applications I
Prerequisite: ABA 603
ABA 605 Advanced Applications II
Prerequisite: ABA 603

GRADUATE CERTIFICATE IN AUTISM

Faculty Advisor: Kay Dee Caywood; (310) 662-2145; kcaywood@nu.edu

This certificate is designed for those interested in finding out more about working with and teaching those that fall within the Autism Spectrum Disorder. The four course sequence is designed to provide the student with an orientation to the terms and the characteristics involved, assessment and behavior management interaction strategies, a variety of teaching strategies, and train necessary skills in collaborating with parents and families of those in the spectrum. It is recommended that students complete EXC 621 first in the sequence.

Credentialed teachers interested in this certificate to enhance their knowledge of teaching those in the field, should contact a Credential Program Specialist.

Professionals in other fields such as social work, nursing, and child development can also complete the coursework for professional growth units or a National University certificate.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:
- Demonstrate knowledge of the background and orientation of the terms included in the Autism Spectrum Disorder (ASD) category.
- Demonstrate an understanding of federal and state laws, legislation and judicial decisions regarding children with autism.
- Demonstrate competence in recognizing behaviors and utilizing assessments that identify children as having autism.
- Demonstrate competence and understanding in using behavioral analysis to manage and change behaviors of children with autism.
- Demonstrate understanding of differing evidence-based program strategies for teaching students with autism.
- Demonstrate the competence to organize a structured classroom, to collect relevant data on behavioral outcomes, and to implement identified evidence-based strategies for a class that includes students that fall within the spectrum.
- Demonstrate skills needed for working collaboratively within and across systems that serve children and families and with professionals from diverse disciplines.

These courses can be applied to the Masters of Arts in Teaching.

Requirements for the Certificate

1. Hold a bachelor’s or master’s degree from a regionally accredited college or university with an overall grade point average of 2.5 or better, or where a grade point average of 2.75 or higher was achieved in the last 90 quarter units.
2. Possess a valid Education Specialist Mild/Moderate, Deaf and Hard-of-Hearing, Physical and Health Impairment, or Visual Impairment credential.
3. Meet with a Credential Program Specialist within 30 days of enrollment to obtain certification application procedures.

Prerequisite

Completion of a bachelor’s degree.

Program Requirements

(4 courses; 18 quarter units)

EXC 621 Intro Students w/Autism Spect
EXC 622 Assess & Behavioral App in Aut
EXC 623 Intervention/Instr. w/Aut.
EXC 624 Autism Collab w/Parents & Fam.

GRADUATE CERTIFICATE IN BEST PRACTICES

Faculty Advisor: Linda Ventriglia-Nava; (916) 444-2190; lventrig@nu.edu

The Best Practices program implements research-based practices that accelerate student achievement. It involves the following effective teaching practices: vocabulary development, comprehensive strategies, accelerated English Language Learning, higher level questioning, differentiated and targeted instruction, student engagement strategies, cooperative learning grouping strategies and standard-based instruction. Along with learning the strategies listed above, candidates will be taught how to create multidisciplinary standards-based lesson plans. They will learn how to target research-based strategies to close the achievement gap. Candidates will do a videostreaming analysis of specific strategies. Candidates will develop a repertoire of strategies to become a trainer of trainers.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:
- Use Best Practice teaching Strategies across the curriculum.
- Apply to their teaching the framework of Teach, Practice and Apply using Best Practice Teaching strategies.
- Implement Best Practice teaching strategies for the development of vocabulary, math, reading comprehension and interdisciplinary learning.
- Integrate Best Practices in multimedia-interactive classroom instruction.
- Demonstrate a repertoire of differentiated instructional strategies for assessment and grouping.
Core Requirements
(4 courses; 18 quarter units)

MAT 670 Theory Best Practice Teaching
MAT 671 Appl Best Practice Strat in CI
MAT 674 Differentiated Instruction
MAT 675 21st Century Multimedia & Tech

● GRADUATE CERTIFICATE IN E-TEACHING & LEARNING
Faculty Advisor: Lorraine Leavitt; (717) 429-5316; lleavitt@nu.edu

The e-Teaching and Learning Certificate is designed to meet the growing need for quality online course instructors in K-12, community colleges, and corporations. The specialization focuses on learning and applying effective student-centered online pedagogical strategies and research-based Best Practices. Course content includes the history and evolution of distance learning, the use of interactive media tools, the development of online curriculum that adheres to the National Standards for Quality Online Teaching, and the accurate evaluation of student learning outcomes using multiple assessment strategies. Upon completion of this Certificate, candidates will be prepared to teach effectively in the online learning environment.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:
• Analyze professional standards, trends, and issues in the online environment
• Demonstrate the use of active teaching and assessment strategies for the online environment.
• Apply evidence-based best practices research in the online teaching environment.

Certificate Requirements
(4 courses; 18 quarter units)

ETL 680 Introduction to e-Teaching
ETL 682 Active Teaching and Learning
ETL 684 Differentiated Online Instruct
ETL 686 Designing Instr Materials
Prerequisite: ETL 680, and ETL 682, and ETL 684

● GRADUATE CERTIFICATE IN EARLY CHILDHOOD EDUCATION
Faculty Advisor: Susan Gilbert; (310) 662-2163; sgilbert@nu.edu

The Early Childhood Education Certificate program has been designed to include the competencies and guidelines as established by the National Association for the Education of Young Children (NAEYC) Advanced Program standards. The certificate is also structured to meet the State of California Child Development Permit Matrix requirements for employment in pre-school settings however it does not confer a State of California teaching credential or license. Non-residents of California; military personnel or their dependents; and international students should contact the Department of Education of the state in which they reside or intend to reside, or the Ministry of Education of the country in which they live, to determine specific requirements for employment. State or country specific coursework, in addition to the certificate program, may be required to obtain a permit, license or credential necessary for employment.

Candidates assume the responsibility for determining and meeting these requirements. The four course sequence specializing in early childhood education is designed to prepare candidates with teaching experience for meeting the unique needs of teaching children from birth to age 8.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:
• Analyze and evaluate effective early childhood practice using critical thinking skills, active self-reflection and professional standards.
• Analyze and articulate the impact of theory, standards and current research in Early Childhood practice.
• Apply and integrate evidence-based practices in current work situations to increase learning, growth and development.

Certificate Requirements
(4 courses; 18 quarter units)

ECE 650 The Early Childhood Teacher
ECE 651 Current Issues in ECE
ECE 652 Cognition and the Young Child
ECE 653 Best ECE Teaching Practices

● GRADUATE CERTIFICATE IN EDUCATIONAL TECHNOLOGY
Faculty Advisor: Cynthia Chandler; (858) 309-3457; cchandler@nu.edu

This certificate is designed for individuals wishing to develop their knowledge and skills for using technology in the educational setting.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:
• Explore and analyze various learning theories such as behaviorism, cognitivism, constructivism and neurocognition and apply those theories to instruction with technology.
• Research and report the ways that technology can be used to support specific types of learners.
• Identify and demonstrate methods and techniques to accommodate learners in an online or blended environment.
• Identify ways in which new learning technologies are supported by research.
• Participate in online community building and in web-based interactive activities.
• Assess the effectiveness and efficiency of multimedia courseware as an instructional delivery system.
• Describe the critical issues involved in designing effective distance educational programs, including formation of instructional goals and objectives, media/technology selection, and financial considerations.
• Design web-based courses using web page design authoring tools.
• Discuss the hardware and software requirements which need to be met in order to effectively utilize online learning.
• Analyze appropriate Internet resources to use.

Certificate Requirements
(5 courses; 22.5 quarter units)

EDT 608 Technology in the Classroom
EDT 610 Teaching Online
EDT 655 Issues & Trends in Ed. Tech
EDT 660 Multimedia & Interactive Tech.
EDT 612 Meaningful Learning w/ Tech.
School of Education

● NATIONAL BOARD CERTIFIED TEACHER LEADERSHIP CERTIFICATE

*Faculty Advisor: Ronarae Adams; (858) 642-8352; radams@nu.edu*

The School of Education and the National University NBPTS Professional Teaching Development Center (PTDC) provide the following services, opportunities and program options for new, practicing, and accomplished educators:

- Support and Assistance for NBCT Candidates and School Districts
- Access to Candidate Support Providers (CSPs) and NBCT Faculty
- Master of Arts in Teaching, Master of Science in Instructional Leadership, Master’s in Accomplished Collaborative Leadership
- Five course Certificate Program
- Teachers Leader and Professional Development Opportunities
- Networking and Celebration of Accomplishments

The five-course NBCT Leadership sequence is thoughtfully designed to develop a professional teacher leadership portfolio that aligns with requirements and submission dates outlined by the National Board for Professional Teaching Standards. The courses meet the needs of several groups of teachers:

- Those who want to improve their teaching and prepare themselves to achieve National Board Certification now or sometime during their career.
- Those who are active NBCT candidates and want to earn graduate level credit as they develop the required portfolio in response to NBPTS submission guidelines.
- Those who have achieved NBCT and want to earn graduate credit as they develop an NBCT Leadership Portfolio.
- New teachers who want to experience the NBCT portfolio process in advance of submitting for full candidacy to the NBPTS.

Program Learning Outcomes

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

- Demonstrate the ability to focus on student learning through a systematic study and reflection of one’s own teaching practices and through shared knowledge gained from purposefully formed professional learning communities.
- Demonstrate a commitment to educating all students by examining cross-cultural educational issues and relating those to enhancing student learning.
- Demonstrate knowledge of how to teach students by effectively accessing and using research based learning theories, assessment strategies, teaching models, technology, and classroom management strategies to educate all learners.

Required Courses

(5 courses; 22.5 quarter units)

- NBC 680 Quality Teaching and Learning
- NBCX 1201X NBCT
- NBC 681 Membership in Learning Community
- NBC 682 Videotape Analysis
- NBC 683 Student Work and Assessments
- NBC 639 Leadership Portfolio

● READING CERTIFICATE (ADDED AUTHORIZATION)

*Faculty Advisor: Marilyn Moore; (858) 642-8301; mmooore@nu.edu*

The Reading Certificate (Added Authorization) authorizes the holder to assess student reading and provide reading instruction in response to those assessments. Reading Certificate holders are also authorized to develop, implement, and adapt the reading content curriculum and assist classroom teachers in these areas. Holders of the Certificate may perform the above services at one or more school sites at the grade levels authorized by their prerequisite teaching credential.

Requirements for the Certificate

1. Hold a bachelor’s or master’s degree from a regionally accredited college or university with an overall grade point average of 2.5 or better, or where a grade point average of 2.75 or higher was achieved in the last 90-quarter units.
2. Possess a valid teaching credential.
3. Meet with Admission Advisor to enroll in the Reading Certificate (Added on Authorization) program.
4. Meet with Credential Program Specialist within 30 days of enrollment to obtain reading certification application procedures. This packet provides detail on the additional requirements for the certificate listed below.
5. No coursework is accepted from another university for this program and no substitutions are allowed.
6. Candidates must maintain a 3.0 GPA. “D” and “F” grades are not accepted. Candidates are also required to upload assignments in the Reading Specialization electronic Presentation Portfolio in e-College.

Program Learning Outcomes

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

- Show knowledge about theories and research related to effective reading and language arts instruction.
- Conduct individualized informal literacy assessments for struggling readers at early and intermediate levels including English language learners.
- Prepare a Reading Specialization Field Study Proposal with recommendations for instructional interventions, based on individualized informal literacy assessments.
- Design and conduct tutorial, small group, and whole-class language arts instruction.
- Utilize the ability to incorporate instructional technology into language arts instructions.
- Communicate plans for tutorial, small group, and whole-class language arts instruction to principal and other school personnel, including assessment-based rationale.
- Communicate results of individualized informal assessments to parents.
- Make decisions about what ALL students need to succeed (Social Justice).
- Portray a professional image, model integrity, and reflect continuously on actions and interactions.

Required Courses

(4 courses; 18 quarter units)

- MAT 645 Dev. Fluency in Reading
- MAT 646 Comprehension Strategies
- MAT 647A Lang Arts Assess and Instruct I
  *Prerequisite: MAT 645, and MAT 646*
- MAT 647B Fld St: Lag Art Assess & In II
  *Prerequisite: MAT 645, MAT 646, and MAT 647A*
Note: At the end of each course, students must have their instructor sign off on the competency verification forms found in the credential packet. These verification forms must be completed before applying for the certificate.

Completion Requirements for the Certificate

1. Provide verification of three years successful, full-time teaching experience in any grade or subject, preschool through adults. A letter or other appropriate documentation by the candidate’s employer may provide verification. Acceptable experience does NOT include student teaching, internship teaching, or teaching while holding an emergency permit. This experience may also be gained outside of California.

2. Provide a copy of a teaching credential valid for a minimum of 12 months and have a non-delinquent student account balance

3. For each course, provide competency verification forms signed off on by each course instructor

4. After successful completion of the required coursework and a completed credential packet, the regional reading certificate coordinator will review the packet for final approval. Once approval is obtained, please see your Credential Advisor to apply to the CTC for the certificate. A valid credit card for the online application fee is required.

GRADUATE CERTIFICATE IN TEACHING MATHEMATICS

Faculty Advisor: Zhonghe Wu; (310) 662-2134; zwu@nu.edu

Designed to improve the quality of mathematics teaching in grades K-9, courses focus on the pedagogy of mathematics and the development of balanced instructional programs that meet the needs of today’s diverse students. Based on the National Council of Teachers of Mathematics Principles and Standards, course content includes research-based strategies for developing curriculum and instructional materials, delivering instruction, conducting scholarly investigation, integrating technology and evaluating student performance. Specific course materials focus on contemporary issues and challenges in teaching mathematics, algebra and number theory, geometry and measurement, probability and statistics.

Content prepares teacher credential holders and/or candidates for the CSET 1 and 2 Foundational Level Mathematics Exam. In order to be successful in this program, potential candidates should have basic mathematics knowledge and skills (equivalent to CSET multiple subject and Praxis II elementary education) or above.

The four course Certificate sequence is designed to prepare candidates with the necessary skills, knowledge and dispositions for meeting the unique challenges of teaching Mathematics in elementary and middle schools. Given the demand for qualified teachers in this area, a Certificate in Teaching Mathematics will improve candidate teaching performance, increase student learning and enhance employment opportunities

Program Learning Outcomes

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

- Demonstrate the ability to develop a balanced program of mathematics instruction that includes conceptual understanding, procedural fluency and problem solving in Algebra, Geometry, Statistics, Probability and Number Theory.
- Apply evidence-based best practices research in the delivery and evaluation of a balanced mathematics education program.
School of Education
Credential Information

Interim Dean, Kenneth Fawson
Ed.D., Organization and Leadership
University of San Francisco

General Information for all Credential Programs . . . . . . . . . . . . . . . . . . . . . . . 226

FOR FURTHER INFORMATION
contact Credentials Direct Access
in San Diego at (858) 642-8300
toll-free at (866) NU-ACCESS ext. 8300
fax: (858) 642-8717
e-mail: credentials@nu.edu

The University of Values
Credential Information

GENERAL INFORMATION FOR ALL CREDENTIAL PROGRAMS

Candidates seeking admission to a Credential program at National University should refer to the appropriate academic information for undergraduate or graduate admission procedures. Information below that is specific to either an Undergraduate/Blended or Graduate level program is noted.

CREDENTIAL PROGRAMS ADMISSION PROCESS

In addition to the requirements listed in the undergraduate and graduate admission procedures, applicants to all of National University’s credential programs must comply with the following credential program admissions procedure within 30 days of enrollment:

1. Complete the Credential Orientation
2. Complete a Credential Packet including:
   • Acknowledgement of Terms and Agreements
   • Student Teaching Request Form
   • Negative TB test results
   • Proof of Fingerprint Clearance
   • Proof of attempt to pass or passage of Basic Skills Assessment is required for admittance to the program (Proof of passage is mandatory prior to clinical practice)

Note:
• Candidates transferring from a credential program from another university must provide a letter of good standing.
• Undergraduate candidates who have coursework in transfer that may meet coursework requirements at National University should coordinate with their admissions advisor.
• Candidates with international degrees who do not hold a U.S.-approved bachelor’s degree must receive an evaluation from a CTC-approved international evaluation agency before being admitted to the University and starting the first course.

CREDENTIAL RESIDENCY REQUIREMENTS

All candidates enrolled in a credential program must meet the residency requirements as specified in the degree. All clinical practice courses must be taken in residency and may not be waived. Courses taken online are considered to be in-residence.

Undergraduate Residency

Please see Academic Information for Undergraduate Degrees for overall degree residencies as well as your degree requirements for specific residencies

Credential Residency

1. Each credential has its own minimum residency requirement at National University to be recommended for a credential to the California Commission on Teacher Credentialing. The residency requirements are listed under each program in this section. Courses taken online are considered to be in-residence.
2. The residency requirement does not apply to candidates in 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

Note: All Credential related coursework must be completed with a GPA of 3.0 (“D”, “F” or “U” grades are not accepted and must be repeated). Please see the specific grade requirements listed under your specific credential program.

STUDENT ACKNOWLEDGMENT OF TERMS AND AGREEMENTS

To ensure that graduates of National University’s teaching and services credential programs are able to meet the legal requirements of the California Commission on Teacher Credentialing (CTC), all applicants for admission to a credential program must sign a student acknowledgment.

The student acknowledgment (provided in each credential packet) gives National University the right to suspend or terminate the candidate’s participation in the credential program for any of the following reasons:

• Committed acts or engaged in conduct that could constitute grounds for denial of a credential
• Failed to demonstrate the requisite skills and qualifications to satisfy the requirements for a credential
• Demonstrated other qualities or behaviors enumerated in the student agreement inconsistent with National University’s recommendation of the candidate for an education credential. The student agreement also authorizes National University to release to the Commission all pertinent information pertaining to the candidate’s qualification or fitness for a credential

Program Advisement

Every credential program has an assigned faculty advisor who is available to provide program specific advisement related to a specific program field. The faculty advisor name and contact information is listed in the catalog under the heading of specific programs. The faculty advisor is a resource for specific questions candidates may have about classes, curriculum, and instructors.

Each candidate also has a Credential Program Specialist available to them/her to help navigate the specifics of the state credentialing requirements. These requirements can vary and are in constant flux due to changing legislation and the dynamic nature of public education. It is very important for candidates to work closely with their local Credential Program Specialist to understand and educate themselves on the specifics of their particular credentialing requirements.

CLINICAL PRACTICE INFORMATION

Detailed requirements for clinical practice are listed in the specific program areas of the catalog and in other handbooks and/or orientation courses. All Clinical Practice, Student Teaching, Internship and Program Specific courses are scheduled by a Credential Program Specialist.

Student Teaching Placements

Candidates are placed in their student teaching assignment by the University. Candidates should not contact districts directly to obtain student teaching placement. Please see detailed Student Teaching requirements in the specific program areas of the catalog.

University Internships

University Internship credential programs provide opportunities for Graduate/Post-Baccalaureate candidates to assume the responsibilities of full-time “teachers of record” while completing the credential coursework required for a preliminary credential. Interns are salaried credentialed employees of a school or agency, working on a two year Internship Credential valid only at the site of hire.
National University candidates who are interested in becoming a university intern must meet the internship eligibility requirements to be enrolled in the program. Candidates on permanent academic probation are not eligible for the National University Internship Program. Please see the detailed University Internship requirements under each specific credential program in the catalog.

**Teaching Under Contract**

National University provides a program whereby actively employed teachers can complete the requirements for their teaching credential while employed. All of the student teaching may be conducted in the candidate’s classroom, assuming that the contract position is a match for the credential sought.

**Credential Candidates Teaching under Contract:**

- In an approved multiple subject assignment can complete the assignment in their own classroom. There must be documented experience with K-2 or beginning readers, otherwise candidates must complete four weeks in an alternate setting with a certified teacher.
- In an approved single subject assignment (within the credential area) can complete the full semester in their own assignment provided that they are teaching four periods in two grade levels, or can document prior experience at other grade levels otherwise candidates must complete four weeks in an alternate setting with a certified teacher.
- In a regionally (WASC) approved nonpublic school setting must complete a minimum of one course of the four-course sequence student teaching experience in a public school.
- Teach under the supervision of a University Supervisor and Supervising Teacher who model effective teaching, implement state-adopted academic core curriculum, mentor the candidate, and work with the University Supervisor.

**Option for Student Teaching Out-of-State (Courtesy Placement)**

Candidates who have completed their California credential program coursework who wish to do their student teaching in an area of residence outside of California.

**Option for Non-California Residents to obtain a Preliminary Multiple or Single Subject Credential**

Candidates interested in completing a California preliminary credential who wish to complete the entire program while holding residence outside of California. Only a limited number of candidates living outside of California may enroll in the teacher education program to complete their coursework online and their student teaching in their area of residence outside of California.

**Requirements for Both Out-of-State Options**

Permission to student teach outside of California must be obtained by submitting a Courtesy Placement Request to the Courtesy Placement/Out-of-State department. The Out-of-state Program Specialist will review the candidate’s eligibility requirements, and will interview the applicant to assess the candidate’s knowledge, skills and dispositions. Successful completion of the student teaching program requirements and an interview will determine the candidate’s eligibility for out-of-state or courtesy placement. Candidates must meet all California program and testing requirements to be eligible for an out-of-state or courtesy placement.

Although National University makes every effort to find out-of-state or courtesy placements, the University is unable to guarantee placement. Out-of-state requests are difficult to arrange because other states often have specific compliance requirements. Agreements between National University, a State Teaching Credential Office, Department of Defense (outside United States), and a cooperating university must be approved before placement is considered.

The school of choice must adhere to strict guidelines that correlate with California standards and practices, mirror a California public school setting, and serve diverse populations.

A signed contract must be obtained from the requested school district. These agency agreements are secured by the National University credential staff. After a district contract is approved, a University Supervisor is hired by NU and a Supervising Teacher is assigned by the district to supervise the candidate. It is not unusual for this process to take several months to complete.

In addition, some states will not allow out-of-state universities to place student teachers into their schools and will therefore require that the candidate enroll and pay for student teaching coursework at a local university. In these cases, the candidate must enroll and pay for National University student teaching coursework in addition to the local university’s courses.

Upon completion of student teaching and all other credential requirements, candidates will meet the requirements for a California Teaching Credential. If a candidate desires a credential for another state, the candidate must contact the appropriate state agencies and meet the specific state requirements before student teaching.

Please contact your Credential Program Specialist if you have additional questions about out-of-state clinical practice options.

**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
- Undergraduate: Completed all requirements for the blended bachelor’s degree. (Completion must be verified by the Registrar’s office and degree must be conferred)
- Undergraduate candidates must also have a minimum of a 2.5 cumulative GPA overall for their bachelor’s degree and a minimum 3.0 GPA for their major coursework
- Graduate: 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
- Successful completion of the credential coursework with a minimum grade point average of 3.0. (Grades of “D”, “F” or “U” 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: Candidates must have access to Microsoft Office on either a PC or Mac platform. Since National University and the CTC regularly use e-mail to communicate with candidates, it is highly recommended that candidates do not use AOL, Earthlink, Roadrunner, FrontierNet, Comcast or school district e-mail addresses since these e-mails are regularly blocked from these...
Credential Information

accounts. An active Gmail, Yahoo! or Hotmail account is recommended instead.

Please see additional program specific requirements to be recommended for a California Credential.

ADMINISTRATIVE SERVICES CREDENTIAL PROGRAMS

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.

California has a two-tier credential structure. A five-year preliminary credential is the first credential issued, and then a clear credential is issued.

Admissions Requirements

1. Complete the Credential Orientation
2. Complete a Credential Packet including:
   • The Acknowledgement of Terms and Agreements
   • Student Teaching Request Form
   • Basic Skills Assessment
   • Negative TB test results
   • Proof of Fingerprint Clearance

Field Experience Requirements

In addition to meeting the general and program specific admission requirements, candidates must also complete the following and submit documentation to a Credential Program Specialist before they are cleared for field experience. All test results must remain valid throughout the program to include the application process for your preliminary credential.

• Valid prerequisite credential
• Passage of the Basic Skills Assessment
• Negative TB test (valid within the last four years)
• Completion of at least 3 courses in the credential sequence (EDA 614, EDA 623, EDA 626, EDA 619, EDA 624, or EDA 618)
• 3.0 GPA Grades of “D” and “F” are not accepted
• Zero account balance
• University Internship

The University Internship route provides an opportunity for candidates who have been offered employment to complete their clinical practice, 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.

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.

Candidates on permanent academic probation are not eligible for the National University Internship Program. Once intern eligible, candidates must apply for an Internship Credential that 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 their internship position to be recommended for the Preliminary credential.

Prerequisites

- Possession of a valid Preliminary, Clear, Life, General, or Services credential. A day-to-day or short-term teaching permit does not qualify as an accepted credential for admission.
- Passage of the Basic Skills Assessment.
- Three years of experience while in the possession of a valid California emergency permit and/or teaching credential issued under the laws, rules, and regulations in effect on or before December 31, 1971, requiring the possession of a baccalaureate degree. Two of the three years’ experience may be accepted with an emergency permit.
- A letter of application stating the candidate’s qualifications for admission to the internship program, plus three letters of recommendation, one of the three must be from superintendent or district representative**
- Contract Agreement on file between the employing District, School or Agency and National University
- Negative TB test (valid within the last four years)
- 3.0 GPA (grades of “D” and “F” are not accepted)
- Maintain zero account balance

**All candidates must furnish three letters of recommendation from their district discussing their prospects for success in the program. One of the letters must be from their superintendent or the superintendent’s designee pledging district support of the candidate.

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
- District or agency offer of employment for the intern as a full time administrator in a setting appropriate for the credential being sought
- Verification of intern eligibility determined in an interview by lead internship faculty

Completion Requirements

In addition to the above requirements listed for admission and clinical practice, the following must be completed and documentation turned into a Credential Program Specialist to be recommended for a California Credential:

- Copy of valid teaching or services credential (at least one year remaining on document)
- Three years of experience appropriate to the possession of a services credential with a specialization, while holding the appropriate credential for the entire three years.
- 3.0 GPA (grades of “D”, “F” or “U” are not accepted)
- Zero account balance

CERTIFICATE/CREDENTIAL

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 credential.
CLEAR ADMINISTRATIVE SERVICES CREDENTIAL

The Clear Administrative Services program provides a field-based preparation for administrators seeking a successor credential for administrators to replace their expiring Preliminary Administrative Services Credential. It consists of three courses or 13.5 hours: Induction Seminar, Professional Development Seminar, and Assessment Seminar, and may be completed in three months.

Admissions Requirements

• Possession of a valid Preliminary Administrative Services credential
• Complete the Credential Packet which includes:
  • Acknowledgment of Terms and Agreements
  • Negative TB test (valid within the last four years)

Completion Requirements

• A minimum of two years of successful, full-time school administrative experience in the public schools, or private schools of equivalent status. Candidates must work under contract while holding a valid Preliminary Administrative Services credential for the entire two years.
• Successful completion of all coursework for the Clear Administrative Services credential
• Exit interview signed by appropriate faculty
• 3.0 GPA (grades of “D” and “F” are not accepted)
• Zero account balance

Please contact a Credential Program Specialist for specific information regarding any of the requirements for the Administrative Services programs.

EDUCATION SPECIALIST CREDENTIAL PROGRAMS

MILD/MODERATE, MODERATE/SEVERE, DEAF AND HARD-OF-HEARING WITH MULTIPLE OR SINGLE SUBJECT CREDENTIAL

The Education Specialist Instruction Credential authorizes the holder to teach in the area of specialization Mild/Moderate or Moderate/Severe or Deaf and Hard-of-Hearing in the following settings: special day classes; special schools; home/hospital settings; correctional facilities; nonpublic schools and agencies; resource rooms

Mild/Moderate Disabilities (M/M)

Includes autism, specific learning disabilities; mild to moderate mental retardation; attention deficit and attention deficit hyperactivity disorders; serious emotional disturbance; and authorizes service in grades K–12 and in classes organized primarily for adults through age 22.

Moderate/Severe Disabilities (M/S)

Includes autism; deaf-blindness; moderate to severe mental retardation; multiple disabilities; serious emotional disturbance; and authorizes service in grades K–12 and in classes organized primarily for adults through age 22.

DEAF AND HARD-OF-HEARING (DHH)

Includes deaf-blind; deaf-autism; deaf with other special needs; and authorizes service to individual’s age birth through 22 and in classes organized primarily for adults in services across the continuum of program options available.

In addition to the above credential admission requirements, candidates must also submit a completed application packet to the DHH Program Lead. See program admission information listed with the specific program coursework.

Admissions Requirements

Candidates requesting to be admitted to an Education Specialist with Mild/Moderate, Moderate/Severe, Deaf and Hard-of-Hearing authorizations with Multiple or Single Subject Credential Program must follow the steps listed under the Graduate Admission area of the catalog. In addition to the previously referenced Graduate Admission Process, candidates must also meet the Credentials Admissions requirements.

Admissions Requirements

1. Complete the Credential Orientation
2. Interview with an Education Specialist faculty member
3. Complete a Credential Packet including:
   • The Acknowledgement of Terms and Agreements
   • Student Teaching Request Form
   • Negative TB test results
   • Proof of Fingerprint Clearance
   • *Proof of attempt to pass or passage of Basic Skills Assessment is required for admittance to the program (Proof of passage is mandatory prior to clinical practice)
   • Proof of Subject Matter Competency may be shown by one of scenarios listed below (Proof of passage is mandatory prior to clinical practice) 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.

*DHH candidates may waive the Basic Skills Assessment based upon prelingual deafness

A Certificate of Clearance is required prior to scheduling any coursework with a field experience component.

Program Specific Requirements

Candidates must qualify for their program specific coursework by completing the following:

• Successful completion of all Core coursework
• *Passage of the Basic Skills Assessment
• Completion of Subject Matter Competency in an NCLB Core Academic Subject Area (scores must be valid at the time of recommendation for the preliminary credential)
• Passage of the Generic Core Exam (Basic Skills and Subject Matter must be met prior to taking the Generic Core Exam)

*DHH candidates may waive the Basic Skills Assessment based upon prelingual deafness

All generic core courses are scheduled by an Admissions Advisor. A Credential Program Specialist will schedule the Program Specific courses when candidates meet all of the requirements listed above.
## Credential Information

### Preliminary Education Specialist Authorization

#### Teaching Credential

<table>
<thead>
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<th>Co-requisites (2 Courses)</th>
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<tbody>
<tr>
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<td>SPD 621B*</td>
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*Prerequisites for Internship option

### Specialization Requirements

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<th>DHH (5 courses)</th>
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#### Internship Option

| SPD 692         | SPD 694         | DHH 692         |
| SPD 688A        | SPD 688A        | DHH 688A        |
| SPD 688B        | SPD 688B        | DHH 688B        |

#### OR

#### Student Teaching Option

| SPD 682A        | SPD 682B        | DHH 682A        |
| SPD 682A        | SPD 682B        | DHH 682B        |
| SPD 688A        | SPD 688B        | DHH 688A        |

### Added Multiple or Single Subject Credential

#### Multiple Subject Credential

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<td>TED 531</td>
<td>TED 628I</td>
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#### Single Subject Credential

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</table>

### Optional Master of Science in Special Education

| SPD 695 |
| SPD 696 |
Credentials

Prerequisites

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. Candidates on permanent academic probation are not eligible for the National University Internship Program. Once intern eligible, candidates must apply for an Internship Credential that is valid for the probable duration of two years in the position.

Clinical Practice Requirements

In addition to meeting the general and program specific admission and program specific requirements please see the Student Teaching and Internship requirements below.

Student Teaching Requirements

All test results must remain valid throughout your program and to apply for your preliminary credential. All of the following clinical practice requirements must be met 90 days prior to Student Teaching:

- Successful completion of all Mild/Moderate, Moderate/Severe and DHH coursework
- Submit an application for Student Teaching to a Credential Program Specialist 90 days prior to the requested student teaching start date
- Interview with an Education Specialist faculty member
- 3.0 GPA (grades of “D”, “F”, or “U” are not accepted)
- Maintain a Zero Account Balance
- American Sign Language Proficiency Exam (DHH Candidates Only)

Student Teaching Requirements for Dual Candidates*

In addition to the above Student Teaching requirements, Dual Candidates must also complete TPA Task 1 and TPA Task 2 before they are cleared for Clinical Practice.

*Dual candidates are those students pursuing an Education Specialist Credential in combination with a Preliminary Multiple or Single Subject Credential.

UNIVERSITY INTERNSHIP

The University Internship route provides an opportunity for candidates who have been offered employment to complete their clinical practice, while employed in an appropriate position as an Education Specialist Mild/Moderate, Moderate/Severe or Deaf and Hard-of-Hearing 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.

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. Candidates on permanent academic probation are not eligible for the National University Internship Program. Once intern eligible, candidates must apply for an Internship Credential that is valid for two years and issued specifically for the site of hire.

Prerequisites

- Proof of fingerprint clearance
- Conferred Bachelor’s Degree
- Passage of the Basic Skills Assessment
- Completion of Subject Matter Competency in an NCLB Core Academic Subject Area (scores must be valid at the time of recommendation for the intern credential)
- Completion of U.S. Constitution requirement met by exam, transcript verifying completed U.S. Constitution coursework or CSU Bachelor’s degree
- Negative TB test (valid within the last four years)
- 120 hours of pre-service met by coursework
- Contract Agreement (MOU) on file between the employing District, School or Agency and National University

- 3.0 GPA (grades of “D” and “F” are not accepted)
- Sexual Harassment Prevention Training
- Zero account balance
- 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
- Completed Internship participation form
- 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
- Internship Eligibility Packet complete and on file with Credentials Department
- Verification of intern eligibility determined in an interview by lead internship faculty

Completion Requirements

In addition to the above requirements listed for admission, program specific and clinical practice, the following must be completed and documentation submitted to a Credential Program Specialist to be recommended for a California Credential:

- Completion of 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). Scores must be valid at the time of recommendation*
- CPR certification for Infant, Child, and Adult (must be valid when candidate applies for teaching credential)
- Successful completion of an Exit Exam
- 3.0 GPA (grades of “D”, “F”, or “U” are not accepted)
- Zero Account Balance

*DHH candidates may waive the RICA exam based upon prelingual deafness

Completion Requirements For Dual Candidates

Dual candidates must also complete all four TPA Tasks in order to be recommended for their Multiple or Single Subject credential.

National University cannot recommend Dual candidates for a Preliminary Single Subject Credential prior to passage of the Reading Instruction Competency Assessment (RICA). The RICA is a California state requirement for all Education Specialist and Multiple Subject Credentials.

CLEAR LEVEL II EDUCATION SPECIALIST CREDENTIAL

Individuals who were issued a Level I Education Specialist Teaching Credential must complete a Commission-approved professional teacher program in order to obtain the Clear Level II Education Specialist Credential.

- Valid Preliminary Level I Education Specialist Credential
- Verification of current Education Specialist employment with probable duration of two years in the position
- Complete a Credential Packet including the Acknowledgement of Terms and Agreements
Completion Requirements

In addition to the above requirements listed for admission the following must be completed and documentation turned into a Credential Program Specialist to be recommended for a California Credential:

• A minimum of two years of successful, full-time teaching experience in the area on the Preliminary credential in the public schools or private schools of equivalent status, as verified by the applicant’s employer
• Successful completion of the program (coursework and approved non-University activities) for the Clear Level II credential within five years.
• Successful completion of an Exit Exam.
• Completion of any needed credential clearing courses.

All Clear Level II Education Specialist credential candidates are required to have successfully completed coursework in Preliminary Level I Educational Technology and Health Education, including valid CPR Certification for Infant, Child and Adult. Candidates will be evaluated for these courses. If these classes have been completed in a Level I program or at another university, the candidate should meet with an admissions or Credential Program Specialist to submit an online equivalency request.

• 3.0 GPA (grades of “D”, “F”, or “U” are not accepted)
• Zero Account Balance

Please contact a Credential Program Specialist for specific information regarding any of the requirements for the Education Specialist programs.

Pupil Personnel Services Credential Programs

School Counseling

The Pupil Personnel Services Credential with School Counseling Specialization authorizes the holder to perform the following duties, develop, plan, implement, and evaluate a school counseling and guidance program that include academic, career, personal, and social development; advocate for the high academic achievement and social development of all students; provide school-wide prevention and intervention strategies and counseling services; provide consultation, training, and staff development to teachers and parents regarding students’ needs. Candidates seeking only a School Counseling credential must already hold an appropriate Master’s degree. Candidates who do not already hold an appropriate Master’s degree must be enrolled into the Master of Science in Educational Counseling with Credential program.

Admissions Requirements

1. View the online Credential Orientation through the NU Message Center upon enrollment into CED 607
2. Complete the Credential Packet provided in the Credential Orientation including:
   • Signed Acknowledgement of Terms and Agreements
   • Negative TB test results
   • Proof of Fingerprint Clearance
3. Meet with a NU Faculty Advisor
4. Candidates must possess an appropriate Master’s Degree or be in enrolled in the Master of Science in Educational Counseling program
5. Passage of program prerequisite CED 607A

Clinical Practice Requirements

In addition to meeting the general and program specific admission requirements, advancement to candidacy and practicum requirements, candidates must also complete the following and turn documentation into a Credential Program Specialist before they are cleared for their Clinical Practice internship hours. See requirements below. All test results must remain valid throughout the program to include the application process for credential.

• Valid Certificate of Clearance or valid equivalent document
• Negative TB test (valid within the last four years)
• Passage of the Basic Skills Assessment (CBEST)
• Submit an application for Field Experience to a Credential Program Specialist 30 days prior to the requested field experience start date with approval from the Internship Coordinator or Faculty Advisor
• Complete 12 CED courses including CED 610, CED 611, CED 603, and CED 601 (except CED 637, CED 694 and CED 620)
• 3.0 GPA (grades of “D” and “F” are not accepted)
• Maintain zero account balance

University Internship

The University Internship Credential Route provides an opportunity for candidates who have been offered employment to complete their 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.

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 that is valid for two years and issued specifically for the site of hire.

Prerequisites

• Valid Certificate of Clearance or valid equivalent document
• Passage of the Basic Skills Assessment
• Negative TB test (valid within the last four years)
• Letter of recommendation from the Principal or Administrator of the hiring school
• Completion of program prerequisite courses, CED 607 and four additional core CED courses
• Complete 12 CED courses including CED 610, CED 611, CED 603, and CED 601 (except CED 637, CED 694 and CED 620) if not completed the following will be required:
• Verification of two years relevant paid experience in a K-12 public school or related system or as a licensed counselor or therapist
• Faculty approval of an American School Counseling Association (ASCA) National Model essay
• 3.0 GPA (grades of “D” and “F” are not accepted)
• Maintain zero account balance
• Recommendation by NU Faculty Advisor

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
• Contract Agreement (MOU) on file between the employing District, School or Agency and National University
• District or agency offer of employment for the intern as a full
In addition to meeting the general and program specific admission
Clinical Practice Requirements
appropriate Master's degree must be enrolled into the Masters in
Master's degree. Candidates who do not already hold an
families; coordinate intervention strategies for management of
provide psychological counseling for individuals, groups, and
educational assessment for purposes of identifying special needs;
and behavioral and academic difficulties; conduct psycho-
duties: Provide services that enhance academic performance; design
Specialization authorizes the holder to perform the following
The Pupil Personnel Services Credential with School Psychology
recommended for a California Credential:
In addition to the above requirements listed for admission and
Completion Requirements
documentation turned into a Credential Program Specialist to be
recommended for a California Credential:
• Successful completion of the ETS Praxis (#0420) examination in
School Counseling (passing score is 570)
• Possession of an appropriate Master’s degree or completed
Master’s degree coursework
• Successful completion of the Exit interview with NU Faculty
Advisor or University Supervisor
• 3.0 GPA (grades of “D”, “F” or “U” are not accepted)
• Zero account balance

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 psycho-
educational 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. Candidates seeking only a
School Psychology 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 Masters in
School Psychology with Credential program.

Admissions Requirements
1. Complete the Credential Orientation
2. Complete a Credential Packet including:
• The Acknowledgement of Terms and Agreements
• Negative TB test results
• Proof of Fingerprint Clearance
• Candidates must possess an appropriate Master’s Degree or
be in enrolled in the Master of Science in School Psychology
program

Clinical Practice Requirements
In addition to meeting the general and program specific admission
requirements, advancement to candidacy and practicum
requirements, candidates must also complete the following and
turn documentation into a Credential Program Specialist before
they are cleared for their Clinical Practice internship hours:
• Valid Certificate of Clearance or valid equivalent document
• Negative TB test (valid within the last four years)
• Passage of the Basic Skills Assessment
• Submit an application for Field Experience to a Credential
Program Specialist 30 days prior to the requested field
experience start date with approval from the internship
coordinator or faculty advisor.
• Complete all credential coursework
• 3.0 GPA (grades of “D” and “F” are not accepted)
• Zero account balance
All test results must remain valid throughout the program to
include the application process for your credential.

University Internship
The University Internship route provides an opportunity for
candidates who have been offered employment to complete their
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. National University
candidates who are interested in becoming a university intern must
complete and show verification of all prerequisite requirements and
and go through the internship eligibility process to determine suitability
for the internship program. Once intern eligible, candidates must
apply for an Internship Credential that is valid for two years and
issued specifically for the site of hire. Prerequisite and Eligibility
requirements for the University Internship are the same as those for
the Field Experience requirements. Please contact your Credential
Program Specialist for information on qualifying for a School
Psychology University Internship.

Completion Requirements
In addition to the above requirements listed for admission and
clinical practice the following must be completed and
documentation turned into a Credential Program Specialist to be
recommended for a California Credential:
• Successful completion of the ETS National Praxis (#0401)
examination-School Psychology (passing score is 148)
• Possession of Master’s degree or completed Master’s degree
coursework
• Successful completion of the Exit interview with Faculty advisor
or University Supervisor
• 3.0 GPA (grades of “D”, “F” or “U” are not accepted)
• Zero account balance

Please contact a Credential Program Specialist for specific
information regarding any of the requirements for the Pupil
Personnel Services programs.

TEACHER EDUCATION CREDENTIAL PROGRAMS
The Multiple Subject Teaching Credential authorizes the holder to
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
their 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.

All candidates who complete their teacher preparation in California
must be formally recommended for the credential by the college or
university where the program was completed. California has a two-
tier credential structure. A five-year preliminary credential is the
first credential issued, and then a clear credential is issued.

Admissions Requirements
1. Complete the Credential Orientation
2. Complete a Credential Packet including:
• The Acknowledgement of Terms and Agreements
• Student Teaching Request Form
• Negative TB test results
• Proof of Fingerprint Clearance
• Proof of attempt to pass or passage of Basic Skills Assessment
required for admittance to the program (Proof of passage is
Credential Information

mandatory prior to clinical practice
• Proof of Subject Matter Competency may be shown by one of scenarios listed below (Proof of passage is mandatory prior to clinical practice)
• 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.
3. Complete an interview with full-time faculty

TEACHING PERFORMANCE ASSESSMENT (TPA)

All Multiple and Single Subject credential candidates are required to pass the Teaching Performance Assessment (TPA) mandated by the California Commission on Teacher Credentialing. The TPA is comprised of four Tasks to be completed by candidates at different times throughout their program. The purpose of the TPA is to assess the candidate’s knowledge, abilities, and skills in relation to the TPEs. Each completed task is sent to a trained assessor to be scored and candidates must pass all four tasks in order to be recommended for a Multiple or Single Subject credential. Specific information on the Teaching Performance Assessment will be introduced in the Credential Orientation and throughout the TED coursework.

All candidates required to complete the TPA will do so in TaskStream, an online environment specifically designed to support the completion of TPA Tasks electronically. Each candidate in a Teacher Education program will open a Task Stream account and receive specific information regarding this system during the Credential Orientation.

Candidates will not complete the TPA Tasks as assignments within their coursework, however the knowledge to successfully complete each TPA Task is imbedded in the curriculum. Below is an outline of the Undergraduate and Graduate Multiple and Single Subject teacher credential courses which prepare candidates for successful completion of the TPA.

TPA FEES

Candidates will be charged as follows:

$65 upon submission of Task 1
$65 upon submission of Task 2
$65 upon submission of Task 3
$110 upon submission of Task 4*

Please Note: A minimum one year TaskStream account subscription ($42) is required. This enables the student to complete and submit their TPA Task requirements. (*this assessment involves both a written submission and a video tape, requiring more expense in assessment). Candidates who must re submit a task response will be required to pay the corresponding fee for each submission. Candidates who successfully complete all 4 TPA tasks with initial submission will have a total fee of $305 and a TaskStream account fee of $42.

CLINICAL PRACTICE REQUIREMENTS

In addition to meeting the general and program specific admission requirements, candidates must also complete the following and submit to a Credential Program Specialist before they are cleared.

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**UNDERGRADUATE BAIS MULTIPLE AND SINGLE SUBJECT CREDENTIAL**

Recommended Coursework Sequence for Teaching Performance Assessment (TPA) Preparation

<table>
<thead>
<tr>
<th>TPA Task 1:</th>
<th>TPA Task 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Specific Pedagogy</td>
<td>Designing Instruction</td>
</tr>
</tbody>
</table>

Candidates are best prepared for submission of TPA Tasks 1 & 2 after completion of the following courses:

- TED 305*
- TED 300
- TED 430
- TED 410
*STEM Concentration will take TED 306

TPA Task 3: & TPA Task 4:

- Tasks 3 & 4 should be completed during Clinical Practice, since the candidate will need access to a classroom in these tasks.

Complete TPA tasks in order. The coursework is aligned to prepare you to successfully complete each TPA task.
for Clinical Practice. All test results must remain valid throughout
your program and to apply for your preliminary credential. All
clinical practice requirements must be met 90 days prior to Student
Teaching.

Student Teaching

- Valid Certificate of Clearance or other valid document showing
  fingerprint clearance issued by the CTC
- Passage of the Basic Skills Assessment
- Valid Subject Matter Competency
- Successful Passage of TPA Task 1 and TPA Task 2
- Negative TB test (valid within the last four years)
- Graduate candidates must complete all credential courses;
  Undergraduates must also complete upper division degree
courses
- 3.0 GPA (grades of “D” and “F” are not accepted)
- Maintain zero account balance
- Attend Screening Interview with a School of Education faculty
  member
- Attend Student Teaching orientation

Candidates will be placed:

- By the University in their student teaching placement 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 for a minimum of 80 instructional
days
- For at least one-half of their student teaching, in approved
  public, charter, or private schools that implement state adopted
  core curriculum content standards within the state of California.
  Summer school, after-school programs, and outdoor education
  programs will be reviewed to determine if they meet criteria for
  a student teaching assignment. Court schools or community
  alternative schools may be acceptable placements for one-half of
  the student teaching experience
  - In two different teaching settings
  - In two different grade spans

Private School Experience

Candidates for the Multiple Subject and Single Subject credentials
who complete their teacher preparation through a Commission-
approved program in California must be recommended for the
credential by their college or university. Teachers who completed
their professional preparation outside of California must apply
directly to the Commission for their initial credentials and must
meet all the CTC requirements for the granting of a credential.

Certain 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 or obtain
information on the CTC website at www.ctc.ca.gov.

Certain candidates with six or more years of accredited private
school experience may apply directly to the California Commission
on Teacher Credentialing (CTC) under SB 57 by submitting
application form 41-4, fingerprint clearance materials, transcripts,
other requested materials, and current applicable fees. Website:
www.ctc.ca.gov/credentialinfo/credinfo.html or call (888) 921-2682
(toll free).

University Internship

The University Internship route provides an opportunity for
candidates who have been offered employment to complete their
clinical practice, while employed in an appropriate position as a
Multiple or Single subject teacher of record. This experience is a
partnership between the candidate, National University, and the

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**GRADUATE MULTIPLE AND SINGLE SUBJECT CREDENTIAL**

**Recommended Coursework Sequence for Teaching Performance Assessment (TPA) Preparation**

**TPA Task 1:**
- Subject Specific Pedagogy
  - Core Courses
    - SPD 608
    - TED 626

**TPA Task 2:**
- Designing Instruction
  - Subject Specific Courses
    - Multiple
      - TED 621A
      - TED 621B
      - TED 635
      - TED 636
    - Single
      - TED 623
      - TED 632
      - TED 633
      - TED 634

**TPA Task 3:** & **TPA Task 4:**
- Assessing Learning
- Culminating Teaching Experience

**Clinical Practice**
- *Student Teaching*
  - TED 530A
  - TED 628A
  - TED 530B
  - TED 631
  - TED 531
  - Tasks 3 & 4 should be completed during Clinical
    Practice, since the candidate will need access to a
    classroom in these tasks.

**University Internship**
- TED 628I

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Complete TPA tasks in order. The coursework is aligned to prepare you to successfully complete each TPA task.
In order to be eligible for the Early Completion Internship Option, candidates with requisite skills and knowledge an opportunity to challenge the course work portion of a Multiple or Single Subject credential which is valid for two years and issued specifically for the site of hire.

Prerequisites

- Valid Certificate of Clearance or other valid document showing fingerprint clearance issued by the CTC
- Bachelor’s Degree on file
- Passage of the Basic Skills Assessment
- Completion of Subject Matter Competency (Scores must be valid at the time of recommendation for the preliminary credential)
- Completion of U.S. Constitution requirement met by exam, transcript verifying completed U.S. Constitution coursework or CSU Bachelor’s degree
- Negative TB test (valid within the last four years)
- 120 hours of pre-service met by coursework
- Contract Agreement (MOU) on file between the employing District, School or Agency and National University
- 3.0 GPA (grades of “D” and “F” are not accepted)
- Maintain a current account balance
- Sexual Harassment Prevention Training

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
- Candidates may not begin Internship Clinical Practice until the Internship Credential has been granted and all program requirements met.

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 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 completed the Teaching Foundations Exam in the following areas: Multiple Subjects, Mathematics, Science or English.

ECO Eligibility Requirements

In order to be eligible for the Early Completion Internship Option, candidates must:

- Complete all Internship Prerequisite and Eligibility requirements except the 120 hours of pre-service met by coursework
- Passage of the Teaching Foundations Exam (TFE) within in the candidate’s subject matter area (TFE exam, subject matter competency must match and scores must be valid at the time of recommendation for the preliminary credential)

ECO Completion 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:

- Education Technology requirement (EDX 1201X, or an equivalent course/exam)
- Proof of passing the Reading Instruction Competence Assessment (RICA) – Multiple Subject candidates only. Scores must be valid at the time of recommendation.
- Successful completion of all four TPA Tasks*

*Candidates participating in the Internship Early Completion Option must pass each TPA Task on the first try. If an ECO intern does not pass a TPA Task on the first try, they must:

- Drop out of the Early Completion Option and finish the regular university internship program
- Complete all associated coursework with the TPA Task they did not pass (see the TPA Course chart for associated coursework).
- Continue to work on the TPA Tasks until they are passed (the TPAs will still be required for the Preliminary credential).

Teacher Education Completion Requirements

In addition to the above requirements listed for admission and clinical practice the following must be completed and documentation turned into a Credential Program Specialist to be recommended for a California Credential:

- Completion of U.S. Constitution requirement met by exam, transcript verifying completed U.S. Constitution coursework or CSU Bachelor’s degree
- Successful completion of all four TPA Tasks
- Proof of passing the Reading Instruction Competence Assessment (RICA) – Multiple Subject candidates only. Scores must be valid at the time of recommendation.
- CPR certification for Infant, Child, and Adult (must be valid when candidate applies for teaching credential)
- 3.0 GPA (grades of “D”, “F”, or “U” are not accepted)
- Zero Account Balance

CLEAR MULTIPLE/SINGLE SUBJECT CREDENTIAL PROGRAM

Individuals who were issued a Preliminary SB 2042 Multiple Subject Teaching Credential with the renewal code R14I must complete a Commission-approved professional teacher induction program in order to obtain the clear teaching credential, unless the employing agency determines that an induction program is unavailable to the credential candidate. Under these circumstances, the applicant may complete a Commission-approved SB 2042 fifth year program.

Requirements

All candidates must:

- Be contracted as a teacher of record
- Hold a Preliminary SB2042 Credential
- Show proof of 45 (post-graduate) quarter units
- Complete a Credential Packet including the following:
Credentials

• Acknowledgement of Terms and Agreements
• CL-855 signed by employing agency verifying unavailability of induction through the employing agency

Please contact a Credential Program Specialist for specific information regarding any of the requirements for the Teacher Education programs.

CANDIDATE ASSISTANCE PROCESS

National University Policies

National University has Policies and Procedures for Student Discipline, Academic Dishonesty, Civility, Reasons for Probation, Suspension and Dismissal that are described in the Catalog under the Policy and Procedures section. National University also has a process for providing accommodation to students with documented special needs (see Students with Disabilities under the Student Services section of the catalog). Additionally, a Writing Center and Math Tutoring are available to assist students seeking to improve their writing and mathematics skills.

School of Education Procedures

The School 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 School of Education, each program has identified knowledge, skills and dispositions necessary for specific professional responsibilities. The knowledge, skills and dispositions are based upon the School of Education Conceptual Framework, California Commission on Teacher Credentialing (CTC) preparation standards, National Council on the Accreditation of Teacher Education (NCATE) standards and professional organization standards.

Candidate Progress Alert

When an instructor becomes aware that a candidate needs assistance to effectively demonstrate the appropriate knowledge, skills and/or dispositions within their program, a Candidate Progress Alert will be initiated by their instructor. This is the first step in the Candidate Assistance Process that is intended to be supportive, based upon each program’s standards and individualized to the candidate.

The Candidate Progress Alert is intended to alert the candidate to areas of performance that are deficient or may need remediation. When a Progress Alert is initiated, the candidate and instructor will meet to develop activities to improve areas requiring attention and identify methods of assessment.

Candidate Assistance Plan

In cases where a candidate has been unable to adequately remediate deficiencies identified in a Progress Alert, the appropriate faculty member will develop a formal Candidate Assistance Plan. The Plan will identify areas of deficiency and prescribe specific activities and/or intervention strategies the candidate will need to complete to successfully meet knowledge, skills and/or dispositions. The faculty member will review the Plan with the candidate to ensure that the information, intervention strategies and assessment measures are clear. A candidate’s signature on the Candidate Assistance Plan will acknowledge receipt and review of the Plan and will be maintained by the School 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 School of Education and Office of Student Services designees. The candidate will be notified by the Dean of the School of Education regarding the candidate’s continuing status within the program and/or the School. A decision for dismissal by the Dean from the program and/or the School is final and cannot be appealed.

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 Scholarships and Special Services (Special Services). Applications for accommodations for a disability may be requested from the Office of Scholarships and Special Services, National University, 11255 North Torrey Pines Road, La Jolla, CA 92037-1011, Phone: (858) 642-8185. Students seeking special accommodations due to a disability must submit an application with supporting documentation to Special Services.

The application will be reviewed within fourteen (14) days of receipt by the Committee for Students with Disabilities (CSD). The CSD will engage in an interactive process with the student regarding the accommodations request and determine the appropriate accommodations to be administered during the Plan. Once the CSD determines the appropriate accommodations, written notification is sent within seven (7) days to the student and faculty responsible for the implementation of the Plan.

Following receipt of the CSD notification, the faculty responsible for implementing the Plan will schedule a formal meeting with the student to review the Plan and the approved accommodations. The timeline for completion of a Plan is halted during the accommodations application and review process, and begins following the formal meeting. If the accommodations request is not approved, the timeline for completion of the Plan begins upon receipt of the CSD’s notification letter. If a student is denied accommodation(s) or believes that the accommodation afforded is insufficient, the student may appeal to the Vice President for Student Services, who will render a decision within seven (7) days of receipt of the appeal or prior to the start date of the next course, depending on which occurs first. The decision of the vice president is final. The timeline for completion of a Plan is also halted during the appeals process.

If a student believes that accommodations approved by Special Services have not been implemented in the Plan, they should immediately contact Special Services. The timeline for completion of the Plan is halted during this process. Special Services will contact the instructor to resolve the student’s concern and ensure the approved accommodations are properly implemented. Special Services will provide the student with notification of progress, findings, or resolution within fourteen (14) days. If either the student or Special Services feel that a satisfactory resolution is not reached, the student may appeal to the Vice President for Student Services, who will render a decision within seven (7) days of receipt of the appeal. The decision of the vice president is final. If the complaint is not satisfactorily resolved at the University level, the student may choose to file a complaint with the U.S. Department of Education Office for Civil Rights, 50 Beale Street Suite 7200, SF, CA 94105, Phone: (415) 486-5555, E-mail: ocr.sanfrancisco@ed.gov. The timeline for completion of a Plan is also halted during the appeals process.
School of Engineering, Technology and Media

Dean, John A. Cicero
Ph.D., Electrical Engineering, Illinois Institute of Technology

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FOR FURTHER INFORMATION

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UNDERGRADUATE DEGREES

Associate of Arts
with a Major in:
Digital Media Design

Associate of Science
with a Major in:
Engineering Technology

Bachelor of Arts
with a Major in:
Digital Media Design

Bachelor of Science
with Majors in:
Biomedical Engineering Technology
Computer Science
Construction Engineering Technology
Construction Management
Information Systems
Information Technology Management
Manufacturing Design Engineering

Minors
Computer Science
Information Technology Management
Technology

Transition Programs
Bachelor of Science in Computer Science to Master of Science in Computer Science
Bachelor of Science Information Systems to Master of Science in Management Information Systems
Bachelor of Science in Information Technology Management to Master of Science in Engineering Management

GRADUATE DEGREES

Master of Science
with Fields of Study in:
Computer Science
with Areas of Specialization in:
Advanced Computing
Database Engineering
Software Engineering
Cyber Security and Information Assurance
with Areas of Specialization in:
Health Information Assurance
Computer Forensics
Ethical Hacking and Pen Testing
Information Assurance and Security
Data Analytics
Engineering Management
with Areas of Specialization in:
Enterprise Architecture
Project Management
Systems Engineering
Technology Management
Environmental Engineering
Homeland Security and Emergency Management
Management Information Systems
Sustainability Management
Wireless Communications

CERTIFICATE PROGRAM

Graduate Level
Project Management

The following programs are also listed in the School of Business and Management

Master of Science in Management Information Systems
Master of Science in Sustainability Management

© Entire program can be completed online.
✉ On-site program with possible online courses or prerequisites.
⌂ Online program with residency in Los Angeles.
Not all courses or programs are available at every campus.
Consult an admissions advisor for online course availability.
DEPARTMENT OF COMPUTER SCIENCE AND INFORMATION SYSTEMS

UNDERGRADUATE DEGREES

Associate of Arts
with a Major in:
Digital Media Design

Bachelor of Arts
with a Major in:
Digital Media Design

Bachelor of Science
with Majors in:
Computer Science
Information Systems
Information Technology Management

GRADUATE DEGREES

Master of Science
with Fields of Study in:
Computer Science
with Specializations in:
Advanced Computing
Database Engineering
Software Engineering
Cyber Security and Information Assurance
with Specializations in:
Health Information Assurance
Computer Forensics
Ethical Hacking and Pen Testing
Information Assurance and Security
Data Analytics
Management Information Systems

Minors
Computer Science
Information Technology Management
Technology

DEPARTMENT OF APPLIED ENGINEERING

UNDERGRADUATE DEGREES

Associate of Science
with a Major in:
Engineering Technology

Bachelor of Science
with Majors in:
Biomedical Engineering Technology
Construction Engineering Technology
Construction Management
Manufacturing Design Engineering

GRADUATE DEGREES

Master of Science
with Fields of Study in:
Engineering Management
with Specializations in:
Enterprise Architecture
Project Management
Systems Engineering
Technology Management
Environmental Engineering
Homeland Security and Emergency Management
Sustainability Management
Wireless Communications

CERTIFICATE PROGRAM

Graduate Level
Project Management
Faculty

Department of Computer Science, Information and Media Systems

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MAJOR IN DIGITAL MEDIA DESIGN

The AA in Digital Media Design will prepare students to begin work in media technology related professions such as graphic design, web design, video editing, and 3D art. Students are commissioned to work on individual and team projects in a number of media technologies and art theory. The program culminates in a design and development of an individual representative professional project and gives the students the necessary skills to enter into the digital media field.

Program Learning Outcomes

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

• Employ digital tools in the production of still images and interactive design elements.
• Explain professional and ethical issues related to media production and distribution.
• Discuss industry terminology and current technology through team collaborations and class presentations.
• Design digital projects that apply 2D, 3D, and time-based principles and techniques.
• Examine the digital media production process from storyboard to prototype.
• Create a digital portfolio that includes planning, development and presentation.

Degree Requirements

To receive an Associate at of Arts in Digital Media Design degree, students must complete at least 90 quarter units, 31.5 of which must be completed at National University. All students must complete the coursework below and the required minimum 34.5 units of University General Education requirements for the Associate degree. In the absence of transfer credit students may need to take open electives to meet the overall unit requirement for the degree.

Students are urged to meet English and Mathematics requirements as early as possible in their coursework to gain the fundamental skills necessary for success in their college studies. Refer to the section on undergraduate admissions procedures for specific information regarding application and placement evaluations.

Prerequisites for the Major

(4 courses; 15 quarter units)

ENG 100* Effective College English I (3 quarter units)  
Prerequisite: Satisfactory performance on Accuplacer

ENG 101* Effective College English II (3 quarter units)  
Prerequisite: ENG 100

COM 220* Media Literacy

COM 100* Intro to Mass Communication  
or

COM 103* Public Speaking

* May be used to meet a General Education requirement

Requirements for the Major

(7 courses; 31.5 quarter units)

MUL 200 Communication Tools  
Prerequisite: ENG 100, ENG 101, and COM 100, or COM 103

MUL 205 Principles of Graphic Design  
Prerequisite: ENG 100, ENG 101, and COM 100, or COM 103

MUL 245 Principles of Web Design  
Prerequisite: ENG 100, ENG 101, and COM 100, or COM 103

MUL 255 Interactive Design  
Prerequisite: ENG 100, ENG 101, and COM 100, or COM 103

MUL 265 Digital Audio and Video  
Prerequisite: ENG 100, ENG 101, and COM 100, or COM 103

MUL 275 3-D Modeling and Rendering  
Prerequisite: ENG 100, ENG 101, and COM 100, or COM 103

MUL 295 Professional Project  
Prerequisite: MUL 200, MUL 205, MUL 245, MUL 255, MUL 265, MUL 275

ASSOCIATE OF SCIENCE

MAJOR IN ENGINEERING TECHNOLOGY

The growing importance of technology in fields ranging from environmental to medical, and from product development to manufacturing, requires trained engineering technology professionals to design, maintain, troubleshoot, and repair equipment and systems. The Associate of Science in Engineering Technology program prepares students to pursue opportunities in a wide range of industries including manufacturing, hospitals, laboratories, government, and many other industrial sectors. This program provides the student with broad, basic skills in electronics, computer aided design, computer programming and networks, test and measurement, mathematics, and communication. Focus is on the practical and useful application of fundamental engineering tools and techniques, and will prepare students for careers such as: test engineering technician, field engineering technician, production engineering technician, design engineering technician.

Program Learning Outcomes

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

• Use math, science, engineering, and technology to solve technology problems.
• Apply analog and digital electronics, computer networks, programming and software tools to the building, testing and operation of engineering systems.
• Demonstrate laboratory skills, including the use of appropriate hardware, software, and simulation techniques.
• Communicate through written, verbal, and graphical media.
• Apply ethical standards in professional decision-making.
• Function effectively as a member of a technical team.

Degree Requirements

To receive an Associate of Science in Engineering Technology, students must complete at least 96 quarter units, 31.5 of which must be taken in residence at National University. All Associate degree students must complete a minimum 34.5 units of the University General Education requirements. In the absence of transfer credit students must complete at least 90 quarter units, 31.5 of which must be taken in residence at National University. All Associate degree students must complete the coursework below and the required minimum 34.5 units of University General Education requirements for the Associate degree. Students should refer to the section on undergraduate admissions procedures for specific information on admission and evaluation.

Prerequisites for the Major

(8 courses; 27 quarter units)

ENG 100* Effective College English I (3 quarter units)  
Prerequisite: Satisfactory performance on Accuplacer
**School of Engineering, Technology and Media**

**ENG 101**  Effective College English II (3 quarter units)  
*Prerequisite: ENG 100*

**MTH 215**  College Algebra & Trigonometry  
*Prerequisite: Accuplacer test placement evaluation, or MTH 12A, and MTH 12B*

**CSC 242**  Intro to Programming Concepts  
*Prerequisite: CSC 208*

**PHS 104**  Introductory Physics  
*Prerequisite: 2 years of high school algebra, and MTH 204, or MTH 215, or MTH 216A, and MTH 216B*

**PHS 104A**  Introductory Physics Lab (1.5 quarter units)  
*Prerequisite: PHS 104, or PHS 171 for science majors*

**CHE 101**  Introductory Chemistry  
*Recommended Preparation: MTH 204, or MTH 215, or MTH 216A, and MTH 216B*

**CHE 101A**  Introductory Chemistry Lab (1.5 quarter units)  
*Prerequisite: CHE 101, or CHE 141 for science majors*

**CHE 120A**  Intro to Chemistry Lab for Eng (1.5 quarter units)  
*Prerequisite: CHE 101*

* May be used to meet a General Education requirement

**Requirements for the Major**  
(14 courses, 54 quarter units)

- **EGR 219**  Intro to Graphics and Auto CAD  
  *Prerequisite: MTH 215*

- **EGR 220**  Engineering Mathematics  
  *Prerequisite: MTH 215*

- **EGR 230**  Electrical Circuits & Systems  
  *Prerequisite: MTH 215*

- **EGR 320**  Scientific Problem Solving  
  *Prerequisite: EGR 220 with a minimum grade of C, or CSC 208 with a minimum grade of C*

- **EGR 320L**  Scientific Problem Solving-LAB (1.5 quarter units)  
  *Prerequisite: EGR 320 with a minimum grade of C, or CSC 208*

- **ITM 230**  Computer Network Overview

- **CSC 220**  Applied Probability & Stats.  
  *Prerequisite: MTH 215*

- **EGR 225**  Statics & Strength of Material  
  *Prerequisite: EGR 220*

- **EGR 240**  Electronic Circuits  
  *Prerequisite: EGR 230, Corequisite: EGR 240L*

- **EGR 240L**  Electronic Circuits Lab (1.5 quarter units)  
  *Corequisite: EGR 240*

- **CSC 340**  Digital Logic Design  
  *Prerequisite: CSC 208, or EGR 220*

- **CSC 340L**  Digital Logic Design Lab (1.5 quarter units)  
  *Corequisite: CSC 340*

- **CSC 252**  Programming in C++  
  *Prerequisite: CSC 242*

- **CSC 262**  Programming in JAVA  
  *Prerequisite: MTH 215*

- **DEN 308**  Computer Aided Engineering I  
  *Prerequisite: EGR 219*

**BACHELOR OF ARTS**  
◆ MAJOR IN DIGITAL MEDIA DESIGN

Faculty Advisor: James Jaurez; (619) 665-4889; jjaurez@nu.edu

The Bachelor of Arts in Digital Media Design consists of courses that prepare the student for a broad range of positions requiring a background in digital entertainment and interactive design, multimedia and game production. Students learn and apply theory and practice for producing digital media with a focus on creating original works. Successful completion of the program will enable graduates to compete for employment because they possess a relevant combination of skills and knowledge vital to today’s workplace. Positions in the fields of gaming, video and multimedia production, motion graphics and design include Art Director, Web Designer, Game Designer, Video Editor, Project Manager and Multimedia Specialist.

**Program Learning Outcomes**

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

- Develop a personal vision in the creation of original multimedia content.
- Apply the principles of graphic and information design in the generation of digital media projects.
- Examine current trends and key technologies in the media industry.
- Demonstrate oral, visual, and written communication skills with clients, project managers, and media production team members.
- Describe and implement the phases of media production, from the initial planning to the final delivery of a professional product.
- Explain the legal and ethical issues related to media production and distribution.
- Create active and interactive content with graphics, animation, sound and video using media authoring software.

**Degree Requirements**

To receive a Bachelor of Arts degree with a Major in Digital Media Design, students must complete at least 180 quarter units, a minimum of 70.5 of the University General Education requirement, as articulated below, 45 of which must be completed in residence at National University, and 76.5 of which must be completed at the upper-division level. The following courses are specific degree requirements. In the absence of transfer credit, students may need to take additional general electives to satisfy the total units for the degree.

**Preparation for the Major**  
(2 courses; 9 quarter units)

- **COM 100**  Intro to Mass Communication  
  *Prerequisite: ENG 100, and ENG 101, and COM 100, or COM 103, and COM 220*

- **COM 103**  Public Speaking  
  *Prerequisite: ENG 100, or ENG 101, and COM 100, or COM 103, and COM 220*

- **COM 220**  Media Literacy  
  *Prerequisite: ENG 100, and ENG 101, and COM 100, or COM 103, and COM 220*

* May be used to meet a General Education requirement

**Requirements for the Major**  
(16 courses; 72 quarter units)

- **MUL 300**  Convergence Media  
  *Prerequisite: COM 100, or COM 103, and COM 220*

- **BRO 305**  Media Storytelling  
  *Prerequisite: ENG 100, and ENG 101, and COM 100, or COM 103, and COM 220*

- **MUL 305**  Graphic Design and Artistry  
  *Prerequisite: COM 100, or COM 103, and COM 220*

- **MUL 309**  Camera and Image  
  *Prerequisite: COM 100, or COM 103, and COM 220*

- **MUL 365**  Digital Video Editing  
  *Prerequisite: COM 100, or COM 103, and COM 220*

- **MUL 461**  Motion Graphics  
  *Prerequisite: COM 100, or COM 103, and COM 220*

- **MUL 345**  Applied Web Design  
  *Prerequisite: COM 100, or COM 103, and COM 220*

- **MUL 370**  Digital Interactivity  
  *Prerequisite: COM 100, and COM 103, or COM 220*
Upon successful completion of this program, students will be able to:

- Analyze and maintain analog and digital sensors, medical devices and other biomedical systems.
- Utilize math, science, engineering, and technology to solve biomedical technology problems.
- Apply laboratory skills, including the use of appropriate hardware, software, simulation techniques, and data analysis in support of biomedical systems.
- Employ creativity in the design and implementation of components and/or systems relevant to biomedical systems.
- Design and manage projects, and function effectively as a member of a technical team.
- Demonstrate a recognition of the need for, and an ability to engage in lifelong learning.
- Communicate through written, verbal, and graphical media.
- Demonstrate awareness of professional, ethical and global issues in a diverse society.
- Apply professional standards in decision-making.

### Degree Requirements

To receive a Bachelor of Science in Biomedical Engineering Technology, students must complete at least 187.5 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. All Bachelor degree students must complete a minimum of 70.5 units of the University General Education requirements. In the absence of transfer credit, students may need to take additional general electives to satisfy the total units for the degree. Students should refer to the section on undergraduate admission procedures for specific information on admission and evaluation.

### Prerequisites for the Major

23 courses; 88.5 quarter units

- PHS 104* Introductory Physics
  - Prerequisite: 2 years of high school algebra, and MTH 204, or MTH 215, or MTH 216A, and MTH 216B
- PHS 104A* Introductory Physics Lab (1.5 quarter units)
  - Prerequisite: PHS 104, or PHS 171 for science majors
- PHS 130A Physics Lab for Engineering (1.5 quarter units)
- CHE 101* Introductory Chemistry
  - Recommended Preparation: MTH 204, or MTH 215, or MTH 216A, and MTH 216B
- CHE 101A* Introductory Chemistry Lab (1.5 quarter units)
  - Prerequisite: CHE 101, or CHE 141 for science majors
- CHE 120A Intro to Chemistry Lab for Eng (1.5 quarter units)
  - Prerequisite: CHE 101
- ITM 230 Computer Network Overview
- CSC 220 Applied Probability & Stats.
  - Prerequisite: MTH 215
- CSC 242 Intro to Programming Concepts
  - Prerequisite: CSC 208
- CSC 252 Programming in C++
  - Prerequisite: CSC 242
- or
- CSC 262 Programming in JAVA
  - Prerequisite: MTH 215
- CSC 340 Digital Logic Design
  - Prerequisite: CSC 208, or EGR 220
- CSC 340L Digital Logic Design Lab (1.5 quarter units)
  - Corequisite: CSC 340
- EGR 219 Intro to Graphics and Auto CAD
  - Prerequisite: MTH 215
- EGR 220 Engineering Mathematics
  - Prerequisite: MTH 215
- EGR 225 Statics & Strength of Material
  - Prerequisite: EGR 220
- EGR 230 Electrical Circuits & Systems
  - Prerequisite: MTH 215
- EGR 240 Electronic Circuits
  - Prerequisite: EGR 230, Corequisite: EGR 240L
- EGR 240L Electronic Circuits Lab (1.5 quarter units)
  - Corequisite: EGR 240
- EGR 320 Scientific Problem Solving
  - Prerequisite: EGR 220 with a minimum grade of C, or CSC 208 with a minimum grade of C
- EGR 320L Scientific Problem Solving-LAB (1.5 quarter units)
  - Prerequisite: EGR 320 with a minimum grade of C, or CSC 208
- DEN 308 Computer Aided Engineering I
  - Prerequisite: EGR 219
- CSC 208* Calculus for Comp. Science I
  - Prerequisite: MTH 215
**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 in the BSCS transition program may take up to two MSCS classes as electives during the BSCS. Students may choose from the following courses: SEN 601, SEN 602, DAT 604, CSC606, and CSC607. The number of courses required to earn an MSCS degree for transition program students is reduced from 12 to as few as 10 courses.

**Program Learning Outcomes**

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

- Apply mathematical foundations, algorithmic principles, and computer science theory in the modeling, design and optimization of computer-based systems.
- Analyze a problem and design the computing requirements appropriate to its solution.
- Implement and evaluate a computer-based system, process, component, or program to meet objectives.
- Discuss the impact of computing on individuals, organizations, and society, including ethical, legal, security, and global policy issues.
- Use current techniques, skills, and tools necessary for computing practice that supports the recognized need for continual professional development.
- Apply design and development principles in the construction of software systems.
- Function effectively on teams to accomplish a common goal.
- Demonstrate written and oral communication skills expected of a computer science professional.

**Degree Requirements**

To receive a Bachelor of Science in Computer Science, students must complete at least 180 quarter units to include a minimum of 70.5 units of the university general education requirements; 76.5 quarter units must be completed at the upper-division level, and 45, including the senior project courses (CSC 480A and CSC 480B), must be taken in residence at National University. In the absence of transfer credit, students may need to take additional general electives to satisfy the total units for the degree. Students should refer to the section on undergraduate admission procedures for specific information on admission and evaluation.

**Prerequisites for the Major**

(12 courses; 48 quarter units)

Students must select two science related courses with labs from Area F of the General Education for a total of 12 quarter units.

Students must select an additional math or a science course from Area B or Area F of General Education excluding MTH 210 and MTH 215 and without duplicating any of the program courses.

**Prerequisite:** ACCP 101, COS 101, or MTH 215 and without duplicating any of the program courses.

**Area B or Area F of General Education excluding MTH 210 and MTH 215**

- Students must select an additional math or a science course from Area B or Area F of General Education excluding MTH 210 and MTH 215 and without duplicating any of the program courses.

**Bachelor of Science in Computer Science**

**Prerequisite:** ACCP 101, COS 101, or MTH 215 and without duplicating any of the program courses.

**MAJOR IN COMPUTER SCIENCE**

Faculty Advisor: Alireza Farahani; (858) 309-3438; afarahani@nu.edu

The Bachelor of Science in Computer Science degree program provides a strong technical background for students planning to begin careers upon graduation and for those interested in graduate study in computer science. Degree requirements include courses in object oriented programming, data structures and algorithms, operating systems, computer communication networks, software engineering, and computer architecture, as well as mathematics, statistics, and the natural sciences. The program features a rigorous academic foundation that is complemented by realistic programming assignments. Emphasis is placed on developing both the technical and design skills necessary to begin and enhance an individual’s career. Graduates of this program are well prepared for immediate employment in either the computer industry or many other businesses that increasingly rely on computer science.

**Requirements for the Major**

(13 courses, 49.5 quarter units)

- **EGR 310** Engineering Economics  
  *Prerequisite: MTH 215*
- **EGR 324** Linear Systems and Signals  
  *Prerequisite: CSC 208, or MTH 220, EGR 230*
- **EGR 324L** Linear Systems and Signals Lab (1.5 quarter units)  
  *Corequisite: EGR 324*
- **EGR 340** Embedded Systems  
  *Prerequisite: MTH 215*
- **EGR 340L** Embedded Systems Lab (1.5 quarter units)  
  *Corequisite: EGR 340*
- **DEN 423** Human Factors in Engineering  
  *Prerequisite: MTH 215*
- **EGR 440** Project Management Fundamental
- **DEN 432** Concurrent Design Engineering  
  *Prerequisite: MTH 210*
- **EGR 496A** Senior Capstone Project I  
  *Prerequisite: EGR 440 and satisfactory completion of courses as specified by Lead faculty*
- **EGR 496B** Senior Capstone Project II  
  *Prerequisite: EGR 496A*

**Capstone Project**

(2 courses; 9 quarter units)

- **EGR 496A** Senior Capstone Project I  
  *Prerequisite: EGR 440 and satisfactory completion of courses as specified by Lead faculty*
- **EGR 496B** Senior Capstone Project II  
  *Prerequisite: EGR 496A*
The Construction Engineering Technology program provides students with a well-rounded education in construction principles, and practices in preparation for a career in the construction industry.

Upon completion of this degree, students will be prepared for careers such as construction superintendent, field engineer, project manager, project coordinator, facilities engineer, cost estimator, CAD drafter, and quality and safety controller. Additionally, graduates of this program with experience, interest, and/or knowledge about specific construction trades, will be capable of performing in a large number of positions within those respective subcontracting firms.

**Program Learning Outcomes**

Upon successful completion of this program, students will be able to:
- Effectively communicate through written, verbal, and graphical media.
- Demonstrate knowledge of engineering science and mathematics and its application in problem solving.
- Analyze structural systems.
- Recognize ethical issues and apply professional standards in decision-making.
- Utilize appropriate computer tools for engineering problems.
- Apply modern methods for surveying and metrics.
- Exhibit a fundamental understanding of building mechanical and electrical systems.
- Demonstrate cost estimating and scheduling techniques.
- Integrate and apply field inspection techniques and safety standards.
- Apply the principles of project management and control.
- Work effectively in a team environment.

**Degree Requirements**

To receive a Bachelor of Science in Construction Engineering Technology, students must complete at least 180 quarter units to include a minimum of 70.5 units of the University General Education requirements; 76.5 of which must be completed at the upper-division level and 45 of which must be taken in residence, including the research project classes. In the absence of transfer credit, students may need to take additional general electives to satisfy the total units for the degree. Students should refer to the section on undergraduate admission procedures for specific information on admission and evaluation.

**Preparation for the Major**

(10 courses; 39 quarter units)

- CHE 101* Introductory Chemistry
  - Recommended Preparation: MTH 204, or MTH 215, or MTH 216A, and MTH 216B
- CHE 101A* Introductory Chemistry Lab (1.5 quarter units)
  - Prerequisite: CHE 101, or CHE 141 for science majors
  - or CHE 120A + Intro to Chemistry Lab for Eng (1.5 quarter units)
  - Prerequisite: CHE 101
- MTH 210* Probability and Statistics
  - Prerequisite: Accuplacer test placement evaluation, or MTH 12A, and MTH 12B
  - or CSC 220 Applied Probability & Stats.
    - Prerequisite: MTH 215
- PHS 104* Introductory Physics
  - Prerequisite: 2 years of high school algebra, and MTH 204, or MTH 215, or MTH 216A, and MTH 216B
- PHS 104A* Introductory Physics Lab (1.5 quarter units)
  - Prerequisite: PHS 104, or PHS 171 for science majors
  - or PHS 130A + Physics Lab for Engineering (1.5 quarter units)
  - Prerequisite: MTH 208
- EGR 220 Engineering Mathematics
  - Prerequisite: MTH 215
- EGR 225 Statics & Strength of Material
  - Prerequisite: EGR 220

**Requirements for the Major**

(17 courses; 70.5 quarter units)

**Approved Electives**

(2 courses; 9 quarter units)

Students must complete two 400 level technical electives, these electives can be taken from either computer science or computer information systems programs without duplicating any of the core courses.
School of Engineering, Technology and Media

EGR 219  Intro to Graphics and Auto CAD  
Prerequisite: MTH 215

MTH 215  College Algebra & Trigonometry  
Prerequisite: MTH 12A & B or Accuplacer equivalent
+ For online students only

* May be used to meet a General Education requirement

Requirements for the Major
(17 courses; 73.5 quarter units)

EGR 320  Scientific Problem Solving  
Prerequisite: EGR 220 with a minimum grade of C, or CSC 208 with a minimum grade of C

EGR 320L  Scientific Problem Solving-LAB (1.5 quarter units)  
Prerequisite: EGR 320 with a minimum grade of C, or CSC 208

EGR 310  Engineering Economics  
Prerequisite: MTH 215

EGR 316  Legal Aspects of Engineering  
Prerequisite: EGR 219

DEN 308  Computer Aided Engineering I  
Prerequisite: EGR 219

CEN 320  Surveying, Metrics and GIS  
Prerequisite: EGR 219

CEN 323  Structural Analysis  
Prerequisite: EGR 220, and EGR 225

CEN 325  Soil Mechanics and Foundation  
Prerequisite: CEN 323

CEN 410  Constr Materials and Methods  
Prerequisite: MTH 215

CEN 413  Plans and Specifications  
Prerequisite: EGR 219

CEN 416  Mech and Electrical Systems  
Prerequisite: MTH 215

CEN 419  Est., Scheduling and Control  
Prerequisite: CEN 410

CEN 420  Est., Scheduling & Control II  
Prerequisite: CEN 419

CEN 422  Field Inspection and Safety  
Prerequisite: CEN 410

EGR 440  Project Management Fundamental

Engineering Senior Project

EGR 486A  Engineering Senior Project I  
Prerequisite: Completion of six 400 level CEN courses.

EGR 486B  Engineering Senior Project II  
Prerequisite: EGR 486A

** BACHELOR OF SCIENCE **

◆ MAJOR IN CONSTRUCTION MANAGEMENT

Faculty Advisor: Shekar Viswanathan; (858) 309-3416; sviswana@nu.edu

This program fills a pressing need in the construction industry for individuals to conduct and manage activities within the construction industry. It has been developed with significant industry guidance and assistance. The industry experts are aware that there has been substantial growth in this industry, causing a shortage of individuals with the proper training due to a lack of alignment of academic programs and industry needs. The purpose of the Bachelor of Science in Construction Management program is to provide students with a well-rounded education in written and verbal communication, technical construction fundamentals, mathematics, business, law, humanities, fine arts, and social, behavioral and natural sciences that will prepare them for a career at management, administrative, and ownership positions in the construction industry.

This degree program will prepare the student for careers such as construction executive, project manager, project engineer/}

coordinator, field engineer, planning/scheduling engineer, cost engineer, cost estimator, quality and safety controller, construction superintendent, CAD drafter, and facilities engineer. Additionally, graduates with experience, interest, and/or knowledge about specific construction trades will be capable of performing in a large number of management and administrative positions within respective subcontracting companies, including trades such as carpentry, excavation, concrete work, plumbing, structural steel, cabinetry, roofing, insulation, drywall, electrical, HVAC, and landscaping.

Program Learning Outcomes

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

- Effectively communicate through written, verbal, and graphical media.
- Demonstrate knowledge of engineering science and mathematics and its application in problem solving.
- Analyze structural system.
- Recognize ethical issues and apply professional standards in decision-making.
- Utilize appropriate computer tools for engineering problems.
- Apply modern methods for surveying and metrics.
- Exhibit a fundamental understanding of building mechanical and electrical systems.
- Demonstrate cost estimating and scheduling techniques.
- Integrate and apply field inspection techniques and safety standards.
- Apply the principles of project management and control.
- Apply construction accounting principles and analyze financial reports.
- Demonstrate knowledge of the legal aspects of construction contracting.
- Assess conflict and identify resolution strategies.
- Work effectively in a team environment.

Degree Requirements

To receive a Bachelor of Science in Construction Management, students must complete at least 180 units as articulated below; a minimum of 70.5 units of the University General Education requirements; 76.5 of which must be completed at the upper-division level and 45 of which must be completed in residence at National University. The following courses are specific degree requirements. In the absence of transfer credit, students may need to take additional general electives to satisfy the total units for the degree.

Students are expected to possess or have access to a computer and Internet connection including an e-mail account outside of National University for course projects and assignments. Refer to the section on undergraduate admission procedures for specific information regarding application and evaluation.

Preparation for the Major
(15 courses; 64.5 quarter units)

COM 103*  Public Speaking

MTH 210*  Probability and Statistics  
Prerequisite: Accuplacer test placement evaluation, or MTH 12A, and MTH 12B

or

CSC 220  Applied Probability & Stats.  
Prerequisite: MTH 215

ILR 260*  Information Literacy  
Prerequisite: ENG 100, and ENG 101

ECO 204*  Principles of Macroeconomics

ECO 205*  Principles of Microeconomics

PSY 100*  Introduction to Psychology

PHS 104*  Introductory Physics  
Prerequisite: 2 years of high school algebra, and MTH 204, or MTH 215, or MTH 216A, and MTH 216B

PHS 104A*  Introductory Physics Lab (1.5 quarter units)  
Prerequisite: PHS 104, or PHS 171 for science majors

or
School of Engineering, Technology and Media

Requirements for the Major
(19 courses; 82.5 quarter units)

HUB 401 Conflict Resolution
Prerequisite: ENG 100, ENG 101, and PSY 100

MGT 309C Prin. of Mgmt & Organizations

ENG 334A* Technical Writing
Prerequisite: ENG 100, and ENG 101. (Only Business, Engineering and Nursing majors may fulfill the requirement by taking ENG 334A)

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

ENG 486A Engineering Senior Project I
Prerequisite: Completion of six 400 level CEN courses.

ENG 486B Engineering Senior Project II
Prerequisite: EGR 486A

Degree Requirements

To receive a Bachelor of Science in Information Systems, students must complete at least 180 quarter units as articulated below; 45 of which must be completed in residence at National University. 76.5 of which must be completed at the upper-division level, and a minimum 70.5 units of the University General Education requirements. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree. The following courses are specific degree requirements. Students should refer to the section on undergraduate admission procedures for specific information on admission and evaluation.
Preparation for the Major

Students should be computer literate and have a basic understanding of computer usage.

Requirements for the Major

(14 courses; 63 quarter units)

CIS 301  Mgmt Information Systems
CIS 310  Technology Project Management
CIS 320  Systems Analysis & Integration
CIS 330  System Development
CIS 340  Data Communications
CIS 350  Database Management Systems
CIS 416  Database Administration  
Prerequisite: CIS 340
CIS 425  Programming for IT Environment
CIS 430  Web/EB Design & Development
CIS 440  Systems Quality Assurance
CIS 450  Information/Systems Assurance
CIS 460  Human Factor /Ergonomic Design
CIS 420A  Information Systems Project I  
Prerequisite: CIS 310 and 80 percent of courses in the major, except CIS 420B
CIS 420B  Information Systems Project II  
Prerequisite: CIS 420A

Upper-Division Electives

(2 courses; 9 quarter units)

Select two courses from the following list:

CIS 470  Computer Forensics
CIS 480  Health Information Management
ITM 434  Wireless LAN Administration
ITM 435  Wireless LAN Security  
Prerequisite: ITM 434
ITM 470  Information Security Management
ITM 475  Information Security Technology  
Prerequisite: ITM 470

団 BACHELOR OF SCIENCE

◆ MAJOR IN INFORMATION TECHNOLOGY MANAGEMENT

Faculty Advisor: Bhaskar Raj Sinha; (858) 309-3431; bsinha@nu.edu

The Bachelor of Science in Information Technology Management (BSITM) program is designed to meet the increasing demand for technology expertise in consulting, marketing and sales support, customer services and support, information and library science, and general management. This program is designed to provide students with understanding of basic information technology management concepts and practical technology skills. Graduates are prepared for positions in the areas of (1) Information Desktop Management and Administration, (2) Database Management Systems (DBMS) Development, Administration and Support, and (3) Network Management and Support.

Two transition programs are available to students in the BSITM degree who meet certain requirements as specified below:

Bachelor of Science in Information Technology Management (BSITM) / Master of Science in Engineering Management with Specialization in Technology Management (MSENM-TM) Transition Program

Students must complete graduate-level coursework taken as part of the BSITM degree with a grade of B or better. This coursework, which counts as electives, will not transfer as graduate-level credit to National University or any other institution as it is part of an undergraduate degree program. Grades earned in graduate level courses will be calculated as part of the student’s undergraduate grade point average. Students must be within completing their last six courses in their undergraduate program and have a cumulative GPA of at least 3.0 to be eligible. Students must apply for and begin the MSMIS or MSENM-TM program within six months after completing their final BSITM course. Students must complete their MSMIS or MSENM-TM program within four years with no break exceeding 12 months.

BSITM / MSENM-TM Transition Program

Allows currently enrolled BSITM students to register for two MSENM-TM courses as electives for their BSITM degree. Students can select any two of the following courses: TMG 620, TMG 625, TMG 635, or TMG 640. The number of courses required to earn an MSENM-TM degree for Transition Program students is reduced from 12 to 10 courses, depending on courses taken and grades earned.

The Bachelor of Science in Information Technology Management / Master of Science in Management Information Systems (BSITM/MSMIS) Transition Program

The Bachelor of Science in Information Technology Management / Master of Science in Management Information Systems (BSITM/MSMIS) Transition Program allows currently enrolled BSITM students with a cumulative grade point average of at least a 3.0, who are within completing their last six courses, to register for two courses as electives for their BSITM degree. Students can take the following two courses: CIS601 and BKM600. The number of courses to complete to earn the MSMIS is reduced from 12 to 10 courses. To be eligible for the Transition Program, students must apply for the MSMIS and begin their program of study within six months after completing their final BSITM course. Students must complete the MSMIS program within four years with no break exceeding 12 months. Students must complete graduate-level course work taken as part of the BAM degree with a grade of B or better. The course work will not transfer as graduate-level credit to National University or any other institution as it is part of an undergraduate degree program.

Program Learning Outcomes

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

• Demonstrate an ability to set up and integrate local and remote server and workstation computers with proper user authentication to preserve user privacy and confidentiality.
• Demonstrate the ability to plan an integrated system that involves computer applications to satisfy specific business processes.
• Demonstrate, manage and administer a LAN and wireless networking environment.
• Design, develop, administer, and support a robust relational database management system.
• Apply concepts of best practices in information technology management and security to enterprise processes.
• Describe the ethical challenges that confront an IT professional.
• Demonstrate written and oral communication skills in collaborative environments by participating on teams that address solutions for IT management challenges.

Degree Requirements

To receive a Bachelor of Science in Information Technology Management, students must complete at least 180 quarter units, 76.5 of which must be completed at the upper-division level and 45 of which must be taken in residence, including the capstone project classes (ITM 490 A/B) and a minimum 70.5 units of the university general education requirements. In the absence of transfer credit, students may need to take additional general electives to satisfy the
total units for the degree. Students should refer to the section on undergraduate admission procedures for specific information on admission and evaluation.

**Prerequisites for the Major**
(4 courses; 18 quarter units)

Students should be computer literate and have a basic understanding of computer usage.

- ITM 200 Computer Hardware & Software
- ITM 205 Office Productivity Software
- ITM 210 Introduction to IT
- ITM 230 Computer Network Overview

**Requirements for the Major**
(14 courses; 63 quarter units)

- ITM 320 Information Technology Management
  Prerequisite: ITM 210
- ITM 340 IT Clients Using MS Windows
- ITM 345 IT Servers Using Linux
- ITM 350 Desktop Application Support
  Prerequisite: ITM 205
- ITM 420 Local Area Networks
- ITM 430 Wide Area Networks
  Prerequisite: ITM 420
- ITM 434 Wireless LAN Administration
- ITM 435 Wireless LAN Security
  Prerequisite: ITM 434
- ITM 440 Database Concepts & Data Model
- ITM 450 DB Processing & Administration
  Prerequisite: ITM 440
- ITM 470 Information Security Management
- ITM 475 Information Security Technology
  Prerequisite: ITM 470
- ITM 490A Info Technology Project I
  Prerequisite: 10 of the core ITM courses must be successfully completed.
- ITM 490B Info Technology Project II
  Prerequisite: ITM 490A

**Upper-Division Electives**
(2 courses; 9 quarter units)

Students can choose any approved upper-division degree related electives from the School of Business and Management or the School of Engineering, Technology, and Media. Students who are eligible and enroll in a transition program should take transition program classes as their electives.

**BACHELOR OF SCIENCE**

**MAJOR IN MANUFACTURING DESIGN ENGINEERING**
Faculty Advisor: Shekar Viswanathan; (858) 309-3416; sviswana@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, 45 of which must be taken in residence, including the research project classes, and a minimum of 10.5 units of the University General Education requirements. In the absence of transfer credit, students may need to take additional general electives to satisfy the total units for the degree. Students should refer to the section on undergraduate admission procedures for specific information on admission and evaluation.

**Preparation for the Major**
(11 courses; 45.5 quarter units)

- CHE 101* Introductory Chemistry
  Recommended Preparation: MTH 204, or MTH 215, or MTH 216A, and MTH 216B
- CHE 101A Introductory Chemistry Lab (1.5 quarter units)
  Prerequisite: CHE 101, or CHE 141 for science majors
- MTH 210* Probability and Statistics
  Prerequisite: ACCUPLACER test placement evaluation, or MTH 12A, and MTH 12B
  or
- CSC 220 Applied Probability & Stats.
  Prerequisite: MTH 215
- PHS 104* Introductory Physics
  Prerequisite: 2 years of high school algebra, and MTH 204, or MTH 215, or MTH 216A, and MTH 216B
- PHS 104A Introductory Physics Lab (1.5 quarter units)
  Prerequisite: PHS 104, or PHS 171 for science majors
- CSC 208 Calculus for Comp. Science I
  Prerequisite: MTH 215
- EGR 220 Engineering Mathematics
  Prerequisite: MTH 215
- EGR 225 Statics & Strength of Material
  Prerequisite: EGR 220
EGR 230  Electrical Circuits & Systems  
*Prerequisite: MTH 215*

EGR 219  Intro to Graphics and Auto CAD  
*Prerequisite: MTH 215*

MTH 215*  College Algebra & Trigonometry  
*Prerequisite: Accuplacer test placement evaluation, or MTH 12A, and MTH 12B*

* May be used to meet a General Education requirement

**Requirements for the Major**  
(17 courses; 73.5 quarter units)

- EGR 320  Scientific Problem Solving  
  *Prerequisite: EGR 220 with a minimum grade of C, or CSC 208 with a minimum grade of C*

- EGR 320L  Scientific Problem Solving-LAB (1.5 quarter units)  
  *Prerequisite: EGR 320 with a minimum grade of C, or CSC 208*

- EGR 310  Engineering Economics  
  *Prerequisite: MTH 215*

- EGR 316  Legal Aspects of Engineering

- DEN 308  Computer Aided Engineering I  
  *Prerequisite: EGR 219*

- DEN 411  Computer Aided Engineering II  
  *Prerequisite: EGR 219*

- DEN 417  Computer Aided Engineering IV  
  *Prerequisite: EGR 219*

- DEN 420  Computer Aided Engineering V  
  *Prerequisite: EGR 219*

- DEN 422  Materials and Manufacturing  
  *Prerequisite: EGR 225*

- DEN 423  Human Factors in Engineering  
  *Prerequisite: MTH 215*

- DEN 426  Reliability Engineering  
  *Prerequisite: MTH 210 or CSC 220*

- DEN 429  Product Design Optimization  
  *Prerequisite: MTH 215*

- DEN 432  Concurrent Design Engineering  
  *Prerequisite: MTH 210*

- DEN 435  Design & Analysis of Experiments

- EGR 440  Project Management Fundamental

**Engineering Senior Project**

- EGR 496A  Senior Capstone Project I  
  *Prerequisite: EGR 440 and satisfactory completion of courses as specified by Lead faculty*

- EGR 496B  Senior Capstone Project II  
  *Prerequisite: EGR 496A*

**Minor in Computer Science**  
*Faculty Advisor: Alireza Farahani; (858) 309-3438; afarahan@nu.edu*

**Requirements for the Minor**  
(6 courses; 27 quarter units)

- CSC 200  Orientation to Comp. Science

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

- CSC 242  Intro to Programming Concepts  
  *Prerequisite: CSC 208*

- CSC 252  Programming in C++  
  *Prerequisite: CSC 242*

* May be used to meet a General Education requirement

**Requirements for the Minor**  
(6 courses; 27 quarter units)

- CSC 300  Object Oriented Design  
  *Prerequisite: CSC 252*

- CSC 331  Discrete Structures and Logic  
  *Prerequisite: CSC 252, and EGR 220*

- CSC 335  Data Structures and Algorithms  
  *Prerequisite: CSC 300, CSC 331*

- CSC 340  Digital Logic Design  
  *Prerequisite: CSC 208, or EGR 220*

Choose two upper-division level (300-400) Computer Science (CSC) courses provided that all required prerequisites have been met. Students may not take CSC 480A/B.

**Minor in Information Technology Management**  
*Faculty Advisor: Bhaskar Raj Sinha; (858) 309-3431; bsinha@nu.edu*

A Minor in Information Technology Management is available to students in any bachelor’s degree program other than the BS in Information Technology Management. To fulfill the requirements for the minor, students can take any six courses listed as upper-division requirements for the major and beginning with ITM prefixes. See Bachelor of Science in Information Technology Management section. Prerequisites may be required.

**Requirements for the Minor**  
(6 courses; 27 quarter units)

To constitute a technology minor, students must select any six upper division courses from the following technology areas. All prerequisites must be met for courses selected.

- Information Technology Management (ITM)
- Information Systems (CIS)

**Minor in Technology**  
*Faculty Advisor: Mudasser Wyne; (858) 309-3433; mwyne@nu.edu*

**Requirements for the Minor**  
(6 courses; 27 quarter units)

To constitute a technology minor, students must select any six upper division courses from the following technology areas. All prerequisites must be met for courses selected.

- Information Technology Management (ITM)
- Information Systems (CIS)
GRADUATE DEGREES

MASTER OF SCIENCE IN COMPUTER SCIENCE

Faculty Advisor: Pradip Dey; (858) 385-9218; pdey@nu.edu

The Master of Science in Computer Science (MSCS) program at National University provides students with a solid foundation in the fundamental knowledge and skills of software engineering, database theory and design and cloud computing, exposing them to best practice methodologies using a variety of tools and techniques required for solving real world problems and to be of immediate benefit to the computing industry.

National University’s MSCS program not only prepares students in the theoretical and practical aspects of solving complex computing problems but also develops other essential communication skills. MSCS graduates are able to clearly discuss issues, trends, and solutions with both technical and non-technical audiences. In addition, every part of the curriculum is devoted towards developing “people skills,” ethics, and standards of professionalism.

The rigorous scientific and analytical techniques taught in the MSCS program have four primary goals: (1) to provide a clear understanding of scope and limitations of computational models, (2) to facilitate acquisition of marketable skills throughout the program, (3) to facilitate logical discussion of concepts, trends and issues including cloud computing and security in computing, and underlying problem solving strategies, and (4) to facilitate lifelong learning. National University’s approach to teaching in the MSCS program allows graduates to immediately become highly productive members of a real-world computing team.

Specializations

After acquisition of common fundamental concepts, students select one of the following three specializations in order to concentrate on specialized knowledge and skills in one of the advanced areas: (1) Advanced Computing, (2) Software Engineering, and (3) Database Engineering.

Integration

The two master’s project classes provide an integrating mechanism for acquiring realistic experience through building a computationally complex project. It is a three-month project solving a real problem for a real client against a time deadline using all available tools and resources as students work together in teams. This component addresses the need to integrate a broad range of technologies and skills. Students are given the opportunity to crystallize the ideas learned earlier and to implement comprehensive systems across an organization.

Career Tracks

In the MSCS program, graduates are proficient in analytical and critical thinking skills, have a sense of professionalism, and are instilled with a strong set of values essential for success in computer science. This program reflects current and future industry needs, and graduates are trained and prepared to assume a leadership role in the field.

Admission Requirements

Candidates seeking admission to the program should possess a baccalaureate degree in Computer Science (CS), Software Engineering (SE), Information Systems (IS), Information Technology (IT) or a closely related area. Non-CS students should fulfill the program prerequisites either through additional equivalent coursework or waiver through a course challenge exam.

MSCS Transition Program

National University students who completed a transition program as part of their undergraduate degree and who satisfy MSCS transition program requirements described in the catalog description of various undergraduate programs must complete a minimum of 45 quarter units for their MSCS degree. The number of units required for the MSCS program is dependent on the coursework completed in the Bachelors transition program and the grades earned.

Program Learning Outcomes

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

- Create software requirements specifications, and design and develop complex software systems.
- Evaluate computer security vulnerabilities and threats, and countermeasures that are effective and ethical.
- Analyze, design and develop database solutions by translating database modeling theory into sound database design and implementation.
- Analyze and design complex front-end applications for cloud and client-server architectures and integrate them with backend databases.
- Compare and contrast alternative systems for process and memory management.
- Demonstrate ability to conduct in-depth research, both individually as well as in teams, in a specific computer science area.
- Demonstrate critical thinking and ability to analyze and synthesize computer science concepts and skills with ethical standards.

Degree Requirements

(14 courses; 63 quarter units)

To receive a Master of Science in Computer Science, students must complete 54 quarter units of graduate coursework. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another accredited institution, as it applies to this degree, and provided the units were not used in earning another advanced degree. The degree program consists of ten courses plus the two-part MSCS graduate project (two courses, 4.5 quarter units each) that cannot be taken until all other courses have been completed.

Program Prerequisites

(2 courses; 9 quarter units)

Students with non-computer related baccalaureate degrees can qualify for admission to the program by choosing one or a combination of the following options:

- Gain permission of the lead faculty of the MSCS program based on equivalent coursework supported by verifiable documented proof.

Core Requirements

(8 courses, 36 quarter units)

- SEN 601 Software Eng Fundamentals
- SEN 602 Software Architecture Principles

Prerequisite: SEN 601 or approval of lead faculty.
DAT 604 Database Design and Impl.  
DAT 605 Web and Cloud Computing  
Prerequisite: DAT 604 or approval of lead faculty.  
CSC 606 Modern Operating Systems  
CSC 607 Security in Computing  
CSC 686 Computer Science Project I  
Prerequisite: Completion of all MSCS core courses or permission of the instructor.  
CSC 687 Computer Science Project II  
Prerequisite: CSC 686

Requirements for the Specialization  
(4 courses; 18 quarter units)

All students must choose one Specialization defined below:

▲ Specialization in Advanced Computing

Students in this specialization learn to solve computational problems combining mathematical modeling, domain analysis, information processing techniques, and user interface engineering.

Program Learning Outcomes

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

• Construct a computational model for a given problem and examine its consequences
• Evaluate programming models
• Compare emerging computing concepts
• Design and implement a user interface for a software system in order to maximize its usability

Program Requirements

(4 courses; 18 quarter units)

CSC 610 Mathematical Foundations  
CSC 615 Advanced Programming  
CSC 668 Topics in Computing  
CSC 670 User Interface Engineering

▲ Specialization in Database Engineering

Students in this specialization learn to solve complex database problems combining analysis, design, implementation and testing techniques.

Program Learning Outcomes

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

• Evaluate logical and physical database architecture components.
• Demonstrate proficiency in advanced database programming skills.
• Configure and deploy database systems.
• Demonstrate database administration and management skills.

Program Requirements

(4 courses; 18 quarter units)

DAT 615 Advanced Database Programming  
DAT 625 Database Management Systems  
Prerequisite: DAT 604 or approval of lead faculty.  
DAT 635 Database Installation & Config  
Prerequisite: DAT 615 or approval of lead faculty.  
DAT 645 DB Management & Security  
Prerequisite: DAT 635 or approval of lead faculty.

▲ Specialization in Software Engineering

Students in this specialization learn to solve complex software engineering problems combining analysis, design, implementation and testing techniques and user interface engineering.

Program Learning Outcomes

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

• Evaluate design methodologies of hardware/software integration, networking and graphical user interface for software projects.
• Develop and evaluate comprehensive software test plans at both the software module and the systems level.
• Analyze and manage software configuration to ensure conformance to Total Quality Assurance standards.
• Design and implement a user interface for a software system in order to maximize its usability.

Program Requirements

(4 courses; 18 quarter units)

SEN 632 Software Architecture Appl.  
SEN 635 Software Testing  
SEN 662 Engineering Software Quality  
CSC 670 User Interface Engineering

MASTER OF SCIENCE IN CYBER SECURITY AND INFORMATION ASSURANCE

Faculty Advisor: Ron Gonzales; (858) 309-3435; rgonzales@nu.edu

The Master of Science in Cyber Security and Information Assurance 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 Learning Outcomes

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

• Evaluate the interaction and relative impact of human factors, processes and technology in CSIA infrastructures.
• Devise a mitigation plan against both external and internal vulnerabilities to enterprise computer infrastructures and sensitive digital assets.
• Support multiple risk assessment strategies and processes to maximize effectiveness and minimize costs of CSIA in a high assurance information system.
• Integrate systems-level-infrastructure thinking into CSIA problem identification and resolution, and effectively communicate the solution.
• 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.
• Evaluate and contrast the impact of diverse ethical perspectives, cultural customs and organizational political dynamics on CSIA.
• Assess, from both a national and global perspective, the relative
Upon successful completion of this program, students will be able to:

- Organize a functional forensic security tool kit.
- Derive a network usage history, identify and characterize event origins, and recreate the chronology of events.
- Create an application of forensic principles for SQL Server databases.

**Program Learning Outcomes**

**Program Requirements**

(4 courses; 18 quarter units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Prerequisite(s)</th>
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<td>CYB 608</td>
<td>Ethical Hacking</td>
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<tr>
<td>CYB 621</td>
<td>Computer Forensics Principles</td>
<td>CYB 608</td>
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<td>CYB 622</td>
<td>Computer Forensics Technology</td>
<td>CYB 621</td>
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<tr>
<td>CYB 623</td>
<td>Database Forensic Principles</td>
<td>CYB 622</td>
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**Specialization in Computer Forensics**

The specialization in Computer Forensics provides study in the professional domain of Cyber Security and Information Assurance that seeks to apply the concepts and practices of this field to a specific industry domain - Health. This specialization is important because it provides unique applications involved in the professional domain of Cyber Security and Information Assurance for Health care.

**Program Learning Outcomes**

- Prepare a health information risk mitigation and security plan.
- Prepare information privacy policies that maintain the confidentiality of personal data in health care.
- Prescribe information assurance requirements for Health care.

**Program Requirements**

(4 courses; 18 quarter units)

<table>
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<td>CYB 614</td>
<td>Privacy of Information</td>
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<td>CYB 615</td>
<td>Securing the Enterprise</td>
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**Specialization in Health Information Assurance**

The specialization in Health Information Assurance provides study in the professional domain of Cyber Security and Information Assurance that seeks to apply the concepts and practices of this field to a specific industry domain - Health. This specialization is important because it provides unique applications involved in the professional domain of Cyber Security and Information Assurance for Health care.

**Program Learning Outcomes**

- Prepare a health information risk mitigation and security plan.
- Prepare information privacy policies that maintain the confidentiality of personal data in health care.
- Prescribe information assurance requirements for Health care.

**Specialization in Ethical Hacking & Pen Testing**

The Ethical Hacking & Pen Testing specialization is designed to provide unique applications involved in the professional domain of Cyber Security and Information Assurance (CSIA). The curriculum focus is directed toward ethical hacking and penetration (Pen) testing. This specialization prepares the professional to develop rules of engagement, propose information assurance requirements for Health care, 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:

- Produce a pen test authorization and rules of engagement document.
- Prepare and synthesize process specifications of Red Team actions against a Blue Team defense of a computer infrastructure.
- Prepare and synthesize process specifications of a Blue Team defense used to protect the computer infrastructure against a Red Team attack.
Program Requirements
(4 courses; 18 quarter units)

CYB 608 Ethical Hacking
Prerequisite: CYB 606

CYB 632 Info Sys Vulnerab & Attacks
Prerequisite: CYB 608

CYB 633 Red Teaming
Prerequisite: CYB 632

CYB 634 Red vs. Blue Team Exercise
Prerequisite: CYB 633

Specialization in Information Assurance and Security

The specialization in Information Assurance and Security Policy provides study in the professional domain of Cyber Security and Information Assurance that focuses on the organizational and informational portion of the field. This arena particularly involves larger organizations, often in government, that have codified standards, policies and practices for this field.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:
- Prepare an IT risk mitigation and security plan.
- Prepare and create an enterprise disaster recovery and business continuity plan.
- Prepare enterprise certification and accreditation packages.

Program Requirements
(4 courses; 18 quarter units)

CYB 608 Ethical Hacking
Prerequisite: CYB 606

CYB 612 Disaster Rec./Bus. Continuity
Prerequisite: CYB 608

CYB 613 Information Assurance

CYB 616 Certification & Accreditation
Prerequisite: CYB 613

MASTER OF SCIENCE IN DATA ANALYTICS

Faculty Advisor: Jodi Reeves; (858) 309-3426; jreeves@nu.edu

The Master of Science in Data Analytics program is designed to prepare students with a comprehensive foundation for applying statistical methods to solve real-world problems. One goal of this program is to prepare students for careers in data analytics with a broad knowledge of the application of statistical tools, techniques, and methods as well as the ability to conduct in-depth analysis, synthesis, and evaluation. Another goal is to prepare students for careers with analytical database knowledge, the ability to apply analytical database tools, techniques, and methods, and the ability to design, develop, implement, program, and maintain data marts and data warehouses.

To address the spectrum of issues in data analytics, this curriculum has been designed to include core courses in statistical topics as well as areas for advanced applications of data analytics in unique fields. Core topics include analytical and predictive modeling, data acquisition, data mining, data security and privacy, continuous and categorical data methods and applications, teamwork, and communication. Advanced topics include how to develop, implement, and maintain the hardware and software tools needed to make efficient and effective use of big data including databases, data marts, data warehouses, machine learning, and analytic programming. State-of-the-art analytical software will be used in all courses.

The culmination of this program is a three-month capstone project where real data from sponsoring organizations or publicly available data will be used to solve specialized problems in analytical database design, programming, implementation, or optimization. Previous academic studies or industrial experience in such areas as statistics, computer programming, engineering or science are helpful prerequisites for this master’s program. This degree is appropriate for both experienced professionals as well as recent college graduates.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:
- Integrate components of data analytics to produce knowledge-based solutions for real-world challenges using public and private data sources.
- Evaluate data management methods and technologies used to improve integrated use of data.
- Construct data files using advanced statistical and data programming techniques to solve practical problems in data analytics.
- Design an analytic strategy to frame a potential issue and solution relevant to the community and stakeholders.
- Develop team skills to ethically research, develop, and evaluate analytic solutions to improve organizational performance.
- Design data marts.
- Analyze complex database queries for real-world analytical applications.
- Design medium to large data warehouses.
- Evaluate machine learning methods and strategies for advanced data mining.

Degree Requirements

To obtain the Master of Science in Data Analytics, students must complete 54 graduate units. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another regionally accredited institution, as it applies to this degree, and provided the units were not used in earning another advanced degree. Please refer to the graduate admissions requirements for specific information regarding application and evaluation.

Core Requirements
(12 courses; 54 quarter units)

ANA 605 Analytic Models & Data Systems
Prerequisite: MTH 210 with a minimum grade of B and MTH 418 with a minimum grade of B, or Consent of Program Lead

ANA 610 Data Management for Analytics
Prerequisite: ANA 605

ANA 615 Data Mining Techniques
Prerequisite: ANA 610

ANA 620 Continuous Data Methods, Appl
Prerequisite: ANA 615

ANA 625 Categorical Data Methods, Appl
Prerequisite: ANA 620

ANA 630 Advanced Analytic Applications
Prerequisite: ANA 625

ANA 630 Database Design for Analytics
Prerequisite: ANA 630 and completion of all core courses

ANA 655 Data Warehouse Design & Devel
Prerequisite: ANA 650

ANA 660 Advanced SQL Programming
Prerequisite: ANA 655

ANA 665 Data Mining & Machine Learning
Prerequisite: ANA 660

ANA 699A Analytic Capstone Project I
Prerequisite: ANA 665
Upon successful completion of this program, students will be able to:

- Project/Program Management, so as to become effective future project/program managers;
- Enterprise Architecture education so as to become expert in technology oriented Enterprise Architectures and executing decisions in technological and scientific organizations.
- Systems management expert related to the life cycle of systems including definition, development, deployment and decommissioning;
- Certified Lean Six Sigma programs for improving enterprise excellence
- Technology Management experts to manage and lead technology in global marketplace.

These M.S. programs offer practical business perspectives necessary for engineering management. Unlike traditional MBA programs, these programs emphasize required management skills that are specifically built on the students' technical backgrounds and experience. The custom-designed mix of management concepts and technical expertise will help prepare professionals to direct major public and private organizations in the increasingly complicated managerial environment of today’s competitive global, technical environment. In this program, engineering management principles are broadly based and draw from many different disciplines such as: applied sciences, engineering, natural sciences, mathematics, economics, business and social sciences.

MSENPM Transition Program

National University students who completed a transition program as part of their undergraduate BSITM degree and who satisfy MSENPM transition program requirements described in the catalog description of various undergraduate programs must complete a minimum of 45 quarter units for their MSENPM degree. The number of units required for the MSENPM program is dependent on the coursework completed in the bachelor’s transition program and the grades earned.

Relevance to the Real World

Engineering Management leadership has become a highly sought skill in today’s competitive global technological marketplace. It is now a well-recognized profession in most industries. Within this curriculum are the following areas of specializations: project/program management, systems engineering, technology management, and enterprise architecture. These four specializations provide a broad perspective of engineering management careers that are of current interest and need.

Program Learning Outcomes

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

- Demonstrate quantitative analytical and critical thinking skills and techniques to manage projects, and processes (products and services)
- Examine a multidisciplinary approach involving the integration of engineering, management, quality and risk analysis in projects, and processes (products and services).
- Identify, prioritize and select relevant solutions in solving complex engineering problems and processes.
- Assess tools and techniques, resources, organizational systems, and decision making processes for the successful management of processes and processes (products and services).
- Apply global mindset and a detailed knowledge of business environments in engineering management solutions.
- Demonstrate organizational and team skills needed to manage projects and processes.
- Communicate graduate level oral and writing skills.
- Demonstrate professional and ethical responsibility.

Degree Requirements

(14 courses; 63 quarter units)

To receive a Master of Science in Engineering Management, students must complete 63 quarter units of which 54 quarter units of graduate credit are required. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another regionally accredited institution, as it applies to this degree, and provided the units were not used in earning another advanced degree. Students should refer to the section in the graduate admission requirements for specific information regarding application and matriculation.

Program Prerequisites

(2 courses; 9 quarter units)

Candidates for the program must possess a Bachelor’s degree in engineering, engineering technology, or physical sciences or a closely related area from an accredited university. Interested students from other disciplines may be admitted to the program but may be required to complete additional courses. Non-degree students will not be allowed to enter this program. For those who have a general non-science and non-engineering degree, admission would be based on relevant experience and the following program prerequisites:

- MGT 309C Prin. of Mgmt & Organizations
- CSC 220 Applied Probability & Stats.
  - Prerequisite: MTH 215
- or
- MNS 205 Intro to Quantitative Methods
  - Prerequisite: Placement Evaluation

Core Requirements

(8 courses; 36 quarter units - all except FEAC specialization)

(9 courses; 40.5 quarter units FEAC specialization students)

- ENM 600 Engineering Mgmt Concepts
- ENM 601 Project Management Principles
- ENM 602 Risk, Contracts, and Legal Iss
- PME 602 Skills Management
- ENM 604 Quality Management
- TMG 610 Global Trends in Technology
- ENM 607A Capstone Course I
  - Prerequisite: All core classes in program.
- ENM 607B Capstone Course II
  - Prerequisite: ENM 607A

Students in the FEAC specialization must also take the following course as an additional core course:

- ENM 603 Operation Management
  - Prerequisite: ENM 600
All students must choose one Area of Specialization defined below.

▲ Specialization in Enterprise Architecture

This specialization is designed to prepare technically qualified individuals for responsible management role in the management of Enterprise Architecture. The specialization courses relevant to this program are offered by FEAC Institute, an independent, framework, methodology and tool agnostic organization that focuses on pragmatic Enterprise Architecture hands-on education and training leading to formal Certification.

Program Learning Outcomes

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

• Apply a multidisciplinary approach involving the integration of enterprise architecture, management, quality, and Department of Defense Architecture Framework (DODAF).
• Design and implement comprehensive architecture enterprise in accordance with DODAF architecture process.
• Develop an integrated Infrastructure Architecture and relate it to the Federal Enterprise Architecture Program Management Office (FEAPMO).

Degree Requirements

DoD [DEPARTMENT OF DEFENSE ARCHITECTURE FRAMEWORK] CERTIFICATION PROGRAM COURSES

DFX 1201X Architecture Framework Basics
DFX 1202X Core and Supporting Products
DFX 1203X Enterprise Architecture Planning
DFX 1204X Advanced Architecture Modeling

FEA(F) [FEDERAL ENTERPRISE ARCHITECTURE (FRAMEWORK)] CERTIFICATION PROGRAM COURSES

Courses for the Enterprise Architecture specialization are offered by Federal Enterprise Architecture Institute through National University's Extended Learning Division. Accordingly, the fee and schedule structures may differ from regular National University courses.

EAX 1201X Enterprise Architecture Concept
EAX 1202X Enterprise Architecture Planning
EAX 1203X Enterprise Architecture Implementation
EAX 1204X Enterprise Architecture Integration

▲ Specialization in Project Management

From small companies to giant global institutions, project managers are fueling much of the successful development of exciting technical enterprises. Talented and knowledgeable project managers command the best assignments, salaries, other compensation and bonuses. They are the future leaders and entrepreneurs. Good project managers are not born, but are nurtured from a combination of experience, time, talent, and training. Successful projects do not happen spontaneously; they require preparation, planning, and organization. This program 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.

Program Requirements

(4 courses; 18 quarter units)

ENM 603 Operation Management  
Prerequisite: ENM 600
PME 601 Advanced Project Management  
Prerequisite: ENM 600, ENM 601, ENM 602
PME 603 Product Management  
Prerequisite: ENM 600, ENM 601, ENM 602
PME 604 Project Financing Management  
Prerequisite: ENM 600, ENM 601, ENM 602

▲ Specialization in Systems Engineering

This specialization focuses on complex technology systems that have a far reaching effect on society and its people. These systems are comprised of three types of entities: a) complex products such as aircraft, ships, land vehicles, and military hardware; b) networks of information and infrastructure such as air traffic control, highways, and public works and environmental processes; and, c) the organizations that design, build, and maintain these products, systems and related services, i.e., businesses (public and private, for-profit and non-profit), military command, and government agencies. The systems engineering program provides knowledge in the activities related to the life cycle of systems including definition, development, deployment, and decommission.

Program Learning Outcomes

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

• Comprehend the fundamentals of systems and general systems theory.
• Design discrete and continuous systems utilizing appropriate systems theory, operational requirements, and component integration.
• Validate system performance with testing and evaluation methods.
• Maintain system operations at optimal conditions through the application of systems management fundamentals.

Program Requirements

(4 courses; 18 quarter units)

SYE 600 Introduction to Systems Design
SYE 601 Systems Analysis & Design Eval  
Prerequisite: SYE 600
SYE 602 Advanced System Design  
Prerequisite: SYE 601
SYE 603 System Dynamics  
Prerequisite: SYE 602

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**Specialization in Technology Management**

This specialization prepares individuals to manage and lead the technology in any organizations. From the Internet Renaissance, a new way of managing information technology resources in organizations has emerged. Information technology has expanded the technological management responsibilities beyond desks, offices, labs, manufacturing sites, cities, and countries. Technology has become the essential force in any industry. Over the past decade the synergy of business, technology, and people have created the abundance of opportunities in all fields of technology management, especially information technology.

**Program Learning Outcomes**

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

- Implement and manage technologies aligned with the business of an organization.
- Perform organizational systems analysis, design, planning, and integration of technology.
- Evaluate hardware, software, and systems applications that support technologies.
- Develop strategic technology management policies and procedures required by the organization.

**Program Requirements**

(4 courses; 18 quarter units)

- TMG 620 Principles of Technology Mgmt.
- TMG 635 Mgmt. of Tech & Innovation
- TMG 640 Managing Technology Change
- TMG 625 Systems Analysis and Design

**MASTER OF SCIENCE IN ENVIRONMENTAL ENGINEERING**

*Faculty Advisor: Hassan Badkoobei; (858) 309-3437; hbadkoob@suu.edu*

The Master of Science in Environmental Engineering (MSEN) program is designed to provide students with the requisite mathematical foundations and environmental processing skills for solving real world problems. Environmental engineers are the technical professionals who identify and design solutions for environmental problems. They are responsible for safe drinking water, treatment and proper disposal of wastes, maintaining air quality, controlling water pollution, and re-mediating contaminated sites. Environmental engineers also develop new and improved means to protect the environment.

This program involves traditional engineering components such as mathematics, physics, chemistry, and engineering design. In addition, it also includes disciplines such as biology, microbiology, ecology, public health, geology, meteorology, economics, and political science. To address the spectrum of issues facing the environment, environmental engineers are broadly educated as well as technically trained.

The following subjects are now considered essential in the background of an environmental engineer: ecology, microbiology, chemistry, statistics, ground water, solid waste, environmental impact assessment, environmental legislation and modeling, and remediation of site contamination with spills or improper disposal of hazardous materials.

Environmental engineers are employed by engineering consulting firms, industries that need to comply with pollution emission and discharge regulation, private and municipal agencies that supply drinking water and treat and dispose wastes, government agencies that monitor and regulate waste discharges and air emissions, private and government laboratories, universities that conduct environmental research, international agencies that transfer knowledge to developing countries, and public-interest groups that advocate environmental protection.

**Admission Requirements**

Candidates seeking admission to the program must possess a baccalaureate degree in any one of the area such as in science, chemistry, engineering, microbiology from a regionally accredited institution. The non-engineering/non-science student will find the technical focus of many courses challenging. These students should fulfill the program prerequisites or waive them through a course challenge exam. Students considering this program should contact the program lead faculty prior to enrollment.

**Program Learning Outcomes**

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

- Examine the economical, social, legal, ethical, global and political aspects of sound and sustainable environmental solutions.
- Analyze water, air, and land resource problems relative to environmental standards.
- Utilize critical thinking skills to solve air, water and hazardous waste problems to meet environmental standards.
- Evaluate the potential impact of product, processes and activities through life cycle assessment.
- Evaluate water, waste water, air pollutant and hazardous waste quality using physical, biological and chemical treatment methods.
- Develop environmental project plans that include risk management strategies.
- Provide a methodology to determine and control the hazardous air pollutants from industrial/commercial sources.
- Communicate through oral and written skills appropriate for this profession.
- Collaborate with other professionals in analyzing, designing, and evaluating environmental projects.

**Degree Requirements**

(12 courses; 54 quarter units)

To receive a Master of Science in Environmental Engineering, students must complete 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.

**Program Prerequisites**

(6 courses; 21 quarter units)

Students who have a Bachelor of Science in Engineering or related field are exempt from the prerequisites. All other applicants with a non-engineering bachelor’s degree must make up the deficiencies with the following prerequisites:

- CHE 101 Introductory Chemistry
  - *Recommended Preparation: MTH 204, or MTH 215, or MTH 216A, and MTH 216B*
- CHE 101A Introductory Chemistry Lab (1.5 quarter units)
  - *Prerequisite: CHE 101, or CHE 141 for science majors*
- CSC 208 Calculus for Comp. Science I
  - *Prerequisite: MTH 215*
- CSC 220 Applied Probability & Stats.
  - *Prerequisite: MTH 215*
BIO 203  Introductory Microbiology
Recommended: Prior completion of: BIO 201, and BIO 201A, BIO 202, and BIO 202A, BIO 100, and BIO 100A, CHE 101, and CHE 101A or equivalent courses

BIO 203A Introductory Microbiology Lab (1.5 quarter units)  Prequisite: BIO 203

Core Requirements
(12 courses; 54 quarter units)

SUS 601  Introduction to Sustainability
ENE 610  Microbiological Processes  Prequisite: BIO 203, and BIO 203A
ENE 611  Water Treatment Processes  Prequisite: CSC 208, and CSC 220 or permission from lead faculty
SEM 604  Life Cycle and Risk Assessment
ENE 605  Air Pollution Control
SEM 606  Environmental Management
ENE 607  Solid & Hazardous Waste Remedi  Prequisite: CHE 101, or CHE 101A
SEM 608  Sustainable Buildings
ENE 608  Site Remediation
ENM 600  Engineering Mgmt Concepts
ENE 609A Research Project I  Prequisite: Satisfactory completion of 70% of core course requirements with a GPA of 3.0 or better
ENE 609B Research Project II  Prequisite: ENE 609A

MASTER OF SCIENCE IN HOMELAND SECURITY AND EMERGENCY MANAGEMENT

Faculty Advisor: Shekar Viswanathan; (858) 309-3416; sviswana@nu.edu

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. The Master of Science degree program in Homeland Security and Emergency Management represents an interdisciplinary area of research and application that brings together fields of engineering, science, and management from the most traditional to the most technologically advanced and novel. A well-developed curriculum, with emphasis on fundamentals and practices that define the theory and effective practice of asset and people protection, provides the focus for the Homeland Security and Emergency Management degree.

There are three well-known external certifications related to security, safety, and emergency management professionals. The Certified Protection Professional (CPP) program is the product of the American Society for Industrial Security (ASIS), an international organization for professionals responsible for security. This includes managers and directors of security departments or organizations, as well as full-time security practitioners. With more than 32,000 members worldwide, ASIS draws from corporate and organizational executive and management ranks, plus security consultants and architects, attorneys, and law enforcement professionals. The CPP program was officially launched in 1977, making it the longest running security certification program. Today, more than 9,500 individuals are CPP-certified, representing one of the largest certified groups of security professionals in existence.

The Certified Safety Professional (CSP) designation has become the mark of the professional within the safety field. This certification is administered by the Board of Certified Safety Professionals (BCSP). The importance of this designation as a measure of professional standing and competence is accepted not only by the profession but is also gaining acceptance by federal, state, and local governments; by employers; and by the public.

Becoming a Certified Emergency Manager (CEM) provides international recognition of qualifications. Administered by the International Association of Emergency Managers (IAEM), CEM credentialing validates the experience, knowledge, and understanding of the CEM professional.

The Homeland Security and Emergency Management program is designed in such a way that anyone successfully completing this program would be academically trained to apply for CPP, CSP, and/or CEM credentialing.

MSHSSE Transition Program

National University students who completed a transition program as part of their undergraduate degree and who satisfy MSHSSE transition program requirements described in the catalog description of various undergraduate programs must complete a minimum of 45 quarter units for their MSHSSE degree. The number of units required for the MSHSSE 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:
• Employ risk analysis to assess the safety and security of assets, as well as processes
• Illustrate the issues related to safety and security of both natural and man-made hazards
• Integrate tools and techniques, resources, organizational systems, and decision making processes for the successful implementation of safety and security plans.
• Demonstrate global mindset to safety/security issues, planning, and strategy.
• Assess the impact of safety/security issues for the operation of corporations, governments, and private industry and develop appropriate action plans.
• Integrate tools and techniques, resources, organizational systems, and decision making processes for the successful implementation of safety and security plans.
• Develop oral, written and technological communication skills appropriate with this profession.
• Appraise legal, ethical and professional responsibility.

Degree Requirements

To receive 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 in the graduate admission requirements for specific information regarding application and matriculation.

Program Prerequisites

(1 course; 4.5 quarter units)

Candidates for the program must possess a Bachelor’s degree in engineering, engineering technology, physical sciences, or a closely related area from a regionally accredited university. Interested students from other disciplines may be admitted to the program but
may be required to complete additional courses. Non-degree students will not be allowed to enter this program. For those who have a general non-science and non-engineering degree, admission is based on relevant experience and the following minimum program prerequisites:

- **CHE 101** Introductory Chemistry

  *Recommended Preparation: MTH 204, or MTH 215, or MTH 216A, and MTH 216B*

This course may be waived if their equivalents have been completed at the undergraduate level with a grade of “C” or better.

### Core Requirements

(12 courses; 54 quarter units)

Students enrolled in this program are advised to take the courses in the order specified below:

- SSE 602 Evaluation of Safety Programs
- SSE 613 Policies of Homeland Security
- SSE 604 Security - Planning and Design
- SSE 605 Chemical Plant Process Safety

  *Prerequisite: SSE 602*

- SSE 606 Managing Information Security
- SSE 607 Fire and Explosion Engineering
- SSE 608 Explosives and Bio Materials
- SSE 614 Infrastructure Protection
- SSE 611 Emergency Management
- SSE 615 Fundamentals of Recovery

  *Prerequisite: SSE 611*

- **SSE 610A Capstone Course**

  *Prerequisite: SSE 602, SSE 604, SSE 605, SSE 606, SSE 607, SSE 608, SSE 613, SSE 614, SSE 615*

- **SSE 610B Second Capstone Course**

  *Prerequisite: SSE 610A*

### Program Learning Outcomes

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

- Use analytical and critical thinking skills to develop organizational project management strategies and strategic solutions for information system processes.
- Perform systems analysis that addresses requirements among information systems technology, people and organizational goals.
- Evaluate current and emerging systems integration and distributed computing alternatives to maximize efficiencies and meet organizational goals.
- Develop decision support system solutions inclusive of knowledge-based systems, expert systems, and artificial intelligence.
- Illustrate managerial principles and applications of networking and telecommunications.
- Communicate and advise organizations using written and oral skills required for IS professionals.
- Integrate legal, ethical, and global implications in decision making processes.

### Degree Requirements

To receive a Master of Science in Management Information Systems, student must complete 54 quarter units of graduate coursework. A total of 13.5 quarter units of graduate work completed at another regionally accredited institution may be transferred to meet stated requirements in the program provided those units were not used in earning another advanced degree. The degree program consists of ten courses plus the two-part MSMIS graduate project (two courses; 4.5 quarter units each) that cannot be taken until all other core courses have been completed or by approval of the lead faculty.

### Core Requirements

(12 courses; 54 quarter units)

- **CIS 601** Information Systems Strategies
- **CIS 602** Network Services & Protocols

  *Prerequisite: CIS 601*

- **DAT 604** Database Design and Impl.
- **CIS 604** Management and Security

  *Prerequisite: CIS 601*

- **LED 606** Information Mgmt for Leaders
- **MGT 604** Project and Program Management
- **BKM 600** Knowledge Mgmt for Bus Strateg
- **BKM 610** Managerial Sup Syst, DSS & ESS
- **TMG 625** Systems Analysis and Design
- **CIS 607** Systems Integration

  *Prerequisite: CIS 601*

- **CIS 620A** Master’s Research Project I

  *Prerequisite: All core requirements with a GPA of 3.0 approval of lead faculty.*

- **CIS 620B** Master’s Research Project II

  *Prerequisite: CIS 620A*

### Master of Science in Sustainability Management

**Faculty Advisor:** Ben Radhakrishnan; (858) 309-3423; bradhakrishnan@nu.edu

Nelson Altimirano; (858) 642-8428; naltamirano@nu.edu

This blended program prepares students for the industrial revolution of the 21st century. There is no doubt that we need to re-think our way of living, producing and consuming in order to eliminate the current contradictions between the natural world, the community and the profitability of businesses. In fact, many corporations, cities, states and countries are introducing new policies and programs from an emphasis on pollution control to pollution prevention to...
sustainable practices. Sustainability in the sense that programs do incorporate all social, ecological and economic conditions, as well as, the general principle of meeting the needs of the present generation without compromising the ability of future generations to meet their own needs.

This program is designed to provide methods and theories appropriate to the study of sustainability from business perspectives to practical engineering. After a comprehensive interdisciplinary introduction to sustainability, students are exposed to managerial key ideas and practices with sustainable perspectives: risk assessment, life cycle, lean supply chain, firm excellence and innovation. Students are also exposed to combine engineering and sustainability concepts into the management practices of energy, environment, watershed and buildings. The strength of the program comes from its engineering and management blended nature, as well as its theoretical and practical approach.

Career Tracks

After completing the MS in Sustainability Management degree, students can enter the job market or pursue further higher educational degrees. Possible types of jobs include: Project Manager, Sustainability Manager, Sustainability Analyst, Sustainable Design Professional, Engineer, Environmental Consultant, Sustainability Consultant, Energy Efficiency Analyst, Operations Manager, Development Specialist, Resource Manager, etc. Students interested in continuing their educational careers can pursue doctoral degrees in sustainability, management, sustainable development, natural resources and sustainability, or other related doctoral degrees.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:
• Apply scientific knowledge and methods required to evaluate sustainability concepts and systems.
• Design, manufacture, and manage processes in an environmentally conducive manner.
• Analyze engineering and management problems in their social and environmental context.
• Develop economic, environmental, and social sound sustainable decisions.
• Evaluate the impact of products, processes, and activities through life cycle assessment.
• Develop written communication skills required for this profession.
• Demonstrate professional, legal, and ethical responsibility in decision making practices.

Degree Requirements

(12 courses; 54 quarter units)

To receive a Master of Science in Sustainability Management, students must complete 49.5 quarter units of graduate level credit. 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 were not used in earning another advanced degree. Students should refer to the section in the graduate admission requirements for specific information regarding application and evaluation.

Program Prerequisites

(1 course; 4.5 quarter units)

Candidates for the program must possess a Bachelor’s degree in engineering, engineering technology, sciences, business, management or a closely related area from a regionally accredited university. Interested students from other disciplines may be admitted to the program but may be required to complete additional courses. Non-degree students will not be allowed to enter this program. For those who have a general non-science and non-engineering degree, admission is based on relevant experience and the completion of the following program prerequisite:

CSC 220*  Applied Probability & Stats.   
Prerequisite: MTH 215

* This course may be waived if its equivalent has been completed at the undergraduate level with a grade of “C” or better.

Core Requirements

(11 courses; 49.5 quarter units)

- SUS 601  Introduction to Sustainability
- SUS 602  Enterprise Excellence   
Prerequisite: CSC 220 or permission from lead faculty.
- SUS 603  Sustainable Innovation
- SEM 604  Life Cycle and Risk Assessment
- SEM 605  Energy Management
- SEM 606  Environmental Management
- SEM 607  Watershed Management
- SEM 608  Sustainable Buildings
- SUS 604  Sustainable Supply Chain
- SEM 610A  Project I   
Prerequisite: SUS 601, SUS 602, SUS 603, SEM 604, SUS 604, SEM 605, SEM 606, SEM 607, SEM 608
- SEM 610B  Project II   
Prerequisite: SEM 610A

MASTER OF SCIENCE IN WIRELESS COMMUNICATIONS

Faculty Advisor: Mohammad Amin; (858) 309-3422; mamin@nu.edu

The Master of Science in Wireless Communications (MSWC) program is a professional degree that integrates communication techniques, problem solving strategies, simulation skills and mathematical foundations with hands-on training required to solve real world problems in telecommunications. The program is designed for professionals and managers to facilitate the learning and application of skills in the field of wireless communications. The program uses a distinctive and challenging curriculum that emphasizes multidisciplinary knowledge and integrates theory through applications and design concepts. Classes combine lectures, case and hands-on studies, individual and team projects, research papers and participant presentations.

Careers

With National’s MSWC program, faculty, students, and employers will be assured that our graduates are proficient in analytical, technical and critical thinking skills, they have a sense of professionalism, and are instilled with a strong set of values essential for success in the wireless communications field. This program reflects current and future industry needs, and graduates from the MSWC program are trained and prepared to assume a leadership role in the field.

The MSWC arms students with the tools necessary to achieve professional success in both theoretical and practical aspects of communication fields. Graduates are equipped to seek employment in research organizations, computer centers, or wireless communications businesses and enterprises. This program also prepares students for further education in wireless communications enabling graduates to pursue Ph.D. studies, if they desire.

Admission Requirements

It is assumed that candidates seeking admission to the program possess a baccalaureate degree in engineering, engineering
technology, or physical/computational science from a regionally accredited university.

**Program Learning Outcomes**

Upon successful completion of this program, students will be able to:
- Evaluate wireless networking, protocols, architectures, and standards to the development and design of wireless communication systems.
- Evaluate and select the appropriate kinds of coding and decoding schemes for constructing, detecting and filtering wireless communications signals.
- Build security into wireless communications systems and contrast ethical and legal issues in the global telecommunications industry.
- Plan, integrate and implement multiple types of Second (2G) and Third Generation (3G) wireless networks.
- Create strategic analysis software and tools to develop wireless, networks and service plans.
- Develop simulation models of the radio components of wireless systems using MATLAB, SIMULINK and its communication tools.
- Evaluate and forecast economic impact of continually advancing technologies on wireless service, equipment, application providers, and consumers.
- Conduct research into a specific wireless communication topic, including finding and integrating relevant research results of others.
- Demonstrate critical thinking and ability to analyze and synthesize wireless communications concepts, project management principles, and ethical standards.

**Degree Requirements**

(16 courses; 72 quarter units)

The MSWC program requires the completion of 54 quarter units of graduate course work. Where appropriate, a maximum of 13.5 quarter units of graduate work completed at another regionally accredited institution may be transferred to meet stated requirements. The degree program consists of ten courses plus the two part MSWC Masters Research Project. It is recommended that all courses be taken in sequence.

**Program Prerequisites**

(4 courses; 18 quarter units)

Students without a baccalaureate degree in Electrical Engineering or in a closely related area must complete the following four courses:

- **MTH 215** College Algebra & Trigonometry  
  Prerequisite: Accuplacer test placement evaluation, or MTH 12A, and MTH 12B
- **CSC 208** Calculus for Comp. Science I  
  Prerequisite: MTH 215
- **CSC 209** Calculus for Comp. Science II  
  Prerequisite: CSC 208
- **PHS 104** Introductory Physics  
  Prerequisite: 2 years of high school algebra, and MTH 204, or MTH 215, or MTH 216A, and MTH 216B

Lead Faculty may waive any prerequisites based on verifiable documented proof that the student has acquired the equivalent learning.

**Core Requirements**

(12 courses; 54 quarter units)

Students are encouraged to take the following 12 courses in the order of presentation. Courses WCM 600, WCM 601 and WCM 602 are foundation courses that must be completed before taking any other courses and the project courses.

- **WCM 600** Signal Processing Theory
- **WCM 601** Digital Wireless Fundamentals  
  Prerequisite: WCM 600
- **WCM 602** Wireless Principles/Standards
- **WCM 604** Coding and Modulation for W/C  
  Prerequisite: WCM 601, WCM 602
- **WCM 605** Wireless Systems Security  
  Prerequisite: WCM 602
- **WCM 606** CDMA Wireless Systems  
  Prerequisite: WCM 604
- **WCM 607** 3G & 4G Wireless Networks  
  Prerequisite: WCM 604
- **WCM 608** Wireless Engineering Software  
  Prerequisite: WCM 604
- **WCM 609** Radio Systems Modeling  
  Prerequisite: WCM 604
- **WCM 612** Wireless Economics Topics  
  Prerequisite: WCM 601, WCM 602, WCM 604, WCM 605, WCM 606, WCM 607, WCM 608, and WCM 609 or approval of lead faculty
- **WCM 611A** Master’s Research Project I  
  Prerequisite: Satisfactory completion of a minimum of eight out of ten courses, WCM 601 through WCM 609, WCM 612
- **WCM 611B** Master’s Research Project II  
  Prerequisite: WCM 611A

* With approval of the Lead faculty, any student may earn up to 10% of their grade in the sequence of the last four courses, WCM 609, WCM 612, WCM 611A and WCM 611B through an internship or Curricular Practical Training with a company or organization approved by the Lead faculty.

**CERTIFICATES**

- **GRADUATE CERTIFICATE IN PROJECT MANAGEMENT**

  Faculty Advisor: Shekar Viswanathan; (858) 309-3416; sviswana@nu.edu

  From small companies to giant global institutions, project managers are fueling much of the successful development of exciting business enterprises. Talented and knowledgeable project managers command the best assignments, salaries, other compensation, and bonuses. They are the future leaders and entrepreneurs. Good project managers are not born but are nurtured from a combination of experience, time, talent, and training. Successful projects do not happen spontaneously; they require preparation, planning, and organization. This certificate program is designed to provide systematic training to students pursuing a project management certification offered by Project Management Institute. To earn this certificate, students are required to take the following courses in the order specified below:

**Core Requirements**

(5 courses; 22.5 quarter units)

- **ENM 601** Project Management Principles
- **ENM 602** Risk, Contracts, and Legal Iss
- **PME 601** Advanced Project Management  
  Prerequisite: ENM 600, ENM 601, ENM 602
- **PME 602** Skills Management  
  Prerequisite: ENM 600, ENM 601, ENM 602
- **PME 604** Project Financing Management  
  Prerequisite: ENM 600, ENM 601, ENM 602
School of Health and Human Services

Dean, Michael Lacourse
Ph.D., Human Performance and Educational Inquiry Methodology
Indiana University

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FOR FURTHER INFORMATION

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Degree Programs Offered

Undergraduate Degrees

**Associate of Science**
with Majors in:
- Health Informatics

**Bachelor of Arts**
With a Major in:
Health Sciences with a Preliminary Single Subject Teaching Credential (California)

**Bachelor of Science**
with Majors in:
- Allied Health
  - With concentration in:
    - Health Informatics
- Clinical Lab Science
- Healthcare Administration
- Public Health
- Nursing (Generic Entry)
- Nursing (Licensed Vocational Nurse/Licensed Practical Nurse to BSN)
- Nursing (RN Completion)
- Nursing (Accelerated Post-Bachelor Degree)
- Radiation Therapy

Graduate Degrees

**Master of Healthcare Administration**

**Master of Public Health**
with Specializations in:
- Health Promotion
- Healthcare Administration
- Mental Health

**Master of Science**
with Fields of Study in:
- Clinical Affairs
- Clinical Regulatory Affairs
- Health Informatics
- Health and Life Science Analytics
- Nurse Anesthesia
- Nursing
  - with Specializations in:
    - Forensic Nursing
    - Nursing Informatics

**Doctorate Program**
Doctor of Nursing Practice

Certificate Programs

Undergraduate Level
LVN “30 Unit” Option

Graduate Level
Clinical Informatics
Health Coaching
Nursing Informatics

The following program is also listed in the School of Education Section:

**Bachelor of Arts**
with a Major in:
Health Sciences with a Preliminary Single Subject Teaching Credential (California)

Degree Programs by Department

Department of Community Health Sciences

**Associate of Science**
with Majors in:
- Health Informatics

**Bachelor of Arts**
with a Major in:
Health Sciences with a Preliminary Single Subject Teaching Credential (California)

**Bachelor of Science**
with Majors in:
- Healthcare Administration
- Public Health

**Master of Healthcare Administration**

**Master of Public Health**
with Specializations in:
- Health Promotion
- Healthcare Administration
- Mental Health

**Master of Science**
with Fields of Study in:
- Health and Life Science Analytics
- Healthcare Administration
- Health Informatics

**Certificate Programs**

**Graduate Level**
Health Coaching

Department of Health Sciences

**Bachelor of Science**
with Majors in:
- Allied Health
  - with a Concentration in:
    - Health Informatics
- Clinical Lab Science
- Radiation Therapy

**Master of Science**
with Fields of Study in:
- Clinical Affairs
- Clinical Regulatory Affairs

**Certificate Programs**

**Graduate Level**

Department of Nursing

**Bachelor of Science**
with Majors in:
- Nursing (Generic Entry)
- Nursing (Licensed Vocational Nurse/Licensed Practical Nurse to BSN)
- Nursing (RN Completion)
- Nursing (Accelerated Post-Bachelor Degree)

**Master of Science**
with Fields of Study in:
- Nurse Anesthesia
- Nursing
  - with Specializations in:
    - Forensic Nursing
    - Nursing Informatics

**Doctorate Program**
Doctor of Nursing Practice

**Certificate Programs**

Undergraduate Level
LVN “30 Unit” Option

**Graduate Level**
Nursing Informatics

Entire program can be completed online.
On-site program with possible online courses or prerequisites.
Online program with residency in Los Angeles. Not all courses or programs are available at every campus. Consult an admissions advisor for online course availability.
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ASSOCIATE OF SCIENCE

MAJOR IN HEALTH INFORMATICS

Faculty Advisor: Tyler Smith; (858) 309-3487; tsmith@nu.edu

The Associate of Science with a Major in Health Informatics will prepare students as specialists in the organization and management of healthcare information systems and technologies in small to medium sized healthcare organizations. Graduates are prepared to assist as a team member in the implementation, management and assessment of health information technologies and systems to improve health outcomes and safety. Graduates of the program are qualified to seek entry-level employment opportunities in health clinics, long term care, home health, hospice, consulting firms, health systems vendors, community health agencies, government agencies and other small to medium sized healthcare organizations.

Program Learning Outcomes

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

• Describe the components of the healthcare delivery system in the United States and the impact of social, cultural, political, economic and environmental factors that affect the management and operation of healthcare organizations.
• Identify information systems used to assess health in communities.
• Describe health data management technologies and methods to improve the quality, efficiency, organization, equity and safety of healthcare practice.
• Demonstrate the ability to effectively use a health information system that involves computer applications to satisfy health organization processes.
• Demonstrate the ability to assist others to use a health information system that involves computer applications.
• Implement health information technology strategies and systems that optimize clinical workflow and improve health outcomes.
• Describe how healthcare administrators collaborate and lead others, ethically, in a healthcare organization.
• Describe how healthcare administrators improve health organization performance.
• Communicate effectively orally and in writing about health informatics to stakeholders in a healthcare organization.

Degree Requirements

To receive an Associate of Science in Health Informatics, students must complete at least 96 quarter units, 31.5 of which must be taken in residence at National University. All Associate degree students must complete a minimum of 34.5 units of the University General Education requirements. In the absence of transfer credit students may need to take additional electives to fulfill overall unit requirements. Students should refer to the section on undergraduate admission procedures for specific information on admission and evaluation.

Requirements for the Major

(13 courses; 55.5 quarter units)

HCA 100 U.S. Healthcare System
COH 150 Healthcare Terminology
ITM 210 Introduction to IT
HTM 200 Health Information Systems
HTM 200L Health Information Systems Lab
Prerequisite: HTM 200 with a minimum grade of C
COH 250 Public Health IT
ITM 230 Computer Network Overview
HTM 212 Electronic Health Records
HTM 210 Healthcare Workflow Processes

BACHELOR OF ARTS

MAJOR IN HEALTH SCIENCES WITH A PRELIMINARY SINGLE SUBJECT CREDENTIAL (CALIFORNIA)

Faculty Advisor: Alba Lucia Diaz; (858) 309-3497; adiaz@nu.edu
For Credential: Carol Shepherd; (916) 855-4115; cshepher@nu.edu

The Bachelor of Arts with a Major in Health Sciences with a Preliminary Single Subject Credential provides a broad-based foundation in the liberal arts and sciences and a fundamental knowledge of health education and prepares a candidate for a career as a teacher in the middle and secondary school levels. The students are required to think critically, write clearly, and speak articulately. This program prepares candidates for professional work as single subject teachers in a changing cultural and economic environment. For additional information on credential requirements, please see the School of Education Credential Information section of the catalog.

Program Learning Outcomes

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

• Demonstrate knowledge of developmentally appropriate grade level health education content domains.
• Describe the relationship of personal, family, school, community, cultural and environmental factors as related to health behavior and physical, emotional, and mental well-being.
• Identify cognitive, social, and physical characteristics, growth, and development of healthy adolescents, at-risk adolescents and those who have health problems.
• Examine components of research-based health education and health promotion programs/practices including coordinated school health programs.
• Discuss the evolving role of a health science teacher as a culturally responsive health educator, counselor, advocate, and resource for individuals, families, and communities.
• Analyze the role of mass media, technology and the Internet in promoting physical, mental and emotional health literacy and behaviors.
• Utilize health promotion materials, lessons, and programs to reduce health risk behavior and increase positive health behaviors.
• Discuss the personal, social, and legal requirements and appropriate prevention and intervention strategies in providing a safe, inclusive school environment.
• Integrate educational technology to meet the needs of all learners.
• Describe how to support growth in cognitive, social, physical, and emotional domains.
• Demonstrate a thorough understanding of the learning needs of students through the creation of positive learning environments.
• Utilize systematic observations, documentation, and other effective assessment strategies in a responsible manner to facilitate and account for learning and to support positive growth.
• Design, implement, and evaluate standards-based lesson plans for learning and achievement in content areas.
• Demonstrate professional standards and ethics.
School of Health and Human Services

- Utilize different teaching strategies to accomplish teaching and learning goals.

**Degree Requirements**

To receive a Bachelor of Arts with a Major in Health Science with a Single Subject Teaching Credential, candidates must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University and 76.5 of which must be completed at the upper-division level. All undergraduate students must complete a minimum of 70.5 units of the University General Education requirements. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree. The following courses are specific degree requirements.

**Preparation for the Major**
(11 courses; 46.5 quarter units)

- CHE 101* Introductory Chemistry
  
  Recommended Preparation: MTH 204, or MTH 215, or MTH 216A, and MTH 216B
- PSY 100* Introduction to Psychology
- SOC 100+ Principles of Sociology
  
  Prerequisite: ENG 100, and ENG 101
- COH 100* Personal Health
- MTH 204* Mathematics for Science
  
  Prerequisite: MTH 12A, and MTH 12B, or Accuplacer test placement
- MTH 209A** Fundamentals of Mathematics I
  
  Prerequisite: Accuplacer test placement evaluation, or MTH 12A, and MTH 12B
- COM 220* Media Literacy
- BIO 100* Survey of Bioscience
- BIO 100A* Survey of Bioscience Lab (1.5 quarter units)
  
  Prerequisite: BIO 100, or BIO 161 for science majors
- BIO 380 Human Biology for Teachers
  
  Recommended Preparation: BIO 161, and BIO 162, and
  
  Prerequisite: BIO 163, BIO 100A
- SOC 344* Marriage, Sex and the Family
  
  Prerequisite: ENG 100, and ENG 101

* May be used to meet a General Education requirement

+ Diversity Enriched Offering

**Requirements for the Major**
(22 courses; 99 quarter units)

**Health Science Requirements**
(11 courses, 49.5 quarter units)

- COH 320 Chronic & Communicable Disease
- COH 321 Health Behavior
- COH 416 PH & Physical Activity
- COH 317 Public Health Nutrition
- COH 318 Drug Use and Abuse
- COH 319 Human Sexuality
- COH 420 Health of Vulnerable Groups
- HED 311 Health Literacy
- HED 414 Violence & Bullying Prevention
- HED 308 Mental and Emotional Health
  
  Recommended: Prior completion of: COH 318
- HED 351 Coordinated School Health
  
  Prerequisite: COH 100, Recommended: Prior completion of: COH 321

**Education Theory /Methodology Requirements**
(7 courses; 31.5 quarter units)

- TED 305 Teaching as a Profession
- TED 300 Fundamentals of Education
  
  Prerequisite: TED 305, or TED 320 or TED 306

**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.

**BACHELOR OF SCIENCE**

**MAJOR IN ALLIED HEALTH**

Faculty Advisor: Patric Schiltz; (858) 309-3476; pschiltz@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.

**Student Teaching Requirements**
(3 courses; 13.5 quarter units)

- TED 530A, TED 530B, and TED 531 are field experience courses receiving a Satisfactory or Unsatisfactory grade and are not factored into cumulative GPA.

**Credentialing Requirements**
(1 course; 4.5 quarter units)

- EDX 1201X Computer Tech in Classroom
• 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 of 70.5 units of the University General Education requirements. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree. The following courses are specific degree requirements. Refer to the section on undergraduate admission procedures for specific information regarding admission and evaluation.

**Requirements for the Major**

(10 courses; 45 quarter units)

- **HSC 310** Issues & Trends in Healthcare
- **BST 322** Intro to Biomedical Statistics
- **GER 310** Healthy Aging
- **HSC 400** Mgmt for Health Professionals
- **HSC 300** Legal/Ethical Issues & Hlth Pr
- **HSC 330** Health Education & Promotion
- **HSC 410** Informatics for Health Profs
- **HSC 420** Healthcare Research
- **HSC 430** Case and Outcomes Management
- **HSC 440** Allied Health Capstone Project

*Prerequisite: Completion of the major requirements*

Students may choose to complete 6 upper-division electives or the Concentration in Health Informatics.

**Upper-Division Electives**

(6 courses; 27 quarter units)

Students must complete a minimum of 27 quarter units (6 courses) of electives to fulfill the upper-division unit requirements for the Bachelor of Science in Allied Health.

The following are strongly recommended.

- **HTM 520** Health Information Exchange
- **HTM 552** EHR Meaningful Use
- **HTM 460** Health IT Virtual Simulation
  *Prerequisite: HSC 410 with a minimum grade of C*
- **COH 320** Chronic & Communicable Disease
- **COH 310** Culture and Health
- **COH 321** Health Behavior
- **BIO 305** Genetics
  *Recommended: Prior completion of: BIO 161, BIO 162, and BIO 163, BIO 100A, CHE 141, CHE 142, and CHE 143, CHE 101A*
- **COM 303** Digital Literacy 2.0
  *Prerequisite: ENG 100, ENG 101*
- **HCA 402** Intro to HA QA Management
  *Recommended: Prior completion of: all coursework in Preparation for the Major and HCA 400 (BSHA students).*
- **CIS 301** Mgmt Information Systems

**Concentration in Health Informatics**

The Health Informatics Concentration focuses on effective and innovative use of information and communication technologies in healthcare organizations. Graduates are prepared to advance their careers as entry level health informatics specialists in a healthcare profession, support informatics teams and communicate effectively with healthcare and technology professionals.

**Program Learning Outcomes**

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

- Describe the requirements, design usability, product selection and life cycle for the software system that supports the different clinical and administrative healthcare information and communication technologies.
- Communicate effectively with healthcare and information technology professionals and staff working in the healthcare ecosystem.
- Demonstrate the ability to effectively use clinical and administrative healthcare information and communication systems.
- Design the quality improvement in a healthcare organization following the implementation of information and communication technologies.

**Requirements for the Concentration**

(6 courses; 27 quarter units)

- **CIS 301** Mgmt Information Systems
- **HTM 520** Health Information Exchange
- **HTM 552** EHR Meaningful Use
- **HTM 460** Health IT Virtual Simulation
  *Prerequisite: HSC 410 with a minimum grade of C*
- **COM 303** Digital Literacy 2.0
  *Prerequisite: ENG 100, ENG 101*
- **HCA 402** Intro to HA QA Management
  *Recommended: Prior completion of: all coursework in Preparation for the Major and HCA 400 (BSHA students).*

**BACHELOR OF SCIENCE**

**MAJOR IN CLINICAL LABORATORY SCIENCE**

Faculty Advisor: Philip Payne; (858) 309-3475; ppayne@nu.edu

The Bachelor of Science degree with a Major in Clinical Laboratory Science will provide the students an opportunity to complete their degree entirely online, at a pace that suits their needs. The program contains necessary prerequisites to make application to the Laboratory Field Services Branch of the California Department of Health for a trainee license. After successful completion of a 52 week CLS training program at a California approved training facility, the student can apply for the licensing examination for licensure as a Clinical Laboratory Scientist. Some graduates may choose to find employment in the clinical diagnostics/medical device industry, or pursue advanced degrees such as in Healthcare Management.

**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 and 76.5 of which must be completed at the upper-division level and a minimum 70.5 units of the University General Education requirements. Refer to the section on undergraduate admission procedures for specific information regarding admission and evaluation.

Requirements for the Major
(11 courses; 49.5 quarter units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>BST 322</td>
<td>Intro to Biomedical Statistics</td>
</tr>
<tr>
<td>HSC 300</td>
<td>Legal/Ethical Issues &amp; Hlth Pr</td>
</tr>
<tr>
<td>CLS 320</td>
<td>Clinical Lab Management</td>
</tr>
<tr>
<td>CLS 301</td>
<td>Clinical Biochemistry</td>
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<tr>
<td></td>
<td><strong>Recommended:</strong> Prior completion of CHE 142</td>
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<tr>
<td>CLS 401</td>
<td>Quantitative Analysis</td>
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<tr>
<td></td>
<td><strong>Recommended:</strong> Prior completion of CHE 142</td>
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<tr>
<td>CLS 305</td>
<td>Clinical Immunology</td>
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<tr>
<td></td>
<td><strong>Recommended:</strong> Prior completion of CHE 101, BIO 161, BIO 203 or equivalent</td>
</tr>
<tr>
<td>CLS 315</td>
<td>Molecular Diagnostics</td>
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<tr>
<td></td>
<td><strong>Recommended:</strong> Prior completion of BIO 162, and CHE 142</td>
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<tr>
<td>CLS 310</td>
<td>Clinical Virology</td>
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<tr>
<td></td>
<td><strong>Recommended:</strong> Prior completion of CHE 101, BIO 161, BIO 203 or equivalent</td>
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<tr>
<td>CLS 405</td>
<td>Clinical Microbiology</td>
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<tr>
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<td><strong>Recommended Preparation:</strong> CLS 301 with a minimum grade of B, CLS 305 with a minimum grade of B, CLS 315 with a minimum grade of B</td>
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<tr>
<td>CLS 410</td>
<td>Clinical Hematology</td>
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<tr>
<td></td>
<td><strong>Recommended Preparation:</strong> CLS 301 with a minimum grade of B, CLS 315 with a minimum grade of B, CLS 305 with a minimum grade of B</td>
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<tr>
<td>CLS 495</td>
<td>Clinical Lab Science Capstone</td>
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<td><strong>Prerequisite:</strong> Must have completed all required core classes.</td>
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</tbody>
</table>

Upper-Division Electives
(7 courses; 31.5 quarter units)

Students must complete a minimum of 31.5 quarter units of upper division electives to fulfill the upper-division unit requirements for the B.S. with a Major in Clinical Laboratory Science.

The following courses are strongly recommended:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>CIS 301</td>
<td>Mgmt Information Systems</td>
</tr>
<tr>
<td>HSC 310</td>
<td>Issues &amp; Trends in Healthcare</td>
</tr>
<tr>
<td>COM 354</td>
<td>Professional Presentations</td>
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<tr>
<td></td>
<td><strong>Prerequisite:</strong> ENG 101, and COM 100, COM 103, or COM 220</td>
</tr>
<tr>
<td>HSC 410</td>
<td>Informatics for Health Profs</td>
</tr>
<tr>
<td>HSC 400</td>
<td>Mgmt for Health Professionals</td>
</tr>
<tr>
<td>CIS 440</td>
<td>Systems Quality Assurance</td>
</tr>
<tr>
<td>CIS 480</td>
<td>Health Information Management</td>
</tr>
<tr>
<td>HSC 420</td>
<td>Healthcare Research</td>
</tr>
</tbody>
</table>

BACHELOR OF SCIENCE
✦ MAJOR IN HEALTHCARE ADMINISTRATION

Faculty Advisor: Gina Piane; (858) 309-3474; gpiane@nu.edu

The Bachelor of Science, Major in Healthcare Administration (BSHA) is an undergraduate professional degree designed to prepare students for entry level administrative/management positions in healthcare organizations. Ideal candidates for the BSHA 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 and 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 BSHA 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 BSHA 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 of 70.5 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.

Preparation for the Major

(13 courses; 58.5 quarter units)

COH 100* Personal Health
COH 150 Healthcare Terminology
ACC 201 Financial Accounting Funds.
ACC 202 Managerial Accounting Funds.  
Prerequisite: ACC 201
PSY 100* Introduction to Psychology
or
SOC 100+ Principles of Sociology
Prerequisite: ENG 100, and ENG 101
BST 322* Intro to Biomedical Statistics
COH 310 Culture and Health
COH 315 Introduction to Epidemiology  
Prerequisite: BST 322
COH 320 Chronic & Communicable Disease
COH 321 Health Behavior
ECO 203* Principles of Microeconomics
ECO 204* Principles of Macroeconomics
SOC 350+ Cultural Diversity  
Prerequisite: ENG 100, and ENG 101

* May be used to meet a General Education requirement
+ Diversity Enriched Offering

Requirements for the Major

(15 courses; 67.5 quarter units)

HCA 400 Foundation of HC Leadership
Recommended Preparation: Completion of all Coursework in Preparation for the Major
HSC 300 Legal/Ethical Issues & Hlth Pr
HSC 310 Issues & Trends in Healthcare
HTM 310 Health Informatics
HCA 401 Intro to HA HR Management  
Recommended: Prior completion of: all Coursework in Preparation for the Major, and HCA 400
HCA 402 Intro to HA QA Management  
Recommended: Prior completion of: Completion of all Coursework in Preparation for the Major and HCA 400  
(BSHA students)
HSC 430 Case and Outcomes Management
HCA 403 Intro to Health Economics
Recommended: Prior completion of: all Coursework in Preparation for the Major and HCA 400 (BSHA students).
HCA 405 Basic HA Budgeting & Finance  
Recommended: Prior completion of: all Coursework in Preparation for the Major and HCA 400 (BSHA students).
HCA 407 Intro to HC Planning and Eval
Recommended Preparation: Completion of all courses in Preparation for the Major, Recommended: Prior completion of: HSC 410, HCA 402, HCA 403, HCM 405
HCA 409 Intro to HC Marketing
Recommended Preparation: Completion of all courses in Preparation for the Major, Recommended: Prior completion of: HCA 407
ODV 420 Intro to Organizational Behavi
HCA 425 Healthcare Politics & Policy
Recommended: Prior completion of: all Coursework in Preparation for the Major and HCA 400 (BSHA students).
HCA 450 Global Health Systems
Recommended: Prior completion of: all Coursework in Preparation for the Major and HCA 400 (BSHA students).
HCA 494A Healthcare Internship
Prerequisite: HSC 300, HSC 310, HCA 400, HCA 401, HCA 402, HCA 403, HSC 410, HCA 405, HCA 407, HCA 409, HCA 425, HCA 450, ODV 420

BACHELOR OF SCIENCE

MAJOR IN PUBLIC HEALTH

Faculty Advisor: David Adesanya; (858) 309-3485; dadesanya@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 will be eligible to sit for the Certified Health Education Specialists exam (CHES) through the National Commission on Health Education Credentialing, Inc.

Program Learning Outcomes

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

- 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 behavioral and non-behavioral variables contributing to morbidity and mortality.
- 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 and including 70.5 units of the University General Education requirements, 45 quarter units of which must be completed in residence at National University, 76.5 quarter units of which must be completed at the upper-division level. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree. Refer to the section on undergraduate admission requirements for specific information regarding admission and evaluation.

Preparation for the Major
(14 courses; 54 quarter units)

- PSY 100* Introduction to Psychology
- SOC 100+ Principles of Sociology  
  Prequisite: ENG 100, and ENG 101
- BST 322* Intro to Biomedical Statistics
- BIO 201* Human Anatomy & Physiol I  
  Recommended: Prior completion of: BIO 100, BIO 100A, CHE 101, CHE 101A or equivalent courses.
- BIO 201A* Human Anatomy & Physiol Lab I (1.5 quarter units)  
  Prequisite: BIO 201
- BIO 202* Human Anatomy & Physiol II  
  Recommended: Prior completion of: BIO 201, and BIO 201A, BIO 100, and BIO 100A, CHE 101, and CHE 101A or equivalent courses
- BIO 202A* Human Anatomy & Physiol Lab II (1.5 quarter units)  
  Prequisite: BIO 202
- BIO 203* Introductory Microbiology  
  Recommended: Prior completion of: BIO 201, and BIO 201A, BIO 202, and BIO 202A, BIO 100, and BIO 100A, CHE 101, and CHE 101A or equivalent courses
- BIO 203A* Introductory Microbiology Lab (1.5 quarter units)  
  Prequisite: BIO 203
- COH 100* Personal Health
- COH 317* Public Health Nutrition
- COH 318* Drug Use and Abuse
- COH 319* Human Sexuality
- HTM 310 Health Informatics

* May be used to meet a General Education requirement
+ Diversity Enriched Offering

Requirements for the Major
(15 courses; 67.5 quarter units)

- COH 300 The Ecology of Public Health  
  Prequisite: COH 100, COH 310, and COH 320
- COH 310 Culture and Health
- COH 315 Introduction to Epidemiology  
  Prequisite: BST 322
- COH 320 Chronic & Communicable Disease
- COH 321 Health Behavior
- COH 380 HP Program Planning & Eval  
  Prequisite: COH 300, COH 315, COH 400, and HTM 310
- COH 400 Environmental Health
- COH 401 Health Promotion Concepts  
  Prequisite: COH 300, COH 315, COH 400, and HTM 310
- COH 412 Injury Prevention
- COH 416 PH & Physical Activity
- COH 422 Global Health Promotion
- COH 430 HP Strategies & Tactics  
  Prequisite: COH 300, COH 315, COH 400, and HTM 310
- COH 435 PH Communications & Advocacy  
  Prequisite: COH 300, COH 315, COH 400, and HTM 310
- COH 440 Preparedness & Disaster Mgmt  
  Prequisite: COH 300
- COH 499 Public Health Field Practicum  
  Prequisite: COH 100, COH 150, COH 300, COH 310, COH 315, COH 320, COH 321, COH 380, COH 400, COH 401, COH 412, COH 416, COH 317, COH 318, COH 319, COH 422, COH 430, COH 435, COH 440

**BACHELOR OF SCIENCE
MAJOR IN RADIATION THERAPY**

*Faculty Advisor: Mallonie Brown; (714) 429-5118; mbrown3@nu.edu*

The Bachelor of Science in Radiation Therapy builds on a broad-based foundation in liberal arts and sciences designed to strengthen critical thinking and communication skills to work with a diverse population in multiple healthcare settings. Graduates of this program will be able to understand all aspects of radiation therapy including effective patient care and education, treatment planning and radiation physics as well as the biological effects of radiation in a rapidly advancing high touch, highly technical profession.

The Radiation Therapy Program combines classroom with clinical experiences to prepare graduates for an entry level position in the profession as an integral member of the healthcare team using radiation to treat cancer and some benign diseases. Graduates will use their competencies to assess the physical, emotional and educational needs of the patients they serve, determine the efficacy of a prescribed treatment and carry out the accurate delivery and documentation of treatment.

The Radiation Therapy Program is a full-time, lock-step program in which each cohort of students progress in unison, taking each of the courses in a sequenced manner. Courses in the program build on knowledge from courses previously completed with medical terminology as an integral component of all courses. Students will also take two courses in one month as scheduled. Once the program is completed, students will be eligible to apply to sit for the American Registry of Radiologic Technologists (ARRT) national examination and apply for certification from the California Department of Public Health, Radiologic Health Branch. The Radiation Therapy Program has received accreditation by the California Department of Public Health, Radiologic Health Branch and is an applicant program with the Joint Review Committee on Education in Radiologic Technology (JRCERT), 20 N. Wacker Dr., Suite 2850, Chicago, IL 60606 (312) 704-5300.

The Radiation Therapy Program prepares the graduate to be able to fulfill the following outcomes as an entry-level professional.

**Mission Statement**

The mission of the Radiation Therapy major is to prepare students to assume the professional role of a radiation therapist. Graduates of the major will be skilled in critical thinking to provide the highest quality of patient care, education and treatment.

**Goals**

1. Students will be competent in the delivery of radiation therapy treatments.
2. Students will communicate effectively.
3. Students will utilize critical thinking and problem solving skills.
4. Students will demonstrate professional and ethical behavior.

**Admission Requirements**

Students seeking to study radiation therapy at National University must:

A. Meet all requirements for admission to an undergraduate degree program at the University as outlined in the University Catalog.
B. Have obtained a 2.50 cumulative GPA from all regionally...
admitted institutions attended.

C. Students must complete a minimum of 40 hours of observation in a radiation therapy department. A completed time sheet must be signed by the therapist at the observation site. Time sheets and a list of observations sites are available in the radiation therapy office.

D. Submit a minimum of 3 letters of reference forms from radiation therapists in the department where the student observed, teachers, and/or an employer. Reference forms are available from the radiation therapy office.

E. Submit a separate application for admissions to the Department of Health Science, Radiation Therapy program.

F. Complete the written essay included with the application packet.

G. Interview with the Radiation Therapy Admissions Committee.

*Note: According to California Department of Public Health requirements, a student must be at least 18 years of age to participate in Clinical Internship.

*Note: Meeting the minimum requirements, as listed above, does not guarantee admissions into the radiation therapy program.

Admission Process

Admission to the radiation therapy program is a three-step process:

1. Application to the University; 2. Application to the respective radiation therapy program; and 3. Participation in an interview with the Radiation Therapy Program Admission Committee. Prospective students should follow the University application requirements listed in the “General Admission Procedures” section of this catalog. In addition, prospective radiation therapy students will complete a separate application for admission. These applications, with supporting documentation, are accepted in January and should be sent to the Radiation Therapy Program Director. A minimum GPA of 2.50 is required for entry into the Radiation Therapy Program.

A prospective student should first meet with an Admissions Advisor. The advisors are located at each of the University campus offices. The prospective student will arrange to have transcripts from all other Colleges and Universities sent to National University. These courses will be evaluated for eligibility to National University Department of Radiation Therapy required prerequisite courses. All prospective students will enroll in RTT 200 Introduction to Radiation Therapy. This course will review all aspects of the Radiation Therapy curriculum and program and profession to provide applicants with a knowledge base to form their decision to enter the program.

A Calculation Worksheet will be used to evaluate each prospective student’s application packet by the Radiation Therapy Admissions Committee. The prospective student will be ranked in comparison to the other applicants during that application year.

The scoring will be based on:

- Quality of grades in the prerequisite courses.
- Number of attempts to achieve a passing grade in the prerequisite courses.
- Ranking of the recommendation letters.
- Number of hours of clinical observation.
- Knowledge of the profession.
- Written essay included with the application packet.
- Ranked interview.

Once all prospective students for a given year have been interviewed, the Radiation Therapy Admissions committee will rank applicants based on the interview and application materials. The highest ranked individuals will be admitted to the program until all class positions are filled.

There is no waiting list.

Students who are not accepted may re-apply for admission in the following year. They are encouraged to speak with the Program Director about strategies to strengthen their application. Before participating in clinical internship, students must submit proof of the Radiation Therapy Health Clearance, current health insurance and current Cardio-Pulmonary Resuscitation (CPR) certificate from the American Heart Association (BLS-Basic Life Support for Health Care Providers). Students are responsible for determining if their health insurance coverage includes provisions for emergency room visits in the event of a needle stick or other injury in the clinical setting. Students are responsible for meeting all of the above requirements.

Background Checks

Radiation therapy departments used by the Radiation Therapy Option require criminal background and drug screening prior to internship. Students who do not pass the background check and/or drug test may be unable to attend the internship, therefore, may be unable to complete the program of study. Any fee or cost associated with background checks and/or drug testing is the responsibility of the student. Students will need to provide their own transportation to class and clinical internship. Proof of auto insurance and a valid driver’s license is required.

Students successfully completing the Radiation Therapy Program will be eligible to apply for state and national examinations. Application for the national exam will be provided in the last course of the Program. Students are responsible for submitting applications and fees to the State of California and the American Registry of Radiologic Technologists (ARRT).

Program Learning Outcomes

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

- Effectively communicate with patients/families and members of the healthcare community.
- Demonstrate patient, radiation, and equipment safety at all times.
- Demonstrate clinical competence in the areas of patient care, treatment, and simulation.
- Formulate priorities in daily clinical practice.
- Apply concepts of teamwork.
- Evaluate the clinical significance of treatment parameters as prescribed and suspend treatment as appropriate.
- Develop plans based on patient assessment to address physical, emotional, and educational needs.
- Demonstrate the ability to think critically and apply knowledge to new situations.
- Analyze clinical data to ensure safety and quality improvement of radiation therapy operations.
- Evaluate treatment plans to ensure accurate and effective treatment delivery.
- Demonstrate values and attitudes congruent with the profession’s standards and ethics.
- Analyze current health care research for application to radiation therapy practice.
- Apply strategies that promote professional development and life long learning.

Degree Requirements

To receive a Bachelor of Science degree in Radiation Therapy, students must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University and 76.5 of which must be completed at the upper division level and a minimum 70.5 units of the University General Education requirements. In the absence of transfer credit, additional general education electives may be necessary to satisfy total units for the degree. Refer to the section on undergraduate admission requirements for specific information regarding admission and matriculation.
School of Health and Human Services

Preparation for the Major
(17 courses; 65.25 quarter units)

- COM 103** Public Speaking
- MTH 215** College Algebra & Trigonometry
  Prerequisite: Accuplacer test placement evaluation, or MTH 12A, and MTH 12B
- BST 322** Intro to Biomedical Statistics
- ILR 260** Information Literacy
  Prerequisite: ENG 100, and ENG 101
- PSY 100* Introduction to Psychology
- SOC 100+ Principles of Sociology
  Prerequisite: ENG 100, and ENG 101
- BIO 161** General Biology I
- BIO 201** Human Anatomy & Physiol I
  Recommended: Prior completion of: BIO 100, BIO 100A, CHE 101, CHE 101A or equivalent courses.
- BIO 201A* Human Anatomy & Physiol Lab I (1.5 quarter units)
  Prerequisite: BIO 201
- BIO 202** Human Anatomy & Physiol II
  Recommended: Prior completion of: BIO 201, and BIO 201A, BIO 100, and BIO 100A, CHE 101, and CHE 101A or equivalent courses
- BIO 202A* Human Anatomy & Physiol Lab II (1.5 quarter units)
  Prerequisite: BIO 202
- BIO 203** Introductory Microbiology
  Recommended: Prior completion of: BIO 201, and BIO 201A, BIO 202, and BIO 202A, BIO 100, and BIO 100A, CHE 101, and CHE 101A or equivalent courses
- BIO 203A* Introductory Microbiology Lab (1.5 quarter units)
  Prerequisite: BIO 203
- PHS 181** Physics for Non-Sci Majors I
  Prerequisite: 2 years of high school algebra, and MTH 204, or MTH 215, or MTH 216A, or MTH 216B
- PHS 182** Physics for Non-Sci Majors II
  Prerequisite: PHS 181
- RTT 201 Introduction to Radiation Ther (2.25 quarter units)
- SOC 350+ Cultural Diversity
  Prerequisite: ENG 100, and ENG 101
  or
  SOC 331* Sociology of Health & Illness
  Prerequisite: ENG 100, ENG 101, and SOC 100

** Courses required for professional accreditation.
* May be used to meet a General Education requirement
+ Diversity Enriched Offering

Requirements for the Major
(21 courses; 73.5 quarter units)

- RTT 410 Clinical Radiation Physics I
  Prerequisite: MTH 215 with a minimum grade of C, and PHS 171 with a minimum grade of C, and RTT 300 with a minimum grade of C
- RTT 411 Clinical Radiation Physics II
  Prerequisite: RTT 410 with a minimum grade of C
- RTT 306 Patient Care II
  Prerequisite: RTT 305 with a minimum grade of C
- RTT 415 Clinical Oncology I (2.25 quarter units)
  Prerequisite: RTT 305 with a minimum grade of C, and RTT 306 with a minimum grade of C, and RTT 310 with a minimum grade of C, and RTT 480 with a minimum grade of C, Corequisite: RTT 316
- RTT 316 Clinical Concepts II (2.25 quarter units)
  Prerequisite: RTT 315 with a minimum grade of C, and RTT 480, and Corequisite: RTT 415
- RTT 416 Clinical Oncology II (2.25 quarter units)
  Prerequisite: RTT 415 with a minimum grade of C
- RTT 317 Clinical Concepts III (2.25 quarter units)
  Prerequisite: RTT 316 with a minimum grade of C, Corequisite: RTT 416
- RTT 481 Internship II
  Prerequisite: RTT 480 with a minimum grade of C
- RTT 420 Radiation Biology (3 quarter units)
  Prerequisite: RTT 410 with a minimum grade of C, and RTT 411 with a minimum grade of C, and RTT 415 with a minimum grade of C, and RTT 461 with a minimum grade of C, and RTT 461 with a minimum grade of C, Corequisite: RTT 460
- RTT 460 Operational Issues (1.5 quarter units)
  Prerequisite: RTT 316 with a minimum grade of C, and RTT 416 with a minimum grade of C, Corequisite: RTT 420
- RTT 455 Medical Dosimetry
  Prerequisite: RTT 315 with a minimum grade of C, and RTT 316 with a minimum grade of C, and RTT 317 with a minimum grade of C, and RTT 410 with a minimum grade of C, and RTT 411 with a minimum grade of C, and RTT 415 with a minimum grade of C, and RTT 461 with a minimum grade of C, and RTT 461 with a minimum grade of C, Corequisite: RTT 450
- RTT 440 Research in Radiation Therapy (2.25 quarter units)
  Prerequisite: BST 322 with a minimum grade of C, and RTT 315 with a minimum grade of C, and RTT 316 with a minimum grade of C, and RTT 317 with a minimum grade of C, and RTT 410 with a minimum grade of C, and RTT 411 with a minimum grade of C, and RTT 415 with a minimum grade of C, and RTT 461 with a minimum grade of C, and RTT 461 with a minimum grade of C, Corequisite: RTT 450
- RTT 450 Quality Management (2.25 quarter units)
  Prerequisite: RTT 410 with a minimum grade of C, and RTT 411 with a minimum grade of C, Corequisite: RTT 440
- RTT 482 Internship III (6 quarter units)
  Prerequisite: RTT 481 with a minimum grade of C
- RTT 490 Advanced Capstone
  Prerequisite: Completion of major requirements.

Recommended Elective Courses
(4 courses; 18 quarter units)

- GER 310 Healthy Aging
- HSC 410 Informatics for Health Profs
- HSC 310 Issues & Trends in Healthcare
- HUB 401 Conflict Resolution
  Prerequisite: ENG 100, ENG 101, and PSY 100
NURSING PROGRAMS

INFORMATION APPLICABLE TO THE FOLLOWING NURSING PROGRAMS

• Generic Entry
• LVN to BSN
• Accelerated Post Bachelor

Individuals expressing interest in studying nursing at National University will be provided with objective counseling regarding all of the options available to them through the Department of Nursing. Enrollment in the University does not automatically include admission to a nursing program.

Admission Requirements

Students seeking to study nursing at National University must:
• Meet all requirements for admission to an undergraduate degree program at the University as outlined in the University Catalog,
• Have obtained a 2.75 cumulative GPA in the General Education and prerequisite courses, (Courses must have been taken at a regionally accredited institution.)
• Have earned a grade of “C” or higher in all prerequisite courses,
• Have a clear criminal background check and drug screen,
• 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.
• Complete all non-nursing courses prior to starting nursing courses,
• Attend a Pre-Nursing Program Information Forum which will describe the process for applying to and acceptance into the Nursing Program. The specifics described are: number of Nursing courses, sequence of courses, requirements for progression in the Program. Note: Prospective Students must attend a Pre-Nursing Program Orientation Session. All prospective students must attend the mandatory new nursing student orientation and sign the attendance roster to complete the admission process.

Admission Process

Admission into the prelicensure nursing programs at National University is a two-step process: 1) Application to the University; and 2) Application to the respective nursing program.

Prospective students should follow the University application requirements listed in the “General Admission Procedures” section of this catalog.

In addition, prospective nursing students will complete a separate application for admission to a specific nursing program. These applications, with supporting documents, should be sent to the Department of Nursing, to the campus at which you plan to enroll, San Diego, Fresno, or Los Angeles. These addresses are found on the Nursing application, online, and on the back of the University Catalog. Students taking their preparation courses at National University are held to the same standard as those who transfer preparation courses in from other schools.

A prospective student should first meet with an Admissions Advisor. The Advisors are located at each of the University campus offices. The prospective student will arrange to have transcripts from all other Colleges and Universities sent to National University.

These courses will be evaluated for equivalency to National University Department of Nursing required prerequisite courses. All non-nursing courses required for the BSN degree must be completed with a passing grade prior to enrollment in the first nursing course.

A Calculation Worksheet will be used to evaluate each prospective student’s application packet by the Admissions Committee of the Department of Nursing. The prospective student will be ranked in comparison to the other applicants for that application cycle. The scoring system will be explained at the pre-nursing forum. Items considered in the scoring system may include but are not limited to:
• Grades and other indicators of mastery of the prerequisite course content,
• Testing: Including at least the Test of Essential Academic Skills Score (TEAS), (explained below) and a proctored essay. Please note: Students will be contacted by the Department of Nursing to schedule tests (such as the proctored essay and TEAS exam) once a complete Nursing application packet is on file, after the application deadline.

All prospective students must take the Test of Essential Academic Skills (TEAS) to be considered for admission to the Nursing Program, following completion of all Math and Science prerequisite courses. The procedure for taking the TEAS will be explained at the Pre-nursing Forum. The TEAS may be taken a total of 3 times (see Re-Application Process below), with no less than 60 days between tests.

All prospective students must complete a proctored essay. One essay topic will be drawn from questions developed by the Nursing Faculty and typed on a computer. Prospective students have the option of re-writing the essay should they be denied admission to the Nursing Program (see Re-Application Process below).

Following the receipt of all application items, the prospective student’s packet will be reviewed by the Admissions Committee for the Department of Nursing, and a decision made regarding acceptance. Tentative acceptance will be offered to students achieving the highest rank scores, until all class positions are filled for any one cohort. Final admission is confirmed upon the student signing the roster during the mandatory New Nursing Student Orientation Session. All prospective students must attend Orientation before they will be admitted to the nursing program. The prospective student will receive a letter confirming admission to the nursing program.

Students who are not accepted may re-apply for admission to the Nursing Program, up to a maximum of three applications. If the prospective student chooses to re-take the TEAS, she/he will need to follow the TEAS application process, and is responsible for any associated fees. If the prospective student chooses to re-do the essay question, she/he must contact the Nursing Department at the campus where the student applied for admission.

Students are not eligible for financial aid until the Nursing application, Evaluation Packet, and the formal degree evaluation is done by the Office of the Registrar.

Clinical Facility Requirements

National University wishes to inform prospective students of the general nature of qualifications and restrictions of the clinical facilities. Further, National University wishes to assist applicants in meeting all essential qualifications. Applicants should assess their own capability to meet requirements of nursing prior to application to the program.

Before participating in clinical practice, students must submit proof
of a health clearance that complies with the health facility’s requirements for immunizations and health screening tests. In addition, before engaging in clinical practice at health facilities, students will be required to obtain professional liability insurance in the amount of $1,000,000 per occurrence/ $3,000,000 aggregate. Continued liability coverage as well as current health clearance, clear background check and drug screen, and immunity coverage is required throughout the program. *Note: failure to maintain health clearance and a clear background check during the nursing program may result in dismissal from the nursing program, and possibly refusal of the BRN to allow the student to take the RN licensure exam. Students must possess a social security number to disclose to the California Board of Registered Nursing (BRN) at the time of Application for Licensure by Examination.

The Department of Nursing requires that students who participate in fieldwork in healthcare facilities maintain current health insurance coverage and Cardio-Pulmonary Resuscitation (CPR) certificate from the American Heart Association (BLS-Basic Life Support for healthcare Providers plus AED certification). The student is responsible to determine if his/her personal health insurance coverage includes provisions for emergency room visits in the event of a needle stick or other high risk exposure in the clinical setting, as well as the costs of anti-HIV drugs if the physician determines the medications are warranted. Please note: if a student is out of the program for 5 months or more, she/he must re-do the drug screen and background check. Students are responsible to meet all requirements established by clinical facilities. If a student’s background check changes such that he/she has a flag on the report at any time during the program, the student will be dismissed from the nursing program if a clinical placement for his/her clinical course(s) cannot be obtained.

Students must provide their own transportation to class and all clinical experiences. *Note: Proof of auto insurance, a current car registration, and a valid driver’s license is required for access to clinical facilities located on military installations.

Mental and Physical Qualifications for Professional Nursing

Please be advised that there are minimum mental and physical qualifications to professional nursing practice. Typically, each nursing employer sets minimal physical and mental standards for employment as a Registered Nurse. These employers are also in control of providing National University nursing students with the clinical placements necessary to complete a nursing program. Their restrictions may affect some students’ 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:

- Frequently work in a standing position, and do frequent walking.
- Lift and transfer patients up to 6 inches from a stooped position, then push or pull the weight up to 3 feet.
- Lift and transfer patients from a stooped to an upright position to accomplish bed-to-chair and chair-to-bed transfers.
- Physically apply up to 10 pounds of pressure to bleeding sites, or in performing CPR.
- Respond and react immediately to auditory instructions/requests/monitor equipment, and perform auditory auscultation without auditory impediments.
- Physically perform a twelve hour clinical laboratory experience.
- Perform close and distance visual activities (may use glasses) involving objects, persons, and paperwork, as well as discriminate depth and color perception.
- Discriminate between sharp/dull and hot/cold when using hands.
- Perform mathematical calculations for medication preparation and administration.
- Communicate effectively, both orally and in writing, using appropriate English grammar, vocabulary and wording.
- Make appropriate and timely decisions under stressful situations.

All students of the Department of Nursing are required to meet these qualifications and to abide by the rules and policies of clinical placement facilities. Additionally, students must successfully complete other course requirements in the Nursing program. Individuals applying for admission to the Department of Nursing should consider their eligibility in light of these qualifications and restrictions, and assess their ability to meet the physical and mental qualifications required in nursing. In carrying out the nondiscrimination policy of the Department of Nursing with regard to students and applicants with disabilities, the Department will endeavor to make reasonable modifications and otherwise reasonably accommodate students and applicants with disabilities. Students with disabilities should consider their ability to meet the above qualifications with reasonable accommodation. Any requests for accommodation will be considered through the University’s Office of Scholarships and Special Services as described in the university catalog.

For those female students who become pregnant during the Program, the above physical and mental qualifications should be kept in mind both during the pregnancy and during the postnatal recovery period. The student may be asked to provide a physician’s clearance for return to the Program. This is especially important for women who deliver via cesarean section where the typical recovery period is 6-weeks.

Program Advisement

All accepted students will be assigned a Nursing Faculty Counselor prior to the mandatory new student orientation. Students are encouraged to periodically communicate with both the Nursing Faculty Counselor and the Admissions Advisor throughout the program.

Progression Requirements

All transfer courses accepted from another college or university must be equivalent in content and credit. Students with previous preparation in nursing are admitted to the program as space is available, providing requirements are met for admission to the University and the Department of Nursing. Prior nursing courses will be evaluated for equivalence and comparable content to nursing courses at National University. Transfer credit is not assured for prior nursing courses taken at another institution. All students with healthcare coursework from a foreign institution must have a foreign transcript evaluation done by an approved agency. Healthcare coursework includes, but is not limited to, courses taken in pursuit of a nursing, physician, dental, or other medical profession licensure. Please contact foreignevaluations@nu.edu for additional information.

Students who have not had continual enrollment in National University’s nursing program (defined as not taking nursing coursework for more than a one calendar year) or who are transferring from another nursing program must demonstrate level appropriate proficiency skills prior to readmission to the program, and may be required to pass proficiency examinations for prior courses to demonstrate current competency. Likewise, these students will need to retake the medication calculation
examinations successfully. The pre-licensure nursing programs at National University are Cohort programs. Students who are unsuccessful in their first attempt at any of the nursing courses or who take a break from the course sequencing for any reason will be placed in subsequent cohorts on a space available basis; that is if and when openings in the class are available. If a student leaves his/her original cohort for any reason, there is no guarantee of space in another cohort and the student might not be able to finish his/her nursing program.

Students who are absent for a period of 12 months or more are disenrolled from the nursing program, and must re-apply and will be held to the nursing requirements of the catalog requirements in force when they are readmitted. For students who take a break from the Program, a schedule change form must be submitted, which will then be evaluated by the Nursing Department. Students should contact the Nursing Department for assistance with this process.

Students must be aware that grading, scheduling, clinical and other department of nursing policies may change at any time during the program. Students will receive notice, if possible, at least 30 days in advance of policy changes. However, if hospitals and other clinical facilities change clinical policies, new policies may have to be implemented with no notice to satisfy the requirements for clinical placements. Due to requirements of clinical agencies in which we place students for clinical courses, class and clinical schedules may be changed at any time prior to the start of a course. Unfortunately, the Department of Nursing does not control access to clinical agencies, and if the agency requires a last minute change, students must be prepared to make that change in order to continue in the program. For this reason, and due to the intensity of study requirements in nursing, students are strongly urged to avoid working during the nursing program.

Any student who wishes to challenge a nursing course (with an NSG prefix) or earn academic credit by examination must successfully complete the culminating examination(s) appropriate to the course. University policies, found in this catalog, should be followed to apply for Challenge or Credit by Examination opportunities. In the nursing theory or non-clinical courses, the terminal measures are often a final exam and/or term paper. In nursing theory courses, the challenge exam is typically a nationally standardized comprehensive test for which the passing standards are provided by the vendor of the test, or a course final exam, which must receive a passing grade of 80 percent or higher. In the nursing clinical laboratory classes students will demonstrate competent clinical care by way of return demonstration for all skills listed in the course syllabus being challenged. In the clinical courses where critical or life-threatening maneuvers are required, the student must perform the return demonstration with 100 percent skill and accuracy. Regardless of how many courses students take as challenge/credit by exam, they must still meet National University residency requirements.

“Students requesting to take one or more NSG courses in a nondegree status are required to submit a letter of intent to the Nursing Department Director in San Diego along with any BRN-issued documents related to course requirements. Students will complete a two-part interview process and may be required to demonstrate clinical competency in a nursing laboratory. Successful candidates will be enrolled in classes on a space available basis.”

The Student Agreement

To ensure that graduates of National University’s nursing programs are able to meet the legal requirements of the California Board of Registered Nursing (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;
- Become impossible to place in a clinical agency due to a flag on the background check, or conduct that results in the agency refusing to admit the student for a clinical course lab;
- Demonstrated other qualities or behaviors enumerated in the student agreement inconsistent with National University’s recommendation of the student for an RN license. The student agreement also authorizes National University to release to the Board of Registered Nursing all pertinent information pertaining to the qualification or fitness for an RN license.

Time Management

The professional nursing program, with its intense clinical practice component, is very demanding in terms of time and energy allocation. Students are advised not to undertake a work schedule that could jeopardize successful completion of the program. Specifically, students who work more than 8 hours per week while in the nursing program are at jeopardy of being dismissed from the program due to failing nursing courses.

Student Assistance, Notice of Need to Improve, and Dismissal from School of Nursing Programs

National University is committed to maintaining quality standards throughout its nursing programs and to graduating competent professional nurses. As required by the Board, National University identifies and assists students who need special assistance, and retains in its programs only those students who are suited for entry into or advancement in the nursing profession. The Board is charged by the state with evaluating the moral character and fitness of all persons who wish to work as a registered nurse in California healthcare facilities. Every person who is an applicant for, or who now holds any nursing license is answerable to the Board for his or her fitness-related conduct.

Learning Contracts

Learning contracts will be used by faculty to notify students of low performance in either the classroom or clinical lab. If the student fails to meet the standard set forth in the learning contract, the following may result: 1) Immediate removal from a clinical laboratory or facility site, 2) Immediate removal from a theory course, and/or 3) Recommendation of dismissal from the program of study if the situation warrants. Students will receive a copy of the contract and an additional copy will be maintained in the student’s file in the Department of Nursing.

Procedures Governing Problems with Progress in the Program

When a student is having an academic performance problem with the nursing program or a student is notified that she/he is not meeting the standards in either the classroom, nursing skills laboratory, or clinical facility, the student should meet first with the course lead or (if the deficit is in clinical practice) with the course lead and the clinical nursing faculty. The student should seek clarification of the deficit and work with the faculty to construct a plan for improvement which may or may not include the creation of a Student/Faculty Learning Contract.

Following the receipt of an unsatisfactory grade of C –or below (graded courses) or a U (a non graded course) for any Nursing
Upon successful completion of this program, students will be able to:

- Formulate accurate nursing diagnoses based on multiple sources of collected data.
- Plan, implement, and evaluate strategies with patient-related identified nursing diagnoses.
- Work with families across the lifespan to identify learning needs and implement teaching strategies to achieve mutually defined healthcare goals.
- Manage multiple patients in a variety of settings by prioritizing and appropriately using/incorporating available resources.
- Effectively communicate with both patients/families and other members of the healthcare team.
- Assume professional, ethical, and legal behavior upholding the standards of entry into the profession.
- Practice professional nursing using theory and knowledge as a basis for practice.
- Demonstrate competency by meeting standards of care in providing nursing care to a diverse set of clients in a multicultural community.
- Demonstrate competency and leadership in organizing care for a caseload of clients.
- Analyze and synthesize current findings from nursing research and research in related fields.
- Evaluate current findings from relevant research for utilization in practice.
- Develop a critical stance on professional issues related to nursing practice, education, and knowledge development by analyzing the historical and contemporary environments in nursing.
- Use computer technologies to augment productivity and to gain access to multiple informational resource services.

**BACHELOR OF SCIENCE IN NURSING GENERIC ENTRY (B.S.N.) (CALIFORNIA)**

**Faculty Advisor: Mary McHugh; (858) 309-3519; mmchugh@nu.edu**

**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 at the upper-division level, and the University General Education requirements. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree. The following courses are specific degree requirements.

**Required General Education Preparation**

18 courses; 69 quarter units

**CATEGORY 1 - Writing**

6 quarter units

ENG 100* Effective College English I (3 quarter units)
Prerequisite: SAT score of 500 or ACT score of 19

ENG 101* Effective College English II (3 quarter units)
Prerequisite: ENG 100

**CATEGORY 2 - Speech and Communication**

4.5 quarter units

COM 103* Public Speaking

**AREA A: ENGLISH COMMUNICATION**

10.5 quarter units

**AREA B: MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING**

4.5 quarter units

BST 322* Intro to Biomedical Statistics

**AREA C: INFORMATION LITERACY**

4.5 quarter units

ILR 260 Information Literacy
Prerequisite: ENG 100 and ENG 101

**AREA D: ARTS, HUMANITIES, AND LANGUAGES**

18 quarter units

SPN 340A Spanish for the Work Place

SPN 341 Cross-Cultural Communication

For the remaining 9 units, see the General Education section of the catalog for applicable courses.

**AREA E: SOCIAL AND BEHAVIORAL SCIENCES**

9 quarter units
School of Health and Human Services

PSY 100* Introduction to Psychology
SOC 100+ Principles of Sociology
+ Diversity Enriched Offering

AREA A: PHILOSOPHY AND RELIGIOUS STUDIES

AREA F: PHYSICAL AND BIOLOGICAL SCIENCES
(18 quarter units)

BIO 201* Human Anatomy & Physiol I
Recommended: Prior completion of: BIO 100, BIO 100A, CHE 101, CHE 101A or equivalent courses.

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

BIO 202* Human Anatomy & Physiol II
Recommended: Prior completion of: BIO 201, and BIO 201A, BIO 100, and BIO 100A, CHE 101, and CHE 101A or equivalent courses

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

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

BIO 203A Introductory Microbiology Lab (1.5 quarter units)
Prerequisite: BIO 203

AREA A-G: GENERAL EDUCATION
(4.5 quarter units)

SOC 500 Cultural Pluralism in the USA
Prerequisite: ENG 100, and ENG 101
or
HUB 500 Cross-Cultural Dynamics
Prerequisite: ENG 100, ENG 101, and PSY 100

Preparation for the Major
(9 courses; 36 quarter units)

The following areas of General Education must be completed prior to beginning any preparation for the Major or Nursing Major core coursework: Area A1, A2, Area B, Area C, Area E, and Area F

NSG 403 Nursing Theories and Models
Recommended Preparation: Nursing Student Group

NSG 211T Health Assessment (3 quarter units)
Recommended Preparation: Nursing Student Group,
Prerequisite: Admission to nursing program and completion of required general education preparation with a minimum GPA 2.75

NSG 211A Health Assessment Clinical (1.5 quarter units)
Recommended Preparation: Nursing Student Group

NSG 304 Pharmacology in Nursing
Recommended Preparation: Nursing Student Group

NSG 422 Nursing Research
Prerequisite: NSG 322

NSG 200 Foundations of Nursing
Prerequisite: “C” or better in, NSG 211T and “S” in, NSG 211A, Corquisite: NSG 200A

NSG 200A Foundations Clinical Lab
Prerequisite: “C” or better in NSG211T and “S” in NSG 211A.

NSG 205 Medical-Surgical Nursing I
Prerequisite: NSG 200, and NSG 200A, or NSG 204, and NSG 204A

NSG 205A Medical-Surgical I Clinical
Prerequisite: NSG 200, and NSG 200A, or NSG 204, and NSG 204A

NSG Core Courses
(14 courses; 60 quarter units)

NSG 320** Medical-Surgical Nursing II
Prerequisite: “C” or better in NSG 315 and “S” in NSG 315A, Recommended Preparation: Nursing Student Group

NSG 320A**Medical-Surgical II Clinical
Recommended Preparation: Nursing Student Group,
Prerequisite: “C” or better in NSG 315 and “S” in NSG 315A

NSG 314** Child-bearing Family Nursing
Prerequisite: “C” or better in NSG 205 and “S” in NSG 205A, Recommended Preparation: Nursing Student Group

NSG 314A**Child-bearing Family Clinical
Recommended Preparation: Nursing Student Group,
Prerequisite: “C” or better in NSG 205 and “S” in NSG 205A

NSG 315** Pediatric Nursing
Prerequisite: NSG 314, and NSG 314A

NSG 315A**Pediatric Nursing Clinical
Prerequisite: NSG 314, and NSG 314A

NSG 325** Psychosocial Nursing
Recommended Preparation: Nursing Student Group,
Prerequisite: “C” or better in NSG 320 and “S” in NSG 320A

NSG 325A**Psychosocial Nursing Clinical
Recommended Preparation: Nursing Student Group,
Prerequisite: “C” or better in NSG 320 and “S” in NSG 320A or specific degree

NSG 412*** Community Healthcare Delivery
NSG 411*** Community Health Frameworks
Prerequisite: NSG 412

NSG 410*** Community: Population Focus
Prerequisite: NSG 411

NSG 340** Nursing Leadership/Management
Recommended Preparation: Nursing Student Group,
Prerequisite: “C” or better in NSG 325 and “S” in NSG 325A

NSG 340A**Leadership/Management Clinical (1.5 quarter units) Recommended Preparation: Nursing Student Group,
Prerequisite: “C” or better in NSG 325 and “S” in NSG 325A

NSG 440 Issues in Professional Nursing
Recommended Preparation: Prerequisites: completion of all other required nursing courses

** Content required for licensure by CA Board of Registered Nurses
*** This course requires a clinical practicum of 32 hours

LICENSED VOCATIONAL NURSE TO BACHELOR OF SCIENCE IN NURSING (L.V.N.-TO-B.S.N.) (CALIFORNIA)
Faculty Advisor: Mary McHugh; (858) 309-3519; mnmchugh@nu.edu

Departmental Admission Requirements

To be eligible for admission to the LVN-BSN program, candidates must satisfy all of the following criteria:

- Have completed the National University undergraduate admission process
- Hold a current, active license to practice as a licensed vocational nurse in the state of California
- Submit the appropriate Nursing program application
- Attend a Pre-Nursing Program Information Forum
- Complete all prerequisites courses
- Take the Test of Essential Academic Skills
- Complete a proctored written essay
- Submit the appropriate nursing program application
School of Health and Human Services

Program Learning Outcomes

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

- Formulate accurate nursing diagnoses based on multiple sources of collected data.
- Plan, implement, and evaluate strategies with patient-related identified nursing diagnoses.
- Work with families across the lifespan to identify learning needs and implement teaching strategies to achieve mutually defined healthcare goals.
- Manage multiple patients in a variety of settings by prioritizing and appropriately using/incorporating available resources.
- Effectively communicate with both patients/families and other members of the healthcare team.
- Assume professional, ethical, and legal behavior upholding the standards of entry into the profession.
- Practice professional nursing using theory and knowledge as a basis for practice.
- Demonstrate competency by meeting standards of care in providing nursing care to a diverse set of clients in a multicultural community.
- Demonstrate competency and leadership in organizing care for a caseload of clients.
- Analyze and synthesize current findings from nursing research and research in related fields.
- Evaluate current findings from relevant research for utilization in practice.
- Develop a critical stance on professional issues related to nursing practice, education, and knowledge development by analyzing the historical and contemporary environments in nursing.
- Use computer technologies to augment productivity and to gain access to multiple informational resource services.

Degree Requirements

To receive a Bachelor of Science in Nursing (BSN), students must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University, 76.5 of which must be completed at the upper-division level, and the University General Education requirements. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree. The following courses are specific degree requirements. Students should refer to the section on undergraduate admission procedures for specific information on admission and evaluation. Students exiting after completing the courses required for licensure by the California Board of Registered Nursing (as designated below) without completing at least 180 quarter units (at National University or through credit transfer) will not be granted the BSN degree.

Required General Education Preparation

(18 courses; 69 quarter units)

The following areas of General Education must be completed prior to beginning any preparation for the Major or Nursing Major core coursework: Area A1, A2, B, C, D, E, and F)

AREA A: ENGLISH COMMUNICATION

(10.5 quarter units)

CATEGORY 1 - Writing

(6 quarter units)

ENG 100* Effective College English I (3 quarter units)  
Prerequisite: Satisfactory performance on Accuplacer

ENG 101* Effective College English II (3 quarter units)  
Prerequisite: ENG 100

CATEGORY 2 - Speech and Communication

(4.5 quarter units)

COM 103* Public Speaking

AREA B: MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING

(4.5 quarter units)

NSG 322* Intro to Biomedical Statistics

AREA C: INFORMATION LITERACY

(4.5 quarter units)

ILR 260 Information Literacy  
Prerequisite: ENG 100, and ENG 101

AREA D: ARTS, HUMANITIES, AND LANGUAGES

(18 quarter units)

SPN 340A Spanish for the Work Place

SPN 341 Cross-Cultural Communication

For the remaining 9 units, see the General Education section of the catalog for applicable courses

AREA E: SOCIAL AND BEHAVIORAL SCIENCES

(9 quarter units)

PSY 100* Introduction to Psychology

SOC 100+ Principles of Sociology  
Prerequisite: ENG 100, and ENG 101

+ Diversity Enriched Offering

AREA F: PHYSICAL AND BIOLOGICAL SCIENCES

(18 quarter units)

BIO 201* Human Anatomy & Physiol I  
Recommended: Prior completion of: BIO 100, BIO 100A, CHE 101, CHE 101A or equivalent courses.

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

BIO 202* Human Anatomy & Physiol II  
Recommended: Prior completion of: BIO 201, and BIO 201A, BIO 100, and BIO 100A, CHE 101, and CHE 101A or equivalent courses

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

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

BIO 205A* Introductory Microbiology Lab (1.5 quarter units)  
Prerequisite: BIO 203

AREA A-G: GENERAL EDUCATION

(4.5 quarter units)

SOC 500 Cultural Pluralism in the USA  
Prerequisite: ENG 100, and ENG 101

or

HUB 500 Cross-Cultural Dynamics  
Prerequisite: ENG 100, ENG 101, and PSY 100

Nursing Core Courses

(16 courses; 64.5 quarter units)

NSG 310** Professional Nursing Values  
Recommended Preparation: Nursing Student Group

NSG 403 Nursing Theories and Models  
Recommended Preparation: Nursing Student Group

NSG 211T** Health Assessment (3 quarter units)  
Recommended Preparation: Nursing Student Group,  
Prerequisite: Admission to nursing program and completion of required general education preparation with a minimum GPA 2.75
Students seeking to study nursing at National University must:

1. Meet all requirements for admission to an undergraduate degree program at the University as outlined in the University Catalog.
2. Have obtained a 2.0 cumulative GPA from all regionally accredited institutions attended.
3. Submit a separate application for admission into a specific nursing program.
4. Provide proof of current, active, and unencumbered RN license in the State of residence.
5. Submit the appropriate nursing program application.
6. Provide Evidence of current AHA Healthcare Provider BLS CPR Card throughout the program.
7. Provide evidence of current, active professional liability and malpractice insurance coverage throughout the program.
8. Provide one official transcript from each college or university attended.

*Note: Meeting the minimum requirements, as listed above, does not guarantee admission into a nursing program. If at any time after the student is found to be in violation of any of these requirements, the student will be dismissed from the BSN program.

**Additional Prerequisite Requirement**

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, and PowerPoint; Familiarity with using internet browsers and standard email systems such as MS Outlook.

**Admission Process**

Admission into the nursing programs at National University is a two-step process: 1) Application to the University; and 2) Application to the respective nursing program. Prospective students should follow the University application requirements listed in the “General Admission Procedures” section of this catalog. In addition, prospective nursing students will complete a separate application for admission to a specific nursing program. These applications, with supporting documents, should be sent to the Department of Nursing RN BSN Completion program and indicate instructional format preferred, On-line or hybrid. Please select which campus for Hybrid instruction; San Diego, Fresno, Henderson, Los Angeles, Woodland Hills. These addresses are found on the Nursing application, online, and on the back of the University Catalog. Students taking their preparation courses at National University are held to the same standard as those who transfer preparation courses in from other schools. A prospective student should first meet with an Admissions Advisor. The Advisors are located at each of the University campus offices. The prospective student will arrange to have transcripts from all other colleges and universities sent to National University. These courses will be evaluated for equivalency to National University Department of Nursing required prerequisite courses.

Following the receipt of all application items, the prospective student’s packet will be reviewed by the Admissions Committee for the Department of Nursing, and a decision made regarding acceptance. Admission will be offered to students achieving complete applicant files, until all class positions are filled for any one cohort. The prospective student will receive a letter regarding this decision. Students who are not accepted may re-apply for admission to the Nursing Program a total of 3 times, if she/he is interested.

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.

Before participating in practicum, 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 practicum practice at health facilities, students will be
required to obtain professional liability insurance in the amount of $1,000,000 per occurrence/$3,000,000 aggregate. Continued liability coverage as well as current health clearance and immunity coverage is required throughout the program.

The Department of Nursing requires that students who participate in fieldwork in healthcare facilities maintain current health insurance coverage and Cardio-Pulmonary Resuscitation (CPR) certificate from the American Heart Association (BLS-Basic Life Support for healthcare Providers plus AED certification). The student is responsible to determine if his/her insurance coverage includes provisions for emergency room visits in the event of a needle stick or other high risk exposure in the clinical setting, as well as the costs of anti-HIV drugs if the physician determines the medications are warranted.

Students will need to provide their own transportation to class and all practicum experiences.

In carrying out the nondiscrimination policy of the Department of Nursing with regard to students with disabilities, the Department will make reasonable modifications for students with disabilities. Any requests for accommodation will be considered through the University’s Office of Scholarships and Special Services as described in the university catalog.

Program Advisement

All accepted students will be assigned a Nursing Faculty Advisor. Students are encouraged to periodically communicate with both the Nursing Faculty Advisor and the University 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 and groups.
- Provide safe, high quality, culturally competent, patient-centered nursing care for individuals across the life span in a variety of settings.
- Participate in the continuous improvement of nursing care quality and safety.
- Use nursing judgment to manage, prioritize, and delegate patient care in a variety of health care settings.
- Effectively communicate and collaborate with patients and the interdisciplinary team.
- Demonstrate professional identity by incorporating established standards of practice within the legal and ethical framework of nursing.
- Apply best, current evidence into nursing practice to achieve desired outcomes.

Degree Requirements

To receive a Bachelor of Science in Nursing (BSN), students must complete at least 180 quarter units as articulated in the general catalog, 45 of which must be completed at National University, 76.5 of which must be completed at the upper-division level and the program must fulfill the minimum 70.5 units of 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.

Preparation for the Major

(6 courses; 27 quarter units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BST 322*</td>
<td>Intro to Biomedical Statistics</td>
</tr>
<tr>
<td>PHL 337*</td>
<td>Ethics</td>
</tr>
<tr>
<td>ILR 260*</td>
<td>Information Literacy</td>
</tr>
<tr>
<td>SOC 350+</td>
<td>Cultural Diversity</td>
</tr>
<tr>
<td>ENG 334A*</td>
<td>Technical Writing</td>
</tr>
</tbody>
</table>

* May be used to meet a General Education requirement
+ Diversity Enriched Offering

Nursing Core Courses

(10 courses; 40.5 quarter units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GER 310</td>
<td>Healthy Aging</td>
</tr>
<tr>
<td>HTM 310</td>
<td>Health Informatics</td>
</tr>
<tr>
<td>NSG 440</td>
<td>Professional Issues in Nursing</td>
</tr>
<tr>
<td>NSG 414</td>
<td>Nursing Leadership (3 quarter units)</td>
</tr>
<tr>
<td>NSG 414A</td>
<td>Nursing Leadership Practicum (1.5 quarter units)</td>
</tr>
<tr>
<td>NSG 413</td>
<td>Population Based Nursing (6 quarter units)</td>
</tr>
<tr>
<td>NSG 413A</td>
<td>Population Based Nursing (3 quarter units)</td>
</tr>
<tr>
<td>NSG 332</td>
<td>Evidence-Based Practice</td>
</tr>
<tr>
<td>NSG 445</td>
<td>Quality Improvement/Proj Mgmt</td>
</tr>
<tr>
<td>NSG 446</td>
<td>Quality Improvement Practicum</td>
</tr>
</tbody>
</table>

Upper-Division Electives

(3 courses; 13.5 quarter units)

In the absence of upper-division transfer units, 13.5 quarter units of upper-division coursework may be needed to meet the minimum upper-division requirement of 76.5 quarter units. In the absence of upper-division or lower-division transfer units, 9 quarter units of coursework may be needed to meet the overall unit requirements for the degree of 180 quarter units. Electives should be chosen in consultation with the faculty and/or admission advisor.

Students should choose from the following Upper Division Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSC 330</td>
<td>Health Education &amp; Promotion</td>
</tr>
<tr>
<td>HSC 310</td>
<td>Issues &amp; Trends in Healthcare</td>
</tr>
<tr>
<td>HSC 300</td>
<td>Legal/Ethical Issues &amp; Hlth Pr</td>
</tr>
<tr>
<td>SPN 340A</td>
<td>Spanish for the Work Place</td>
</tr>
<tr>
<td>SPN 341</td>
<td>Cross-Cultural Communication</td>
</tr>
</tbody>
</table>
**BACHELOR OF SCIENCE IN NURSING (B.S.N.) ACCELERATED POST-BACHELOR DEGREE (CALIFORNIA)**

*Faculty Advisor: Mary McHugh; (858) 309-3519; mmchugh@nu.edu*

This program is for individuals with prior earned bachelor’s degree (i.e., B.A., B.S.) who wish to be prepared for licensure as a registered nurse while simultaneously earning a Bachelor of Science in Nursing degree.

**Program Learning Outcomes**

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

- Formulate accurate nursing diagnoses based on multiple sources of collected data.
- Plan, implement, and evaluate strategies with patient-related identified nursing diagnoses.
- Work with families across the lifespan to identify learning needs and implement teaching strategies to achieve mutually defined healthcare goals.
- Manage multiple patients in a variety of settings by prioritizing and appropriately using/incorporating available resources.
- Effectively communicate with both patients/families and other members of the healthcare team.
- Assume professional, ethical, and legal behavior upholding the standards of entry into the profession.
- Practice professional nursing using theory and knowledge as a basis for practice.
- Demonstrate competency by meeting standards of care in providing nursing care to a diverse set of clients in a multicultural community.
- Demonstrate competency and leadership in organizing care for a caseload of clients.
- Analyze and synthesize current findings from nursing research and research in related fields.
- Evaluate current findings from relevant research for utilization in practice.
- Develop a critical stance on professional issues related to nursing practice, education, and knowledge development by analyzing the historical and contemporary environments in nursing.
- Use computer technologies to augment productivity and to gain access to multiple informational resource services.

**Degree Requirements**

To receive a Bachelor of Science in Nursing (BSN), students must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University, 76.5 of which must be completed at the upper-division level, and the University General Education requirements. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree. The following courses are specific degree requirements. Students should refer to the section on undergraduate admission procedures for specific information on admission and evaluation.

**Preparation for the Major**

(19 courses; 72 quarter units)

- **COM 103** Public Speaking
- **BST 322** Intro to Biomedical Statistics
- **PSY 100** Introduction to Psychology
- **SOC 100+** Principles of Sociology
- **BIO 201** Human Anatomy & Physiol I
  - Prerequisite: ENG 100, and ENG 101
  - Recommended: Prior completion of: BIO 100, BIO 100A, CHE 101, CHE 101A or equivalent courses.
- **BIO 201A** Human Anatomy & Physiol Lab I (1.5 quarter units)
  - Prerequisite: BIO 201
- **BIO 202** Human Anatomy & Physiol II
  - Recommended: Prior completion of: BIO 201, and BIO 201A, BIO 100, and BIO 100A, CHE 101, and CHE 101A or equivalent courses
- **BIO 202A** Human Anatomy & Physiol Lab II (1.5 quarter units)
  - Prerequisite: BIO 202
- **BIO 203** Introductory Microbiology
  - Recommended: Prior completion of: BIO 201, and BIO 201A, BIO 202, and BIO 202A, BIO 100, and BIO 100A, CHE 101, and CHE 101A or equivalent courses
- **BIO 203A** Introductory Microbiology Lab (1.5 quarter units)
  - Prerequisite: BIO 203
- **NSG 403** Nursing Theories and Models
  - Recommended Preparation: Nursing Student Group
- **NSG 211T** Health Assessment (3 quarter units)
  - Recommended Preparation: Nursing Student Group, Nursing Program, and completion of required general education preparation with a minimum GPA 2.75
- **NSG 211A** Health Assessment Clinical (1.5 quarter units)
  - Recommended Preparation: Nursing Student Group
- **NSG 304** Pharmacology in Nursing
  - Prerequisite: NSG 200
- **NSG 200** Foundations of Nursing
  - Prerequisite: “C” or better in, NSG 211T and “S” in, NSG 211A, Corequisite: NSG 200A
- **NSG 200A** Foundations of Clinical Lab
  - Prerequisite: “C” or better in NSG211T and “S” in NSG 211A, Corequisite: NSG 200
- **NSG 205** Medical-Surgical Nursing I
  - Prerequisite: NSG 200, and NSG 200A, or NSG 204, and NSG 204A
- **NSG 205A** Medical-Surgical I Clinical
  - Prerequisite: NSG 200, and NSG 200A, or NSG 204, and NSG 204A

**Nursing Core Courses**

(14 courses; 60 quarter units)

- **NSG 320** Medical-Surgical Nursing II
  - Prerequisite: “C” or better in NSG 315 and “S” in NSG 315A, Recommended Preparation: Nursing Student Group
- **NSG 320A** Medical-Surgical II Clinical
  - Recommended Preparation: Nursing Student Group, Prerequisite: “C” or better in NSG 315 and “S” in NSG 315A
- **NSG 314** Child-bearing Family Nursing
  - Prerequisite: “C” or better in NSG 205 and “S” in NSG 205A, Recommended Preparation: Nursing Student Group
- **NSG 314A** Child-bearing Family Clinical
  - Recommended Preparation: Nursing Student Group, Prerequisite: “C” or better in NSG 205 and “S” in NSG 205A
- **NSG 315** Pediatric Nursing
  - Prerequisite: NSG 314, and NSG 314A
- **NSG 315A** Pediatric Nursing Clinical
  - Prerequisite: NSG 314, and NSG 314A
- **NSG 325** Psychosocial Nursing
  - Recommended Preparation: Nursing Student Group, Prerequisite: “C” or better in NSG 320 and “S” in NSG 320A
- **NSG 325A** Psychosocial Nursing Clinical
  - Recommended Preparation: Nursing Student Group, Prerequisite: “C” or better in NSG 320 and “S” in NSG 320A or see specific degree
- **NSG 412** Community Healthcare Delivery

**Content required for licensure by CA Board of Registered Nursing**

* May be used to meet a General Education requirement
+ Diversity Enriched Offering

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

- Apply healthcare management concepts for healthcare organizations.
- Synthesize best practices in healthcare leadership.
- Evaluate the ethical, legal, and regulatory requirements of the healthcare industry.

**Graduate Degree Programs**

**Master of Healthcare Administration**

Faculty Advisor: Stephen Bowman; (858) 309-3484; sbowman@nu.edu

The Master of Healthcare Administration (MHA) is a graduate professional degree designed to enhance the practice of healthcare administration/management by preparing students for entry level and middle management roles in healthcare organizations. Healthcare management involves the organization, financing and delivery of services to prevent and treat illness and disease, including programs that serve the public and private sectors at all levels—local, state, and federal. Faculty members have expertise in diverse fields such as management, economics, law, medicine, public health, planning, sociology, and statistics. They are united by a common commitment to solving problems and developing innovations related to the access, cost, and quality of healthcare.

The MHA program emphasizes the conceptual and analytical skills required to understand and manage today’s healthcare organization and prepare for tomorrow’s challenges. Special attention is given to the social contributions of the profession and its unique people dependent focus. Also featured are experiential opportunities in project management, teamwork and leadership. Ideal candidates for the MHA program are those students looking for career advancement from middle to upper middle management; those looking for career transition into healthcare administration from other professions; and those looking to advance from clinical/technical roles to management roles. Graduates will enhance their opportunities for professional growth and job placement through carefully planned internships and a capstone experience.

The MHA program is an associate member institution of the Association of University Programs in Health Administration (AUPHA).

**Program Learning Outcomes**

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

- Solve complex problems in a healthcare environment by employing analytical skills.
- Establish strategic priorities of a healthcare organization in line with the needs and values of the community it serves.
- Conduct financial analysis, explain financial and accounting information, and make long-term investment decisions for a healthcare organization.
- Apply healthcare management concepts for healthcare organizations.
- Utilize administrative and clinical information technology and decision-support tools in process and performance improvement.
- Incorporate the principles of quality management for improving outcomes in healthcare organizations.
- Synthesize best practices in healthcare leadership.
- Evaluate the ethical, legal, and regulatory requirements of the healthcare industry.

**Degree Requirements**

(16 courses; 72 quarter units)

To receive an MHA degree, students must complete at least 72 quarter units of graduate work. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and provided the units were not used in earning another advanced degree. Refer to the section on graduate admission requirements for specific information regarding application and evaluation.

**Core Requirements**

(16 courses; 72 quarter units)

- HCA 600 U.S. Healthcare System
- HCA 610 Health Policy
- COH 602 Biostatistics
- HCA 620 Health Organization Management
- HCA 626 Healthcare Information Systems
- HCA 622 Quality Appraisal & Evaluation
- COH 606 Epidemiology
- HCA 660 Health Economics
- HCA 628 HA Human Resources Management
- HCA 630 Healthcare Law & Ethics
- HCA 663 Healthcare Accounting/Finance
- HCA 624 Healthcare Planning & Marketing
- COH 611 Public Health Research Methods
- HCA 670 Healthcare Leadership
- HCA 691 Healthcare Internship
- HCA 692 Healthcare Capstone

**Recommended Elective**

(1 course, 4.5 quarter units)

- HCA 650 Medical Practice Management

**Master of Public Health**

Faculty Advisor: Gina Piane; (858) 309-3474; gpiane@nu.edu

The Master of Public Health (MPH) is a graduate professional degree designed to prepare students for leadership positions in health promotion and disease prevention. Public Health involves multidisciplinary and collaborative strategies for solving health related problems 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 promotion.

The MPH program emphasizes the application of broad-based, state-of-the-art quantitative and qualitative skills needed for problem-solving. Special attention is given to enhancement of communication skills needed to work with diverse populations. Ideal candidates for the MPH program are those students looking for career advancement within the public health sector; and those looking for career transition into public health from other health professions. Graduates will enhance their opportunities for professional growth and job placement through carefully planned internships and a
multidisciplinary team-based capstone experience. The MPH program is an applicant for accreditation with the Council on Education in Public Health (CEPH).

In accordance with the competency guidelines established by the National Commission for Health Education Credentialing (NCHEC) and the Council on Education in Public Health (CEPH), the Master of Public Health program prepares graduates to master the following program learning outcomes.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:
• Analyze and interpret health data.
• Describe the distribution and determinants of disease, disabilities and death in human populations.
• Evaluate the environmental factors that affect the health of a community.
• Analyze the planning, organization, administration and policies of health care organizations.
• Apply the concepts and methods of social justice and social and behavioral sciences relevant to the identification and solution of public health problems.

Degree Requirements

(16 courses; 72 quarter units)

To receive an MPH degree, students must complete at least 72 quarter units of graduate work including the core MPH requirements and one area of specialization. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and provided the units were not used in earning another advanced degree. Refer to the section on graduate admission requirements for specific information regarding application and evaluation.

Core Requirements

(8 courses; 36 quarter units)

HCA 600  U.S. Healthcare System
COH 602  Biostatistics
COH 606  Epidemiology  
Prerequisite: COH 602
COH 604  Theories of Health Behavior
COH 608  Public Health and the Environment
COH 611  Public Health Research Methods  
Prerequisite: COH 602
COH 691  Public Health Internship  
Prerequisite: HCA 600, COH 602, COH 604, COH 606, COH 608, COH 611; Educators.
COH 692  Public Health Capstone  
Prerequisite: COH 691

▲ Specialization in Health Promotion

The specialization in Health Promotion will prepare MPH students for leadership positions in health promotion, health education and health enhancement. The program emphasizes the planning, implementation and evaluation of community-wide prevention programs. The pursuit of social justice and global health are overarching concepts throughout the MPH program.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:
• Assess individual and community needs for health education.
• Plan health education strategies, interventions, and programs.
• Implement health education strategies, interventions, and programs.
• Conduct evaluation related to health education.
• Administer health education strategies and interventions.
• Serve as a health education resource person.
• Communicate and advocate for health and health education.
• Apply appropriate research principles and techniques in health education.

Specialization Requirements

(8 courses; 36 quarter units)

COH 601  Global Public Health
COH 603  Public Health Biology
COH 607  Public Health Program Develop  
Prerequisite: COH 605, COH 606
COH 609  Public Health Program Evaluation  
Prerequisite: COH 607 or COH 619
COH 605  Public Health Promotion  
Prerequisite: COH 604
COH 618  Health Promotion Strategies  
Prerequisite: COH 605
COH 613  Public Health Informatics  
Prerequisite: COH 606
COH 612  Health Policy and Advocacy

▲ Specialization in Healthcare Administration

The Specialization in Healthcare Administration will prepare MPH students for leadership positions in public and private healthcare. Healthcare management involves the organization, financing and delivery of services to prevent and treat illness and disease.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:
• Conduct financial analysis, explain financial and accounting information, and make long-term investment decisions for a healthcare organization.
• Apply healthcare management methods to healthcare organizations.
• Use administrative and health information technology to develop process and performance improvement plans.
• Incorporate the principles of quality management for improving outcomes in healthcare organizations.
• Synthesize best practices in healthcare leadership.

Requirements for the Specialization

(8 courses; 36 quarter units)

HCA 610  Health Policy
HCA 620  Health Organization Management
HCA 626  Healthcare Information Systems
HCA 622  Quality Appraisal & Evaluation
HCA 628  HHS Human Resources Management
HCA 663  Healthcare Accounting/Finance
HCA 624  Healthcare Planning & Marketing
HCA 670  Healthcare Leadership

▲ Specialization in Mental Health

Students in the specialization in Mental Health will be prepared for leadership positions in planning, implementing and evaluating community-wide prevention programs to enhance mental health.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:
• Assess the social, political, and environmental context of mental health in relation to public health practice.
• Plan mental health interventions and programs.
Upon successful completion of this program, students will be able to:

- Conduct evaluations related to mental health.
- Relate fundamental principles of epidemiology to mental and substance abuse disorders.
- Apply appropriate research principles and techniques to mental health.
- Advocate for mental health in communities.

### Specialization Requirements
(8 courses; 36 quarter units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>COH 601</td>
<td>Global Public Health</td>
<td></td>
</tr>
<tr>
<td>COH 621</td>
<td>PH Aspects of Drug Addiction</td>
<td>Prerequisite: COH 604</td>
</tr>
<tr>
<td>COH 616</td>
<td>Mental Health Promotion</td>
<td>Prerequisite: COH 604</td>
</tr>
<tr>
<td>COH 609</td>
<td>Public Health Program Evaluation</td>
<td>Prerequisite: COH 607 or COH 616</td>
</tr>
<tr>
<td>COH 614</td>
<td>Psychosocial Epidemiology</td>
<td>Prerequisite: COH 606</td>
</tr>
<tr>
<td>COH 617</td>
<td>PH Aspects of Violence</td>
<td>Prerequisite: COH 604</td>
</tr>
<tr>
<td>COH 612</td>
<td>Health Policy and Advocacy</td>
<td></td>
</tr>
<tr>
<td>COH 619</td>
<td>PH Aspects of Human Sexuality</td>
<td>Prerequisite: COH 604</td>
</tr>
</tbody>
</table>

### MASTER OF SCIENCE IN CLINICAL AFFAIRS

Faculty Advisor: Irvin Kluth; (858) 309-3478; ikluth@nu.edu

The Master of Science in Clinical Affairs provides a comprehensive program of graduate study in the need, design, implementation and management of clinical trials from the biomedical industry perspective. In particular, it focuses on global regulations, standards and statutes which are necessary for designing, developing, obtaining approval, performing, and reporting on clinical trials. The program will be based on lectures, case studies, research and comprehensive texts and articles associated with the global biomedical industry, regulatory agencies, and governmental authorities who are engaged in clinical trial research monitoring, coordination and compliance. This program will prepare the student with a comprehensive academic and practical knowledge of the field; an understanding of the clinical life cycle, data management, and critical role that clinical trial research plays in the development and commercialization of biologic, device and drug products; and the skills needed to develop and implement appropriate protocols and documents.

### Program Learning Outcomes

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

- Employ the global regulations, standards, and GCPs involved in designing, implementing and managing clinical trials for biologics, medical devices, and drugs.
- Apply knowledge of human rights obligations, the clinical life cycle, and adverse events to the design of a clinical trial.
- Select and utilize standard biomedical clinical affairs operating policies, procedures, forms, templates, reports, and electronic records.
- Design a methodology for a clinical trial with supportive data management and data analysis.
- Write compliance documents for clinical trials.
- Conduct a clinical trial regulatory audit/inspection.
- Design and evaluate clinical trials.

### Degree Requirements
(13 courses; 58.5 quarter units)

To receive a Master of Science in Clinical Affairs, students must successfully complete at least 58.5 quarter units as required and identified in the curriculum. A total of 13.5 quarter units may be transferred and granted for graduate work successfully completed at another regionally accredited institution as it applies to this degree and provided the units were not used in earning another advanced degree. Students should refer to the section on graduate admission requirements for specific information regarding application, transfer and evaluation, and graduation policies, procedures, and requirements.

### Core Requirements
(10 courses; 45 quarter units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAF 600</td>
<td>Clinical Research Survey</td>
<td>Recommended: Prior completion of:</td>
</tr>
<tr>
<td></td>
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<td>current work experience and/or</td>
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<td>employment within the biomedical</td>
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<td>industry specifically within the</td>
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<td>Clinical, Quality or Regulatory</td>
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<td>Affairs functions.</td>
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<td>CAF 605</td>
<td>Good Clinical Practice (GCP)</td>
<td>Recommended: Prior completion of:</td>
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<td>CAF 600</td>
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<td>CAF 615</td>
<td>CAF Data Mgmt &amp; Statistics</td>
<td>Recommended: Prior completion of:</td>
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<td>CAF 600</td>
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<td>CAF 621</td>
<td>CAF Ethics &amp; Pharmacovigilance</td>
<td>Recommended: Prior completion of:</td>
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<td>CAF 600</td>
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<td>CAF 635</td>
<td>Clinical Trial Design</td>
<td>Recommended: Prior completion of:</td>
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<td>CAF 600</td>
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<td>CAF 645</td>
<td>CAF Communications</td>
<td>Recommended: Prior completion of:</td>
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<td>CAF 600</td>
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<td>CAF 650</td>
<td>Clinical Operations Part 1</td>
<td>Recommended: Prior completion of:</td>
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<td>CAF 600</td>
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<td>CAF 651</td>
<td>Clinical Operations Part 2</td>
<td>Prerequisite: CAF 650</td>
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<td>CAF 660</td>
<td>Clinical Trial Project Mgmt</td>
<td>Recommended: Prior completion of:</td>
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<td>CAF 600</td>
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Please choose one of the following:

- **CAF 699A** Capstone Thesis Option
  - Prerequisite: CAF 605, CAF 615, CAF 621, CAF 635, CAF 645, CAF 650, CAF 651, CAF 660
- **CAF 699B** Capstone Project Option
  - Prerequisite: CAF 605, CAF 615, CAF 621, CAF 635, CAF 645, CAF 650, CAF 651, CAF 660
- **CAF 699C** Capstone Internship Option
  - Prerequisite: CAF 605, CAF 615, CAF 621, CAF 635, CAF 645, CAF 650, CAF 651, CAF 660
- **CAF 699D** Capstone Comprehensive Exam
  - Prerequisite: CAF 605, CAF 615, CAF 621, CAF 635, CAF 645, CAF 650, CAF 651, CAF 660

### Program Electives
(3 courses; 13.5 quarter units)

Students must choose three (3) courses, from the following list.

- **MRA 600** Intro to Regulatory Affairs
- **MRA 601** Clinical Documentation
- **MRA 602** Human Subjects in Clinical Trial
- **MRA 603** Medical Device and Pharmacoeconomics
- **MRA 604** Coordinating and Monitoring Clinical Trials
- **MRA 605** Analytical Methods for Regulatory Affairs
- **MRA 606** FDA Regulations & Submissions
## MASTER OF SCIENCE IN CLINICAL REGULATORY AFFAIRS

**Faculty Advisor:** Irvin Kluth; (858) 309-3478; ikluth@nu.edu

The Master of Science in Clinical Regulatory Affairs provides a comprehensive program of graduate study in the field of clinical trials and the federal regulations associated with developing and performing clinical trials. The program will be based on didactic lectures, case studies, and comprehensive texts and articles associated with federal government regulations and clinical trial research monitoring and coordinating. This program will allow the student to have a comprehensive knowledge of the field, develop and implement appropriate protocols and documents, as well as understand data management and the clinical trial research industry.

### Program Learning Outcomes

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

- Understand the federal regulations in the approval process of a new drug, medical device, or biologic;
- Have a fundamental knowledge of human rights obligations, adverse events, clinical trial monitoring, and data collection;
- Understand good clinical and manufacturing process;
- Develop and implement standard operating procedures, clinical data collection forms, electronic records, clinical trial protocols, and federal regulatory forms;
- Develop and implement a methodology for a clinical trial with supportive data management and data analysis;
- Design and implement an investigational device exemption;
- Design and implement an investigational new drug application;
- File for pre market approval, new drug approval, or biologic license approval;
- Develop compliance documents and quality assurance and quality control documentation;
- Prepare for an FDA meeting;
- Understand evidence based data and data management;
- Coordinate and monitor clinical trials;
- Understand and comply with FDA audits; and
- Be proficient in statistical analysis of clinical results

### Degree Requirements

To receive a Master of Science in Clinical Regulatory Affairs, students must successfully complete at least 49.5 quarter units as required and identified in the curriculum. A total of 9 quarter units may be transferred and granted for graduate work successfully completed at another regionally accredited institution as it applies to this degree and provided the units were not used in earning another advanced degree. Students should refer to the section on graduate admission requirements for specific information regarding application, transfer and evaluation, and graduation policies, procedures, and requirements.

### Background Checks

Clinical agencies utilized by the School of Health and Human Services may require criminal background and/or drug screening prior to acceptance of the student into the clinical facilities. Students who do not pass the criminal background check and/or drug test may be unable to attend the clinical course and therefore may be unable to complete the program of study. Any fee or cost associated with background checks and/or drug testing is the responsibility of the student.

### Core Requirements

11 courses 49.5 quarter units

MRA 600 Intro to Regulatory Affairs

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## MASTER OF SCIENCE IN HEALTH INFORMATICS

**Faculty Advisor:** Linda Travis Macomber; (858) 309-3495; lmacomber@nu.edu

As healthcare makes dramatic strides to adopt new information and communication technologies, there is a growing demand for health informatics professionals. This rapidly-developing field is only beginning to unlock the vast promise of using electronic-based information to advance health care and ultimately improve the health of individuals and populations. The MS in Health Informatics is a graduate professional degree designed to enhance the practice of health informatics by preparing students for career growth to mid-level and leadership positions within healthcare organizations, technology, and consulting firms. This program is intended for students interested in the effective use of information technologies and systems to improve the quality, safety, efficiency, and affordability of healthcare.

The MS Health Informatics program leverages the rich collective strengths, synergies, faculty, and resources of National University Center for Technology and Health Sciences and the Schools of Health and Human Services, Engineering and Technology, and Business and Management. Program study includes coursework related to:

1. **Information Systems** - leadership and management of healthcare applications; including analysis, design, adoption, and optimization
2. **Information Technology** - effective use of database and systems administration, computer networks, security, programming, and wireless devices
3. **Informatics** - the structured language of healthcare, standards, data structures, health information exchange, decision support, care coordination, consumer health, socio-technical aspects of health computing, human-computer interaction, and evidenced-based practice

Along with a broad understanding of health and human services, technology, information systems, leadership, and the culture of healthcare, students apply health informatics knowledge through experiential learning opportunities with case studies, research, simulations, and a capstone project. Graduates are prepared for various roles related to leveraging technology to enhance the collection, communication, exchange, aggregation, analysis, and use of information across the health care ecosystem.

### Program Learning Outcomes

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

- Evaluate the healthcare delivery system in the US and the impact of social, cultural, political, economic, and environmental factors affecting the management and operation of healthcare organizations.
- Evaluate health data management standards, technologies and methods to improve the quality, efficiency, equity and safety of
healthcare practice and organization.

- Develop policies and technologies to protect data integrity and validity, including information privacy and security policies and procedures.
- Develop strategies for improving healthcare delivery and achieving institutional strategic initiatives using information systems and technologies.
- Evaluate leadership principles and practices in health information technology staff development, technology adoption and change management in a healthcare organization.
- Evaluate a healthcare organization’s processes and systems to ensure compliance with ethical, legal and regulatory mandates and professional standards of health information technology.
- Apply statistical and research methodologies to implement evidence-based health information technology management practice and healthcare quality improvement.
- Communicate knowledge of health information systems and technology to stakeholders of the healthcare ecosystem.

### Degree Requirements

(12 courses; 54 quarter units)

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 regionally accredited institution, as it applies to this degree and provided the units were not used in earning another advanced degree. Refer to the section on graduate admissions requirements for specific information regarding application and evaluation.

#### Core Requirements

(11 courses; 49.5 quarter units)

- HCA 600 U.S. Healthcare System
- HCA 626 Healthcare Information Systems
- HTM 520 Health Information Exchange
- HTM 552 EHR Meaningful Use
- CIS 601 Information Systems Strategies
- COH 602 Biostatistics
- HCA 622 Quality Appraisal & Evaluation
- HTM 660 System Management and Planning
- COH 611 Public Health Research Methods
  
  Prerequisite: COH 602
- HTM 680 Health Informatics Case Study
  
  Prerequisite: HCA 600, and HTM 660, and CIS 601, and HTM 520, HTM 532, COH 611, HCA 622, HCA 626
- HTM 692 Health Informatics Capstone
  
  Prerequisite: HTM 680, and HCA 600, HTM 520, HTM 660, HCA 622, COH 611, HCA 626, HTM 552, CIS 601

#### Program Elective

(1 course; 4.5 quarter units)

- LED 604 Leading Change and Adaptation
- COH 613 Public Health Informatics
  
  Prerequisite: COH 606
- HCA 663 Healthcare Accounting/Finance
- CIS 604 Management and Security
  
  Prerequisite: CIS 601
- CIS 606 End User Information Systems
  
  Prerequisite: CIS 601

### Program Learning Outcomes

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

- Integrate components of data analytics to produce knowledge-based solutions for real-world challenges using public and private data sources.
- Evaluate data management methods and technologies used to improve integrated use of data.
- Construct data files using advanced statistical and data programming techniques to solve practical problems in data analytics.
- Design an analytic strategy to frame a potential issue and solution relevant to the community and stakeholders.
- Evaluate health data management technologies through integration and interoperability of health data.
- Synthesize data analytics and data in a health setting to produce actionable information.
- Analyze the distribution and determinants of disease and health outcomes in human populations.
- Analyze the planning, organization, administration and policies of healthcare organizations using health analytic methods.
- Integrate data and analytic techniques to establish financial priorities of a healthcare organization in line with the needs and values of the community and stakeholders it serves.
- Develop team skills to design, coordinate, conduct, and disseminate an analytic strategy to frame a relevant healthcare issue and solution.

### Degree Requirements

To obtain the Master of Science in Health & Life Science Analytics, students must complete 58.5 quarter units. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another regionally accredited institution, as it applies to this degree, and provided the units were not used to earn another advanced degree. Please refer to the General Catalog section on graduate admissions requirements for specific information regarding application and evaluation.

#### Core Requirements

(13 courses; 58.5 quarter units)

- ANA 605 Analytic Models & Data Systems
  
  Prerequisite: MTH 210 with a minimum grade of B
  Probability and Statistics, and MTH 418 with a minimum grade of B Statistical Analysis, and MTH 220 with a minimum grade of B Calculus I, or CSC 208 with a minimum grade of B Calculus for Computer Science, or Consent of Program Lead
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 3.0 on the last 60 units of undergraduate courses on a 4.0 scale.
5. Science GPA of 2.75 or greater.
6. A minimum of one full year of critical care experience in an intensive care unit within the past three years as a registered nurse. Trauma emergency department and other experiences will be considered on an individual basis. Operating room, OB, and PACU experience is not accepted as critical care experience.
7. Three favorable evaluations/recommendations from: a. Current academic faculty member familiar with your academic performance
b. CRNA, Anesthesiologist or RN c. Clinical supervisor. Operating room, OB, and PACU experience is not accepted as critical care experience.
8. Professional certification in any of the following preferred: CCRN, TNC, or CFRN.
10. Shadow experience in the OR with a CRNA or Anesthesiologist.
11. Undergraduate Biochemistry course strongly recommended.
12. Successful personal interview.
13. Background check and drug screening test.
14. The successful completion of the following prerequisite courses:
   Pharmacology: 3 semester/4 quarter;
   Anatomy with Lab: 4 semester/6 quarter;
   Physiology: 4 semester/6 quarter;
   General Chemistry: 3 semester/4 quarter;
   Statistics: 3 semester/4 quarter;
   Biochemistry is not required but strongly recommended;
   Basic Research (1 course);
   Statistics (1 course);
   Must complete with a grade of B or better.

Program Learning Outcomes

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

- Appraise the integration of scholarship into evidence based clinical anesthesia practice.
- Formulate anesthesia management plans for all complexities of anesthesia care through the entire perioperative phase using all available technologies.
- Appraise policy, issues, and trends in healthcare for their impact on anesthesia care and professional practice.
- Evaluate the broad context or system within which nurse anesthesia is practiced.
- Select, assemble, and maintain proper equipment, anesthetic agents, and accessories in preparation for sedation, general experience.

The Nurse Anesthesia program will provide graduate students with a solid foundation in the basic sciences pertinent to anesthesia care delivery. The program will provide education and exposure to all aspects of clinical anesthesia to include, but not be limited to: regional anesthesia, general anesthesia, monitored anesthesia care, local infiltration techniques, and pain management. The curriculum is delivered in a two-phase model. Phase I is composed of didactic instruction only, with the majority of coursework conducted on campus. Phase I is composed of four quarters and is one year in length. Phase II is dedicated to clinical practicum and follows directly after Phase I. Phase II is fifteen months in length following Phase I. All coursework in the first phase of the program must be completed prior to starting the second phase of the program, and entry into the clinical setting. Clinical practicums provide the opportunity for administration of anesthesia under the direct supervision of a staff CRNA or anesthesiologists. Clinical rotations will be throughout California with supplemental rotations in Arizona, Washington, Oregon, Colorado, and Florida. Respective state nursing licensure for rotations out of California will be required. Housing and travel expense will be the responsibility of the student. The clinical rotations will provide the student with exposure to anesthesia delivery in large academic institutions as well as rural and outpatient settings. Specialty anesthesia rotations in cardiac, obstetrics, neurosurgery, pediatrics, transplant, and pain management will prepare the graduate to practice in a wide range of specialties.

The didactic and clinical education that the student receives throughout the Nurse Anesthesia Program will prepare them to take the national board certification exam administered by the National Board on Certification and Recertification of Nurse Anesthetists (NBCRNA) to become a Certified Registered Nurse Anesthetist. Application to the Master of Science in Nurse Anesthesia program is initiated by first applying to National University, then applying directly to the nurse anesthesia program via the supplemental nurse anesthesia application. The supplemental application will be submitted directly to the nurse anesthesia program office at the address listed on the application. The applications will be thoroughly screened for completeness and to assure all requirements have been met. Applicants who meet the screening criteria will be invited for a personal interview with program staff and local clinicians. Admission offers to the nurse anesthesia program will be given via letter, telephone, or email shortly after all interviews have been completed. All applicants to the program will be notified of their status for acceptance.

*Note: Program is accredited by the Council on Accreditation for Nurse Anesthesia Educational Programs.

**Additional program fees apply. See General Information section.
anesthesia, and/or regional anesthetic techniques
• Develop critical thinking to anticipate and solve problems, make decisions, and apply basic science knowledge to nurse anesthesia practice
• Appraise multi-system anesthesia related problems in terms of pathogenesis, mechanisms of system-to-system interactions and potential complications.
• Develop and sustain relationships and partnerships with patients and other interdisciplinary professionals to facilitate optimal care and patient outcomes.
• Evaluate ethical principles to decision making in nurse anesthesia practice and healthcare systems.
• Evaluate the patient’s physical and psychological status identifying abnormalities that will have implications on the anesthesia care plan, including evaluation of all laboratory, radiographic, and other diagnostic test data.
• Select therapeutic interventions based on scientific knowledge and emerging approaches to nurse anesthesia practice and healthcare delivery to promote optimal outcomes.

Degree Requirements

To receive an MSNA, students must complete 98.5 graduate quarter units. The program is designed in a cohort model and all courses must be taken in the set sequence. Due to the nature of the program no transfer credit is allowed. Further information on graduate admission and evaluation may be found in the Academic Information for Graduate Degrees section of the catalog.

NOTE: All coursework must be completed with a grade of B- or higher to avoid academic probation and/or program dismissal.

Program Requirements
(24 courses; 98.5 quarter units)

PHASE 1
ANE 600A Nurse Anesthesia Anatomy Lab (1.5 quarter units) Corequisite: ANE 600
ANE 620 Advanced Pharmacology I (2.25 quarter units) Prerequisite: ANE 600, ANE 610
ANE 610 Nurse Anesthesia Assessment (3.5 quarter units) Prerequisite: Admission to the Nurse Anesthesia Program and/or permission from course lead and Nurse Anesthesia Program Lead.
ANE 615 Advanced Physiology/Patho I Prerequisite: ANE 600, ANE 610
ANE 630 Anesthesia Pharmacology I Prerequisite: ANE 600, ANE 610, Corequisite: ANE 620, ANE 615
ANE 635 Principles of Anesthesia I (7 quarter units) Prerequisite: ANE 600, ANE 610, Corequisite: ANE 615, ANE 620, ANE 630
ANE 616 Advanced Physiology/Patho II Prerequisite: ANE 600, ANE 615, ANE 610, ANE 620, ANE 630, ANE 635
ANE 640 Principles of Anesthesia II (7 quarter units) Prerequisite: ANE 600, ANE 610, ANE 615, ANE 620, ANE 630, ANE 635, Corequisite: ANE 616
ANE 621 Advanced Pharmacology II (2.25 quarter units) Prerequisite: ANE 600, ANE 610, ANE 615, ANE 620, ANE 630, ANE 635, Corequisite: ANE 616, ANE 640
ANE 631 Anesthesia Pharmacology II Prerequisite: ANE 600, ANE 610, ANE 615, ANE 620, ANE 621, ANE 630, ANE 635, Corequisite: ANE 616, ANE 640
ANE 645 Principles of Anesthesia III (7 quarter units) Prerequisite: ANE 600, ANE 610, ANE 615, ANE 620, ANE 630, ANE 635, Corequisite: ANE 616, ANE 640
ANE 650 Nurse Anesthesia EBP/Research (3.5 quarter units Prerequisite: ANE 600, ANE 610, ANE 615, ANE 620, ANE 630, ANE 635, ANE 616, ANE 640, ANE 621, ANE 631, Corequisite: ANE 645
ANE 655 Aspects of CRNA Practice

PHASE 2
ANE 660 Nurse Anesthesia Clinical I Prerequisite: ANE 600, ANE 610, ANE 615, ANE 620, ANE 630, ANE 616, ANE 640, ANE 621, ANE 631, ANE 645, ANE 650, ANE 655
ANE 661 Nurse Anesthesia Seminar I (3 quarter units) Prerequisite: ANE 600, ANE 610, ANE 615, ANE 620, ANE 630, ANE 635, ANE 616, ANE 640, ANE 621, ANE 631, ANE 645, ANE 650, ANE 655
ANE 666 Nurse Anesthesia Seminar II (3 quarter units) Corequisite: ANE 665, Prerequisite: ANE 660, ANE 661
ANE 665 Nurse Anesthesia Clinical II Prerequisite: ANE 660, ANE 661
ANE 671 Nurse Anesthesia Seminar III (3 quarter units) Corequisite: ANE 670, Prerequisite: ANE 665, ANE 666
ANE 670 Nurse Anesthesia Clinical III Prerequisite: ANE 665, ANE 666, Corequisite: ANE 671
ANE 675 Nurse Anesthesia Clinical IV Prerequisite: ANE 670, ANE 671, Corequisite: ANE 676
ANE 676 Nurse Anesthesia Seminar IV (3 quarter units) Corequisite: ANE 675, Prerequisite: ANE 670, ANE 671
ANE 680 Nurse Anesthesia Clinical V Prerequisite: ANE 675, ANE 676, Corequisite: ANE 681
ANE 681 Nurse Anesthesia Seminar V (3 quarter units) Corequisite: ANE 680, Prerequisite: ANE 675, ANE 676
ANE 600 Nurse Anesthesia Human Anatomy Prerequisite: Admission to the Nurse Anesthesia Program and/or approval from the course lead and Nurse Anesthesia Program Lead.

MASTER OF SCIENCE IN NURSING

Faculty Advisor: Mary Kracun; (858) 309-3486; mkrakun@nu.edu

The Master of Science in Nursing (MSN) degree program is for baccalaureate prepared nurses. In keeping with the standards for graduate education for advanced practice nursing delineated by the American Association of Colleges of Nursing in the Essentials of Master’s Education for Advanced Practice Nurses, the purpose of the MSN program is to prepare students to make the transition to the role of an Advanced Practice Nurse. 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.

Admission Requirements

To be eligible for admission to the MSN program at National University, candidates must:
• Meet the University requirements for graduate study, listed in the General Catalog under admission requirements
• Hold a BSN degree from a State Board of Nursing approved and accredited school of nursing (State Board of Nursing, and CCNE and/or NLNAC)
• Provide proof of current, active, and unencumbered RN license in the State of residence
• Have completed the following prerequisite courses:
  – BST 322 or an undergraduate course in biomedical statistics
  – NSG 422 or an undergraduate course in research methodology and application
  – NSG 412, 411, & 410, or equivalent undergraduate coursework in Community Health Nursing
• Have a GPA of at least 3.0 on a 4.0 scale
• Have completed the University Application for Graduate Admissions, including the application fee
• Have completed the MSN online application
• Provide one official transcript from each college or university attended to the Nursing department
• Have three letters of professional reference
• 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, and current BLS-AED certification

Additional Prerequisite Requirements

Students should be proficient in operating a personal computer, including:
• Demonstrated competency in standard computer operating systems and electronic filing systems, basic keyboarding skills, organizing and sorting electronic documents;
• Demonstrated knowledge of standard computer applications to include Microsoft Word and Excel;
• Familiarity with using internet browsers and standard email systems such as MS Outlook

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.
• Collaborate 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

(17 courses; 76.5 quarter units)

The Master of Science in Nursing requires a minimum of 54 graduate quarter units, with 40.5 of those units completed at National University. A total of 13.5 units of graduate credit may be granted for graduate work completed at another regionally accredited institution as it applies to this program and the units were not used to earn another advanced degree. Refer to the General Catalog section on graduation admission requirements for specific information regarding admission and evaluation.

Prerequisites

(5 courses; 22.5 quarter units)

BST 322 Intro to Biomedical Statistics
NSG 422 Nursing Research
Prerequisite: NSG 322
NSG 412 Community Healthcare Delivery
NSG 411 Community Health Frameworks
Prerequisite: NSG 412
NSG 410 Community: Population Focus
Prerequisite: NSG 411

Core Requirements

(6 courses, 27 quarter units)

NSG 600 Advanced Practice Nursing
NSG 601 Issues & Trends in Healthcare
COH 602 Biostatistics
NSG 620 Theory in Advanced Practice
Recommended: Prior completion of: NSG 601
NSG 690 Research and Evaluation Method
NSG 691 Nursing Capstone

Area of Specialization Requirements

(6 courses; 27 quarter units)

All students must complete an area of specialization.

▲ Specialization in Forensic Nursing

Faculty Advisor: Catherine Prato; (702) 493-3420; cprato@nu.edu

The Master of Science in Nursing with a specialization in Forensic Nursing is a professional degree designed for baccalaureate prepared, licensed, Registered Nurses who wish to pursue their Master of Science in Nursing and who have an interest in Forensics. This advanced degree will prepare graduates to work in a variety of Forensic areas.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:
• Effectively communicate and collaborate with members of the multidisciplinary forensic team.
• Utilize nursing judgment to manage, prioritize, and delegate patient care in a variety of forensic settings.
• Demonstrate professional identity by incorporating established standards of practice within the legal and ethical framework of forensic nursing.
• Select appropriate evidence into nursing practice to provide safe, quality, and ethical care in a variety of forensic settings.
• Analyze the basic principles and the role of crime scene investigators in forensic and legal procedures.
• Apply the scientific procedures and methods of identification, 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.
• 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 nursing.

Area of Specialization Requirements

(6 courses; 27 quarter units)

FSC 630 Forensic Pathology I
FSC 642 Forensic Pathology II
Prerequisite: FSC 630
FSC 643 Forensic Psychology
FSC 647 Crime Scene Investigation
FSC 620 Advanced Criminalistics
FSC 622 Law and Criminal Procedure

▲ Specialization in Nursing Informatics

Faculty Advisor: Mary McHugh; (858) 309-3519; mmchugh@nu.edu

The Master’s of Science in Nursing - Nursing Informatics specialization is designed for nurses who seek advanced education in nursing informatics theory and practice. Nurses play an important leadership role in the implementation of health information technology in health care delivery organizations. Potential students include nurses who participate and in some instances lead the
successful deployment of health information technologies to achieve improvement in the quality, safety, outcomes and thus value of health services in the United States. The goal is to equip RNs for leadership roles in nursing informatics that includes the information and knowledge management best practices and effective technology capabilities for nurses identified through the Technology Informatics Guiding Education Reform Initiative (http://www.tigersummit.com/).

Program Learning Outcomes

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

• Collaborate with practitioners, educators, administrators, and researchers in the needs assessment, planning, design, transition to and evaluation of information systems and innovative technologies.
• Employ evidenced based practice resources and references to support the adoption and use of healthcare technologies for nurses at the point of care.
• Evaluate ongoing quality and process improvement for patient-centered care systems that optimize clinical workflow, care coordination, and patient outcomes.
• Lead nursing and staff development educational and innovation-oriented programs associated with technology adoption in health care settings.
• Evaluate the healthcare technology environment to ensure compliance with ethical, legal and regulatory mandates and professional standards for advanced nursing practice.

Requirements for the Specialization

(6 courses, 27 quarter units)

NSG 650 Foundations of Informatics
NSG 651 Innovations in Health IT
NSG 652 Informatics/EHR Meaningful Use
NSG 653 Clinical Decision Support
NSG 654 Nursing Quality Improvement
NSG 655 Nursing Informatics Leadership

DOCTORAL DEGREE PROGRAM

DOCTOR OF NURSING PRACTICE  

Faculty Advisor: Mary McHugh; (858) 309-3519; mmchugh@nu.edu

The purpose of the National University Doctor of Nursing Practice (DNP) program is to prepare post-Master’s degree nurses for leadership in developing and implementing evidence-based practices designed to improve the quality and safety of healthcare in America. The DNP is a terminal practice degree for nurses. Master’s prepared nurses have already gained practice expertise through their nursing specialty graduate studies. The Master’s degree prepares nurses to identify and implement best practices nursing care in the fields of direct patient care, nursing education, nursing administration, and nursing informatics. The DNP prepares nurses to advance practice by improving the effectiveness, quality, and safety of patient care and systems that support care in hospitals and other clinical settings. The DNP accomplishes these improvements by developing new nursing practices, protocols, systems, and administrative programs, and by implementing and evaluating those new programs, and finally, by teaching these skills to the next generation of nurses.

This DNP program is designed to provide practitioners with the skills and knowledge to improve healthcare systems. The practice nursing doctorate prepares nurses to function as leaders who have advanced clinical scholarship and practice skills that enable them to evaluate sources of error in systems, identify sub-optimally performing systems, and to design improvements that reduce the incidence and impact of clinical errors. There is a nationwide shortage of doctorally-prepared nurses who can teach the next generation of nurses. The practice doctorate is a terminal degree that has been identified by the American Association of Colleges of Nursing (AACN) as appropriate for teaching advanced specialty practice. Many nurses recognize that their interest lies in patient care and patient care systems, not in conducting traditional research. They are more interested in advancing the scholarship of practice, and seek a doctoral degree that fits their professional interests. For these nurses, the DNP is a terminal degree that has a better fit with their interests and career goals.

Given the severe and growing faculty shortage, there is high demand for graduates of DNP programs in schools of nursing throughout the U.S. Additionally, hospitals have greatly increased their demand for doctorally-prepared nurses who can collaborate with clinical, informatics, and administrative teams in their efforts to improve outcomes by improving direct patient care protocols, or improving systems that support patient care. Graduates of the National University DNP program will benefit from the program by engaging in advanced studies that fit their interests, and by having greatly expanded job opportunities in both clinical settings and in schools of nursing.

Admission Requirements

To be eligible for admission to the Doctor of Nursing Practice program at National University, candidates must:

• Meet the University requirements for doctoral study, listed in the National University General Catalog under admission requirements.
• Hold a Master’s Degree in Nursing Administration or Nursing Informatics, or a post-masters Certificate in one of these two specialties from an accredited school of nursing (NLNAC or CCNE), within a regionally accredited University (e.g., WASC).
• Submit a detailed current professional curriculum vita.
• Provide proof of current, active, and unencumbered RN license in the State in which the DNP mentored clinical immersion will be pursued or if in the military, a license accepted by the military.
• Provide proof of: the total number of precepted clinical hours completed during your Master’s Degree or Post Master’s Certificate program; and the number of those precepted clinical hours that were in the specialty (e.g. Nursing Informatics or administration) you have chosen for your DNP focus.
• Have completed the following prerequisite courses with a grade of “B” or higher, or their equivalent:
• A graduate-level Statistics course within the past 5 years,
• A graduate-level Research Methods course (which included content on quantitative and qualitative methods, and evidence-based practice),
• A graduate-level Informatics course,
• A course in health care Quality Improvement at either the undergraduate or graduate level.
• Have a minimum GPA of 3.0 on a 4.0 scale at the graduate level.
• Have completed the National University application for DNP/graduate Admissions, including a personal goal statement in which the candidate identifies a focus in either Nursing Administration or Nursing Informatics.
• The DNP specialty chosen must match the focus of the Master’s or Post-Master’s Certificate.
• Provide one official transcript from each post-secondary school attended.
• Provide an example of scholarly writing (e.g. published paper, thesis, course paper).
• Submit three letters of professional reference, including one from a recent employment supervisor, and one from a colleague who can attest to the quality of your professional work and values. If possible, the third should be from a nursing instructor in your Master’s or Post Master’s Certificate program. References from family members and personal friends are not acceptable.
• Provide evidence of current, active professional liability and
malpractice insurance coverage, and maintain coverage throughout the program.

- Admission is competitive and determined by the NU DNP Admissions Committee, which will review all application materials and hold an interview with each eligible candidate (either in person or via telecommunications media).
- Provide evidence of immunizations and health examinations as described in the admission packet.
- Provide a clear criminal background report from the company used by National University Department of Nursing (Instructions will be provided).
- Provide evidence of acceptable TOEFL scores, if requested by the University.

**Required Computer Resources**

- Competency in use of personal computer systems,
- Access to Microsoft computer applications used by the NU faculty for papers, communications, and assignments (i.e. Word, Power Point, and Excel), and
- Experience with using internet browsers and email systems.

**Program Learning Outcomes**

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

- Identify sources of variations in health care outcomes, through analysis and integration of research findings, empirical evidence, and/or practitioner reflections on practice.
- Generate innovative practices, systems, and prevention programs at the patient, family, organization, community, and population levels for the purpose of improving health care outcomes.
- Lead healthcare systems in the delivery of high quality, safe, patient-centered care.
- Establish and lead collaborative, multidisciplinary teams that provide the range of expertise required in healthcare systems delivering care to complex, multi-need patients, families and communities.
- Advocate for culturally sensitive health care systems and policies that meet ethical and legal standards in order to reduce health disparities.
- Base decisions on synthesis of information from meta-analysis and other research reports, benchmark data, best practices reports, and other credible information sources.
- Analyze the impact of national and global health policy on the cost, quality, and accessibility of health care for diverse patient populations.

**Degree Requirements**

The Doctor of Nursing Practice degree requires a minimum of 54 quarter units of graduate coursework, with 45 of those units completed at National University. A total of 9 graduate quarter units may be granted for equivalent graduate work completed at another institution, as it applies to this degree and provided the units were used by National University Department of Nursing (Instructions described in the admission packet).

**Core Requirements**

(10 courses, 42 quarter units)

- DNP 801 Doctor of Nurs. Practice Role
  *Prerequisite: Doctoral standing*
- DNP 803 Decision Support Systems
  *Prerequisite: DNP 801*
- DNP 805 EBP: Theory & Inquiry
  *Prerequisite: DNP 801*
- DNP 807A QI & Project Management
  *Corequisite: DNP 807B, Prerequisite: DNP 801*
- DNP 807B Quality Improvement Practicum (1.5 quarter units)
  *Corequisite: DNP 807A, Prerequisite: DNP 801*
- DNP 809 Data Analytics for EBP I
  *Prerequisite: DNP 805*
- DNP 811 Data Analytics for EBP II
  *Prerequisite: DNP 809*
- DNP 813 Healthcare Financial Mgmt
  *Prerequisite: DNP 801*
- DNP 815 Population Health
  *Prerequisite: DNP 801*
- DNP 817 Policy Analysis, Advocacy
  *Prerequisite: DNP 801*

**DNP Practica**

(2 courses; 7.5 quarter units)

DNP practica have specialty advanced practice focus. Designed to support students to assimilate knowledge, competencies required to sit for specialty certification. Capstone Project is conducted in practica sites. Students must complete a total of 1,000 practice hours in specialty post-BSN (MSN+DNP), with minimum of 7.5 quarter units in DNP program.

- DNP 840A Informatics Practicum I (3 quarter units)
  *Prerequisite: DNP 801, DNP 803, DNP 805, DNP 807A, DNP 807B, Corequisite: Can be taken concurrently with all courses except the prerequisites or DNP 870.*

or

- DNP 840B Informatics Practicum II
  *Prerequisite: DNP 840A with a minimum grade of Satisfactory, Corequisite: May be taken concurrently with DNP 813, 815 or 817.*

- DNP 842A Administration Practicum I (3 quarter units)
  *Prerequisite: DNP 801, DNP 803, DNP 805, DNP 807A, DNP 807B, Corequisite: Can be taken concurrently with all courses except the prerequisites or DNP 870.*

or

- DNP 842B Administration Practicum II
  *Prerequisite: DNP 842A with a minimum grade of Satisfactory, Corequisite: May be taken concurrently with DNP 813, 815 or 817.*

**Capstone**

(1 course; 4.5 quarter units)

- DNP 870 Capstone
  *Prerequisite: All required theory and practica courses.*
CERTIFICATE PROGRAMS

**LVN 30 UNIT OPTION CERTIFICATE**
Faculty Advisor: Mary McHugh; (858) 309-3519; mmchugh@nu.edu

Licensed vocational nurses (LVNs) who desire to complete the minimum number of units required to take the licensure examination may apply for this option. LVNs who select the “30-Unit Option” method to satisfy the requirements for licensure as a Registered Nurse should consult the Chair of the Department of Nursing for an individual program consultation to discuss the advantages and disadvantages of this option.

**Departmental Admission Requirements**
To be eligible for admission to the “30 Unit” certificate, candidates must satisfy all of the following criteria:
- Have completed the National University undergraduate admission process
- Hold a current, active license to practice as a licensed vocational nurse
- Have successfully completed the required preparation courses
- Submit the appropriate nursing program application
- For advising purposes only, complete the ACCUPLACER math and English tests

After completing the interview process, successful candidates will be enrolled in classes as spaces become available.

**Program Learning Outcomes**
Upon successful completion of this program, students will be able to:
- Formulate accurate nursing diagnoses based on multiple sources of collected data.
- Plan, implement, and evaluate strategies with patient-related identified nursing diagnoses.
- Work with families across the lifespan to identify learning needs and implement teaching strategies to achieve mutually defined healthcare goals.
- Manage multiple patients in a variety of settings by prioritizing and appropriately using/incorporating available resources.
- Effectively communicate with both patients/families and other members of the healthcare team.
- Assume professional, ethical, and legal behavior upholding the standards of entry into the profession.
- Practice professional nursing using theory and knowledge as a basis for practice.
- Demonstrate competency by meeting standards of care in providing nursing care to a diverse set of clients in a multicultural community.
- Demonstrate competency and leadership in organizing care for a caseload of clients.
- Analyze and synthesize current findings from nursing research and research in related fields.
- Evaluate current findings from relevant research for utilization in practice.
- Develop a critical stance on professional issues related to nursing practice, education, and knowledge development by analyzing the historical and contemporary environments in nursing.
- Use computer technologies to augment productivity and to gain access to multiple informational resource services.

**Requirements for the Certificate**
To receive the “30 Unit Option” certificate, students must complete the 40.5 quarter units as outlined below. The following courses are specific certificate requirements.

+ **Required Preparation** (4 courses; 12 quarter units)
  - BIO 202 Human Anatomy & Physiol II Recommended: Prior completion of: BIO 201, and BIO 201A, BIO 100, and BIO 100A, CHE 101, and CHE 101A or equivalent courses
  - BIO 202A Human Anatomy & Physiol Lab II (1.5 quarter units) Prerequisite: BIO 202
  - BIO 203 Introductory Microbiology Recommended: Prior completion of: BIO 201, and BIO 201A, BIO 202, and BIO 202A, BIO 100, and BIO 100A, CHE 101, and CHE 101A or equivalent courses
  - BIO 203A Introductory Microbiology Lab (1.5 quarter units) Prerequisite: BIO 203

+ **Nursing Core Courses** (6 courses; 27 quarter units)
  - NSG 310** Professional Nursing Values Recommended Preparation: Nursing Student Group
  - NSG 320** Medical-Surgical Nursing II Prerequisite: C” or better in NSG 315 and “S” in NSG 315A, Recommended Preparation: Nursing Student Group
  - NSG 320A** Medical-Surgical II Clinical Recommended Preparation: Nursing Student Group, Prerequisite: C” or better in NSG 315 and “S” in NSG 315A
  - NSG 325** Psychosocial Nursing Prerequisite: C” or better in NSG 320 and “S” in NSG 320A
  - NSG 325A** Psychosocial Nursing Clinical Recommended Preparation: Nursing Student Group, Prerequisite: C” or better in NSG 320 and “S” in NSG 320A or see specific degree
  - NSG 342** RN-BSN Nursing Management

**Content required for licensure by CA Board of Registered Nursing**

**GRADUATE CERTIFICATE IN CLINICAL INFORMATICS**
Faculty Advisor: Gina Piane; (858) 309-3474; gpiane@nu.edu

The Graduate Certificate in Clinical Informatics is designed for individuals with advanced healthcare or information technology (IT) knowledge and skills to acquire core competencies that support the collection, management, retrieval, exchange and/or analysis of information in electronic form in healthcare and public health organizations. The program of study includes coursework related to data structures and analysis, health information systems and technologies, planning and project management, staff training, legal and ethical issues including confidentiality, privacy and security and health information technology leadership. This program will be most relevant for health care or IT professionals seeking rapid career advancement or transition to clinical IT.

**Program Learning Outcomes**
Upon successful completion of this program, students will be able to:
- Evaluate health data management technologies and methods to improve the quality, efficiency, equity and safety of healthcare practice and organization.
- Develop and implement policies and technologies to protect data integrity and validity, including information privacy and security policies and procedures.
- Collaborate in the planning, realization and evaluation of strategies for improving healthcare delivery and achieving institutional strategic initiatives using information systems and technologies.
- Evaluate principles and practices in health information technology.
Upon successful completion of this program, students will be able to:

- Evaluate a healthcare organization’s processes and systems to ensure compliance with ethical, legal and regulatory mandates and professional standards of health information technology.

**Certificate Requirements**
(8 courses; 36 quarter units)

- HCA 600 U.S. Healthcare System
- HTM 605 Healthcare Info Technologies
- CIS 601 Information Systems Strategies
- HTM 620 Health Data Management
- HTM 652 EHR Meaningful Use
- CIS 604 Management and Security
  - Prerequisite: CIS 601
- HCA 664 Healthcare Finance
- HTM 660 System Management and Planning

● **GRADUATE CERTIFICATE IN HEALTH COACHING**

*Faculty Advisor: Patric Schiltz; (858) 309-3476; pschiltz@nu.edu*

This certificate is designed for integrative health professionals seeking to extend and improve their ability to coach patients through lifestyle and health changes. Potential students include physicians, nurses, chiropractors, nutritionists, pharmacists, acupuncture practitioners, naturopathy practitioners, physical fitness trainers, weight management coaches, and physical therapists, among others.

For admission to the graduate certificate program, students must meet all requirements for admission to a graduate degree program. For integrative practitioners and other interested individuals who are professionally prepared and licensed, but may not have completed a bachelor’s degree, six of the eight courses are offered in partnership with Extended Learning and may be taken for nonacademic credit. Please see extended learning section for more information on non-academic coursework.

**Program Learning Outcomes**

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

- Demonstrate an understanding of the use of EQ assessment tools and how assessment results are useful in the coaching practice.
- Practice core coaching competencies with clients.
- Write a project focused research paper, which results in the development of a coaching application, tool or training method.
- Describe the key elements of healing environments.
- Demonstrate understanding of the elements and implications of holistic stress management.
- Differentiate between allopathic and complementary and integrative health care practices.

- Provide evidence of current, active and unencumbered RN license in the State of residence;
- Have completed the following courses:
  - An undergraduate course in statistics;
  - A 4.0 scale;
  - Have completed the University Application for Graduate Admissions, including the application fee;
  - Provide one official transcript from each college or university attended;
  - Have three letters of professional reference;
  - 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, and current BLS-AED certification

*Applicants without a BSN may have an ADN or Diploma in Nursing from an approved, accredited program and a baccalaureate degree in a related field. In addition, it is recommended that they take the following courses: Community Health.

**Certificate Requirements**
(8 courses; 36 quarter units)

- IHC 600 Intro to Complementary Healing
- IHC 610 Self as Coach
- IHC 615 Fundamentals of Health Coaching
- IHC 620 The Coaching Relationship
- IHC 635 Multiple Intelligences in Health
- IHC 630 Advanced Health Coaching Seminar
- IHC 632 Practicum in Health Coaching
- IHC 640 Independent Study

● **GRADUATE CERTIFICATE IN NURSING INFORMATICS**

*Faculty Advisor: Mary McHugh; (858) 309-3519; mmchugh@nu.edu*

The Graduate Certificate in Nursing Informatics is designed for nurses who seek advanced education in nursing informatics theory and practice. Nurses play an important leadership role in the implementation of health information technology in health care delivery organizations. Potential students include nurses who participate and in some instances lead the successful deployment of health information technologies to achieve improvement in the quality, safety, outcomes and thus value of health services in the United States. The goal is to equip RNs for leadership roles in nursing informatics that includes the information and knowledge management best practices and effective technology capabilities for nurses identified through the Technology Informatics Guiding Education Reform Initiative (http://www.tigersummit.com/).

**Admission Requirements**

To be eligible for admission to the Graduate Certificate Program in Nursing Informatics at National University, candidates must:

- Meet the University requirements for graduate study, listed in the General Catalog under admission requirements;
- Hold a BSN degree from a State Board of Nursing approved and accredited school of nursing (State Board of Nursing, and CCNE and/or NLNAC);
- Provide proof of current, active, and unencumbered RN license in the State of residence;
- Have completed the following courses:
  - An undergraduate course in information systems and management;
  - An undergraduate course in statistics;
- Have a GPA of at least 3.0 on a 4.0 scale;
- Have completed the University Application for Graduate Admissions, including the application fee;
- Provide one official transcript from each college or university attended;
- Have three letters of professional reference;
- 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, and current BLS-AED certification

*Applicants without a BSN may have an ADN or Diploma in Nursing from an approved, accredited program and a baccalaureate degree in a related field. In addition, it is recommended that they take the following courses: Community Health.*
Additional Prerequisite Requirement

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.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:
• Collaborate in the development, realization and evaluation of strategies for improving nursing practice through the implementation of health information systems and technologies.
• Develop and analyze continuous improvement processes for patient-centered care systems that optimize clinical workflow and care coordination through information systems and technology.
• Provide leadership in nursing staff development, project management, technology adoption and change management in health care settings.
• Demonstrate the ability to effectively communicate knowledge of health information systems and technology to all participants of a health care ecosystem.

Certificate Requirements

The Graduate Certificate in Nursing Informatics requires a minimum of 36 quarter units, with 27 of those units completed in residence at National University. A total of 9 quarter units of graduate credit may be granted for graduate work completed at another institution (two classes can transfer, but must be approved by the Department Chair) as it applies to this certificate. Refer to the General Catalog section on graduate admission requirements for specific information regarding admission and matriculation.

Core Certificate Requirements
(8 courses; 36 quarter units)

NSG 601 Issues & Trends in Healthcare
NSG 650 Foundations of Informatics
NSG 651 Innovations in Health IT
NSG 652 Informatics/EHR Meaningful Use
NSG 653 Clinical Decision Support
NSG 654 Nursing Quality Improvement
NSG 655 Nursing Informatics Leadership
NSG 691 Nursing Capstone
Degree Programs Offered

Undergraduate Degrees

**Associate of Science**
*with Majors in:*
- Criminal Justice Administration
- Paralegal Studies

**Bachelor of Arts**
*with Majors in:*
- Digital Journalism
- Pre-Law Studies

**Bachelor of Public Administration**

**Bachelor of Science**
*with Majors in:*
- Criminal Justice Administration
- Homeland Security and Emergency Management
- Paralegal Studies

**Minors**
- Alternative Dispute Resolution
- Business Law
- Criminal Justice Administration
- Journalism
- Pre-Law Studies

Transition Programs
- Bachelor of Public Administration to Master of Public Administration
- Bachelor of Science in Criminal Justice Administration to Master of Criminal Justice
- Bachelor of Science in Criminal Justice Administration to Master of Forensic Science
- Bachelor of Science in Criminal Justice Administration to Master of Public Administration
- Bachelor of Science in 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

Graduate Degrees

**Master of Arts**
*with Fields of Study in:*
- Digital Journalism

**Master of Criminal Justice**

**Master of Fine Arts**
*with Field of Study in:*
- Digital Cinema
- Professional Screenwriting

**Master of Public Administration**
*with Specializations in:*
- Human Resource Management
- Organizational Leadership
- Public Finance

Certificate Programs

**DEPARTMENT OF PROFESSIONAL STUDIES**

**Associate of Science**
*with Majors in:*
- Criminal Justice Administration
- Paralegal Studies

**Bachelor of Arts**
*with Majors in:*
- Digital Journalism
- Pre-Law Studies

**Bachelor of Public Administration**

**Bachelor of Science**
*with Majors in:*
- Criminal Justice Administration
- Homeland Security and Emergency Management
- Paralegal Studies

**Minors**
- Alternative Dispute Resolution
- Business Law
- Criminal Justice Administration
- Journalism
- Pre-Law Studies

**Master of Arts**
*with Fields of Study in:*
- Digital Journalism

**Master of Criminal Justice**

**Master of Fine Arts**
*with Field of Study in:*
- Digital Cinema
- Professional Screenwriting

**Master of Public Administration**
*with Specializations in:*
- Human Resource Management
- Organizational Leadership
- Public Finance

**CERTIFICATE PROGRAMS**

**Undergraduate Level**
- Alternative Dispute Resolution
- Criminal Justice Administration

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- Entire program can be completed online.
- On-site program with possible online courses or prerequisites.
- Online program with residency in Los Angeles.

Not all courses or programs are available at every campus. Consult an admissions advisor for online course availability.
Department of Professional Studies

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MAJOR IN CRIMINAL JUSTICE ADMINISTRATION

Faculty Advisor: James Guffey; (916) 855-4109; jguffey@nu.edu

The general field referred to as “Administration of Justice” is directed toward the prevention, discovery, control and treatment of crimes, criminals, and criminality. Students who desire to enter a career concerned with the administration of justice will find that this curriculum has flexibility that allows them to prepare for specific fields included in that broad category. The program also provides a basis for continuation into the Bachelor of Science in Criminal Justice Administration degree at National University. Opportunities for college graduates include positions as federal and state police officers, parole officers, probation officers, and correctional administrators.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:
• Critique the ethical philosophy of the American justice system and all participants.
• Analyze crime causation, criminal statutes and elements of particular crimes and criminal procedures.
• Recognize the complexities of punishment, corrections, community and human relations.
• Evaluate the complex legal aspects of criminal investigations, procedures, constitutional law, and case law.
• Apply laws and procedures for the collection and use of evidence.
• Communicate effectively in written and oral formats.
• Trace the progression of a criminal case from pre-trial, to trial, and post-trial adjudication.

Degree Requirements

To receive the A.S. in Criminal Justice Administration, students must complete at least 90 quarter units, 31.5 of which must be taken in residence at National University. All students must complete a minimum of 34.5 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 coursework (across at least three disciplines such as social science, natural science, mathematics, humanities, foreign language and English) is required by the American Bar Association.

Requirements for the Major

(9 courses; 40.5 quarter units)

SOC 100+ Principles of Sociology
Prerequisite: ENG 100, and ENG 101
POL 201 American Politics
Prerequisite: ENG 100, and ENG 101
CJA 101 Intro to Criminal Justice
CJA 229 Introduction to Policing
CJA 102 CJ Report Writing
CJA 103 Basic Criminal Investigation
CJA 104 Police-Community Relations
CJA 105 Basic Criminal Law
CJA 106 Basic Criminal Evidence

+ Diversity Enriched Offering

Recommended Electives

Students who plan to transition to the BS in Criminal Justice Administration or who desire further knowledge within the Criminal Justice field and who need elective units are encouraged to take any of the following to meet the overall unit requirement for the Associate degree.

CJA 337 The Juvenile Offender
CJA 340 Corrections
CJA 351 Courts & the Judicial Process
CJA 352 Criminal Law and Procedure
CJA 356 Criminal Evidence

ASSOCIATE OF SCIENCE

MAJOR IN PARALEGAL STUDIES

Faculty Advisor: Bryan Hance; (310) 662-2115; bhance@nu.edu

This degree is approved by the American Bar Association. The Associate of Science in Paralegal Studies degree is designed to provide students with a solid foundation of professional legal studies leading to a career as a paralegal or legal assistant. The coursework and accompanying credits in this program may be transferred to the Bachelor of Science or a professional certificate in Paralegal Studies if all other requirements for admission are met. This degree is offered and ABA-approved at the Los Angeles and Woodland Hills campuses and housed within the School of Professional Studies.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:
• Describe the role of the paralegal in the American legal system.
• Analyze the basic issues of a legal problem.
• Develop paralegal skills in investigation, legal research, and client and witness interviews.
• Identify common paralegal tasks in substantive areas of the law.
• Develop written and oral communication skills in a legal environment.
• Explain how ethical standards generally apply to paralegals in the practice of law.

Degree Requirements

To receive an Associate of Science degree in Paralegal Studies, students must complete at least 90 quarter units, including 49.5 quarter units of legal specialty courses; one 4.5 quarter unit course of English for Professionals, and the required minimum 34.5 units of Associate of Science General Education as specified in the university catalog. Please note a minimum of 27 quarter units of general education coursework (across at least three disciplines such as social science, natural science, mathematics, humanities, foreign language and English) 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.

Requirements for the Major

(12 courses; 54 quarter units)

PLA 200 Legal Theory & Ethics
PLA 1000X Torts
PLA 201 English for Professionals
PLX 1001X Leg Res Wrtg-Briefing/Analysis
PLX 1002X Contracts
PLX 1003X Leg Res Wrtg-Legal Memo
PLA 202 Property
PLA 203 Leg Res Wrtg-Persuasive Wrtg.
PLX 1005X Computers & the Law
PLA 303 Law Office Administration
PLA 318 Remedies & Dispute Resolution
Prerequisite: PLA 202, PLX 1000X, and PLX 1002X
PLA 325 Litigation I
**BACHELOR OF ARTS**

**MAJOR IN DIGITAL JOURNALISM**

*Faculty Advisor: Sara Ellen Amster; (714) 429-5311; samster@nu.edu*

The Bachelor of Arts in Digital Journalism is a pre-professional program that provides students with a solid foundation in traditional journalistic practices and theories as well as in the new forms of digital journalism that are rapidly reinventing the field. The course of study includes the theory and methods of gathering information and writing for news beats, as well as reporting and writing, investigative and features stories. The program introduces students to the professional responsibilities faced by journalists and news organizations with in-depth study of the ethical and legal ramifications of news gathering and dissemination.

Students become versed in writing for different media outlets ranging from print to broadcast and Web-based formats such as multimedia pages, blogs and podcasts. Students will actively engage in reporting and writing assignments in order to produce a professional portfolio that is tailored to their goals and enables them to compete for employment in the field of 21st century journalism. Graduates of the program will be prepared to embark on varied journalism career paths at newspapers and magazines, broadcast outlets, convergent newsrooms and new media entities.

**Program Learning Outcomes**

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

- Work in groups to publish an online or print news product.
- Write in a variety of story forms, including news and feature.
- Write focused news and feature stories for a variety of platforms.
- Identify the elements of style and structure in news and feature stories.
- Apply copyediting rules and techniques for fact-checking.
- Identify what constitutes news.
- Apply ethical principles of journalism during reporting, writing and producing.
- Recognize the legal boundaries of the First Amendment that balance the freedom and responsibility of the press.

**Degree Requirements**

To receive a Bachelor of Arts degree with a Major in Digital Journalism, students must complete at least 180 quarter units as articulated below to include 70.5 units of University General Education requirements, a minimum 45 quarter units must be completed in residence at National University and 76.5 must be completed at the upper-division level. In the absence of transfer credit, students may need to take additional general electives to satisfy the total units for the degree.

**Prerequisites for the Major**

(3 courses; 10.5 quarter units)

- ENG 100* Effective College English I (3 quarter units)  
  *Prerequisite: Satisfactory performance on Accuplacer*
- ENG 101* Effective College English II (3 quarter units)  
  *Prerequisite: ENG 100*
- COM 100* Intro to Mass Communication or
- COM 220* Media Literacy

* May be used to meet a General Education requirement

**Requirements for the Major**

(14 courses; 63 quarter units)

- JRN 300 Multimedia Journalism Skills  
  *Prerequisite: ENG 100, and ENG 101*
- JRN 301 Copy Editing  
  *Prerequisite: ENG 100, and ENG 101*
- JRN 305 The Art of the Interview  
  *Prerequisite: ENG 100, and ENG 101*
- JRN 310 Convergent Journalism  
  *Prerequisite: ENG 100, ENG 101, and COM 100, or COM 220*
- JRN 315 Field Production  
  *Prerequisite: JRN 310*
- JRN 330 Investigative Reporting  
  *Prerequisite: JRN 300, JRN 301, and JRN 305*
- JRN 335 Beat Reporting  
  *Prerequisite: JRN 300, JRN 301, and JRN 305, ENG 100, ENG 101*
- JRN 340 Feature Writing  
  *Prerequisite: JRN 300, JRN 301, and JRN 305, ENG 100, ENG 101*
- JRN 350 Youth and the News  
  *Prerequisite: JRN 300, and JRN 310, ENG 100, ENG 101*
- JRN 360 Freedom of the Press: A Journal  
  *Prerequisite: ENG 100, and ENG 101*

or

- COM 380 Democracy in the Info. Age  
  *Prerequisite: ENG 100, and ENG 101*
- JRN 420 Journalism Ethics  
  *Prerequisite: ENG 100, and ENG 101*
- JRN 421 Legal Issues in Journalism  
  *Prerequisite: ENG 100, and ENG 101*
- JRN 432 Video Journalism  
  *Prerequisite: ENG 100, and ENG 101*
- JRN 495 Capstone Project in Journalism  
  *Prerequisite: JRN 310, JRN 330, JRN 335, JRN 340, MUL 335, or JRN 430, JRN 431, JRN 315, and BRO 340*

**Upper-Division Elective Courses**

(2 courses; 9 quarter units)

To complete the requirements for the major in journalism students must take two elective courses at the 300 and/or 400 level. Elective courses should be chosen based on student career plans and may be taken in any subject that provides the student with an expertise in a particular area or field of journalism: business, health, economics, ecology, etc. All journalism majors should seek the advice of the faculty advisor before selecting electives.

**BACHELOR OF ARTS**

**MAJOR IN PRE-LAW STUDIES**

*Faculty Advisor: Bryan Hance; (310) 662-2115; bhance@nu.edu*

The Bachelor of Arts in Pre-Law Studies program provides students with the well rounded education needed for admission to law schools. Emphasis is placed on the verbal, critical thinking, and analytical skills that are considered vital for success as a law student and as a member of the legal profession. This major also allows students interested in a career in business or government to gain an understanding of the complex legal issues they will face in their professions.

**Program Learning Outcomes**

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

- Develop legal and critical thinking skills in judicial issues.
- Describe, analyze, and anticipate legal issues in a business environment
- Analyze contemporary legal issues in the state, federal, and administrative law forums
- Analyze issues by application of relevant rules of law, ethical standards, and social mores.
- Develop concise legal arguments.
• Demonstrate written, oral communication, and presentation skills used in pre-law.
• Describe need for effective planning in preparation for the negotiation process.

Degree Requirements

To earn a Bachelor of Arts with a Major in Pre-Law Studies, students must complete at least 180 quarter units as articulated below, 45 of which must be completed at National University, 76.5 of which must be completed at the upper-division level, and a minimum 70.5 units of 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.

Prerequisites for the Major
(5 courses; 19.5 quarter units)

ENG 100* Effective College English I (3 quarter units)
Prerequisite: Satisfactory performance on Accuplacer

ENG 101* Effective College English II (3 quarter units)
Prerequisite: ENG 100

SOC 100+ Principles of Sociology
Prerequisite: ENG 100, and ENG 101

or
PSY 100* Introduction to Psychology

POL 201* American Politics
Prerequisite: ENG 100, and ENG 101

or
PHL 100 Introduction to Philosophy
Prerequisite: ENG 100, and ENG 101

LAW 200 Intro to Law & Legal Writing

* May be used to meet a General Education requirement
+ Diversity Enriched Offering

Requirements for the Major
(9 courses; 40.5 units)

LAW 400 Current Legal Issues
LAW 304 Legal Aspects of Business I
LAW 305 Legal Aspects of Business II
Prerequisite: LAW 304
LAW 310 Litigation
LAW 402 The Art of Negotiation
or
ADR 405 Negotiation Fundamentals
LAW 405 Analytical Reasoning
LAW 408 Legal Writing Research and Oral
Capstone:
LAW 420 Advocacy
or
LAW 470 Pre-Law Senior Project
Prerequisite: LAW 310, LAW 400, and LAW 408
ADR 400 Alternative Dispute Resolution

Upper-Division Electives
(7 courses; 31.5 units)

Choose seven upper-division degree related electives. The courses noted with an ** below are strongly recommended.

LAW 430** Constitutional Law
LAW 440 Comparative International Law
LAW 445 Administrative Law for Business
LAW 455 Public Contracting
LAW 460** Law School Portfolio Project

ADR 410** Facilitation Fundamentals
ADR 415** Mediation Fundamentals
ADR 420** Communication & Conflict
ADR 425** Issues in Conflict Management
ADR 430** Ethics and Neutrality
CJA 464 Constitutional Law for CJ
SOC 445 Contemporary Social Problems
Prerequisite: ENG 100, and ENG 101

PHL 337 Ethics
Prerequisite: ENG 100, and ENG 101

BACHELOR OF PUBLIC ADMINISTRATION

Faculty Advisor: Maryam Davodi-Far; (858) 642-8653; mdavodi-
far@nu.edu

The Bachelor of Public Administration (BPA) is designed to meet the educational and professional needs of individuals in the public sector who are interested in professional or career advancement. It also prepares individuals for challenging and dynamic careers in government at the local, state, and federal levels. Individuals completing the program are prepared for mid-level positions, teaching, or training assignments, or research in the government and nonprofit organizations.

BPA/MPA Transition Program

Students who are currently enrolled in the Bachelor of Public Administration program and have at least a GPA of 3.0 and are within six courses of graduation, may register for the BPA/MPA transition program by taking two MPA classes as electives during the BPA program. To be eligible, students must apply for and begin the MPA program within six months of completing their BPA program. Students may choose up to two of the graduate-level public administration courses (with the exception of PAD 631 and PAD 644). For students in the BPA/MPA transition program, the University will waive up to two graduate-level public administration courses taken as part of the bachelor’s degree, but these students must still meet the residency requirements for the MPA. Students must complete graduate level coursework taken as part of the BPA degree with a grade of “B” or better. Courses taken as part of the undergraduate career do not transfer as graduate level courses either at National University or at any other university.

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, and a minimum 70.5
units of 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 of undergraduate admission procedures for specific information regarding application and evaluation.

Preparation for the Major
(3 courses; 13.5 quarter units)

MNS 205* Intro to Quantitative Methods
*Prerequisite: Placement Evaluation
ECO 203* Principles of Microeconomics
ACC 201 Financial Accounting Funds.

* May be used to meet a General Education requirement

Requirements for the Major
(12 courses; 54 quarter units)

ODV 420 Intro to Organizational Behavi
PAD 400 Intro to Public Administration
PAD 401 Public Policy Development
PAD 402 Urban Environments
MGT 400 Ethics in Law, Business & Mgmt
PAD 403 Government Relations
MNS 407 Management Science
*Prerequisite: MNS 205
PAD 404 Nonprofit Management
ACC 434 Government and Nonprofit Acct
*Prerequisite: ACC 201
MGT 422 Team Bldg, Interpers Dynamics
LED 420 Adaptive Leadership in Change
PAD 405 Senior Research Project
*Prerequisite: Satisfactory completion of 36qu of BPA major coursework.

Upper-Division Electives
(4 courses; 18 quarter units)

Students are encouraged to take any minors or electives in the following prefix areas: CJA, MGT, HRM, ODV, LAW, ACC, FIN, BKM, HUB, LED, and ECO.

I BACHELOR OF SCIENCE
IV MAJOR IN CRIMINAL JUSTICE ADMINISTRATION
Faculty Advisor: James Guffey; (916) 855-4109; jguffey@nu.edu

The Bachelor of Science in Criminal Justice Administration degree is designed to meet the educational and professional needs of individuals in law enforcement who are interested in professional development or career advancement. It also prepares individuals for challenging and dynamic careers in the justice system at the local, state, and federal levels. Individuals completing the program are prepared for entry- and advanced-level positions, teaching, or training assignments, private security employment, research, or employment as consultants within the field.

The major consists of upper-division courses that include basic forensic science, research methods, juvenile justice, corrections, criminology, leadership and management, civil and criminal investigations, court systems, criminal law, and a senior research project supervised by full-time, associate, and select core adjunct faculty. Additionally, students select elective courses from psychology, sociology, addictive disorders, behavioral science, legal studies, information technology, and human resource management to provide a broader perspective in human behavior.

Transition Programs

There are three transition programs available to students in the Criminal Justice program:
- BS in Criminal Justice Administration/Master of Criminal Justice (MCJ) Program
- BS in Criminal Justice Administration/Master of Forensic Science (MPS) Program
- BS in Criminal Justice Administration/Master of Public Administration (MPA) Program

The transition program allows students who are enrolled in the BS in Criminal Justice Administration with a cumulative grade point average of at least 3.0 and who are within completing their last six courses to register for two courses in the MCJ, MPS, or MPA program as electives for the bachelor’s degree. The two graduate courses are restricted to those that do not require a prerequisite. Students must complete all transition program coursework with a grade of B or better. Students pursuing the BSCJ/MPA program can take any two courses (with the exception of PAD 631 and PAD 644). Students pursuing the BSCJ/MCJ or BSCJ/MPS can choose any two classes which do not require prerequisites. The number of courses required to earn an MCJ, MPS or MPA degree for transition program students is reduced from 12 to as few as 10 courses. Graduate-level coursework taken as part of the criminal justice administration program cannot be applied to the Master of Criminal Justice, Master of Forensic Science program or the Master of Public Administration program, nor will it transfer as graduate-level credit to any other university because it becomes part of the undergraduate degree program.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:
- Synthesize the contributions of the various forensic science disciplines to the current detection and solving of crimes.
- Develop research designs to address current problems in criminal justice.
- Discuss the causes and patterns of juvenile delinquency.
- Apply biological, psychological, sociological, and economic explanations for criminal behavior from a variety of disciplines.
- Discuss the leadership and management styles in law enforcement.
- Analyze the role of criminal sanctions in relationship to victims and offenders.
- Analyze the problems within the criminal justice system.

Degree Requirements

To receive a Bachelor of Science in Criminal Justice Administration, students must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University, 76.5 of which must be completed at the upper-division level, and a minimum 70.5 units of 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.

Preparation for the Major
(1 course; 4.5 quarter units)

CJA 229** Introduction to Policing

** Students who are currently in law enforcement should contact the Lead Faculty for any potential course waiver.
The Bachelor of Science in Homeland Security and Emergency Management program provides graduates with a foundation in the politics and cultures of terrorism, and best security practices to cope with a pending emergency, operations during an emergency, and recovery from an emergency. The program focuses on the management aspects of disasters and emergencies. More importantly, the program focuses on developing well rounded decision makers with a strong background in leadership and ethics.

Students will conduct research on various government and private sector entities and report on suggested improvements in preparing for an emergency. The program prepares graduates to work with a variety of 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 policy makers on recovery issues. The BS-HSEM program is designed for students who aspire to work in the private security industry or city, state or federal levels. It is also appropriate for military personnel of all ranks, mid-level managers, and managers seeking promotion within the private sector to various levels of government. The BS-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 domestic security, and the culture and politics of terrorists. The remaining five courses expose the student to direct management strategies for emergencies including ethics. Together these courses provide a theoretical and practical foundation for managing emergencies.

Bachelor of Science in Homeland Security and Emergency Management/Master of Public Administration Transition Program

Students who are currently enrolled in the Bachelor of Science in Homeland Security and Emergency Management program and have at least a GPA of 3.0 and are within six courses of graduation, may register for the BS-HSEM/MPA transition program by asking their admission advisor to submit a plan change into the transition program and by taking two MPA classes as electives during the BS-HSEM program. To be eligible, students must apply for and begin the MPA program within six months of completing their BS-HSEM program. Students may choose up to two of the graduate-level public administration courses with the exception of PAD 631 and PAD 644.

For students in the BS-HSEM/MPA transition program, the University will waive two graduate-level public administration courses taken as part of the bachelor’s degree, but these students must still meet the residency requirements for the MPA.

Bachelor of Science in Homeland Security and Emergency Management/Master of Science in Homeland Security and Emergency Management Transition Program

Students who are currently enrolled in the Bachelor of Science in Homeland Security and Emergency Management program and have at least a GPA of 3.0 and are within six courses of graduation, may register for the BS-HSEM/MS-HSSE transition program by asking their admission advisor to submit a plan change into the transition program and by taking two MS-HSSE classes as electives during the BS-HSEM program. To be eligible, students must apply for and begin the MS-HSSE program within six months of completing their BS-HSEM program. Students may choose up to two of the graduate-level HSSE courses with the exception of SSE 610A or a course that has unfulfilled prerequisite.

For students in the BS-HSEM/MS-HSSE 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 MS-HSSE.

Supervised Senior Project Information:

The Supervised Senior Project is designed to be a comprehensive project. Therefore, students should schedule DSM 490 toward the
end of their degree program. The minimum requirements are the completion of at least 27 quarter units of the major requirements in the program.

To complete the project satisfactorily, students apply extensive effort in research and writing over a period of two months. Due to the time and effort required for this project, it is recommended that students dedicate themselves to the completion of this project without academic distraction.

Students who do not complete the Supervised Senior Project within the two-month period are eligible, at the discretion of the instructor, to receive a grade of “IP” which allows 12 months from the start date of the class for the student to complete. Students who do not complete the project by the end of the specified time period will need to retake DSM 490. No grade of “I” (Incomplete) can be given for this course.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:
• Apply relevant criticism in sustained analysis and interpretations of security management thinking.
• Engage in informed critical discussion, both oral and written, pertaining to domestic security management and past breaches of security within the United States.
• Evaluate emergency disaster pre-plans, recovery plans, and after-action reports.
• 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 must be completed in residence at National University, and a minimum 70.5 units of 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.

Requirements for the Major

(11 courses; 49.5 quarter units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>DSM 401</td>
<td>Domestic Security Management</td>
</tr>
<tr>
<td>PAD 400</td>
<td>Intro to Public Administration</td>
</tr>
<tr>
<td>LED 410</td>
<td>Leading Diverse Groups &amp; Teams</td>
</tr>
<tr>
<td>CJA 467</td>
<td>Int'l. &amp; Domestic Terrorism</td>
</tr>
<tr>
<td>DSM 475</td>
<td>Interviewing and Interrogation</td>
</tr>
<tr>
<td>DSM 420</td>
<td>Information Security</td>
</tr>
<tr>
<td>DSM 430</td>
<td>Border-Transportation Security</td>
</tr>
<tr>
<td>DSM 440</td>
<td>Crisis Management</td>
</tr>
<tr>
<td>DSM 470</td>
<td>Legal Issues of Security</td>
</tr>
<tr>
<td>DSM 444</td>
<td>Disaster Management</td>
</tr>
<tr>
<td>DSM 490</td>
<td>Supervised Senior Project</td>
</tr>
</tbody>
</table>

Prerequisite: Students must have fulfilled all General Education, Core Courses; and Elective Courses requirements prior to beginning this course.

Upper-Division Electives

(6 courses; 27 quarter units)

Students can select any six of the courses listed below to complete this requirement:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJA 434</td>
<td>Survey of Forensic Sciences</td>
</tr>
<tr>
<td>CJA 356</td>
<td>Criminal Evidence</td>
</tr>
<tr>
<td>CJA 400</td>
<td>Gangs in America</td>
</tr>
<tr>
<td>CJA 457</td>
<td>Minorities/Crime/Soc. Justice</td>
</tr>
<tr>
<td>CJA 340</td>
<td>Corrections</td>
</tr>
<tr>
<td>COM 380</td>
<td>Democracy in the Info. Age</td>
</tr>
<tr>
<td>MGT 309C</td>
<td>Prin. of Mgmt &amp; Organizations</td>
</tr>
<tr>
<td>HUB 420</td>
<td>Human Communication</td>
</tr>
<tr>
<td>CJA 460</td>
<td>Principles of Investigation</td>
</tr>
<tr>
<td>CJA 446</td>
<td>CJ Management and Leadership</td>
</tr>
</tbody>
</table>

■ BACHELOR OF SCIENCE

◆ MAJOR IN PARALEGAL STUDIES

Faculty Advisor: Bryan Hance; (310) 662-2115; bhance@nu.edu

This degree is approved by the American Bar Association. The Bachelor of Science in Paralegal Studies program is intended to provide students with the professional skills required to serve the legal community effectively and ethically as a paralegal or legal assistant. The program 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 legal professional practice.

This degree is offered and ABA-approved at the Los Angeles and Woodland Hills campuses and housed within the School of Professional Studies.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:
• Identify and apply proper legal remedies 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.
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This degree is offered and ABA-approved at the Los Angeles and Woodland Hills campuses and housed within the School of Professional Studies.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:
• Describe the 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 degree in Paralegal Studies, students must complete at least 180 quarter units, 76.5 of which must be completed at the upper-division level, 45 of which must be completed in residence at National University, and a minimum 70.5 units of University General Education requirements. A minimum of 27 quarter units of general education coursework 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 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 degree. Students should refer to the section on undergraduate admission procedures for specific information on admission and evaluation.

Preparation for the Major
(9 courses; 40.5 quarter units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLA 200</td>
<td>Legal Theory &amp; Ethics</td>
</tr>
<tr>
<td>PLX 1000X</td>
<td>Torts</td>
</tr>
<tr>
<td>PLA 201</td>
<td>English for Professionals</td>
</tr>
<tr>
<td>PLX 1001X</td>
<td>Leg Res Wrtg-Briefing/Analysis</td>
</tr>
<tr>
<td>PLX 1002X</td>
<td>Contracts</td>
</tr>
<tr>
<td>PLX 1003X</td>
<td>Leg Res Wrtg-Legal Memo</td>
</tr>
<tr>
<td>PLA 202</td>
<td>Property</td>
</tr>
<tr>
<td>PLA 203</td>
<td>Leg Res Wrtg-Persuasive Wrtg.</td>
</tr>
<tr>
<td>PLX 1005X</td>
<td>Computers &amp; the Law</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLA 303</td>
<td>Law Office Administration</td>
</tr>
<tr>
<td>PLA 318</td>
<td>Remedies &amp; Dispute Resolution</td>
</tr>
<tr>
<td>PLA 325</td>
<td>Litigation I</td>
</tr>
<tr>
<td>PLA 329</td>
<td>Corporations I</td>
</tr>
<tr>
<td>PLA 333</td>
<td>Criminal Law I</td>
</tr>
<tr>
<td>PLA 426</td>
<td>Litigation II</td>
</tr>
<tr>
<td>PLA 430</td>
<td>Corporations II</td>
</tr>
<tr>
<td>PLA 434</td>
<td>Criminal Law II</td>
</tr>
<tr>
<td>PLA 495</td>
<td>Objective Writing Capstone</td>
</tr>
<tr>
<td>PLA 496</td>
<td>Persuasive Writing Capstone</td>
</tr>
</tbody>
</table>

Requirements for the Minor
(6 courses; 27 quarter units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADR 400</td>
<td>Alternative Dispute Resolution</td>
</tr>
<tr>
<td>ADR 405</td>
<td>Negotiation Fundamentals</td>
</tr>
<tr>
<td>ADR 410</td>
<td>Facilitation Fundamentals</td>
</tr>
<tr>
<td>ADR 415</td>
<td>Mediation Fundamentals</td>
</tr>
</tbody>
</table>

Choose any two of the following:
ADR 420 Communication & Conflict
ADR 425 Issues in Conflict Management
ADR 430 Ethics and Neutrality

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 School of Professional Studies.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW 402</td>
<td>The Art of Negotiation</td>
</tr>
<tr>
<td>LAW 430</td>
<td>Constitutional Law</td>
</tr>
<tr>
<td>LAW 440</td>
<td>Comparative International Law</td>
</tr>
<tr>
<td>ADR 400</td>
<td>Alternative Dispute Resolution</td>
</tr>
<tr>
<td>ADR 405</td>
<td>Negotiation Fundamentals</td>
</tr>
<tr>
<td>ADR 415</td>
<td>Mediation Fundamentals</td>
</tr>
<tr>
<td>ADR 430</td>
<td>Ethics and Neutrality</td>
</tr>
</tbody>
</table>

MINORS

● Minor in Alternative Dispute Resolution
  Faculty Advisor: Jack Hamlin; (858) 642-8405; jhamlin@nu.edu

Although designed for those students majoring in business administration who may seek entry into the Alternative Dispute Resolution field, a minor in Alternative Dispute Resolution is available to all students in any bachelor’s degree program. ADR is in high demand in the business community, local, state and federal governments, and neighborhood communities. The successful completion of the minor in ADR will provide students with the necessary skills to become effective negotiators, mediators, and facilitators and to promote peace and understanding between diverse cultures.

Requirements for the Minor
(6 courses; 27 quarter units)

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<th>Course Code</th>
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<tr>
<td>ADR 400</td>
<td>Alternative Dispute Resolution</td>
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<td>ADR 405</td>
<td>Negotiation Fundamentals</td>
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<td>ADR 410</td>
<td>Facilitation Fundamentals</td>
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<tr>
<td>ADR 415</td>
<td>Mediation Fundamentals</td>
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Choose any two of the following:
ADR 420 Communication & Conflict
ADR 425 Issues in Conflict Management
ADR 430 Ethics and Neutrality

● Minor in Business Law
  Faculty Advisor: Bryan Hance; (310) 662-2115; bhance@nu.edu

This minor is designed to provide students who have an interest in a career in law, business, or government, with an understanding of the complex legal issues that exist in today’s business environment.

Requirements for the Minor
(6 courses; 27 quarter units)

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<tr>
<td>LAW 400</td>
<td>Current Legal Issues</td>
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<td>LAW 304</td>
<td>Legal Aspects of Business I</td>
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<td>LAW 305</td>
<td>Legal Aspects of Business II</td>
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<tr>
<td>LAW 440</td>
<td>Alternative Dispute Resolution</td>
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<tr>
<td>ADR 405</td>
<td>Negotiation Fundamentals</td>
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</tbody>
</table>

Choose one from the following:
LAW 440 Comparative International Law
LAW 445 Administrative Law for Business
LAW 455 Public Contracting

● Minor in Criminal Justice Administration
  Faculty Advisor: James Guffey; (916) 855-4109; jguffey@nu.edu

The Minor in Criminal Justice Administration is designed to provide students with a selective overview of the criminal justice system. To fulfill the requirements for the minor, students can take any six courses listed as upper-division requirements for the major and beginning with CJA prefixes. (Prerequisites may be required depending on courses chosen.)

Requirements for the Minor
(6 courses; 27 quarter units)

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<tr>
<td>LAW 402</td>
<td>The Art of Negotiation</td>
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<td>LAW 430</td>
<td>Constitutional Law</td>
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<td>LAW 440</td>
<td>Comparative International Law</td>
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<td>Mediation Fundamentals</td>
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<tr>
<td>ADR 430</td>
<td>Ethics and Neutrality</td>
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</tbody>
</table>
Minor in Journalism
Faculty Advisor: Sara Ellen Amster; (714) 429-5311; samster@nu.edu

The minor is designed for those students who seek specialized knowledge of the field, including its most recent innovations. It emphasizes traditional foundations, including ethics, but also touches on convergent journalistic techniques for the 21st Century.

Core Requirements
(6 courses; 27 quarter units)

JRN 300 Multimedia Journalism Skills
Prerequisite: ENG 100, and ENG 101

JRN 305 The Art of the Interview
Prerequisite: ENG 100, and ENG 101

JRN 310 Convergent Journalism
Prerequisite: ENG 100, ENG 101, and COM 100, or COM 220

JRN 340 Feature Writing
Prerequisite: JRN 300, JRN 301, and JRN 305, ENG 100, ENG 101

JRN 360 Freedom of the Press: A Journal
Prerequisite: ENG 100, and ENG 101

JRN 420 Journalism Ethics
Prerequisite: ENG 100, and ENG 101

To the extent that specific courses have prerequisites, students will be required to meet them. The faculty advisor must grant approval for students to substitute one other existing JRN course to meet the requirements for the minor in place of another JRN course (e.g., JRN 350, Youth and the News, for those interested in teaching).

Minor in Pre-Law Studies
Faculty Advisor: Bryan Hance; (310) 662-2115; bhance@nu.edu

Requirements for the Minor
(6 courses; 27 quarter units)

A minor in pre-law studies helps prepare business professionals for the increasing legal implications of business in a global environment.

LAW 304 Legal Aspects of Business I
LAW 305 Legal Aspects of Business II
Prerequisite: LAW 304
LAW 408 Legal Writing Research and Rna
LAW 400 Current Legal Issues
ADR 405 Negotiation Fundamentals
MGT 400 Ethics in Law, Business & Mgmt

GRADUATE PROGRAMS

MASTER OF ARTS IN DIGITAL JOURNALISM
Faculty Advisor: Sara Ellen Amster; (714) 429-5311; samster@nu.edu

The goal of the Master of Arts in Digital Journalism will prepare learners to become dynamic new media professionals capable of using emerging technologies to generate, create and disseminate news and analysis in a competitive, fast-moving global information environment. The program, to be taught entirely online, will link new media practitioners internationally with each other, and train backpack and video journalist “one-man bands” who are hotly in demand in the new media marketplace. The changing nature of 21st century journalism requires professionals who are ready to answer the call for more highly skilled news and communication practitioners in the 24-hour information-on-demand cycle.

Increasingly, the question of who is a journalist has been replaced by who does journalism? Students will be armed with theoretical and practical approaches to help them and their news organizations, both traditional and non-traditional, meet the world’s voracious appetite for clear, accessible and relevant knowledge—“news you can use”—to help consumers make better decisions and lead more informed lives. With the program, National University adds its voice to the debate over what journalism is and needs to become. Coursework will marry non-traditional multimedia skills with longtime foundations, legal underpinnings and the ethics of traditional journalistic practice. Near the end of this 13-month program, students will be matched with mentors in the new media and communications fields. Along the way, they will create an electronic portfolio designed to help them gain employment and build their career.

The degree requires that students are able to write in English at an advanced level and also be flexible enough to learn the latest technological skills that new media professionals need to survive. Students must already possess a bachelor of arts degree. They must prove basic competency in certain digital skills or take a series of tutorials in Essential Digital Competencies, JRN 502, as a satisfactory-unsatisfactory companion to their other studies. If a student’s writing skills need improvement, he or she may be required to enroll in a remedial writing class before continuing in the program. Applicants for whom English is a second language are encouraged to take the Accuplacer English as a second language test.

The opening course, The New News, or JRN 600, will serve as gateway to the program, which also will offer such innovative classes as computer-assisted reporting, the business of journalism, producing online publications, investigative reporting and international reporting. Admitted students must prequalify for Backpack Digital Audio & Video by taking a series of tutorials, but JRN 502 may be waived by the instructor based on sufficient evidence of professional-level work.

Consultation with the advisor is required. Essential Digital Competencies can be taken alongside the program for a grade of satisfactory/unsatisfactory as a student pursues the degree but must be taken prior to Backpack Digital Audio & Video, JRN 610.

Graduates will acquire a host of intellectual, managerial and journalistic skills including:
• an understanding of emerging media business models;
• the ability to create original enterprise projects about public issues, events and individuals;
• the knowledge to engage in public journalism by conducting polling, interviewing and interactive audience research;
• the training to develop, implement and evaluate appropriate strategies of investigative journalism using the Web for both research and presentation; and
• professional instruction in the foundations of shoe-leather journalism, as well as story-generation and reporting.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:
• Develop digital informational content (text, graphics, audio, video) for dissemination across multiple media platforms.
• Evaluate the effect of information and knowledge management structures on accuracy and reliability in news media publications.
• Employ emerging media practices within ethical and legal boundaries.
• Create interactive online publications for a global audience.
• Critique business models and evaluate their effectiveness in the emerging media world of contemporary journalism.
• Analyze news and information gathered from computer databases.
The Bachelor of Science in Digital Journalism students must

To receive a Master of Arts in Digital Journalism students must

The Master of Criminal Justice (MCJ) is designed to provide students

The Bachelor of Science in Criminal Justice Administration /

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

To receive a Master of Criminal Justice, students must complete at

The Bachelor of Science in Criminal Justice Administration / Master of Criminal Justice (BSCJA/MCJ) Transition Program allows currently enrolled BSCJA students with a cumulative grade point average of at least 3.0, who are within completing their last six courses, to register for two courses as electives for their BSCJA degree. Students can take any two courses in the MCJ core which do not require prerequisites. The number of courses to complete to earn the MCJA is reduced from 12 to 10 courses. To be eligible for the Transition Program, students must apply for the MCJ and begin their program of study within six months after completing their final BSCJA course. Students must complete the MCJ program within four years with no break exceeding 12 months. Students must complete graduate-level coursework taken as part of the BSCJA degree with a grade of B or better. The coursework will not transfer as graduate-level credit to National University or any other institution as it is part of an undergraduate degree program.

Program Learning Outcomes

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

• Evaluate managerial practices that have shaped the criminal justice professions.
• Analyze court decisions involving police or criminal justice agencies in terms of criminal sanctions.
• Analyze issues of police morale, motivation, retention, selection and recruitment.
• Evaluate and determine what should be the consequences of unethical conduct by police officers.
• Evaluate and compare the American criminal justice system with other criminal justice systems.
• Evaluate disciplinary, theoretical, criminological, and philosophical foundations in the management of criminal justice.
• Develop oral, written, and technological communication for criminal justice professionals.
• Utilize critical thinking and problem solving skills to identify quality scholarship and research in the field of criminal justice.

Degree Requirements

To receive a Master of Criminal Justice, students must complete at least 54 quarter units of graduate work. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree. Students should refer to the section on graduate admission requirements for specific information regarding application and evaluation.

Core Requirements

(8 courses; 36 quarter units)

CJA 600 CJ Theory, Practice & Policy
CJA 610 Critical Issues in CJ
CJA 620 Legal Issues in CJ
CJA 625 Professional Ethics in CJ
CJA 627 Security Management & Planning
CJA 628 Comparative CJ Systems
CJA 650 Advanced Criminological Theory
CJA 690 Research Project Thesis

Prerequisite: All 7 other core CJA classes
School of Professional Studies

MASTER OF FINE ARTS IN DIGITAL CINEMA 🎥

Faculty Advisor: E. Alyn Warren; (714) 429-5131; awarren@nu.edu

The Digital Cinema MFA program provides graduates with an in-depth study of digital motion picture production and postproduction and a foundation in film history. Graduate fellows develop technical skills in digital cinema production, the ability to critically evaluate film and video projects for practical and commercial outcomes, and a critical acumen in the area of film, visual communication and media studies. The curriculum covers screenwriting, digital cinematography, lighting, directing, production management, nonlinear editing and post-production workflow, producing and distribution.

The program focuses on developing filmmakers well versed in all aspects of low budget, independent narrative and documentary style filmmaking and prepares graduates to work in a variety of production capacities in the following fields: commercial or industrial film and television, digital entertainment media and communication, educational or instructional media production. At the completion of the Digital Cinema program, students will possess the knowledge and skills needed to produce a professional quality digital motion picture and to participate in the ongoing scholarly and critical discussions of issues in the field of film, film theory and criticism.

The MDC program consists of five core seminars and six workshops with concurrent studio practica. In addition, depending upon their thesis project and professional interests, graduate fellows select one elective in film studies and one specialization workshop in advanced screenwriting or producing documentaries prior to taking the 4-course thesis sequence. Graduate fellows will complete the program with an original professional quality, digital short tailored to their interests, needs and desire for career development and a written thesis that demonstrates the candidate’s ability to communicate coherently, critically, and creatively. It will include the complete production documentation, a treatment or synopsis, a project funding, budget, schedule and distribution plan and a shooting script, as well as a critical analysis of the project, relevant genre influences, and a self-assessment of the candidate’s evolution as a filmmaker during the thesis period.

The thesis sequence consists of four-courses and may last from 12-18 months. The courses are: MDC 692 Thesis Development, MDC 693 Thesis Production, MDC 694 Thesis Post-Production and MDC 695 Thesis Qualification. During Thesis Development a thesis fellow works with a thesis advisor to develop the story and outline for a short film project and completes a formal thesis proposal that includes a first draft of a fiction screenplay or documentary storyline and sustains the interest of a discriminating audience.

Program Electives

(4 courses; 18 quarter units)

Select 4 courses from the following list of courses:

CJA 655 Advanced Research Methods

CJA 660 Drugs, Alcohol & Public Policy

CJA 665 Violence and Victimization

FSC 622 Law and Criminal Procedure

FSC 631 Major Case Investigation

FSC 643 Forensic Psychology

Program Delivery Format

The MDC program is offered as a hybrid format with instruction for a majority of courses delivered online, and a required one-month intensive residency at the Los Angeles campus. The program is also offered full-time at the National University Los Angeles campus with a majority of classes conducted onsite.

All Digital Cinema fellows must take the intensive residency consisting of three courses onsite at the National University Los Angeles campus: MDC 683P Directing and Production Management Practicum, MDC 688 Production & MDC 689 Postproduction. The MDC 688 Production workshop lasts the first two weeks of the month and the second, MDC 689 Post-production, runs for two weeks during the second half of the month. MDC 683P runs for the whole month. These three workshops provide students with hands-on production experience in a collaborative environment using professional equipment and must be completed prior to the thesis sequence.

Students who are unable to devote a full month onsite for both MDC 688 and MDC 689 may elect to split the onsite residency by taking MDC 689 first and then later scheduling MDC 683P and MDC 688, which must be taken concurrently. For more information on the residency workshops, contact the program lead faculty advisor.

Production and course material fees listed below cover the additional costs of the residency, including workshop and production, expendables, materials, supplies and related expenses. Expenses for accommodation and transportation are not included in the fees or tuition, and students are responsible for arranging their own accommodations and transportation during the onsite residency. Additional equipment fees may apply to some onsite workshop courses.

For more information on program formats, residency workshops, onsite courses and fees, contact the program lead faculty advisor.

Fees

Production and course material fees:

MDC 688 Course Fee....................................................... $1,200
MDC 689 Course Fee....................................................... $550

Thesis Sequence

To qualify for the Digital Cinema thesis sequence the MFA fellow must have successfully completed all core courses by maintaining a “B” average and have completed the Production Sequence with a minimum grade of “B”. Candidates who do not meet these criteria will be required to successfully repeat a course based upon policies for Graduate programs published in the National University catalog and consultation with the program lead faculty. Through the thesis project a thesis fellow must demonstrate her/his ability to work under the guidance of a thesis advisor to independently develop, produce and edit a short subject digital motion picture project between 12 and 30 minutes in length, that presents a coherent storyline and sustains the interest of a discriminating audience. Projects may be documentary or fiction. Specific parameters of the project are developed in consultation with a thesis advisor.

In addition to the digital short motion picture, the MFA Candidate must complete a written thesis that demonstrates the candidate’s ability to communicate coherently, critically, and creatively. It will include the complete production documentation, a treatment or synopsis, a project funding, budget, schedule and distribution plan and a shooting script, as well as a critical analysis of the project, relevant genre influences, and a self-assessment of the candidate’s evolution as a filmmaker during the thesis period.

The thesis sequence consists of four-courses and may last from 12-18 months. The courses are: MDC 692 Thesis Development, MDC 693 Thesis Production, MDC 694 Thesis Post-Production and MDC 695 Thesis Qualification. During Thesis Development a thesis fellow develops a shooting script, conducts pre-production planning and completes the production phase of the project. Upon satisfactory completion of the production phase, the fellow is eligible for post-production, during which s/he edits and submits a series of cuts for review by the editorial thesis advisor. During post-production the editorial thesis advisor will arrange for the thesis development and production advisors to review the project as a
thesis committee based on the progress and completeness of the project. The committee will provide written notes and criteria for successful qualification of the film to the thesis fellow for incorporation into a director’s cut. A thesis film must satisfactorily meet the qualification standards set by the thesis committee in order to pass Thesis Post-production.

Upon satisfactory completion of the post-production course, the fellow is eligible for Thesis Qualification, during which s/he completes the written thesis and submits it for evaluation. The thesis committee then makes the final determination on whether or not the thesis fellow has met or exceeded the qualification requirements for the Digital Cinema Master of Fine Arts.

A fellow must satisfactorily complete each thesis course within the specified term of the course. Thesis Development is four months. Production and Post-production courses are three months each, and the Qualification course is two months. Consideration for incompletes are considered based on University policy. Any thesis course that receives an unsatisfactory evaluation must be repeated.

Application Requirements

To be considered for admission, applicants must meet the University graduate admission requirements listed in the catalog under general information for graduate degrees as well as the following MDC program criteria. Students must submit an application packet, pass a personal interview, and attend the program orientation before they may begin classes. The application will determine applicant proficiency and skill sets in digital technology, editing and photography as well as writing and communication in English at the graduate level.

Students interested in enrolling in this program should contact the MDC program lead faculty advisor for further information regarding the application process and to determine at what point in the sequence they might enter the program. Entrance points may vary depending on applicant experience, skills and proficiencies.

Program Prerequisites

Students in the Digital Cinema MFA are required to conduct independent research and be able to write at the graduate level. It is recommended that students have had undergraduate courses or experience in some of the following areas: communication, film, literature, media studies, graphic design, multimedia arts, history, philosophy, psychology or sociology. The MDC application and personal interview will determine whether or not an applicant meets the program prerequisites. A successful applicant should have entry-level knowledge of video editing software and be able to create new projects, capture digital video and audio assets, assemble and insert, edit, and export sequences to a variety of QuickTime formats for DVD, Internet and streaming formats.

Students are also required to have the basic technical knowledge and skills needed to operate a digital camera using manual settings and be familiar with photographic principles like exposure, iris, and shutter, as well as such digital concepts as white balance, image resolution, frame rate and screen ratio. Students who do not have such experience or skills should take a basic noncredit video editing and digital photography preparation course. Students may also be asked to submit a short digital video project for consideration. Contact the program lead faculty for details.

Students admitted to the program are expected to possess or have reliable access to a high-speed Internet connection including an e-mail account outside of National University for course projects and assignments and a personal computer that meets the system requirements for professional digital video editing software currently available. (Always check the manufacturer’s website for system requirements before purchasing software. Students may need to upgrade their computer or components to meet those specifications.)

AVID Media Composer or Final Cut Pro editing software are used for the onsite editing and post-production course and students are expected to have a working knowledge of one of those software programs before taking MDC 652 & 689. All students must have access to a DVD rental service for films and television programs, and own an external FireWire 400 or 800 (IEEE 1394) hard drive for media storage. Students in the online/hybrid program must have access to a digital still camera, a digital video camera with manual controls, a tripod, a basic lighting kit, and nonlinear editing software prior to taking MDC 661, 651, and 652.

The following software is required to complete program coursework: Microsoft Office (Word, Excel, PowerPoint, Internet Explorer) or comparable software capable of outputting PDF documents, a variety of standard browser plug-ins (i.e. JavaScript, Flash, QuickTime, etc.), an FTP client software (such as Fetch, CoreFTP, FileZilla, etc.), Adobe Photoshop Elements (or equivalent photo image processing program (MDC661 & 651), Apple QuickTime Pro and the above mentioned AVID Media or Composer, Final Cut Pro or a comparable digital video editing software package (MDC 662 & 652), project management software like GanttProject or equivalent by Gorilla or EP (MDC 650, 683, 683P), and a script writing program such as CELTX, MovieMagic or Final Draft (MDC 680 & 681). Students should plan to learn how to operate the software before taking related classes. For more information on any of the above requirements contact the program lead faculty advisor.

Program Learning Outcomes

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

- Critique the creative works of others using relevant critical models and professional vocabulary
- Evaluate professional and theoretical issues and processes pertaining to movies and aspects of digital filmmaking based on recognized industry models and standards
- Incorporate research from primary and secondary sources into sustained analyses and interpretations of screenplays, films and television programs
- Generate an original narrative screenplay that incorporates standard industry format and narrative structural elements
- Create an original screenplay or a documentary production treatment with a coherent structure and compelling storyline that engages and sustains the interest of a discriminating audience
- Generate the standard industry documentation required to effectively communicate and collaborate with a production team during the development, production, editing and distribution of a professional motion picture
- Generate original digital motion picture sequences using current cinematic theory and techniques to support the thematic concepts and story objectives of a script
- Construct digital motion picture sequences using current visual and sound editing techniques and theory that engage and sustain the interest of a discriminating audience
- Implement post-production workflow processes to capture, edit, finish and export digital video assets to appropriate distribution media
- Create an original short motion picture based on an original concept with a coherent storyline that is significant and complex enough to engage and sustain the interest of a discriminating audience and is suitable for distribution or submission to a film festival

Degree Requirements

(22 courses; 81 quarter units)

To receive a Master of Fine Arts, students in the Digital Cinema program must complete at least 81 quarter units of graduate work, of
which a minimum of 63 quarter units must be taken at National University. Students can transfer up to 13.5 quarter units at the graduate level from a regionally accredited institution in the areas of communication, film, media studies, or production, provided the units have not been used to satisfy the requirements of an awarded degree. Program applicants wishing to transfer credits into the program should contact the program lead faculty advisor and arrange for an evaluation in advance. Refer to the section in the graduate admission requirements for additional specific information regarding application and matriculation.

First Year
(9 courses; 33.75 quarter units)

MDC 660 Narrative Structure in Film
MDC 680 Screenwriting
Corequisite: MDC 680P
MDC 680P Screenwriting I Practicum (2.25 quarter units)
Corequisite: MDC 680
MDC 661 Cinematic Design
MDC 652 Digital Editing
Corequisite: MDC 652P
MDC 652P Digital Editing Practicum (2.25 quarter units)
Corequisite: MDC 652
MDC 662 Sound Design
Prerequisite: MDC 652
MDC 651 Digital Cinematography
Corequisite: MDC 651P, Prerequisite: MDC 661
MDC 651P Cinematography Practicum (2.25 quarter units)
Corequisite: MDC 651

Second Year
(6 courses; 24.75 quarter units)

MDC 650 Producing Digital Cinema
MDC 653 Film Directing
Prerequisite: MDC 651, MDC 660, and MDC 662
MDC 683 Production Management
Prerequisite: MDC 650, MDC 651, MDC 652, MDC 662, and MDC 653, Corequisite: MDC 683P, MDC 688, and MDC 689
MDC 683P Production Management Practicum (2.25 quarter units)
Four-week practicum only offered onsite and must be taken concurrently with MDC 688.
Corequisite: MDC 683
MDC 688 Production
Two-week workshop is only offered onsite and must be taken concurrently with MDC 683P.
Corequisite: MDC 683, Prerequisite: MDC 651, and MDC 653
MDC 689 Digital Cinema Post-Production
Two-week workshop is only offered onsite and recommended to be taken after MDC 688 and concurrently with MDC 683P.
Corequisite: MDC 683, Prerequisite: MDC 650, and MDC 652

The production sequence courses MDC 653 through MDC 688 must be taken in sequence. MDC 683P and MDC 688 and MDC 689 are only offered in an onsite residency at the National University Los Angeles Learning Center. This production residency is only offered in July of each academic year.

MDC 650 and MDC 688 may be taken separately by splitting the production residency into two visits. However the time to degree may be extended by up to 12 months. Contact the program Lead Faculty for more information.

Advanced Study
(2 course; 6.75 quarter units)

MDC 670 Producing Documentaries
Corequisite: MDC 670P, Prerequisite: MDC 650, and MDC 683
MDC 670P Documentary Practicum (2.25 quarter units)
Corequisite: MDC 670, Prerequisite: MDC 650, and MDC 683
or
MDC 681 Screenwriting II
Corequisite: MDC 681P, Prerequisite: MDC 680
MDC 681P Screenwriting II Practicum (2.25 quarter units)
Corequisite: MDC 681

Electives
(1 course; 4.5 quarter units)

To complete the program, students may select one elective from any of the following courses or apply for an equivalency substitution with another graduate level course in media studies, media production, art or literary criticism, narrative or dramatic writing or theory. Contact program lead faculty for more information.

COM 610 Integrated Marketing Comm
ENG 665 Film Theory
ENG 666 Film History: The Silents
ENG 668 Film Genre Studies
ENG 667 Film History: American Film
ENG 669 World Film
ENG 685 Great Directors: American
ENG 686 Great Directors: International
SCR 650 Script Reading and Coverage

Thesis Sequence
(4 courses; 11.25 quarter units)

MDC 692 Thesis Development
Prerequisite: Satisfactory completion of all MDC core requirements.
MDC 693 Thesis Production (2.25 quarter units)
Prerequisite: MDC 692
MDC 694 Thesis Postproduction (2.25 quarter units)
Prerequisite: MDC 693
MDC 695 Thesis Qualification (2.25 quarter units)
Prerequisite: MDC 694

MASTER OF FINE ARTS IN PROFESSIONAL SCREENWRITING 🎥

Faculty Advisor: Bettina Moss; (323) 337-2016; bmoss@nu.edu

The MFA in Professional Screenwriting program provides an in-depth study of the art of film, TV and transmedia writing wherein students learn to create compelling, well-structured stories with memorable characters. Students will also acquire a foundational understanding of how to market themselves and their work in the entertainment industry.

This program is hybrid, with the majority of classes delivered online. There is a two week required on-site residency in Los Angeles. Graduate candidates develop skills in advanced film, television and/or transmedia writing, the ability to critically evaluate film, television and/or transmedia scripts for practical and commercial outcomes and critical acumen in the area of media studies. Students may choose one of three tracks: screenwriting, television writing or transmedia writing. Students may take courses within the three areas and produce thesis projects in more than one area. Graduate candidates will complete the program with a minimum of two feature length screenplays and/or teleplays and/or transmedia
projects, an aesthetic statement reflecting their artistic development and a marketing plan and pitch.

The program prepares graduates to work in a variety of capacities in the following fields: commercial, industrial or independent film, TV and transmedia writing and/or development, digital entertainment media and communication, and educational or instructional media programs. Coursework covers screenwriting, television writing, transmedia writing (graphic novels, comics, web narratives, etc.), script analysis, script development, pitching and marketing as well as business aspects of entertainment programming. Internships and special extra-curricular electives are also available.

Upon completion of the Master of Fine Arts in Professional Screenwriting program, students will possess the knowledge and skills needed to write professional level scripts, to participate in the ongoing scholarly and critical discussions of issues in the field of film, TV and Transmedia writing and to present their work to the entertainment industry.

Application Requirements and Program Prerequisites

To be considered for admission, prospective students must meet the University graduate admission requirements listed in the catalog under general information for graduate degrees. There is no separate application process for this program.

Students are expected to possess or have reliable access to a high-speed Internet connection including an e-mail account outside of National University for course projects and assignments. Students need to have access to a DVD rental service or other reliable source for obtaining access to films, television shows and transmedia. Students must have personal access to a computer that meets the system requirements for viewing films and film clips online and other relevant media. The following software (at a minimum) is required: Microsoft Office (Word, Excel, PowerPoint, Internet Explorer) or comparable software capable of outputting PDF documents, and a variety of standard browser plug-ins (i.e. JavaScript, Flash, Shockwave, QuickTime, Real player etc.). Students must also have reliable access to a headset and microphone capable of supporting online course technological requirements. Students must also acquire and use approved softwares specific to the creation of film, television and transmedia scripts.

Students enrolling in the program are expected to have written and spoken proficiency in English at the graduate level. If in doubt about your English language skills please contact the faculty advisor for the program.

Program Prerequisites

The Professional Screenwriting MFA is a rigorous, graduate level program. Prior to entry it is expected that students have acquired the knowledge and skills needed to write, evaluate and engage in critical thought at the graduate level. Students who do not have such experience or skills should take appropriate courses before entering the program. It is recommended (although not absolutely required) that students have had undergraduate courses or experience in one or more of the following areas: communication, film, television, English, literary or media studies, history, philosophy, psychology or sociology or other relevant areas. For more information contact the program lead faculty advisor.

Faculty and Content Creators

Instructors bring the benefit of professional film and television experience to their teaching. Faculty, content creators and guest speakers include executives, agents, and producers who have worked in affiliation with DreamWorks (The Help, War Horse), Jerry Weintraub Productions (Oceans franchise, Karate Kid), Dan Lin Productions (Sherlock Holmes franchise), Lawrence Bender Productions (Inglorious Basterds, An Inconvenient Truth), Cruise/Wagner Productions (Mission Impossible franchise), Forward Fass (Heat, The Last of the Mohicans, Miami Vice), HBO, Showtime, PBS, Sony Pictures, ABC, CBS, NBC, Miramax, Disney, Warner Bros, Harpo Productions, and Fox Studios, among many others.

Faculty, content creators and guest speakers include Emmy, Humanitas and Nichols Fellowship award-winning winners who have worked on such diverse projects, as Masters of the Universe, Little Fockers, Ray, Life As We Know It, Red Eye, Disturbia, Wall Street, Source Code, and series such as From Earth To The Moon, Band Of Brothers, Deadwood, The District, Nip/Tuck, Picket Fences, Law And Order, Camarena Drug Wars, among many others, and transmedia projects such as, The Adventures of Kavalier and Clay (graphic novel), and Todd, The Ugliest Kid on Earth.

Program Delivery

The program is offered as a Hybrid, online/on-site low-residency program. The core courses; the electives and advanced courses with “studio practica” are delivered online. Students select three electives to be completed prior to taking the 2-course thesis sequence.

The low-residency component of the program consists of two advanced courses which are taken concurrently.

SCR 670P Development-Production Practicum (online for one month)
SCR 675 The Business of Screenwriting (on site for two weeks at National University’s Los Angeles campus)

The residency courses provide students with the opportunity to learn in a collaborative environment which introduces them to working professionals and to synthesize crucial elements of film, TV and transmedia writing, pitch presentations and how business is conducted in the entertainment community. The two residency courses are educational opportunities to create relationships with professors and industry professionals and learn about the entertainment industry by direct experience. They are not designed to serve as venues for sale of creative material, for obtaining agent or manager representation or to procure employment.

Program Fees

All fees are financial aid eligible.

Residency Fees

SCR 675: $750
SCR 670P: $250

Additional fees may apply to residency workshops including purchase of film or tour tickets, expendables, supplies and some meals. These can vary and are determined at the time of each on-site residency. Costs for accommodation and transportation are not included in the tuition or fees. Students are responsible for arranging their own accommodations and transportation as well as any meals not provided. For more information contact the program lead faculty advisor.

Thesis Fees

SCR 690: $350
SCR 691: $350

These provide compensation for thesis committee members time and attention to thesis projects.
Upon successful completion of this program, students will be able to:

Program Learning Outcomes

For thesis portfolio students are expected to:

• Analyze and/or design and generate a marketing plan/pitch
• Articulate a critical understanding of self in relation to creativity and the influence of cultural and societal issues.
• Generate original and/or adapted narrative screenplays, TV scripts or transmedia IP’s employing the principles of these respective disciplines through various stages from introductory level to mastery.
• Articulate a critical understanding of self in relation to creativity and the influence of cultural and societal issues.
• Analyze and/or design and generate a marketing plan/pitch using the principles of entertainment industry marketing.
• Collaborate with others in achieving writing and/or pitching goals.

Degree Requirements:

(19 courses; 74.25 quarter units)

To receive a Master of Fine Arts, students in the Professional Screenwriting program must complete at least 74.25 quarter units of graduate work, of which a minimum of 60.75 quarter units must be taken at National University. With approval of lead faculty advisor, students may be able to transfer up to 13.5 quarter units at the graduate level from a regionally accredited institution in the areas of screenwriting, communication, film or media studies, or other appropriate areas of study provided the units have not been used to satisfy the requirements of an awarded degree. Students wishing to transfer credits into the program should contact the program lead faculty advisor. Refer to the section in the graduate admission requirements for additional specific information regarding application and evaluation.

Core Requirements

(7 courses; 27 quarter units)

SCR 650 Script Reading and Coverage
MDC 660 Narrative Structure in Film
MDC 680 Screenwriting
Corequisite: MDC 680P
MDC 680P Screenwriting I Practicum (2.25 quarter units)
Corequisite: MDC 680
MDC 681 Screenwriting II
Corequisite: MDC 681P, Prerequisite: MDC 680
MDC 681P Screenwriting II Practicum (2.25 quarter units)
Corequisite: MDC 681

Note: Practica are the Studio labs associated with 2 month courses.

Please choose one of the following courses:

ENG 667 Film History: American Film
ENG 668 Film Genre Studies
ENG 685 Great Directors: American
ENG 686 Great Directors: International
ENG 669 World Film
SCR 665 TV Writing-From Idea To Pitch
SCR 667 Marketing for Film & TV
SCR 668+ Introduction To Transmedia

* Prerequisite for TV Writing Track. Option for Screenwriting Track.
+ Prerequisite for Transmedia Writing Track. Option for Screenwriting Track.

Advanced Core Requirements

(8 courses; 29.25 quarter units)

SCR 671 Character and Dialog
SCR 682 Adv Screenwriting Workshop
Prerequisite: MDC 681, MDC 681P
SCR 682P Adv Screenwriting Practicum (2.25 quarter units)
Prerequisite: MDC 681, MDC 681P, SCR 682
SCR 670 Dev-Prod Writing
Prerequisite: MDC 681, MDC 681P
SCR 670P Development/Production Practicum (2.25 quarter units)
Prerequisite: MDC 681, and SCR 670, MDC 681P,
Corequisite: SCR 675
SCR 675 The Business of Screenwriting
Prerequisite: MDC 681, MDC 681P, SCR 670, Corequisite: SCR 670P
Please choose one of the following sequences:

For Screenwriting:
- SCR 683 Adaptation Workshop
  Prerequisite: MDC 681, MDC 681P
- SCR 683P Adaptation Practicum (2.25 quarter units)
  Prerequisite: MDC 681, MDC 681P, SCR 683

For Television Writing:
- SCR 684 TV Pilot/Series Writing Workshop
  Prerequisite: SCR 665 with a minimum grade of B
- SCR 684P TV Writing Practicum (2.25 quarter units)
  Prerequisite: SCR 665 with a minimum grade of B, SCR 684 with a minimum grade of B

For Transmedia Writing:
- SCR 685 Transmedia Writing Workshop
  Prerequisite: SCR 668 with a minimum grade of B
- SCR 685P Transmedia Writing Practicum (2.25 quarter units)
  Prerequisite: SCR 685 with a minimum grade of B, SCR 686 with a minimum grade of B

Graduate Electives Requirement
(2 courses; 9 quarter units)
Students may not repeat a film studies course taken as a core requirement. In lieu of one elective students may take an internship or another special elective.

ENG 665 Film Theory
ENG 666 Film History: The Silents
ENG 667 Film History: American Film
ENG 668 Film Genre Studies
ENG 669 World Film
ENG 685 Great Directors: American
ENG 686 Great Directors: International
MCW 600 Pedagogy of Creative Writing
MCW 630 Seminar in Fiction
MCW 650 Seminar in Creative Nonfiction
MDC 650 Producing Digital Cinema
MDC 661 Cinematic Design
SCR 692 Graduate Internship
  Prerequisite: SCR 675 with a minimum grade of B. For MFA in Professional Screenwriting students an internship can only be taken after onsite residency is completed, or Recommended Preparation: MFA Students from other disciplines may be required to fulfill specific prerequisites prior to taking an internship. TBD by lead faculty for program.

SCR 667 Marketing for Film & TV
SCR 689 Advanced Rewriting
  Prerequisite: SCR 675
SCR 693 Guided Study
  Recommended Preparation: Students must demonstrate advanced skills and talent in order to be considered for participation.

Thesis Sequence
(2 courses; 9 quarter units)
- SCR 690 Screenwriting Thesis
  Prerequisite: All other program courses.
- SCR 691 Thesis Qualification & Review
  Prerequisite: SCR 690

Special Electives (extra-curricular or substitute for elective)
(2 courses; 6.75 quarter units)
- SCR 693 Guided Study
  Recommended Preparation: Students must demonstrate advanced skills and talent in order to be considered for participation.

SCR 693P Guided Study Practicum (2.25 quarter units)
  Prerequisite: SCR 670P with a minimum grade of B, SCR 675 with a minimum grade of B

MASTER OF PUBLIC ADMINISTRATION
Faculty Advisor: Maryam Davodi-Far; (858) 642-8653; mdavodi-far@ucsd.edu

The Master of Public Administration (MPA) is designed for students who want to pursue the challenging career of government management at the federal, state, or local level and nonprofit management. With an emphasis on the proactive public administrator, it is for those public administrators who aspire to top level positions. The degree provides a wide range of skills in financial management, budgeting, quantitative methods, urban planning and redevelopment, personnel policies, politics, and grant writing.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:
- 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
(12 courses; 54 quarter units)

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 Homeland Security and Emergency Management/BA in Political Science/MPA transition program, the University will waive up to two public administration courses taken as part of the bachelor’s degree (see BS in Public Administration/BS in Criminal Justice Administration/BS in Homeland Security and Emergency Management/BA in Political Science transition program), but these students must still meet the residency requirements for the MPA. The number of courses waived is dependent on the courses taken and grades earned in the transition program.

Core Requirements
(8 courses; 36 quarter units)
- PAD 620 Foundations of Public Admin
- PAD 622 Seminar in Urban Affairs
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 non-profit organizations.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:
• Distinguish between multiple approaches for exercising leadership to promote innovation and confront complex issues within organizations.
• Interpret organizational dynamics, group dynamics and engage in systems thinking in order to promote the development of a learning organization capable of innovation, adaptation, and orchestrating conflict.
• Evaluate ethical issues and aid organizational members in creating ethical culture appropriate to the organizational and global environment that supports operating in environments of diversity, uncertainty and unpredictability.
• Distinguish between the functions of authority, power, the practice of leadership, and utilize frameworks that serve organizational purposes.

Program Requirements
(4 courses; 18 quarter units)

LED 602 Developing Groups and Teams
LED 603 Leadership in the 21st Century
LED 604 Leading Change and Adaptation
LED 605 Conflict and Power Dynamics

▲ Specialization in Public Finance

Faculty Advisor: Maryam Davodi-Far; (858) 642-8653; mdavodi-far@nu.edu

In lieu of general electives, a student can choose a specialization in public finance. This area of specialization provides an opportunity for students to acquire specific knowledge and develop practical skills in public finance. It particularly emphasizes the areas of public/private partnerships and contract bargaining and negotiation – critical areas in public administration today. The population served is that of public employees working in the areas of public finance and/or human resource management or those interested in working in these particular areas.

Program Requirements
(4 courses; 18 quarter units)

PAD 640 Public Finance
PAD 641 Local Government Budgeting
PAD 642 Public-Private Financing
PAD 643 Contract Negotiations

CERTIFICATES

● UNDERGRADUATE CERTIFICATE IN ALTERNATIVE DISPUTE RESOLUTION

Faculty Advisor: Jack Hamlin; (858) 642-8405; jhamlin@nu.edu

The successful completion of the ADR certificate program will provide students with the necessary skills to become effective negotiators, mediators, and facilitators. These skills are in high demand in the business community, local, state, and federal governments, and neighborhood communities.

Students who wish to pursue a baccalaureate degree or a second baccalaureate degree can apply some or all the academic credits awarded in the certificate program toward that degree, assuming
they meet the GPA and other requirements of that degree program.

Employment and volunteer opportunities exist for mediators in both the private and government sectors such as:

- Ombudsperson for a corporation or university
- Education, teaching and training
- Human Resources Departments
- U.S. Military
- State Mediation and Conciliation Service (SMCS)
- State of California Department of Fair Employment and Housing
- San Diego City Attorney’s Office
- Federal Mediation and Conciliation Service
- Equal Employment Opportunity Commission (EEOC)
- Mediation and Arbitration Private Practice
- Small Claims Courts
- Nonprofit Organizations and Community Mediation Programs
- Restorative Justice Program

**Certificate Requirements**

(6 courses; 27 quarter units)

To receive a Certificate in Alternative Dispute Resolution, students must complete four courses for the major and two electives from the courses listed below.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADR 400</td>
<td>Alternative Dispute Resolution</td>
</tr>
<tr>
<td>ADR 405</td>
<td>Negotiation Fundamentals</td>
</tr>
<tr>
<td>ADR 410</td>
<td>Facilitation Fundamentals</td>
</tr>
<tr>
<td>ADR 415</td>
<td>Mediation Fundamentals</td>
</tr>
</tbody>
</table>

**Electives**

Choose two of the following:

- ADR 420  Communication & Conflict
- ADR 425  Issues in Conflict Management
- ADR 430  Ethics and Neutrality

**UNDERGRADUATE CERTIFICATE IN CRIMINAL JUSTICE ADMINISTRATION**

*Faculty Advisor: James Guffey; (916) 855-4109; jguffey@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)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJA 446</td>
<td>CJ Management and Leadership</td>
</tr>
<tr>
<td>CJA 340</td>
<td>Corrections</td>
</tr>
<tr>
<td>CJA 431</td>
<td>Criminology</td>
</tr>
<tr>
<td>CJA 351</td>
<td>Courts &amp; the Judicial Process</td>
</tr>
</tbody>
</table>
School of Professional Studies
Extended Learning

Co-Interim Executive Directors, Jonathon Chillas, Roxanne Kymaani

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FOR FURTHER INFORMATION
contact Extended Learning
3570 Aero Court, San Diego, CA 92123 - 1711

Call: 1 (800) NAT-UNIV, ext. 8600
San Diego: (858) 642-8600
fax: (858) 309-3511
e-mail: extlearning@nu.edu
Web: www.nu.edu/el

The University of Values
Extended Learning meets the needs of National University’s diverse community of adult learners through a variety of innovative programs. The courses facilitate professional and organizational development, giving adults the opportunity to meet the ongoing challenges of changing careers. Many certificates, certifications, and certification training programs are directly linked to increased earnings.

Many of these programs are approved for Continuing Education Units (CEUs) for various professional organizations. The CEU is a uniform measure of non-credit continuing education learning experience. One CEU is awarded for every 10 contact hours of participation. Employers and others who routinely examine and evaluate individual accomplishments generally accept this unit of measurement.

Extended Learning is an authorized provider of the Continuing Education Unit (CEU); benchmarked to International Association for Continuing Education and Training (IACET) standards. The IACET CEU is considered the hallmark of quality in continuing education and training. IACET CEUs enhance the credibility of professional development and training in disciplines, such as: education, engineering, accounting, legal, medical, real estate and others. Extended Learning, in collaboration with the School of Health and Human Services, is also approved as a continuing education provider (CEP) by the California Board of Registered Nursing. National University provides many administrative services to support professional development events and conferences. These may be held at National University’s campuses throughout California, client locations, online, or by real-time web seminars. Extended Learning documents CEUs with a certificate and/or an official National University transcript. For more information regarding professional excellence with National University CEUs, please call (858) 642-8600.

Extended Learning is a member of the following organizations:

- The International Association for Continuing Education and Training (IACET) as an Authorized Provider of the Continuing Education Unit (CEU)

National University Polytechnic Institute Organizations:

- Authorized Training and Certification Facility
- American Heart Association
- American Red Cross

Accreditation/Memberships

- Association of Commercial Diving Educators (ACDE)
- Association of Diving Contractors International (ADCI)
- Undersea and Hyperbaric Medical Society (UHMS)
- American National Standards Institute (ANSI)
- International Diving Standard Association (IDSA)
- National Board of Diving and Hyperbaric Medical Technologist (NBDHMT)
- American Welding Society (AWS)
- American Society Nondestructive Testing (ASNT)

Course Numbering System

Credit Courses

Academic credit is granted for a limited number of programs. National University operates on a quarter system and all academic credit is awarded in quarter units. Students who plan to apply credits earned through Extended Learning to an academic degree program should consult with the appropriate institution and academic department to ascertain whether academic credits earned will transfer toward their proposed course of study. All courses to which academic credit is applied are 4.5 quarter units, unless otherwise specified. Extended Learning reserves the right to modify tuition and/or program rates at anytime.

Course Levels and Numbers

The course numbering system described below is effective only for those Extended Learning courses offered after 1991:

1000X-1099X Course for which lower division credit may be allowed toward degree requirements.
1100X-1199X Course for which upper division credit may be allowed toward degree requirements.
1200X-1299X Course for which graduate credit may be allowed toward degree requirements.

Non-Credit Courses

There are two categories of Extended Learning non-credit courses.

1800X-1899X These courses offer Continuing Education Units (CEUs), a nationally recognized measurement of a non-credit learning experience. Professional groups, employers, licensing agencies and others who routinely evaluate individual accomplishments and training generally accept this unit of measurement. One CEU is awarded for every 10 hours of participation.

1900X-1999X These courses carry neither academic credit nor CEUs. They are offered in response to the growing need for quality educational opportunities for professional, career, personal growth or general cultural interest and knowledge.

Grading System for Academic Courses and Graded Continuing Education Unit Courses

<table>
<thead>
<tr>
<th>Grade</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Exceptional</td>
</tr>
<tr>
<td>B</td>
<td>Very Good</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>D</td>
<td>Marginal Achievement, Below Standards</td>
</tr>
<tr>
<td>F</td>
<td>Failing</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
</tbody>
</table>

Grading System for Satisfactory/Unsatisfactory Continuing Education Unit Courses and Non-Credit Courses

Students are assessed on their comprehension of course material through class attendance, participation, weekly assignments, and instructor evaluation. In most cases, students will receive a grade of Satisfactory (S)/Unsatisfactory (U).
Financial Aid

Extended Learning students enrolled in non-academic courses are generally not eligible to receive federal financial aid, although alternative funding options are available. Students planning to enroll in non-credit courses may apply for an IT Skills Loan, Key Career Loan, or Sallie Mae Career Loan. These agencies are not affiliated with Extended Learning or National University. Additionally, the Extended Learning provides guidance to students who are utilizing funds through Tuition Assistance, Veterans Assistance, and/or the Workforce Investment Act. Extended Learning does work with students who are seeking financial aid for certificate programs that grant academic credit. Financial aid is available through two methods: National University Tuition Assistance Loan and Federal Financial Aid through Title IV.

Veterans Information

Students wishing to apply for programs administered by the Department of Veterans Affairs can obtain information on how to apply for their benefits by calling or visiting the National University Veterans Affairs Department located at 9388 Lightwave Avenue, San Diego, (858) 541-7970, or (800) 628-8648, ext. 7970.

Tuition

Tuition for Extended Learning courses varies per program. Current tuition rates can be found under Course Descriptions.

Fee Information

Application Fee for Extended Learning courses is $25, with the exception of our Professional Certificate in Marine Technology which is $60.

Refund Policy

For courses that are four weeks long or more; students who drop a course prior to midnight of the ninth (9th) day of the session will receive a 100 percent refund. Students who withdraw from a course on the tenth (10th) calendar day of the session will receive a 50 percent refund. Students who withdraw from a course after the tenth (10th) calendar day will receive no refund. In all cases in which refunds are awarded, the cost of books and materials will be deducted.

For courses that are less than a month long: Students will be eligible for refunds based on the percentage remaining of the course or program. Students must contact Extended Learning to withdrawal from the course and to request a refund.

Refund Percentage of Session/Course Remaining

<table>
<thead>
<tr>
<th>Refund</th>
<th>Percentage of Session/Course Remaining</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>75-100%</td>
</tr>
<tr>
<td>50%</td>
<td>67-74%</td>
</tr>
<tr>
<td>No Refund</td>
<td>0-66%</td>
</tr>
</tbody>
</table>

For test preparation courses and courses offered in partnership with educational providers:

Students are not eligible to receive a refund once registration has been completed. These courses include CSET Preparation, Teacher Education Test Preparation, and VESI Teacher Development Self-Paced Online or CD-ROM Courses.

Course Drop and Withdrawal

Non-attendance or notifying an instructor does not constitute officially dropping or withdrawing from a course. Students must notify Extended Learning to request withdrawal from a course. The term “drop” means a student has dropped a course prior to midnight (PST) of the ninth (9th) day of the session, and no grade or notation appears on the student’s record.

For courses receiving a grade, the term “withdrawal” signifies that a student has withdrawn from a course after midnight (PST) of the ninth (9th) day of the session, and a “W” will appear on the student’s record. Students who withdraw after midnight (PST) of the twenty-first (21st) day of the session will receive a grade of “F” or “U,” as appropriate for the course. This is a permanent mark with no grade points assigned.

For courses receiving a grade, students may drop a course prior to midnight (PST) of the ninth (9th) day of the session, by contacting 1-866-NU-ACCESS (1-866-682-2237) or scs@nu.edu. For non-graded or CEU courses offered by Extended Learning, students must contact Extended Learning directly at 1-800-NAT-UNIV, ext. 8600 or via e-mail at extlearning@nu.edu. The student is responsible for ensuring that the drop or withdraw is reflected in their record appropriately by viewing their schedule on the student web portal.

Payment Options

Payment can be made by either telephone, fax, or in person. Checks and any one of the following credit cards are accepted for your convenience: American Express, Discover, Visa, or MasterCard. Company invoicing is also available. Payment for Extended Learning courses is required before attending class.

Attendance for Academic Courses

Please refer to the Attendance Procedures in the General Policies and Procedures section of the catalog.

Corporate Training

Corporate training is available for businesses or school districts through Extended Learning. Classes can be held at a place of business or at a National University learning center. Each program can be tailored to target an organization’s unique challenges and in-house training programs can be customized to any specifications necessary. Through these courses, National University can provide the services to maximize training budgets.

CERTIFICATE AND COURSE OFFERINGS

BUSINESS & PROFESSIONAL

Certificate in Executive Business Management

Faculty Advisor: Farhang Mossavar-Rahmani; (858) 642-8402; fmossava@nu.edu

The National University Certificate in Executive Business Management consists of five courses. Students can take all or any number of courses. However, certificates are awarded only after completion of all five courses. Each course is taken online in a period of four weeks. The National University Certificate in Executive Business Management is designed to provide managers and professionals with the latest information in major business disciplines, update their skills, and enable them to improve organizational effectiveness. It will familiarize managers with key concepts, tools and strategies required to be successful in this rapidly changing global business environment and provide an opportunity to ‘sample’ the perspectives and experiences of an MBA program. It is designed for managers and supervisors who wish to update their
Upon successful completion of this program, students will be able to:

**Program Learning Outcomes**

Upon completion of the Certificate in Executive Business Management graduates should have better understanding of:

- Business principles and theories needed for decision-making in a global business environment;
- The concept of planned, managed organizational change through proven organizational development techniques;
- How the International Financial System functions and the rationale underlying the existing international monetary system;
- The impact of exchange rate fluctuations on global pricing of products and services;
- The long-term impact of strategic and tactical decisions.

**Certificate Requirements**

EBX 1902x Strategic Issues in Global Finance and Trade
EBX 1904x Leadership in the 21st Century
EBX 1906x Strategic Management
EBX 1908x Global Business Environment
EBX 1910x Trends in Applied Organizational Development

**Paralegal Specialist Certificates**

*Director: Bryan Hance; (310) 662-2115; bhance@nu.edu*

*Faculty Advisor: Nancy Golden; (310) 662-2115; nancy.golden@nut.edu*

The Paralegal Specialist certificates require the completion of 90 quarter units of coursework and include 8 legal specialty courses. 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 Certificate.

**Corporations Specialization**

The Paralegal Specialist Certificate in Corporations is intended to introduce students to the legal skills required to serve the community effectively and ethically in a corporate law practice. The program provides an academic and practical education of uncompromising quality. The Corporations Specialization covers case analysis, legal research, drafting pleadings, motion and discovery documents, evidence, and preparation of cases for trial. The program provides an academic and practical education of uncompromising quality. The certificate is offered at the Los Angeles and Woodland Hills campuses.

**Program Learning Outcomes**

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

- 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.

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.

**Requirements for the Certificate**

(8 courses; 22.5 quarter units and 13.5 CEUs)

- PLX 1000X Torts; 4.5 quarter units
- PLX 1001X Leg Res Wrtg-Briefing/Analysis; 4.5 quarter units
- PLX 1002X Contracts; 4.5 quarter units
- PLX 1003X Leg Res Wrtg-Legal Memo; 4.5 quarter units
- PLX 1804X Foundations of Property Law; 4.5 CEUS
- PLX 1805X Computers & the Law; 4.5 quarter units
- PLX 1806X Legal Writing Project; 4.5 CEUS
- PLX 1808X Essentials of Corporate Law; 4.5 CEUS

**Criminal Law Specialization**

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 Criminal Law Specialization covers case analysis, legal research, drafting pleadings, motion and discovery documents, evidence, and preparation of cases for trial. The program provides an academic and practical education of uncompromising quality. The certificate is offered at the Los Angeles and Woodland Hills campuses.

**Program Learning Outcomes**

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

- Discuss broad legal principles from the primary areas of law, such as Torts, Contracts, Real Property, and others, and explain the definitions of certain basic legal terms and phrases.
- Conduct legal research using manual and computer-assisted methods.
- Demonstrate the basic process of legal reasoning and analysis.
- Describe the paralegal’s role in a criminal law practice.
- Recognize how broad ethical principles apply to paralegals in a criminal law practice.

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.

**Requirements for the Certificate**

(8 courses; 22.5 quarter units and 13.5 CEUs)

- PLX 1000X Torts; 4.5 quarter units
- PLX 1001X Leg Res Wrtg-Briefing/Analysis; 4.5 quarter units
- PLX 1002X Contracts; 4.5 quarter units
- PLX 1003X Leg Res Wrtg-Legal Memo; 4.5 quarter units
- PLX 1804X Foundations of Property Law; 4.5 CEUS
- PLX 1805X Computers & the Law; 4.5 quarter units
- PLX 1806X Legal Writing Project; 4.5 CEUS
- PLX 1808X Essentials of Corporate Law; 4.5 CEUS
**Litigation Specialization**

The Paralegal Specialist Certificate in Litigation is intended to introduce students to the legal skills required to serve the community effectively and ethically in a litigation practice. The Litigation Specialization covers case analysis, legal research, drafting pleadings, motion and discovery documents, evidence, and preparation of cases for trial. The program provides an academic and practical education of uncompromising quality. The certificate is offered at the Los Angeles and Woodland Hills campuses.

**Program Learning Outcomes**

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

- Discuss broad legal principles from the primary areas of law, such as Torts, Contracts, Real Property, and others, and explain the definitions of certain basic legal terms and phrases.
- Conduct legal research using manual and computer-assisted methods.
- Demonstrate the basic process of legal reasoning and analysis.
- Explain the litigation process and the paralegal’s role in pre-trial, trial, and post-trial proceedings.
- Recognize how broad ethical principles apply to paralegals in a litigation practice.

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.

**Requirements for the Certificate**

(8 courses; 22.5 quarter units and 13.5 CEUs)

- PLX 1000X Torts; 4.5 quarter units
- PLX 1001X Leg Res Wrtg-Briefing/Analysis; 4.5 quarter units
- PLX 1002X Contracts; 4.5 quarter units
- PLX 1003X Leg Res Wrtg-Legal Memo; 4.5 quarter units
- PLX 1804X Foundations of Property Law; 4.5 CEUS
- PLX 1005X Computers & the Law; 4.5 quarter units
- PLX 1806X Legal Writing Project; 4.5 CEUS
- PLX 1807X Litigation Essentials; 4.5 CEUS

**Time Management Skills Improvement Course**

*Program Information:* (858) 642-8600; extlearning@nu.edu

Improve your time management skills and save time through this two and a half hour course divided into 10 short, 15-minute, self-paced learning chapters. This course is based upon the globally-acclaimed PEP Program, with over one million participants. The course provides participants with proven, practical, implementable, and sustainable tips and tools that will help the participants save time and get more of the right work done with less stress. The course is valuable to anyone no matter what your job or where you work.

- PSX 1931X Time Mgmt Skills Improvement

**EDUCATION CERTIFICATES**

- **Autism Education Certificate Program**
  
  **Faculty Advisor:** KayDee Caywood; (310) 662-2145; kcaywood@nu.edu

  Courses are taken for continuing education units (CEUs). CEU courses may not be transferred to the Master of Arts in Teaching with a Specialization in Autism.

  This CTC-approved certificate for the Education Specialist - Added Authorization is designed for those interested in finding out more about working with and teaching those that fall within the Autism Spectrum Disorder. The four course sequence is designed to provide the student with an orientation to the terms and the characteristics involved, assessment and behavior management interaction strategies, a variety of teaching strategies, and train necessary skills in collaborating with parents and families of those in the spectrum. It is required that students complete Introduction to Students with Autism Spectrum Disorders first in the sequence. Each course is two months long.

  The certificate program consists of the following four courses:
  
  - AEX 1801X Intro Students w/ Autism Spect
  - AEX 1802X Assess & Behavioral App in Aut.
  - AEX 1803X Intervention/Instr. w/ Aut
  - AEX 1804X Autism Collab w/ Parents & Fam.

- **Charter School Certificate Program**
  
  **Faculty Lead:** Dr. Donna Elder; (310) 662-2142; delder@nu.edu

  Courses are taken for continuing education units (CEUs).

  Charter school administrators, board members, teachers, policy makers, and parents can learn what it takes to lead their schools to excellence through the Charter School Leadership program. Courses in the program cover: starting and sustaining a charter school, finance and facilities management, personnel management, and charter school leadership and governance.

  Complete this program and you will learn best practices related to successful charter school operations and understand the research-based issues that have been associated with unsuccessful charter schools.

  **Program Learning Outcomes**

  Upon completion of this certificate program candidates will:
  
  - Demonstrate the knowledge and skills necessary to make an application to start a charter school.
  - Develop a fiscal plan for operating a charter school.
  - Evaluate the effectiveness of a supervision program for employees.
  - Develop an effective recruitment, hiring and induction plan for employees.
  - Develop a plan for instructional leadership in a charter school.
  - Compare the legal requirements of a charter school to a public school.

  This certificate program consists of the following four courses:
  
  - CSX1802X Starting and Sustaining a Charter School
  - CSX1804X Finance and Facilities Management
  - CSX1806X Human Resource Management
  - CSX1808X Charter School Leadership and Governance

- **Dropout Prevention Specialist Certificate Program**
  
  **Program Information:** (858) 642-8600; extlearning@nu.edu

  This six-course certificate program prepares individuals to become a Dropout Prevention Specialist (DPS) and be an advocate in the lives
of children in at risk situations. Individuals learn about successful strategies proven to help young students stay in school and improve the quality of our nation’s student graduates. Early identification and intervention, creating and improving resiliency factors, and a nurturing school climate are among the strategies suggested for students at high risk of failure. A DPS will foster whole and emotionally healthy children who will score higher on exams, learn more, and enjoy school more. Completion of the six courses meets the California Department of Education’s requirements for a DPS certificate. The certificate may qualify for continuing education units in California and other states.

Course Delivery Mode

Classes are designed to be synchronous. Students will participate remotely with real-time Voice Over Internet Protocol Technology. Broadband access is mandatory.

The certificate program consists of the following six courses: (6 courses; 7.2 CEUs)

- DPX 1810X Intro to Dropout Prevention
- DPX 1820X Student Success Team
- DPX 1830X Assessment and Accountability
- DPX 1840X Resources Fostering Resiliency
- DPX 1850X School & Community Involvement
- DPX 1860X Relevant Issues

EDUCATION COURSES

Academic Courses

HEDX 1101X Intro to Health Ed: K-12; 4.5 quarter units

(This course satisfies the CTC health education requirements for a Professional Clear under the Ryan Credential. This course does not grant graduate credit and cannot be used as an elective in a graduate program. This course may not be used in place of HED 602 in programs under the School of Education.)

EDX 1201X Computer Tech. in Classroom; 4.5 quarter units
EDX 1229X Leadership in Charter Schools; 4.5 quarter units
IHD 1203X Facilitating Outcomes; 4.5 quarter units
NBCX 1201X National Board Certification Prep; 4.5 quarter units

● National Board Certification (NBC)

Leadership Certificate & Course

Faculty Advisor: Ronarae Adams; (858) 642-8352; radams@nu.edu

National University’s Professional Teaching Development Center provides options for support and assistance for teachers and principals who seek to earn National Board Certification at some point in their careers or to align with, and apply the tools and values of the National Board for Professional Teaching Standards organization.

Master’s degrees aligned to NBC standards may be found in the School of Education section of the catalog (Master of Arts in Teaching degree program, the Master of Science in Instructional Leadership degree program and the Master in Collaborative Leadership degree program, offered in the School of Education and Educational Administration).

Through Extended Learning, the NBC Leadership Certificate is offered for 20 CEU credits, which may be used towards salary and career advancement. Students may enroll in individual courses or for the five course sequence. The courses are scheduled at specific times of the year as determined by the Program Director.

The certificate program consists of the following five courses: (5 courses; 20 CEUs)

- NBCX 1800X NBC Orientation; 4 CEUs
- NBCX 1803X NBC Accomplishments; 4 CEUs
- NBCX 1804X Video Evidence; 4 CEUs
- NBCX 1805X Student Assessment; 4 CEUs
- NBCX 1806X NBC Portfolio; 4 CEUs

The courses are taught by National Board Certified Teachers and maintain the same rigor and expectations as the NBC academic courses in the graduate degree programs. Each course prepares teachers to respond with content and pedagogical expertise relationship to portfolio exercise prompts, NBCT certificate standards and the Architecture of Accomplished Teaching.

Enrollment in one or all NBC courses will trigger an invitation to join the NU-PTDC virtual professional learning community for accomplished teachers and leaders. This membership driven community serves as a vehicle for additional collaboration and interaction among NBCs, trained Candidate Support Providers, advanced Evidence Centered Accomplished Coaches, administrators and new teachers to the profession who share a common mission to improve student learning through highly effective teaching and leadership grounded in the NBC tools for the profession.

CSET Preparation Courses

Program Information: (858) 642-8600; extlearning@nu.edu

These courses give a comprehensive overview of all subject matter content needed to pass the California Subject Examinations for Teachers (CSET). All courses have been created and will be facilitated by credentialed, subject-matter experts. Courses are designed to align with the structure and rigor of academic courses, and are taught one month prior to a CSET test offering and run for four weeks.

(The following courses do not grant credit)

- EDX 1905X CSET English Prep Course
- EDX 1912X CSET Science Prep Course
- EDX 1913X CSET Social Science Prep Course
- EDX 1915X CSET Math Prep Subtest I: Algebra and Number Theory
- EDX 1916X CSET Math Prep Subtest II: Geometry, Probability and Statistics
- EDX 1918X CSET Math Prep Subtest III: Calculus and History of Math
- EDX 1920X CSET Multi. Subject Prep Course

Test Preparation Courses

(The following courses do not grant credit)

- EDX 1938X U.S. Constitution Prep Course
- EDX 1940X RICA Prep Course

Online Course

PSX 1987X Finding Modern Olympia

Exploration of the Olympic Movement, including the development of the modern games and influence of the International Olympic Committee. Students will assess the Olympic Movement and its impact upon sport and the current practices of coaches, athletes, and sport psychology professionals.

Self-Paced Online Courses

Self-paced Online Courses are designed to satisfy teacher CEU requirements for career advancement. CD ROM versions of all courses are available for students who do not have access to high-
The Federal Government requires Enterprise Architecture certifications in Federal Enterprise Architecture Framework (FEAF) and/or Department of Defense Architecture Framework (DoDAF). National University in conjunction with the Federal Enterprise Architecture Certification (FEAC) Institute provides training and education leading to certification in DoDAF and FEAF. National University offers students the opportunity to earn either continuing education units (CEU) or graduate academic credit. Students who take the classes for graduate credit can apply the units to the Master of Science in Engineering Management or Systems Engineering and apply the units to the Master of Science in Engineering Management or Systems Engineering and/or Department of Defense Architecture Framework (DoDAF). The DoDAF program offers experience with the products for the integrated architecture views including:

- Global Information Grid
- Network Centric Warfare
- Levels of Information Systems Interoperability
- Core Architecture Data Model

The FEAF program addresses:
- Concepts: regulations, concepts, theories, principles, methodology, and views
- Planning: creating Enterprise Architecture understanding & awareness
- Implementation: internal implementation, marketing, selling, and managing change
- Integration of: business, data, application, and technology
- Practicum: Project Development and Presentation, Program Certification Exam

**Department of Defense Architecture Framework (DoDAF) Certification Program**
Graduate credit: (4 courses; 18 quarter units; 1 course; 4 CEUs)

- DFX 1201X Architecture Framework Basics
- DFX 1202X Core and Supporting Products
- DFX 1203X Architecture Planning
- DFX 1204X Architecture Modeling
- DFX 1810X Architecture Practicum (CEUs only)

**Federal Enterprise Architecture (Framework) (FEAF) Certification Program**
Graduate credit: (4 courses; 18 quarter units; 1 course; 4 CEUs)

- EAX 1201X Architecture Concepts
- EAX 1202X Architecture Planning
- EAX 1203X Architecture Implementation
- EAX 1204X Architecture Integration
- EAX 1810X Architecture Practicum (CEUs only)

**ENGINEERING & TECHNOLOGY COURSES**

**American Society of Quality (ASQ) Certification Training**

Program Information: (858) 642-8600; extlearning@nu.edu

Extended Learning in collaboration with the San Diego Chapter of the American Society for Quality (ASQ) have partnered together to provide training courses that prepare individuals for ASQ certification. ASQ is the world’s leading authority on quality, which advances learning, quality improvement, and knowledge exchange to improve business results, and to create better workplaces and communities worldwide. Each training course has been designed to prepare students for ASQ certification exams. Courses meet once a week for three hours and are taught by subject matter experts in the field. Courses are offered for continuing education units. Training courses are available for the following ASQ certifications:

- PSX 1804X CQA Training; 3.0 CEUs
- PSX 1805X CQE Training; 4.5 CEUs
- PSX 1806X CSQE Training; 3.6 CEUs
- PSX 1807X CMQ/OE Training; 3.0 CEUs
- PSX 1808X CBA Training; 3.6 CEUs
- PSX 1809X CCT Training; 3.0 CEUs
- PSX 1810X CHA Training; 3.6 CEUs
- PSX 1811X CQI Training; 3.0 CEUs
- PSX 1812X CQIA Training; 3.0 CEUs
- PSX 1813X CQPA Training; 3.0 CEUs
- PSX 1814X CQT Training; 3.0 CEUs
- PSX 1815X CRE Training; 3.6 CEUs

**HEALTHCARE**

**Medical Billing and Coding Certificate**

Program Information: (858) 642-8600; extlearning@nu.edu

The online Medical Billing and Coding Program teaches students how to navigate the complex world of medical records and health information as a medical insurance billing and coding specialist. The Medical Billing and Coding Program qualifies graduates for an entry-level career in this growing healthcare field.

Students who complete the program will learn human anatomy and physiology, medical terminology, diagnostic and procedural coding, compliance issues with electronic claims, confidentiality with medical records, billing requirements for commercial insurance, and
Extended Learning

NUPI programs include:

- Professional Certificate in Marine Technology
- Certificate in Construction Management

All students are responsible for following all policies and procedures as outlined in the National University General Catalog including undergraduate admission requirements.

### Professional Certificate in Marine Technology

**Program Manager:** Bill Hyder; (858) 309-3501; whyder@nu.edu

The Professional Certificate in Marine Technology is a commercial diving program that provides the student with the technical diving skills needed for entry into the offshore and inland diving industry as marine technicians and commercial divers. The program is a fast-paced immersion into surface supply and S-CUBA diving, and includes air and helium-oxygen elements, diving safety, professional work habits, underwater work skills, and diving science needed to become a commercial diver. Students will develop problem solving, team building, and communication skills appropriate with this program.

After completion of the core training, students will select one of the following concentrations:

#### Diver Medic Technician

The Diver Medic concentration prepares students in the medical aspects of diving and advanced training in hyperbaric medicine. Diver medics are respected professionals who perform regular work as divers and, when necessary, respond to medical emergencies on the job. Graduate with a Diver Medic concentration and you will be trained as a Diver Medic Technician, qualified for work as a "tender" and diver medic for underwater job sites inland and offshore. This concentration also qualifies you to take the Emergency Medical Technician-Basic (EMT-B) exam.

#### Underwater Inspection Technology

**Nondestructive Testing**

The Nondestructive Testing concentration prepares students to conduct a number of advanced underwater inspection and testing techniques important for insuring the quality of underwater construction. The program is designed to provide students with the knowledge, skills, and abilities to perform a variety of inspections to locate and determine the condition of structures, pipes, and components ranging from steel buildings, subsea pipelines and platforms, to engine parts and components. Students are trained in a variety of Nondestructive Testing Methods (NDT) to inspect metals and welds, in particular, as well as non-metallic materials. Students will be trained to American Society for Nondestructive Testing (ANST) Level 1 and Level II standards in Ultrasonic Testing (UT), Magnetic Particle Testing (MT), Dye Penetrant Testing (PT), and Visual Testing (VT).

### Admission Program Requirements

1. **Age**
   - An applicant must be 18 years or older on or before his/her graduation. Some state and federal agencies require that an individual be 18 years of age to be qualified for licensure or certification.

2. **Medical Physical Examination**
   - The applicant must submit a complete dive physical examination to NUPI as part of their admittance package. This physical examination must be performed by a licensed medical practitioner using the...
3. Drug Policy
This commercial diving program has a zero tolerance drug policy. Students will be required to pass a drug screening test at a certified lab as part of the physical examination. During the course, students will be subject to random drug testing and may be tested at any time if a student is suspected of being under the influence of a controlled substance.

4. SCUBA Certification
Students do not need a SCUBA certification prior to starting the program but it is strongly recommended that you obtain a certification before starting. If you do not have a SCUBA certification you will be required to enroll in a SCUBA open water course certified by a recognized SCUBA certification agency (NAUI, PADI, etc.) and completed a week prior to you beginning the inland diving and SCUBA course.

5. High School Diploma / GED
Applicants must have a high school diploma from a regionally accredited high school with a high school GPA of 2.0 or equivalent GED prior to starting the program. Applicants who have a GED or do not meet the minimum high school GPA of 2.0 will be required to take the Accuplacer prior to starting the program. Students who do not meet minimum admission requirements may be admitted under Probationary Admission status. Please see the Academic Information for Undergraduate Degree Programs section of the University catalog for additional information.

6. Dress Code / Personal Protective Equipment
The Professional Commercial Diving program requires the use of specific personal protective equipment and garments. Individual courses will have specific requirements.

Program Information

1. ACCUPLACER
Students who do not meet the minimum cumulative grade point average (GPA) of 2.0 for admission will be required to take the ACCUPLACER mathematics and English evaluation as part of the admissions process. The results of the evaluation are printed immediately and a copy is provided to students. First-time undergraduate students can take the ACCUPLACER evaluation tests once at no charge. Subsequent examinations can be repeated after 14 days for a $5 fee. The ACCUPLACER may be repeated a maximum of three (3) times.

2. Divers Log Book
It is each student diver’s personal responsibility to maintain an approved Diver’s Log Book. Your future employer uses these logs to verify experience, dives, and academic training for hiring and promotion within the diving industry. The Diver’s Log Book must contain a personal passport-size photo which is embossed to the page. Each student is responsible for keeping the Diver’s Log Book current and accurate. Instructors will verify dives and will sign stamp each entry with the official NUPI stamp.

3. International Requirements
Many countries have unique regulations for the training of commercial divers. Additional training after graduation may be required if you plan to work internationally. Please check the qualifications, certifications, work permit regulations, and immigration requirements of the particular country being considered. Be aware that foreign immigration laws may restrict or prevent you from working overseas. It is highly recommended that students apply for a passport prior to completing the program, and ensure you have the needed immunizations.

4. Transportation Workers Identification Credential (TWIC Card)
Students enrolled in the Professional Commercial Diving program should review the information on the Transportation Security Administration (TSA) website regarding TWIC card requirements and eligibility. Most students entering the commercial diving industry will be required to have a TWIC card prior to employment. The TSA has strict requirements on the criteria that must be met for TWIC card eligibility. All students are advised to become familiar with the requirements. For more information, go to www.tsa.gov/twic.

5. A background check must be passed prior to enrolling in any Diver Medic concentration course.
Note: Students are advised that, due to the nature of the program, class start and end times may be set outside normal University schedules. More information will be provided at the time of orientation.

6. Grading Information
The commercial diving program uses the following grading system:

Definition
A Exceptional
B Very Good
C Satisfactory
D Marginal Achievement, Below Standards
F Failing
I Incomplete

All PMTX courses must be passed with a minimum grade of C. All EMTX courses must be passed with a minimum grade of B.

Program Fees
Tuition: $326 per quarter unit
Student fees for materials and supplies: $2,000

Fees are required to be paid prior to attending the first class of the core training. Non-standard gear will need to be purchased separately by the student, such as wetsuit, fins, scuba mask, etc.

Students fees may be financial aid eligible.

Certificates
Specific certificate details are listed below.

Upon successful completion of the Professional Certificate in Marine Technology program students will receive:

• Certificate of Completion as Commercial Diver
• Association of Commercial Diving Educators (ACDE) Card
• Association of Diving Contractors International (ADCI) Card
• Diver Medic Technician (DMT) Card-Only Diving Medic Technician students are eligible to receive DMT card. Students must submit application to the University, which will then be mailed to the National Board of Diving and Hyperbaric Medical Technology (NBDHMT) who will mail the student their DMT card
• Basic Life Support (BLS)/cardiopulmonary resuscitation (CPR) Card
• Forklift Operations Certificate
• KMDSI Helmet and Band Mask Operator/User Training

Student account must be paid in full and all program requirements must be met in order to receive Certificate of Completion for Professional Certificate in Marine Technology.
Extended Learning

Program Learning Outcomes

Upon successful completion of this program, students will be able to:
- Dive and tend using surface supply or SCUBA underwater breathing apparatuses in either air or mixed gas modes to perform underwater tasks safely.
- Perform decompression safely under a variety of situations.
- Apply formulas associated with decompression and medical aspects of diving.
- Assess medical needs of divers and provide appropriate first aid and recompression treatment for diving illnesses.
- Work effectively as a dive team member to achieve goals of a planned diving job and underwater tasks.
- Demonstrate safe operation while working as an outside tender, inside tender, communications operator, and/or log keeper.
- Plan a diving job utilizing all available data.
- Cut and weld steel properly.

Certificate Requirements

(16 courses; 44 quarter units)

Students must complete all core courses as well as one concentration from the following: Diving Medic Technician, Underwater Inspection Technology.

Physical Fitness Course for Divers

(1 course; 0 quarter units)

All students will be enrolled in the Physical Fitness Course throughout the entire program. The course is designed to teach the student proper life style and a routine of exercise that is needed to be a commercial diver. This course will be offered through Extended Learning for no academic credit.

PMTX 1900X Physical Fitness & Nutrition (0 quarter units)
Prerequisite: Admission to Professional Certificate in Marine Technology

Certificate Core Requirements

(11 courses; 29 quarter units)

PMTX 1012X Commercial Diving Orientation (3 quarter units)
Prerequisite: Diving Physical Examination, Corequisite: PMTX 1014X, PMTX 1900X

PMTX 1014X Diving Physics & Air Decomp. (3 quarter units)
Prerequisite: Diving Physical Exam, Corequisite: PMTX 1012X, PMTX 1900X

PMTX 1022X Medical Aspects of Diving (3 quarter units)
Prerequisite: Diving Physical Examination, PMTX 1012X with a minimum grade of C, and PMTX 1014X with a minimum grade of C, Corequisite: PMTX 1024X, PMTX 1900X

PMTX 1024X Decomp. Chamber & Forklift Op. (3 quarter units)
Prerequisite: Diving Physical Examination, PMTX 1012X with a minimum grade of C, PMTX 1014X with a minimum grade of C, Corequisite: PMTX 1022X, PMTX 1900X

PMTX 1028X Basic Surface Supply Diving (2 quarter units)
Prerequisite: Diving Physical Examination, SCUBA card, First Aid & CPR card, PMTX 1022X with a minimum grade of C, PMTX 1024X with a minimum grade of C, Corequisite: PMTX 1017X, PMTX 1900X

PMTX 1017X Com. SCUBA & Inland Diving (3 quarter units)
Prerequisite: SCUBA card, Basic First Aid & CPR card, PMTX 1022X with a minimum grade of C, PMTX 1024X with a minimum grade of C, Corequisite: PMTX 1028X, PMTX 1900X

PMTX 1031X Diving Operations I (2 quarter units)
Prerequisite: PMTX 1028X with a minimum grade of C, PMTX 1017X with a minimum grade of C, Corequisite: PMTX 1060X, or PMTX 1080X, PMTX 1900X

PMTX 1035X Diving Operations II (2 quarter units)
Prerequisite: PMTX 1031X with a minimum grade of C, Corequisite: PMTX 1082X, or PMTX 1081X, PMTX 1900X

PMTX 1033X Mixed Gas Diving (3 quarter units)
Prerequisite: PMTX 1035X with a minimum grade of C, Corequisite: PMTX 1064X, or PMTX 1082X, PMTX 1900X

PMTX 1015X Diving Administration (3 quarter units)
Prerequisite: PMTX 1033X with a minimum grade of C, Corequisite: PMTX 1066X, or PMTX 1085X, PMTX 1900X

PMTX 1070X Surface Cutting & Welding (2 quarter units)
Prerequisite: PMTX 1015X with a minimum grade of C, Corequisite: PMTX 1068X, or PMTX 1086X, PMTX 1900X

Students must choose one of the following concentrations:

▲ Concentration in Diver Medic Technician (DMT)

This concentration 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 to 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 accident, heart attack, near drowning, childbirth, poisoning, and life threatening injury. In addition, students will learn how to evaluate, recognize and perform hyperbaric chamber treatments of diving illness disorders and to perform advanced medical skills in hyperbaric conditions following current hyperbaric clinical and commercial diving practices as a diving medical technician. Graduates will have met the national guidelines for all areas of their didactic and clinical requirements.

Students will comply with all levels of legal, regulatory, and ethical requirements for EMT’s and DMT’s.

DMT Certification

On successful completion of this concentration, the graduate is eligible to apply for Diver Medic Technician (DMT) certification through the National Board of Diving & Hyperbaric Medical Technology. For certification the individual must successfully complete the DMT certification examination.

EMT Certification

On successful completion of this concentration, the graduate is eligible to complete the NREMT-B exam and successful completion will allow the individual to apply for their state EMT card and perform entry-level EMT skills as a member of technical rescue teams/squads or as part of an allied service such as a fire or police department. EMT certificates are issued by county/local Emergency Medical Services (EMS) agencies. Contact your agency for specific requirements.

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,
Extended Learning

PMTX 1066X Ultrasonic Testing II (3 quarter units)  
PMTX 1064X Ultrasonic Testing I (3 quarter units)  
PMTX 1080X Emergency Medical Responder (3 quarter units)  
(5 courses; 15 quarter units)

Requirements for the Concentration

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

- Conduct trauma and medical assessment and proper handling of persons afflicted with medical trauma conditions requiring advanced medical intervention following currently approved EMT practices.
- Evaluate, recognize, and perform recompression hyperbaric chamber treatments of diving illness disorders and to perform advanced medical skills in hyperbaric conditions following current hyperbaric clinical and commercial diving practices as a Diver Medic Technician (DMT).

Program Learning Outcomes

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

- Obtain a professional-level understanding of ultrasonic testing in underwater and traditional settings.
- Demonstrate an understanding of visual, liquid, penetrant, magnetic particle, and industry-specific knowledge as an inspector-level (ASNT Level II) ultrasonic testing technician.
- Evaluate, recognize, and perform recompression hyperbaric chamber treatments of diving illness disorders and to perform advanced medical skills in hyperbaric conditions following current hyperbaric clinical and commercial diving practices as a Diver Medic Technician (DMT).
- Conduct trauma and medical assessment and proper handling of persons afflicted with medical trauma conditions requiring advanced medical intervention following currently approved EMT practices.

Concentration in Underwater Inspection Technology

In this concentration the student will learn theoretical, practical, and industry-specific knowledge as an inspector-level (ASNT Level II) ultrasonic testing technician.

Program Learning Outcomes

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

- Perform visual, liquid penetrant, magnetic particle, and ultrasonic testing.

Requirements for the Concentration

(5 courses; 15 quarter units)

PMTX 1060X Underwater Inspection & Survey (3 quarter units)  
Prerequisite: PMTX 1017X with a minimum grade of C, PMTX 1028X with a minimum grade of C, Corequisite: PMTX 1031X, PMTX 1900X

EMTX 1081X EMT I Basic (3 quarter units)  
Prerequisite: BLS HCP (CPR) Cert

EMTX 1082X EMT II Basic (3 quarter units)  
Prerequisite: EMTX 1081X with a minimum grade of B

PMTX 1085X Advanced Diving Medicine (3 quarter units)  
Prerequisite: EMTX 1081X with a minimum grade of B, EMTX 1082X with a minimum grade of B, Diving Physical Exam, Corequisite: PMTX 1900X

PMTX 1086X Advanced Hyperbaric Medicine (3 quarter units)  
Prerequisite: PMTX 1085X, PMTX 1900X

*Please note: All required immunizations must be completed before students may complete their ride-along hours.

Certificate in Construction Management

Faculty Advisor: Shekar Viswanathan; (858) 309-3416; scviswana@ucsd.edu

This certificate provides students the skills needed to fill entry-level construction management positions. The curriculum provides students with a formal education and the essential skills for managing construction projects. This program addresses the industry-wide shortage of junior level construction managers available to replace the senior level construction managers who are nearing retirement. The program provides an opportunity for both the field-experienced and construction novice to develop the essential skills for managing a wide range of construction projects. The Certificate in Construction Management allows students to qualify for a variety of project management positions at design-build, construction management, general contractor and subcontracting firms.

Program Learning Outcomes

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

- Demonstrate an understanding of the basic principles of project management and control.
- Demonstrate fundamental knowledge of engineering science and its application in problem solving.
- Demonstrate an understanding of the basics of structural applications and analysis of construction systems and materials.
- Demonstrate an understanding of professional standards, and ethical and legal issues in construction management and contracting.
- Use appropriate computer tools to solve engineering problems.
- Exhibit a fundamental understanding of building mechanical and electrical systems and methods for surveying and metrics.
- Demonstrate fundamentals of cost estimating and scheduling techniques.
- Apply field inspection techniques to meet safety standards.
- Demonstrate an understanding of the basic principles of project management and control.

Requirements for the Certificate

(12 courses; 54 quarter units)

CENX 1010X Intro. Construction Materials (4.5 quarter units)  
CENX 1012X Construction Mathematics (4.5 quarter units)  
Prerequisite: High school algebra or higher

Recommended PC requirements are listed below:

- Microsoft Windows
- Windows XP
- 1 GB RAM
- High speed modem
- Sound card & speakers

Program Learning Outcomes

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

- Demonstrate an understanding of the basic principles of project management and control.
- Demonstrate fundamental knowledge of engineering science and mathematics and its application in problem solving.
- Demonstrate an understanding of the basics of structural applications and analysis of construction systems and materials.
- Demonstrate an understanding of professional standards, and ethical and legal issues in construction management and contracting.
- Use appropriate computer tools to solve engineering problems.
- Exhibit a fundamental understanding of building mechanical and electrical systems and methods for surveying and metrics.
- Demonstrate fundamentals of cost estimating and scheduling techniques.
- Apply field inspection techniques to meet safety standards.
- Demonstrate an understanding of the basic principles of project management and control.

Computer Requirements

Student must have access to a PC or a MAC computer that is running Windows Operating System. Students using a MAC computer will need to install BootCamp boot manager software in order to run the Windows Operating System. In addition, students should verify that their computer supports AutoCAD products before pursuing the Certificate in Construction Management program.

This certificate provides students the skills needed to fill entry-level construction management positions. The curriculum provides students with a formal education and the essential skills for managing construction projects. This program addresses the industry-wide shortage of junior level construction managers available to replace the senior level construction managers who are nearing retirement. The program provides an opportunity for both the field-experienced and construction novice to develop the essential skills for managing a wide range of construction projects. The Certificate in Construction Management allows students to qualify for a variety of project management positions at design-build, construction management, general contractor and subcontracting firms.

Requirements for the Certificate

(12 courses; 54 quarter units)

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Recommended PC requirements are listed below:

- Microsoft Windows
- Windows XP
- 1 GB RAM
- High speed modem
- Sound card & speakers

Program Learning Outcomes

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

- Communicate through written, verbal, and graphical media.
- Demonstrate fundamental knowledge of engineering science and mathematics and its application in problem solving.
- Demonstrate an understanding of the basics of structural applications and analysis of construction systems and materials.
- Demonstrate an understanding of professional standards, and ethical and legal issues in construction management and contracting.
- Use appropriate computer tools to solve engineering problems.
- Exhibit a fundamental understanding of building mechanical and electrical systems and methods for surveying and metrics.
- Demonstrate fundamentals of cost estimating and scheduling techniques.
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The National University Community Research Institute (NUCRI) is an outgrowth of the 1997 President’s Commission on Community. A major outcome of the commission was to envision the University’s collaborative future as a full community partner. Community became an institutional core value and NUCRI developed into a university-wide, point of contact for making the university-community connection across disciplines and facilitating community research and technology applications for smart and creative community building.

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

NUCRI in collaboration with Extended Learning offers:
(7 courses; 35 CEUs)

- PDX 1800X Entrepreneurship as a Life Skill; 5 CEUs
- PDX 1801X Animation in the Science Classroom; 5 CEUs
- PDX 1802X Digital Storytelling; 5 CEUs
- PDX 1803X GLOBE Science Education Workshop; 5 CEUs
- PDX 1805X Music and Culture Connection; 5 CEUs
- PDX 1806X What Scientist Actually Do; 5 CEUs
- PDX 1807X Science Literacy; 5 CEUs

### EXTENDED LEARNING

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### COURSE DESCRIPTIONS

#### AEX – Autism Education

- **AEX 1801X: Intro Students w/Autism Spect.**
  4.0 CEUs; $525
  This course introduces the history and terms that explain the parameters of teaching students with the ASD classification. A review of the law and rights of parents as well as issues regarding service and specialized programs are included. Using clinical and research-based exploration, the student will develop an understanding of what is needed to provide a successful teaching environment for students that fall within the spectrum.

- **AEX 1802X: Assess & Behavioral App in Aut**
  4.0 CEUs; $525
  This course introduces the history and terms that explain the parameters of teaching students with the ASD classification. A review of the law and rights of parents as well as issues regarding service and specialized programs are included. Using clinical and research-based exploration, the student will develop an understanding of what is needed to provide a successful teaching environment for students that fall within the spectrum.

- **AEX 1803X: Intervention/Instr. w/Aut**
  4.0 CEUs; $525
  This course is designed to provide the student with relevant strategies/instructional methods that are appropriate for young children (Pre-K – 5) with emphasis on development of communication skills, and older children (Grades 6-12) that include strategies on inclusion with general education standards as well as those that include life skills curriculum. All intervention strategies are taught according to their ultimate success in a full-inclusive environment. Assignments will contribute to a multiple portfolio piece (for the Autism Certificate portfolio) that students can refer back to when working with individualized programs for students with ASD.

- **AEX 1804X: Autism Collab w/ Parents & Fam**
  4.0 CEUs; $525
  This course assists educators, therapists and program administrators to build supportive relationships with families as a foundation for designing appropriate learning experiences for their child with autism. Using clinical and research-based feedback from parents of children with autism the student will develop the knowledge and skills for communicating accurately and sensitively, assist in the selecting and evaluating intervention services and helping families manage short-term and long-term issues.

#### CENX – Construction Management

- **CENX 1010X: Intro. Construction Materials**
  4.5 quarter units; $1,467
  Fundamental materials and methods used in construction. The course covers uses of wood, steel, masonry, concrete and other materials used in foundation, structural, window, wall, door and other building systems. The building process, from excavation to completion, is introduced with consideration of governmental regulation.
CENX 1012X: Construction Mathematics
4.5 quarter units; $1,467
Prerequisite: High school algebra or higher
Review of the fundamental concepts in algebra, geometry, trigonometry and graphing. It is intended to prepare the student for subsequent Construction Management courses requiring application of basic mathematical calculations.

CENX 1014X: Intro AutoCAD & Eng. Graphics
4.5 quarter units; $1,467
Prerequisite: CENX 1012X and High school algebra or higher
Fundamental commands for 2-D drawing using AutoCAD. Techniques for sketching and dimensioning to develop elevation, floor plan, orthographic and sectional for the development of working drawings are presented. The fundamental standards for engineering graphic communication are also covered.

CENX 1015X: Surveying and Metrics
4.5 quarter units; $1,467
Prerequisite: CENX 1012X
Introduction to mathematics and measurement procedures for surveying and construction layout. Topics include the fundamentals of surveying, the principles of distance and angular measurement, theodolites and leveling with specific application to construction.

CENX 1016X: Structural Systems
4.5 quarter units; $1,467
Introduction to the structural behavior of construction materials, including vectors, scalars, statics and the fundamentals of structural analysis and design. The structural properties of area, stress and strain, shear and moment and flexural and shearing stresses are introduced. Other topics include deflection, beam design and framing, columns and trusses.

CENX 1017X: Working Drawings & Specs
4.5 quarter units; $1,467
Prerequisite: CENX 1014X
Introduction to construction drawings and develops the skill necessary to read and interpret working drawings and specifications. Basic concepts in engineering graphic drawing and the relevant terminology are introduced. Course coverage includes the locations of information across drawings, details, schedules, and specifications.

CENX 1018X: Fund. of Mechanical & Electric
4.5 quarter units; $1,467
Prerequisite: High school algebra or higher
Introduction to the mechanical and electrical systems that are used in building systems for environmental control, water supply and waste elimination, fire protection and acoustics. Electrical fundamentals and the basic operation of electrical equipment, such as motors and power distribution, and communications systems are presented. Sustainability and energy consideration in the constructed environment are also covered.

CENX 1021X: Cost Estimating
4.5 quarter units; $1,467
Prerequisites: CENX 1010X, CENX 1014X, CENX 1018X
Fundamental principles of estimating and teaches drawing sets with real-world applications and examples that provide critical estimating experience. The course steps through the estimating process, the art of estimating and quantity takeoff, assigning costs and bid finalization. It demonstrates the use of Microsoft Excel in the estimating process to improve estimating productivity and accuracy.

CENX 1022X: Construction Plan & Schedule
4.5 quarter units; $1,467
Prerequisites: CENX 1010X, CENX 1014X, CENX 1017X
Broad coverage of construction management, planning and scheduling. It introduces precedence diagramming, activity durations, resource allocations, network schedules and the use of Microsoft Project for short-interval scheduling, computer scheduling and linear scheduling. Topics also include arrow diagramming, PERT and coverage of contract provisions related to scheduling.

CENX 1023X: Build Codes, Safety & Inspect.
4.5 quarter units; $1,467
Prerequisites: CENX1018X and CENX1017X
Introduction to the topic of construction inspection in the context of the requirements of government regulations, codes, safety, construction documents and construction work quality. It presents methods for managing construction work safety and project requirements compliance at every level and construction phase.

CENX 1024X: Const. Contracts, Law & Ethics
4.5 quarter units; $1,467
Prepares students with knowledge of construction and employment law that affect the construction industry. Topics include intrastate licensure and practice, source selection and alternative project delivery systems, claim resolution, safety, employment, ethical conduct and environmental issues.

CENX 1029X: Construction Management
4.5 quarter units; $1,467
Prerequisites: Minimum of any 6 of the CENX courses
Principles and techniques of construction project management from the conceptual phase, throughout the construction phase and until project completion. Emphasis is placed on teamwork between the owner, designer, and contractor and application of management at the beginning of the project and the information required during design.

CSX – Charter School Leadership

CSX 1802X: Starting and Sustaining a Charter School
4 CEUs; $525
This course is designed to offer students the opportunity to investigate all required facets of starting and sustaining a public charter school in California. Students will cover five key components of establishing and sustaining a charter school: legislation/regulations, exploring the community, application process, and preparing to open and operations of a charter school.

CSX 1804X: Financial and Facilities Management
4 CEUs; $525
This course is designed to be an overview of facility and finance considerations for charter schools. This course is intended to offer a broader range of ideas and beginning information in the areas of charter school facilities and finance. Sources of income and financial reporting will be explored.

CSX 1806X: Human Resource Management
4 CEUs; $525
This course is designed to explore all of the aspects of human resource management in charter schools. Analysis of social and political forces impacting human resource leadership and school-community relations in charter schools will be examined. Students will determine the impacts of both internal and external components of operation of personnel and school management functions in charter schools. Needs of diverse communities, cultural pluralism, personnel issues, and personnel and community relationships related to state and federal laws and local policies as it applies to charter schools will be studied. The importance of collaborative relationships with the sponsoring agency as it relates to human resource management will be discussed.

CSX 1808X: Leadership in Charter Schools
4 CEUs; $525
This course is designed to familiarize those interested in learning more about the role of the Charter School administrator as the
instructional leader of this growing alternative to regular public or private school education. It discusses the role that a Charter School leader plays in the daily operation and his/her relationship to the educational community. Standards for curriculum and instruction will be examined. Candidates will gain skills that support teachers in maintaining and increasing the effectiveness of their leadership. Needs of diverse communities, personal and professional leadership styles will be studied as they relate to everyday educational issues and legal requirements. The importance of team building will be addressed as well as the role of parent organizations and school boards in providing the best educational environment for students and teachers.

**DFX – Department of Defense Architecture Framework**

**DFX 1201X: Architecture Basics**
4.5 quarter units; $2,560
Overview of DoDAF Framework background, history, planned evolution, government regulations, architecture uses, framework philosophy, concepts, definitions, review of the DoDAF six step process, products overview and relationships, government regulations details and reporting requirements, case studies, comparison with other frameworks and methods, and overview of Universal Reference Resources for DoD Framework.

**DFX 1202X: Core and Supporting Products**
4.5 quarter units; $2,560
Overview of products and relationships from DOD architecture framework views. Learn modeling and integrating them into a viable DOD Architecture Framework for different DoD functions, organizations, programs and operations. All products represent a different type of model. Students learn how to create each product and use EA DoDAF specified tools.

**DFX 1203X: Architecture Planning**
4.5 quarter units; $2,560
Overview of concepts and theories of organizational strategic planning as basis for enterprise architecture. Examine FEA Program Management Office reference models. Define business architecture by utilizing business strategy, goals, objectives, technological environment and external variables. Gain understanding of planning and managing EA project within an enterprise.

**DFX 1204X: Architecture Modeling**
4.5 quarter units; $2,560
Overview of the supporting products and their relationship(s) to the core products and to each other; operational, systems and technical view for supporting products overview, data and activity modeling, LISI, TRM/JTA, security, CADM, XML and DoD Technical Reference Model (TRM) and Joint Technical Architecture (JTA).

**DFX 1810X: Architect Practicum**
4.0 CEUs; $2,135
This practicum project course focuses on the application of architecture principles and processes learned through this program. The students are to select research topic under the guidance of instructor and conduct research and write a detailed report. Working as individuals under the guidance of assigned faculty advisor, students clarify research topics and identify sources from which data is gathered in preparation for the project. Students then gather data and develop an architectural plan for implementation. In addition, they present their research in both written and oral form to other students and faculty.

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**EAX – Federal Enterprise Architecture Framework**

**EAX 1201X: Architecture Concepts**
4.5 quarter units; $2,560
Introduces the basic concepts, theories, and documentation frameworks upon which enterprise architecture is based. Enterprise architecture is viewed as a management and documentation process, with approaches from the private, public, defense, and international sectors being presented. Analyze all major enterprise architecture frameworks.

**EAX 1202X: Architecture Planning**
4.5 quarter units; $2,560
Introduces organizational strategic planning as basis for enterprise architecture. Provides examination of the Federal Enterprise Architecture Program Management Office reference models, how to define business architecture, goals and objectives, technological
environment and external variables. Provides understanding of how to plan and manage an EA project within an enterprise.

**EAX 1203X: Architecture Implementation**
4.5 quarter units; $2,560
Analyze and integrate Enterprise Architecture Methodologies & review basic concepts. Activity based costing and cost/benefits analysis, developing performance measures in context of OMB Reference Models, Balanced Scorecard and GPRA, use of visual modeling, managing and incorporation of legacy systems, information assurance and security architecture, stakeholder communication strategies and maintenance.

**EAX 1204X: Architecture Integration**
4.5 quarter units; $2,560
This course covers the integration of EA components across the matrices of different frameworks (Zachman, FEAF, TEAF, TOGAF, etc) and the OMB Reference Models, the integration of business, technical, data and application architectures, configuration management and standards.

**EAX 1810X: Architecture Practicum**
4.0 CEUs; $2,135
This practicum project course focuses on the application of architecture principles and processes learned through this program. The students are to select research topic under the guidance of instructor and conduct research and write a detailed report. Working as individuals under the guidance of assigned faculty advisor, students clarify research topics and identify sources from which data is gathered in preparation for the project. Students then gather data and develop an architectural plan for implementation. In addition, they present their research in both written and oral form to other students and faculty.

**EBX – Executive Business**

**EBX 1902X: Strategic Issues in Global Finance and Trade**
$300
This course examines the latest financial problems facing an internationally oriented company. This course includes the structure and operations of the international financial system, foreign exchange rates and foreign exchange risk management.

**EBX 1904X: Leadership in the 21st Century**
$300
This course analyzes the current and developing theories of leadership, individual and group behavior, and organizational theory within the context of the highly competitive global market place.

**EBX 1906X: Strategic Management**
$300
This course analyzes today’s business environment and the pervasiveness of change. Course focuses on element of strategic planning. Continuous and discontinuous change, organizational redesign, and essential skills necessary for managers to initiate corporate and organizations transformations, mergers and acquisitions will be covered.

**EBX 1908X: Global Business**
$300
This course reviews the latest development in global economic, political and cultural patterns affecting international business. The course also reviews the latest theories and practices in the area of strategic management for global business.

**EBX 1910X: Trends in Applied Organizational Development**
$300
This course provides an introduction to modeling for managerial decision making, emphasizing the formulation, solution, and limitations of linear programs, network models, integer programs, non-linear programs, simulation and queuing models for tactical and strategic business decisions. To facilitate understanding and communication of the various models discussed in class, the course will make extensive use of spreadsheet-based modeling and constrained optimization tools.

**EDX – Education and Instruction Tech**

**EDX 1201X: Computer Tech. in Classroom**
4.5 quarter units; $695
Comprehensive overview of computer technology in the educational environment. Course addresses computer terminology, the Internet, and impact of the use of different computer modalities. Includes learning theories and hands-on practice. Satisfies the CTC technology requirement for a professional clear Ryan credential and the preliminary SB2042 credential.

**EDX 1229X: Leadership in Charter Schools**
4.5 quarter units; $695
Course explores contemporary and classical theories of leadership and how to initiate into charter schools and other alternative educational settings. Addresses same learning outcomes as EDA 614 and will be accepted in its place for MS Educational Admin cohorts approved to meet the needs of future charter school leaders.

**EDX 1905X: CSET English Prep Course**
$355
This informative, intensive course is designed to familiarize students with a variety of proven strategies for passing the Single Subject English CSET. All subtest content will be covered.

**EDX 1912X: CSET Science Prep Course**
$355
This informative, intensive course is designed to familiarize students with a variety of proven strategies for passing the Single Subject Science CSET. All subtest content will be covered.

**EDX 1913X: CSET Social Science Prep Course**
$355
This informative, intensive course is designed to familiarize students with a variety of proven strategies for passing the Single Subject Social Science CSET. All subtest content will be covered.

**EDX 1915X: CSET Math Prep Subtest I: Algebra and Number Theory**
$195
The prep course follows the Subject Matter requirements for CSET Single Subject Mathematics and covers all the topics for Algebra and Number Theory. It requires the purchase of one textbook.

$195
Covers all the topics on Calculus and History of Math based on the Subject Matter requirements for CSET Single Subject Mathematics. It requires the purchase of two textbooks.

**EDX 1918X: CSET Math Prep Subtest III: Calculus and History of Math**
$195
Covers all the topics on Calculus and History of Math based on the Subject Matter requirements for CSET Single Subject Mathematics.

**EDX 1920X: CSET Mult. Subject Prep Course**
$355
This informative, intensive course is designed to familiarize students with a variety of proven strategies for passing the Multiple Subject CSET. All subtest content will be covered.
Extended Learning

EDX 1938X: U.S. Constitution Prep Course
$150
This course is designed to help students pass the U.S. Constitution exam, a requirement for the California teaching credential. Prior to taking the exam, students will review essential elements of the U.S. Constitution; analyze the meaning, amendments and judicial interpretation; and examine the Bill of Rights and framers’ intents.

EDX 1940X: RICA Prep Course
$195
This intensive online course is specifically designed to help prepare current and future teachers to pass the new RICA Written Examination. It is a test preparation class only and is not a substitute for the required reading and reading instruction classes.

EMTX – Emergency Medical Technician

EMTX 1081X: EMT I Basic
3 quarter units; $978
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 1082X: EMT II Basic
3 quarter units; $978
Prerequisite: EMTX 1081X 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.

HEDX  Health Education

HEDX 1101X: Intro Health Ed: K-12
4.5 quarter units; $695
This is 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.

IHD – Institute Hard of Hearing

IHD 1203X: Facilitating Outcomes
4.5 quarter units; $695
This course will provide knowledge and resources related to facilitating the acquisition of language, learning, speech, sign language, and/or listening, amplification technologies, and communication facilitation strategies.

MEDX – Medical Coding and Billing

MEDX 1920X: Intro to Information Technology
$660
This foundational course for healthcare professionals introduces students to foundational elements necessary to succeed in the field of medicine. Topics covered include business etiquette, managing and resolving conflict, effective report writing through the use of computer technologies, basic math, comprehension building, and developing study skills. The curriculum delivery system will comprise a combination of power point presentations, lecture, class discussion and role play activities, as well as utilization of evolve learning support tools available through publisher. Hands on lab skills topics and practice will consist of “real life” scenarios and skill performance. Videos will be presented as appropriate.

MEDX 1930X: Health Prof. Legal/Ethical Issues
$660
This course focuses on legal and ethical concepts, principles of ethics and law and use in resolving ethical conflicts and dilemmas in health care. In addition the course includes a study on the scope of practice, informed consent, employee and patient rights and responsibilities, patient abuse, and the Court systems. The curriculum delivery system will comprise a combination of power point presentations, lecture, class discussion and role play activities, as well as videos as appropriate.

MEDX 1940X: Medical Terminology
$660
This course introduces students to the study of the structure and physiology of the human body. The relationships and organization of the major organ structures are taught and the functions of the organ system in relation to maintaining homeostasis are discussed. The clinical correlation between typical and pathological is briefly discussed in relation to nursing fundamentals.

MEDX 1950X: Medical Coding/Billing I
$660
Explain the differences between Commercial, HMO/PPO, Federal and State insurance plans, including eligibility and coverage, preauthorization, certification, and referrals, as well as reimbursement methodologies.

MEDX 1960X: Medical Coding/Billing II
$660
Demonstrate an understanding of the difference between national diagnosis and procedure coding, process of completing claims and the competency using the internet to locate or verify ICD -codes.

MEDX 1970X: Medical Coding/Billing III
$660
Apply knowledge to various coding rules for the CPT, ICD-10-CM, ICD-9-CM, and Level II (HCPCS) coding systems and then apply the rules to code patient services. In addition, a variety of payment systems is presented. The medical topics of Medicare fraud/abuse, HMOs, and QIOs are also reviewed.

NBCX – National Board Certification

NBCX 1201X: National Board Certification Preparation
4.5 quarter units; $695
NBC Teacher Preparation provides new and active NBCT candidates with a year-long, comprehensive approach to support and assistance. All aspects of the certification process are explored while candidates develop a strong, fundamental foundation and increased competence in identifying and increasing content and instructional knowledge, application, and articulation of skills and approaches.

NBCX 1800X: NBC Orientation
4.0 CEUs; $550
Students will experience an overview of the NBPTS assessment process and tools to be used in developing the NBC portfolio. Research, readings and assignments focus on evidence centered
Extended Learning

practice that increases achievement for diverse learners.

**NBCX 1803X: NBC Accomplishments**
4.0 CEUs; $550
Students will identify and analyze contributions they have made to the profession as a learner, leader and partner with families and the community.

**NBCX 1804X: Video Evidence**
4.0 CEUs; $550
Students will design lessons that require videotaping and analysis of engagement in learning content that impacts student learning in diverse communities.

**NBCX 1805X: Student Assessment**
4.0 CEUs; $550
Students will design and implement lessons as a result of analysis of student assessment data and student work samples, specific to diverse, individual needs.

**NBCX 1806X: NBC Portfolio**
4.0 CEUs; $550
Students will select examples of accomplished teaching and leadership in a portfolio that provides samples of evidence of meeting NBC certificate standards and NU portfolio rubric standards.

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**PDX – Professional Development**

**PDX 1800X: Entrepreneurship as a Life Skill**
5 CEUs; $395
This self-paced hybrid online course focuses on the concept that entrepreneurship is everywhere and it is a necessary life skill in the global knowledge economy. This course also involves a hands-on Saturday workshop.

**PDX 1801X: Animation in the Science Classroom**
5 CEUs; $395
The course workshop introduces teachers to the Flash user interface and its various design and animation tools through small activities that will enable students to acquire the basic skills of drawing, creating animations, importing multimedia objects, creating symbols, and exporting the product to a Web page or standalone file.

**PDX 1802X: Digital Storytelling**
5 CEUs; $395
Digital storytelling comes with its own set of rules: ideal length, point-of-view, pace, and a number of other fundamental principles. Students will explore the conventions, expectations, and skills involved in digital storytelling. The course begins with an onsite orientation followed by online instruction.

**PDX 1803X: GLOBE Science Education Workshop**
5 CEUs; $395
GLOBE is a worldwide, primary and secondary school-based education and science program. GLOBE promotes and supports students, teachers and scientists to collaborate on inquiry-based investigations of the environment and the Earth System working in close partnership with NSF and NASA Earth System Science Projects. GLOBE is a K-12 science education program that brings together students, teachers and scientists through the GLOBE Schools Network in support of student learning and research. The hands-on program provides students and teachers with an opportunity to learn by 1) taking scientifically valid measurements in the fields of atmosphere, hydrology, soils, and land cover/phenology – depending upon their local curricula, 2) reporting their data through the Internet, and 3) collaborating with scientists and other GLOBE students around the world. Classroom science kits are available for instructional purposes.

**PDX 1805X: Music and Culture Connection**
5 CEUs; $395
This course deals with an historical and contemporary survey of music and its profound influence on shaping, morphing, challenging, and defining the social, political, and cultural landscapes throughout the world. This asynchronous online course examines music's role beyond the obvious aesthetics of an art form to that as a catalyst and vehicle for major shifts in cultural mores. It reviews some of the major historical social shifts attributed to or furthered by music's influence. The course also focus on contemporary culture and deals with the overwhelming permeation of hip hop music on world youth, the economy, language, learning, social mores, fashion, and the media. It is designed to improve methods of communicating, understanding, and educating students and members of the community.

**PDX 1806X: What Scientists Actually Do**
5 CEUs; $395
This course introduces the scientific method and mindset through stories of the daily work of real scientists, engineers, and mathematicians. The course also covers pragmatic guidelines for evaluating science information in the media and considering the scientific aspect of contemporary social topics such as climate change and endangered species protection.

**PDX 1807X: Science Literacy**
5 CEUs; $395
This online course is an introduction to science, its interdisciplinary role and its relevance to life. It is designed for the non-scientist and teachers with little or no previous science background. It is team-taught and the focus is on the wonders of science and will increase one's confidence-level in science.

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**PLX – Paralegal**

**PLX 1000X: Torts**
4.5 quarter units; $595
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, 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 1001X: Leg Res Wrtg-Briefing/Analysis**
4.5 quarter units; $595
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 1002X: Contracts**
4.5 quarter units; $595
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 1003X: Leg Res Wrtg-Legal Memo**
4.5 quarter units; $595
Develops legal research skills through focused exercises using print and computerized research. Exposes students to primary and secondary legal authorities, with an emphasis on legislative history, administrative materials and loose-leaf services. Develops writing skills by examining different parts of the legal memorandum, including questions presented, brief answers, statements of fact, and conclusions.
PLX 1005X: Computers & the Law
4.5 quarter units; $995
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.

PLX 1804X Foundations of Property Law
4.5 CEUs; $595
Examines real property law, including interests in land, landlord/tenant, easements, and conveyances. Credit granted as Continuing Education Unit only.

PLX 1806X: Legal Writing Project
4.5 CEUs; $595
Prerequisites: PLX 1001X, and PLX 1003X
Allows students the opportunity to prepare a legal writing work product using both print and online legal resources. Credit granted as Continuing Education Unit only.

PLX 1807X: Litigation Essentials
4.5 CEUs; $595
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. Credit granted as Continuing Education Unit only.

PLX 1808X: Essentials of Corporate Law
4.5 CEUs; $595
Examines the formation, operation, and dissolution of various types of corporate entities. Introduces students to common corporate documents, securities, and mergers and acquisitions. Credit granted as Continuing Education Unit only.

PLX 1809X: Essentials of Criminal Law
4.5 CEUs; $595
Covers criminal law and procedure, including crimes and their defenses, constitutional protections, and criminal litigation practice. Credit granted as Continuing Education Unit only.

PMTX – Professional Marine Technology
PMTX 1012X: Commercial Diving Orientation
3 quarter units; $978
Prerequisites: Diving Physical Examination Corequisite: PMTX 1014X, PMTX 1900X
Introduction to commercial diving and diving science, the various types of commercial diving, the diver’s role in the industry, and safety policies principles and procedures related to safe diving operations.

PMTX 1014X: Diving Physics & Air Decomp.
3 quarter units; $978
Prerequisite: Diving Physical Exam Corequisite: PMTX 1012X, PMTX 1900X
Covers the physical effects of working underwater on the diver’s body by factors such as air, sound, and light, with detailed emphasis on pressure and temperature and calculation of formulas to solve diving problems related to physics. The effects of gases used in diving, gas laws related to diving and computation of the interactive effects of temperature and pressure, and air decompression theory are included.

PMTX 1015X: Diving Administration
3 quarter units; $978
Prerequisite: PMTX 1033X with a minimum grade of C. Corequisite: PMTX 1066X or PMTX 1085X, PMTX 1900X
Instruction on dive planning and evaluating hazards for completion of underwater work tasks. Includes hazards and safety involving environmental and working around oil rigs or sunken vessels, and blueprint reading and basics of salvage theory. Additionally students will be introduced to report writing related to commercial diving.

PMTX 1017X: Com. SCUBA & Inland Diving
3 quarter units; $978
Prerequisites: SCUBA card, Basic First Aid & CPR card, PMTX 1022X with a minimum grade of C, PMTX 1024X with a minimum grade of C. Corequisite: PMTX 1028X, PMTX 1900X
Dive using SCUBA in various configurations, tend, supervise, keep log records of dives, operate radios (through water), and operate decompression chambers. Instruction using SCUBA diving to perform commercial diving work underwater by successfully completing a series of in-water projects.

PMTX 1022X: Medical Aspects of Diving
3 quarter units; $978
Prerequisites: Diving physical exam, PMTX 1012X with a minimum grade of C, and PMTX 1014X with a minimum grade of C. Corequisite: PMTX 1028X, PMTX 1900X
Initial instruction on basic anatomy and physiology of the body related to diving, particularly the systems affected by hyperbaric or hydrostatic pressure. Learn to recognize, prevent, and provide care for diving related disorders.

3 quarter units; $978
Prerequisites: Diving physical exam, PMTX 1012X with a minimum grade of C, PMTX 1014X with a minimum grade of C. Corequisite: PMTX 1028X, PMTX 1900X
Instruction in operation of a standard off shore deck decompression chamber and performance of duties of outside tender, inside tender, log keeper, communications operator, and the uses, types, construction, safety, and care of hyperbaric chambers and their ancillary equipment. Students are required to demonstrate competency in safe chamber operation and the ability to make schematic drawings of diving systems and chambers and safely operate a forklift/lift truck.

PMTX 1028X: Basic Surface Supply Diving
2 quarter units; $652
Prerequisites: Diving Physical Exam, SCUBA card, First Aid & CPR card, PMTX 1022X with a minimum grade of C, PMTX 1024X with a minimum grade of C. Corequisite: PMTX 1017X, PMTX 1900X
Instruction on basic skills of surface supply lightweight diving, fundamental concepts, terminology, and practical skills of seamanship, line handling, rigging, and underwater work procedures and the fundamentals of line (rope) and wire rope classification, composition, and use. Proper tying and use of knots and their practical application by divers, working load limit (WLL) for rope, wire, and rigging hardware, as well as to calculate the ratio and mechanical advantage of block and tackle are covered.

PMTX 1031X: Diving Operations I
2 quarter units; $652
Prerequisites: PMTX 1028X with a minimum grade of C, PMTX 1017X with a minimum grade of C. Corequisite: PMTX 1060X or PMTX 1080X, PMTX 1900X
Uses surface supply diving to perform work underwater by completing a series of in-water projects to develop underwater work
skills and confidence. Students dive, tend, supervise, keep logs of dives, operate radios, and operate deck decompression chambers. Underwater students solve problems in decompression, rigging, and maintenance and are introduced to the use of tools used by divers. Students refine their knowledge and skills of safe use, pre-dive checks, basic pre and post dive maintenance of dive gear, equipment, and air systems.

**PMTX 1033X: Mixed Gas Diving**
3 quarter units; $978
Prerequisites: PMTX 1035X with a minimum grade of C. Corequisite: PMTX 1064X or EMTX 1082X, PMTX 1900X
Theory of helium-oxygen commercial diving, practical applications of mixed gas diving used in various commercial diving operations, surface supply helium-oxygen diving, advanced thermal protection, saturation diving theory, and theory of splitting and mixing of gases.

**PMTX 1035X: Diving Operations II**
2 quarter units; $652
Prerequisites: PMTX 1031X with a minimum grade of C. Corequisite: PMTX 1062X or EMTX 1081X, PMTX 1900X
Designed to challenge each student’s ingenuity, motivation, and ability to work together. The class must work together as an operational team in a simulated commercial diving evolution utilizing all of the safety, planning, rigging, and other team and industrial skills they have gained in order to accomplish the assigned project tasks.

**PMTX 1060X: Underwater Inspection & Survey**
3 quarter units; $978
Prerequisites: MTX 1017X with a minimum grade of C, PMTX 1028X with a minimum grade of C. Corequisite: PMTX 1031X, PMTX 1900X
Introductory instruction in the theory and practice of conventional and underwater survey inspection using visual, magnetic particle and ultrasonic testing techniques. Students learn setup and calibration techniques and testing procedures. Practical experience is gained on a variety of test pieces as well as knowledge in the process of identifying, evaluating, and categorizing discontinuities with respect to their acceptance or rejection in accordance with industry codes and standards.

**PMTX 1062X: MT/PT II**
3 quarter units; $978
Prerequisite: PMTX 1031X with a minimum grade of C, PMTX 1080X with a minimum grade of C. Corequisite: PMTX 1035X, PMTX 1900X
Extensive instruction in the theory and practicum of topside and underwater survey inspections using the magnetic particle process and topside inspection using the liquid penetrate process. Gain knowledge in the process of identifying, evaluating, and categorizing discontinuities with respect to their acceptance or rejection in accordance with industry codes and standards.

**PMTX 1064X: Ultrasonic Testing I**
3 quarter units; $978
Prerequisites: PMTX 1062X with a minimum grade of C. Corequisite: PMTX 1033X, PMTX 1900X
Covers both theory and practical techniques used in ultrasonic inspections, set-up and calibration techniques of A-Scan presentations and effects of location, size, and shape of discontinuities, and flooded member, corrosion, and erosion inspection.

**PMTX 1066X: Ultrasonic Testing II**
3 quarter units; $978
Prerequisites: PMTX 1064X with a minimum grade of C, PMTX 1033X with a minimum grade of C. Corequisite: PMTX 1015X with a minimum grade of C, PMTX 1900X
Covers ultrasonic shear wave inspection theory and the set-up and calibration for shear wave inspection using a Distance Amplitude Correction (DAC) curve or 80 percent Full Screen Height (FSH) flaw evaluation technique. Students gain practice inspecting a wide range of plate and pipe welds with known discontinuities. Students also learn to identify, evaluate, and categorize discontinuities as to their acceptance or rejection in accordance with various industry codes and standards.

**PMTX 1068X: VT II/Underwater Inspection**
3 quarter units; $978
Prerequisites: PMTX 1015X with a minimum grade of C, PMTX 1066X with a minimum grade of C. Corequisite: PMTX 1070X, PMTX 1900X
Fundamentals of visual testing to include: visual I imitations, inspector responsibilities, codes and standards, weld joint geometry, welding terminology, welding/NDT symbols, mechanical and chemical properties of metals, destructive testing, metal lurgy, weld processes, and weld/base metal discontinuities. Learn to use and maintain a variety of visual enhancing test equipment to include, but not limited to, assorted measuring tools, cathodic potential meters, still photography cameras, and closed circuit television systems.

**PMTX 1070X: Surface Cutting & Welding**
2 quarter units; $652
Prerequisites: PMTX 1015X with a minimum grade of C. Corequisite: PMTX 1068X or PMTX 1086X, PMTX 1900X
Fundamentals of metallurgy including the physical properties, structure, and grain of common metals and their alloys, types and properties of steel and the fundamentals of the SMAW welding process. Fundamental and basic/intermediate practical skills of steel cutting, i.e., cutting, piercing, and gouging. Students are taught the skills necessary to obtain competency in both oxyacetylene and ultrathermic cutting techniques. Introduced to the fundamentals of welding.

**PMTX 1080X: Emergency Medical Responder**
3 quarter units; $978
Prerequisite: PMTX 1028X with a minimum grade of C, PMTX 1017X with a minimum grade of C. Corequisite: PMTX 1031X, PMTX 1900X
Advanced first aid training with instruction on basic anatomy and physiology of the body related to diving. Students will learn to assess and begin treatment of the sick and injured by taking blood pressures, pulses, respiratory rates, and the use of adjuncts to manage an injured person’s airway. Students will also learn to recognize, prevent, and provide care for the most common and critical diving maladies.

**PMTX 1085X: Advanced Diving Medicine**
3 quarter units; $978
Prerequisite: EMTX 1081X with a minimum grade of B, EMTX 1082X with a minimum grade of B, Diving Physical Exam. Corequisite: PMTX 1900X
Diving medical requirements and the skills necessary to become a commercial diver medic technician. Recognize and manage diving decompression illness; with specific focus on barotrauma, decompression sickness, arterial gas embolism, pulmonary over inflation syndrome conditions, breathing gas disorders, hypothermia, and near drowning are covered. Student will conduct practical chamber treatments to hone necessary skills for recompression treatment and chamber nursing support.

**PMTX 1086X: Advanced Hyperbaric Medicine**
3 quarter units; $978
Prerequisite: PMTX 1085X with a minimum grade of C. Corequisite: PMTX 1900X
Includes advanced medical skills needed by commercial diving medic technicians. Skills include parenteral administration of medication, aseptic techniques and sterile fields, IV administration, catheterization, advanced wound care and suturing, advanced emergency airway care and endotracheal intubation, and emergency thoracentesis. Students introduced to administration of clinical
PSX 1804X: CQA Training
3.0 CEUs; $300
This course prepares students for Quality Auditor certification. Upon successful completion, students will understand the standards and principles of auditing and the auditing techniques of examining, questioning, evaluating and reporting to determine a quality system’s adequacy and deficiencies.

PSX 1805X: CQE Training
4.5 CEUs; $400
Recommended: Students should have previously completed an algebra course.
This course prepares students for Quality Engineer certification. Upon successful completion, students will understand the principles of product and service quality evaluation and control.

PSX 1806X: CSQE Training
3.6 CEUs; $350
This course prepares students for Software Quality Engineer certification. Upon successful completion, students will understand software quality development and implementation, software inspection, testing, verification and validation; and implements software development and maintenance processes and methods.

PSX 1807X: CMQ/OE Training
3 CEUs; $300
This course prepares students to become a certified Manager of Quality/Excellence. Upon successful completion, students will be prepared to lead and champion process-improvement initiatives that can have regional or global focus in a variety of service and industrial settings.

PSX 1808X: CBA Training
3.6 CEUs; $350
This course prepares students for Biomedical Auditor certification. Upon successful completion of this course, students will understand the principles of standards, regulations, directives and guidance for auditing a biomedical system while learning how to use various tools and techniques to examine, question, evaluate and report on system’s adequacy and deficiencies.

PSX 1809X: CCT Training
3 CEUs; $300
This course prepares students for Calibration Technician certification. Upon successful completion, students will understand how to test, calibrate, maintain and repair electrical, mechanical, electromechanical, analytical and electronic measuring, recording and indicating instruments and equipment for conformance to established standards.

PSX 1810X: CHA Training
3.6 CEUs; $350
This course prepares students for HACCP Auditor certification. Upon successful completion, students will understand the standards and principles of auditing a HACCP-based (or process-safety) system. Course content will include how to use various tools and techniques to examine, question, evaluate and report on system’s adequacy and deficiencies.

PSX 1811X: CQA Training
3 CEUs; $300
This course prepares students for Quality Inspector certification. Upon successful completion, students will understand how to evaluate hardware documentation, perform laboratory procedures, inspect products, measure process performance, and record data and prepare formal reports.

PSX 1812X: CQIA Training
3 CEUs; $300
This course prepares students for Quality Improvement Associate certification. Upon successful completion, students will have a basic knowledge of quality tools and their uses and is involved in quality improvement projects.

PSX 1813X: CQPA Training
3 CEUs; $300
This course prepares students for Quality Process Analyst certification. Students will learn how to analyze and solve quality problems and oversee involvement in quality improvement projects. This course is designed for recent graduates or someone with work experience who wants to demonstrate their knowledge of quality tools and processes.

PSX 1814X: CQT Training
3 CEUs; $300
This course prepares students for Quality Technician certification. Upon successful completion, students learn how to analyze and solve quality problems, prepare inspection plans and instructions, select sampling plan applications, prepare procedures, train inspectors, perform audits, analyze quality costs and other quality data, and apply fundamental statistical methods for process control.

PSX 1815X: CRE Training
3.6 CEUs; $350
This course prepares students for Reliability Engineer certification. Upon successful completion, students will learn how to understand the principles of performance evaluation and prediction to improve product/systems safety, reliability and maintainability.

PSX 1931X: Time Mgmnt Skills Improvement
$69.95
Improve your time management skills and save time through this two and a half hour course divided into 10 short, 15-minute, self-paced learning chapters. The course provides tips and tools that will help the participants save time and get more of the right work done with less stress.

PSX 1987X: Finding Modern Olympia
$300
Exploration of the Olympic Movement, including the development of the modern games and influence of the International Olympic Committee. Students will assess the Olympic Movement and its impact upon sport and the current practices of coaches, athletes, and sport psychology professionals.
Extended Learning

TEDX – Teacher Education

TEDX 1823X: ADD: Info & Interventions
4 CEUs; $450
Covering history of the disorder, accepted methods to assess and identify students with the disorder, and various methods, medications and strategies currently used to treat the disorder, this self-paced online course will help teachers achieve a better understanding of ADD and intervention strategies to facilitate positive student change.

TEDX 1824X: Advanced Classroom Mgt
3 CEUs; $300
This course is geared primarily for professionals serving children and youths presenting behavior problems in the school or community. This course focuses on cognitive and cognitive-behavioral interventions (often lumped together under the rubric “social skills”) with an emphasis on teaching students how to change and manage their own behavior.

TEDX 1825X: Educational Assessment
3 CEUs; $300
This course is designed to further develop the conceptual and technical skills required by teachers to help them identify their educational goals, and implement meaningful instructional strategies for effective learning by students with special needs. The focus of this course will therefore be on assessment for instructional programming addressed.

TEDX 1826X: Traumatized Children
3 CEUs; $300
This course helps teachers, counselors, and educational personnel gain strategies to reach and teach students affected by stress, trauma, and/or violence. Participants learn the signs and symptoms of stress and trauma and explore how stress, violence, and trauma affect a student’s learning, cognitive brain development, and social-emotional development.

TEDX 1827X: Teaching Diversity
3 CEUs; $300
This course is designed to give you the knowledge, tools and dispositions to effectively facilitate a diverse classroom. This course will help you understand and identify differences in approaches to learning and performance, including different learning styles and ways in which students demonstrate learning.

TEDX 1844X: Behavior is Language
4 CEUs; $450
This online course gives teachers a new perspective on student behavior and effective tools to facilitate positive student change. Participants will learn behavioral techniques and intervention strategies that quell disruptive behavior, reduce power struggles while increasing classroom control, reduce workload, and help prevent burnout.

TEDX 1845X: Violence in Schools
3 CEUs; $300
This online gives teachers a better understanding of school violence, the motivations behind the use of violence and specific strategies to minimize the occurrence of violence in a school and community. The correlation and impact of the media, community and family upon violence will be investigated.

TEDX 1846X: Learning Disabilities
4 CEUs; $450
This online course describes diverse theoretical approaches to handling learning disabilities and lays the foundation for appropriate assessment and evaluation. It covers program planning and implementation, stresses the importance of a close, positive partnership with parents/caregivers, and explores methods for ensuring the home-school axis is effective and meaningful.

TEDX 1848X: Drugs & Alcohol in School
3 CEUs; $300
This online course teaches about alcohol, drugs and their influences in the classroom. Learn what students may be experiencing through their own use or from the use of persons close to them and the biological, psychological and social factors that comprise the disease of addiction.

TEDX 1849X: Autism & Asperger’s Disorders
3 CEUs; $300
This online course provides information on the characteristics of the disorder, learning styles associated with the disorder, communication weaknesses and various intervention strategies that have proven to be successful when working with students with Autism spectrum disorders.

TEDX 1868X: Inclusion
3 CEUs; $300
This interactive online course helps special and general educators to understand inclusion, an educational reform movement that advocates educating students with disabilities in the general education classrooms. This course will also help teachers identify their role in providing special services to students educated in inclusive classrooms.

TEDX 1871X: Understanding Aggression
4 CEUs; $450
This online course includes topics on violence, aggression in the classroom, youth gangs, sports and television, drugs and alcohol, and “hot spots” that tend to breed aggression/violence. School personnel become more aware of causes of aggression and ways to evaluate and intervene before it turns to violence.

TEDX 1872X: Talented & Gifted Education
3 CEUs; $300
This online course provides information on the history of exceptional children in relation to education, current law, and accepted methods for referral, assessment, and identification. It covers major program models and methods of differentiating instruction to meet the rate and level of learning of those students identified.

TEDX 1879X: Working with Abuse and Neglected Children
3 CEUs; $300
This online course teaches how to recognize signs of physical abuse, emotional abuse, sexual abuse, physical neglect and emotional neglect in children. Participants explore specific factors that exist in families who abuse or neglect their children. This course meets the child abuse and neglect educational requirements in most states.

TEDX 1880X: Infant & Toddler Mental Health
3 CEUs; $300
This online course gives educators an understanding of infant and toddler mental health, child development, and strategies to promote positive relationships with children and families. It provides information that will help the learner understand and identify their role as a child care provider, educator, and early childhood professional.

TEDX 1881X: Reading Fundamentals #1
3 CEUs; $300
This online course, on effective reading instruction, was designed to give background on Reading First as it applies to the No Child Left
Extended Learning

Behind federal legislation. The course discusses the research that supports scientifically-based research as it applies to phonetically-based instruction, assessment, and evaluation.

TEDX 1882X: Reading Fundamentals #2
3 CEUs; $300
This online course is designed to lay the foundation for effective reading instruction and to teach about the elements of effective instruction and the importance of reading instruction.

TEDX 1883X: Reading Fundamentals #3
4 CEUs; $450
This online course will focus on learning to read, reading to learn, and an introduction to reading assessment. As part of these key areas of reading instruction, the five elements of effective reading instruction will be highlighted, including definitions, implications for instruction and future directions.

TEDX 1884X: Early Childhood: Fmly-Centrd Srvcs
3 CEU; $300
Family-Centered Services covers four chapters. The first chapter takes an in-depth look at the definition and application of family-centered services. The second and third chapters are designed to improve your understanding of the complexity of families. The final chapter emphasizes parent education, interagency collaboration, and building communities of care.

TEDX 1885X: Early Childhood: Observtn & Asmnt
4 CEUs; $450
This course is designed to help educators, para-professionals and child caregivers observe and assess various aspects of children’s development and programs. Participants will learn the components necessary for strong observation skills and will discover how to apply course learning to each student’s particular environment and needs.

TEDX 1886X: Early Childhood Program Planning
4 CEUs; $450
Program Planning will cover planning and implementing a comprehensive, research-based curriculum for young children. We will discuss what curriculum is, and identify guidelines presented by the National Association for the Education of Young Children (NAEYC). We will review the steps for creating curriculum, planning a schedule, and creating lesson plans.

TEDX 1887X: Early Chldhd: Tpcl & Atypcl Dvlpmnt
4 CEU; $450
This course will present an introduction to the study of child development from conception to age 6 including a study of child development chronologically and a discussion of the newly-delivered infant. The course will also cover the time of early childhood that was called the magic years by Selma Fraiberg.

TEDX 1888X: Harassment, Bullying & Cyber-Intimidation
3 CEUs; $300
Harassment, Bullying and Cyber Intimidation in School will discuss definitions and the personal, social, and legal ramifications associated with sexual harassment, bullying, and cyber-intimidation. We will then explore preventative strategies as well as how school staff can address these issues when they occur.

TEDX 1889X: Teaching Math Conceptually
3 CEUs; $300
The course incorporates strategies for teaching concepts constructively and contextually. The goal is to gain a deeper understanding of the underlying concepts of various math topics and explore the principles of teaching those concepts to learners. This course will focus on the topics of number sense, basic operation, and fractions.

TEDX 1891X: Why DI? An Intro to Differentiated Instruction
4 CEUs; $450
This is an interactive computer-based instruction course, designed to give students an understanding of the framework of and need for creating supportive learning environments for diverse learning populations. It will also provide connections to a variety of concepts, variables, and resources that will assist practitioners in aligning their own professional practices with those found in the differentiated classroom.
Nevada Programs

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National University’s Henderson Campus has been authorized by the State of Nevada Commission on Post Secondary Education to offer the following programs onsite. In addition, the State of Nevada’s Department of Education has approved all teacher education programs leading to teacher licensing in the State of Nevada. The Master of Arts in Counseling Psychology meets the academic requirements necessary to sit for the Marriage and Family Therapist License examinations mandated by the State Board of Examiners for the State of Nevada.

**Nevada Programs**

All students receiving an undergraduate degree in Nevada are required by State Law to complete a course in Nevada Constitution.

**Associate of Science in Human Biology**

**Bachelor of Arts in Elementary Education**

**Bachelor of Arts in Mathematics Education**

**Bachelor of Arts in Secondary Education Major in English**

**Bachelor of Business Administration**

**Bachelor of Public Administration**

**Bachelor of Science in Criminal Justice Administration**

**English Language Program** (see National University Language [NULI] section for more information)

**Master of Education in Elementary Education with Nevada Licensure Program**

**Master of Education in Secondary Education with Nevada Licensure Program**

**Master of Arts in Teaching**

**Master of Arts in Counseling Psychology**

**Master of Business Administration**

**Master of Forensic Science**

**Master of Public Administration**

**Master of Science with Licensure in Special Education**

**Master of Science in Organizational Leadership**

**Financial Aid**

In addition to the financial aid outlined in the financial aid section of the catalog, the following programs are available to Nevada residents:

**V.A. Educational Benefits**

On site Nevada students interested in using Military benefits as listed on page 33 must request transcripts for all/any previous training: College/University, vocational, military, etc.

Please call or visit the Veteran Affairs Office for additional information at:

2850 W. Horizon Ridge Parkway, Suite 301
Henderson, NV  89052
702-531-7800

**State Grants**

Nevada public colleges and universities offer various grant opportunities that are funded by the state. Each college has designed programs that best serve its student population. Some programs are only for Nevada residents, while others are open to nonresidents. Most grants are need-based, but some may not require documented need. Information on two of the grant programs follows. Keep in mind that not all programs are offered at all colleges.

**Access Grant**

The Access Grant is for undergraduate and graduate students who have financial need and are Nevada residents. The maximum award is $3,000 for graduate students and $2,500 for undergraduates, but the amount can vary depending on your cost of attendance, enrollment status, living arrangements and availability of funds.

**Nevada Student Incentive Grant**

This grant is for qualified low-income undergraduate and graduate students who are Nevada residents. The award amount varies by type of colleges, college costs, enrollment status and living arrangements.

**Tribal Scholarships**

If you are a Native American, your tribe or nation may offer scholarships. To learn more, contact your tribe or call the regional office of the Bureau of Indian Affairs in Sacramento, California, at (916) 978-6058 or go to www.oiep.bia.edu. Many tribes and the BIA require a “needs analysis” from the college’s financial aid office to document eligibility, so be sure to file your FAFSA early. You will also find scholarships for Native Americans at www.collegefund.org.

**Foster Youth Grants**

Up to $5,000 a year for college or vocational training is available for foster youth who have aged out of foster care or who were adopted after age 16. To learn more, talk to your high school counselor, your independent living coordinator, your college’s financial aid administrator, or call (775) 684-4450.

A number of foundations also offer tuition waivers and scholarships for foster youth. The Otto A. Huth Scholarship Trust Fund is available to children who have been in the custody of the Nevada Division of Child and Family Services in a foster or group home. The application deadline is March 15 of each year. For more information, go to www.statevoucher.org and click on “Nevada,” or call (702) 455-4306.

**Refund Policy – Nevada Onsite Only**

Students are accepted and registered for classes with the understanding that they will attend the entire course. Faculty contracts, the commitment of space, and other University resources are made on that assumption, creating financial obligations that students who withdraw must share. National University’s refund policy reflects this position. Students may use the self-service function on the student web portal to withdraw themselves from class prior to midnight of the ninth (9th) day of the session, or they may ask an admissions advisor to withdraw them.

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

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

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

- ninth (9th) day of the session will receive a 100 percent refund
- tenth (10th) day of the session will receive a 94 percent refund
- eleventh (11th) day of the session will receive a 88 percent refund
- twelfth (12th) day of the session will receive a 82 percent refund
- thirteenth (13th) day of the session will receive a 75 percent refund
- fourteenth (14th) day of the session will receive a 66 percent refund
- fifteenth (15th) day of the session will receive a 57 percent refund
- sixteenth (16th) day of the session will receive a 48 percent refund
- seventeenth (17th) day of the session will receive a 40 percent refund
- eighteenth (18th) day of the session will receive a 32 percent refund
- nineteenth (19th) day of the session will receive a 24 percent refund
- twentieth (20th) day of the session will receive a 16 percent refund
- twenty-first (21st) day of the session will receive a 8 percent refund
- twenty-second (22nd) day of the session will receive a 0 percent refund
Nevada Programs

Nevada Programs

Candidates for the Master of Arts in Teaching (MAT) degree must make sure that the address on file is correct. Refunds, depending on the verification of funds, are processed and mailed within fifteen (15) days from the later of: a) the date from when a student cancels enrollment; b) the date from when the institution terminates a student’s enrollment; c) the last day of an authorized leave of absence (if the student fails to return after this period); or d) the last day of attendance of a student. All refunds are mailed to the student’s home address. Students must make sure that the address on file is correct.

Nevada Program Information

ASSOCIATE OF SCIENCE IN HUMAN BIOLOGY
Faculty Advisor: Huda Makhluf; (858) 642-8488; hmakhluf@nu.edu
See College of Letters and Science Listings

BACHELOR OF ARTS, MAJOR IN EARLY CHILDHOOD EDUCATION
(610-444)
Lead Faculty: Susan Gilbert; (310) 662-2163; sgilbert@nu.edu
See School of Education Listings

BACHELOR OF BUSINESS ADMINISTRATION
Faculty Advisor: Brian Simpson; (858) 642-8431; bsimpson@nu.edu
See School of Business and Management Listings

BACHELOR OF PUBLIC ADMINISTRATION
Faculty Advisor: Maryam Davodi-Far; (858) 642-8653; mdavodi-far@nu.edu
See College of Letters and Sciences Listings

BACHELOR OF SCIENCE IN CRIMINAL JUSTICE ADMINISTRATION
Faculty Advisor: James Guffey; (916) 855-4109; jguffey@nu.edu
See College of Letters and Sciences Listings

ENGLISH LANGUAGE PROGRAM (ELP)
See National University Language Institute section of the catalog for more information.

MASTER OF ARTS IN TEACHING
Program Faculty Advisor: Dee Fabry; (858) 642-8381; dfabry@nu.edu
See School of Education Listings

The Master of Arts in Teaching (MAT) degree must already hold a Nevada teaching license. The MAT program does not meet the standards of quality for licensure or endorsement in teaching in public education in Nevada. Students should speak with the faculty advisor regarding area of specialization selection.

MASTER OF BUSINESS ADMINISTRATION
Faculty Advisor: Farhang Mossavar-Rahmani; (858) 642-8409; fmossavar@nu.edu
See School of Business and Management Listings

MASTER OF FORENSIC SCIENCES
Faculty Advisor: Ismail Sebetan; (858) 642-8419; isebetan@nu.edu
See College of Letters and Sciences Listings

MASTER OF PUBLIC ADMINISTRATION
Faculty Advisor: Maryam Davodi-Far; (858) 642-8653; mdavodi-far@nu.edu
See College of Letters and Sciences Listings

MASTER OF SCIENCE IN ORGANIZATIONAL LEADERSHIP
Faculty Advisor: Julia Buchanan; (858) 642-8453; jbuchanan@nu.edu
See School of Business and Management Listings

MASTER OF ARTS IN COUNSELING PSYCHOLOGY (NEVADA)
Faculty Advisor: Donald Posson; (702) 531-7832; dposson@nu.edu

The Master of Arts in Counseling Psychology degree provides the academic pathway for students who are committed to the practice of professional counseling. The program includes core courses that all students must take and two optional tracks:

- The MA Counseling Psychology – Nevada LCPC is based on the academic requirements to be eligible for licensing as a licensed professional counselor by the Nevada Board of Examiners for Marriage and Family Therapists and Licensed Professional Counselors.
- The MA Counseling Psychology – Nevada MFT Specialization is based on the academic requirements to be eligible for licensure as a marriage and family therapist by the Nevada Board of Examiners for Marriage and Family Therapists and Licensed Professional Counselors.

The Nevada Board of Examiners for Marriage and Family Therapists and Licensed Professional Counselors does not approve programs in Professional Counseling or Marriage and Family Therapy. The Board of Examiners reviews each applicant’s transcript to determine whether certain substantive subject matter areas have been adequately studied. National University has designed, to the best of its ability, a program that meets the Board of Examiners requirements based on the best available information from the Board. However, because the Board of Examiners does not approve any sequence of courses as meeting its requirements, National University cannot guarantee that any specific course sequence will fully meet Board requirements.

The degree may not meet requirements in other states. Students should consult the licensing boards of the appropriate states for information about the MFT outside of Nevada. The degree also prepares students for the pursuit of doctoral studies in practitioner-oriented programs such as counseling or clinical psychology.

Program Specifications:

- Students must complete all coursework with a grade point average (GPA) of 3.0 for all courses in this program. Students who receive a grade of “C+” or lower in two (2) or more courses must repeat all such courses before being allowed to continue in the program. Students who receive a “D” or “F” grade in any
course must repeat the course.  
• Students must complete a minimum of 10 hours of individual, marital, family, or group psychotherapy before taking the first Counseling Practicum course and another 15 hours before graduation for a total of 25 hours.  
• MAC/NV-LCPC & MFT Students must obtain a total of 100 hours of counseling experience at a designated practicum site with an approved practicum site supervisor during PSY 651A, B, C, & D. During each of these courses, 75 hours must involve face-to-face psychotherapy with clients.  
• Independent studies are not allowed in this program without departmental approval.  
• Nevada students seeking licensure must register with the Nevada Board of Examiners for Marriage and Family Therapists and Licensed Clinical Professional Counselors after graduation and fulfill all NV licensing requirements.  
• Students are also urged to join their respective professional association. Students in the NV-MFT and NV-LCPC specializations must obtain malpractice insurance, which may be obtained through their professional association or another professional organization.  
• Students must complete all coursework within seven years. Any courses taken more than seven years ago must be repeated.

Application Requirements

Students interested in enrolling in this program should contact the Henderson campus for further information regarding the application process.

To be considered for admission, applicants must meet the University graduate admission requirements listed in the general information section on graduate admission requirements for specific information regarding application and evaluation.

Prerequisite Recommended Preparation

(1 course, 4.5 quarter units)

Candidates who have not previously completed this course or its equivalent are strongly urged to do so. PSY429 can be taken either online or in a classroom.

PSY 429 Intro to Personality Theory  
Prerequisite: ENG 100, ENG 101, and PSY 100

Program Core Requirements

(12 courses, 54 quarter units)

PSY 635 Childhood and Adolescence  
PSY 629A Adulthood and Aging  
PSY 625 Counseling Techniques and Prac  
PSY 623 Diagnosis and Assessment  
PSY 627A Legal and Ethical Issues  
PSY 636 Child and Adolescence  
PSY 628 Group Therapy  
PSY 637 Culture Competencies  
PSY 642 Therapy with Relational Trauma  
PSY 653 Research: Paradigms & Critique  
CHD 640 Treatment of Addictions  
PSY 626 Human Sexuality in Therapy

Students must choose one of the following specializations:

▲ Specialization in Licensed Clinical Professional Counselor

(6 courses; 21 quarter units)

PSY 616 Counseling Theories  
PSY 654 Career & Lifestyle Development  
PSY 651A Counseling Practicum I (3 quarter units)  
Prerequisite: Regional Lead Faculty Approval  
PSY 651B Counseling Practicum II (3 quarter units)  
Prerequisite: Regional Lead Faculty Approval  
PSY 651C Counseling Practicum III (3 quarter units)  
Prerequisite: Regional Lead Faculty Approval  
PSY 651D Counseling Practicum IV (3 quarter units)  
Prerequisite: Regional Lead Faculty Approval

The practicum seminar meets once a week for 1.5 hours during three consecutive months in addition to the onsite practicum requirements. This seminar may meet in the late afternoon.

▲ Specialization in Marriage and Family Therapy(Nevada)

Area of Specialization Requirements

(7 courses; 23.5 quarter units)

Students choosing the MFT Specialization must complete the following seven courses in addition to the MAC core coursework in order to complete their MAC degree.

PSY 632A Couples/Family Therapy A  
PSY 632B Couples/Family Therapy B  
Prerequisite: PSY 632A  
PSY 617A Family Systems
CANDIDATE ASSISTANCE PROCESS

National University Policies

National University has Policies and Procedures for Student Discipline, Academic Dishonesty, Civility, Reasons for Probation, Suspension and Dismissal that are described in the Catalog under the Policy and Procedures section. National University also has a process for providing accommodation to students with documented special needs (see Students with Disabilities under the Student Services section of the catalog). Additionally, a Writing Center and Math Tutoring are available to assist students seeking to improve their writing and mathematics skills.

School of Education Procedures

The School 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 School of Education, each program has identified knowledge, skills and dispositions necessary for specific professional responsibilities. The knowledge, skills and dispositions are based upon the School of Education Conceptual Framework, California Commission on Teacher Credentialing (CTC) preparation standards, National Council on the Accreditation of Teacher Education (NCATE) standards and professional organization standards.

Candidate Progress Alert

When an instructor becomes aware that a candidate needs assistance to effectively demonstrate the appropriate knowledge, skills and/or dispositions within their program, a Candidate Progress Alert will be initiated by their instructor. This is the first step in the Candidate Assistance Process that is intended to be supportive, based upon each program’s standards and individualized to the candidate.

The Candidate Progress Alert is intended to alert the candidate to areas of performance that are deficient or may need remediation. When a Progress Alert is initiated, the candidate and instructor will meet to develop activities to improve areas requiring attention and identify methods of assessment.

Candidate Assistance Plan

In cases where a candidate has been unable to adequately remediate deficiencies identified in a Progress Alert, the appropriate faculty member will develop a formal Candidate Assistance Plan. The Plan will identify areas of deficiency and prescribe specific activities and/or intervention strategies the candidate will need to complete to successfully meet knowledge, skills and/or dispositions. The faculty member will review the Plan with the candidate to ensure that the information, intervention strategies and assessment measures are clear. A candidate’s signature on the Candidate Assistance Plan will acknowledge receipt and review of the Plan and will be maintained by the School 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 School of Education and Office of Student Services designees. The candidate will be notified by the Dean of the School of Education regarding the
candidate’s continuing status within the program and/or the School. A decision for dismissal by the Dean from the program and/or the School is final and cannot be appealed.

**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 Scholarships and Special Services (Special Services). Applications for accommodations for a disability may be requested from the Office of Scholarships and Special Services, National University, 11255 North Torrey Pines Road, La Jolla, CA 92037-1011, Phone: (858) 642-8185. Students seeking special accommodations due to a disability must submit an application with supporting documentation to Special Services.

The application will be reviewed within fourteen (14) days of receipt by the Committee for Students with Disabilities (CSD). The CSD will engage in an interactive process with the student regarding the accommodations request and determine the appropriate accommodations to be administered during the Plan. Once the CSD determines the appropriate accommodations, written notification is sent within seven (7) days to the student and faculty responsible for the implementation of the Plan.

Following receipt of the CSD notification, the faculty responsible for implementing the Plan will schedule a formal meeting with the student to review the Plan and the approved accommodations. The timeline for completion of a Plan is halted during the accommodations application and review process, and begins following the formal meeting. If the accommodations request is not approved, the timeline for completion of the Plan begins upon receipt of the CSD’s notification letter. If a student is denied accommodation(s) or believes that the accommodation afforded is insufficient, the student may appeal to the Vice President for Student Services, who will render a decision within seven (7) days of receipt of the appeal or prior to the start date of the next course, depending on which occurs first. The decision of the vice president is final. The timeline for completion of a Plan is also halted during the appeals process.

If a student believes that accommodations approved by Special Services have not been implemented in the Plan, they should immediately contact Special Services. The timeline for completion of the Plan is halted during this process. Special Services will contact the instructor to resolve the student’s concern and ensure the approved accommodations are properly implemented. Special Services will provide the student with notification of progress, findings, or resolution within fourteen (14) days. If either the student or Special Services feel that a satisfactory resolution is not reached, the student may appeal to the Vice President for Student Services, who will render a decision within seven (7) days of receipts of the appeal. The decision of the vice president is final. If the complaint is not satisfactorily resolved at the University level, the student may choose to file a complaint with the U.S. Department of Education Office for Civil Rights, 50 Beale Street Suite 7200, SF, CA 94105, Phone: (415) 486-5555, E-mail: ocr.sanfrancisco@ed.gov.

The timeline for completion of a Plan is also halted during the appeals process.

**Elementary and Secondary Student Teaching Placements**

Candidates are placed in their student teaching assignment by the University.

Detailed requirements for student teaching are listed in the Student Teaching Handbook for Elementary/Secondary and in the ORI for Teacher Education

Note: Teacher Education Candidates may apply for equivalency (see form in Student Teaching Handbook) of one half of this requirement if they can document appropriate experience and meet other specified criteria.

Candidates will be placed:
- By the University in their student teaching school under the supervision of a University Supervisor and Cooperative Teacher(s).
- For at least one-half of their student teaching, in approved public, charter or private schools that implement state adopted core curriculum content standards within the state of Nevada. Summer school, after-school programs, and outdoor education programs will be reviewed to determine if they meet criteria for a student teaching assignment. Court schools or community alternative schools may be acceptable placements for one-half of the student teaching experience.
- Out-of-state courtesy placements in state-accredited schools outside Nevada may be considered if the candidate moves out of state. Prior approval must be given by the field experience coordinator.
- In a supervised full-time student teaching assignment within the appropriate licensing area for 16 weeks.
- In two different teaching settings.
- In two different grade spans.

Elementary Education Candidates will be placed:
- In classrooms to observe and participate at two or more of the following grade spans: K-2, 3-5, and 6-8. A K-2 class experience is required unless there is documented fieldwork experience with beginning readers.

Secondary Education Candidates will be placed:
- In two or more subject-specific teaching assignments that differ in content and/or grade level.
- In a teaching experience of a minimum of four academic periods a day in two classroom settings.

**Licensure Candidates Teaching Under Contract**

National University provides a program whereby actively employed teachers can complete the requirements for their teaching license while employed. All of the student teaching may be conducted in the candidate’s classroom, assuming that the contract position is a match for the license sought. Licensure candidates teaching under contract:
- In an approved elementary education assignment can complete the assignment in their own classroom. There must be documented experience with K-2 or beginning readers, otherwise candidates must complete four weeks in an alternate setting with a certified teacher.
- In an approved secondary education assignment (within the license area) can complete the full semester in their own assignment provided that they are teaching four periods in two grade levels, or can document prior experience at other grade levels.
- In a regionally accredited and approved non-public school setting must complete a minimum of 4 weeks student teaching in a public school.
- Teach under the supervision of a University Supervisor and Cooperative Teacher who model effective teaching, implement state-adopted academic core curriculum, mentor the candidate, and work with the University Supervisor.

**Application for a Nevada Teacher License**

- Successful completion of the coursework with a minimum grade point average of 3.0 for graduate coursework. (Grades of “D”
Upon successful completion of this program, students will be able to:

**Program Learning Outcomes**

- Program Learning Outcomes for professional work as elementary teachers in a changing cultural educational methodology courses. This program prepares candidates that incorporates content across subject areas and with specific application of knowledge to life beyond the University. This degree essential knowledge, connections across the disciplines and at the elementary level. The program introduces candidates to rigorous education that prepares candidates for a career as a teacher.

- The Bachelor of Arts in Elementary Education provides a broad, rigorous education that prepares candidates for a career as a teacher at the elementary level. The program introduces candidates to essential knowledge, connections across the disciplines and application of knowledge to life beyond the University. This degree program gives candidates an enriched and provocative curriculum that incorporates content across subject areas and with specific educational methodology courses. This program prepares candidates for professional work as elementary teachers in a changing cultural and economic environment.

- **Program Learning Outcomes**

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

- Demonstrate an understanding of interdisciplinary theory and the practice of critical thinking for the collection, validation, analysis and synthesis of historical data and new information;
- Explain the integration of knowledge in a global context and engage in collaborative research across disciplines;
- Identify and appreciate the cultural perspectives of world views;
- Use information communications technology for knowledge sharing and the interdisciplinary approach;
- Demonstrate a deep and flexible understanding of subject matter;
- Demonstrate application of educational technology to meet the needs of all learners including those with special needs and linguistically and culturally diverse students;
- Demonstrate knowledge of child and adolescent development in order to explain how to support growth in cognitive, social, physical and emotional domains;
- Utilize different teaching strategies to accomplish the teaching and learning goals;
- Demonstrate a thorough understanding of the learning needs and developmental issues of students to create positive learning environments that ensures healthy human growth;
- Demonstrate understanding through use of systematic observations, documentation and other effective assessment strategies in a responsible manner to facilitate and account for learning, and to support positive growth;
- Design, implement and evaluate standards-based lesson plans for learning and achievement in content areas;
- Consider students knowledge when designing, implementing, and assessing curriculum to promote developmentally appropriate learning outcomes for all children;
- Adhere to professional standards and ethics.

-**Degree Requirements**

To receive a Bachelor of Arts in Elementary Education, candidates must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University and 76.5 of which must be completed at the upper division level. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree. The following courses are specific degree requirements. Candidates must demonstrate competency with passing scores on PRAXIS I & II examinations.

**I. GENERAL EDUCATION COURSES (75.0 QUARTER UNITS)**

The General Education requirements are listed below:

- **AREA A: ENGLISH COMMUNICATION**
  (15 quarter units required)
  
  **CATEGORY 1 Writing**
  (10.5 quarter units required)
  
  **ENG 100** Effective College English I (3 quarter units)
  Prerequisite: Satisfactory performance on Accuplacer
  
  **ENG 101** Effective College English II (3 quarter units)
  Prerequisite: ENG 100
  
  **ENG 240** Advanced Composition
  Prerequisite: ENG 100, and ENG 101
  * May be used to meet a General Education requirement

- **CATEGORY 2 Speech and Communication**
  (4.5 quarter units required)
  
  **COM 100** Intro to Mass Communication
  * May be used to meet a General Education requirement

- **AREA B: MATHEMATICAL CONCEPTS QUANTITATIVE REASONING**
  (4.5 quarter units required)
  
  **MTH 209A** Fundamentals of Mathematics I
  Prerequisite: Placement Evaluation
  * May be used to meet a General Education requirement

- **AREA C: INFORMATION LITERACY AND TECHNOLOGY**
  (4.5 quarter units required)
  
  **ILR 260** Information Literacy
  Prerequisite: ENG 100, and ENG 101
  * May be used to meet a General Education requirement

- **AREA D: ARTS AND HUMANITIES**
  (13.5 quarter units required)
  
  **HIS 233** World Civilizations I
  Prerequisite: ENG 100, and ENG 101
  
  or
  
  **HIS 234** World Civilizations II
  Prerequisite: ENG 100, and ENG 101
ART 100*  Introduction to Art History  
* Prerequisite: ENG 100, and ENG 101  
MUS 100*  Fundamentals of Music  
* May be used to meet a General Education requirement  

**AREA E: SOCIAL AND BEHAVIORAL SCIENCES**  
(13.5 quarter units required)  

HIS 220A+  United States History I  
* Prerequisite: ENG 100, and ENG 101  
PSY 301  Child Development  
* Prerequisite: ENG 100, ENG 101  
SOC 100+  Principles of Sociology  
+ Diversity Enriched Offering  

**AREA F: PHYSICAL AND BIOLOGICAL SCIENCES**  
(15.0 quarter units required with 1 lab)  
Students must take one course each in the following three areas: Life Science, Physical Science, and Earth Science. One of the required areas must have a laboratory component (minimum 6 quarter units combined for both lecture and lab component). The following are recommended.  

BIO 100*  Survey of Bioscience  
BIO 100A*  Survey of Bioscience Lab (1.5 quarter units)  
* Prerequisite: BIO 100, or BIO 161 for science majors  
PHS 102*  Survey of Physical Science  
EES 301*  Earth & Planetary Sciences  
* May be used to meet a General Education requirement  

**AREA G: MODERN LANGUAGE**  
(9 quarter units required)  

See the General Catalog for Modern Language requirement  

**II. PREPARATION FOR THE MAJOR**  
(3 courses; 10.5 quarter units)  

LIT 100*  Introduction to Literature  
* Prerequisite: ENG 100, and ENG 101  
HIS 375  Nevada History, Gov’t and Cons  
* Prerequisite: ENG 100, ENG 101  
TED 320  Introduction to Teaching (1.5 quarter units)  

Passage of PRAXIS I Examination is required before beginning course work in the major.  
* May be used to meet a General Education requirement  

**III. REQUIREMENTS FOR THE MAJOR**  
(24 courses; 106.5 quarter units )  

ALL Teacher Education courses (TED) have a field experience component. Students must maintain a 3.0 GPA within all TED course work and grades of “D” or “F” are not acceptable in TED courses. All major course work must be completed and PRAXIS II passed prior to student teaching. TED 320 must be satisfactorily passed prior to beginning course work in the major.  

**Elementary Education Major Requirements**  
(19 courses; 85.5 quarter units)  

BIS 301  Intro to Interdisc. Studies  
COM 380  Democracy in the Info. Age  
* Prerequisite: ENG 100, and ENG 101  
SOC 350+  Cultural Diversity  
+ Diversity Enriched Offering  

**Elementary Education Major Requirements**  
(19 courses; 85.5 quarter units)  

BIS 301  Intro to Interdisc. Studies  
COM 380  Democracy in the Info. Age  
* Prerequisite: ENG 100, and ENG 101  
SOC 350+  Cultural Diversity  
+ Diversity Enriched Offering  

**Elementary Education Major Requirements**  
(19 courses; 85.5 quarter units)  

BIS 301  Intro to Interdisc. Studies  
COM 380  Democracy in the Info. Age  
* Prerequisite: ENG 100, and ENG 101  
SOC 350+  Cultural Diversity  
+ Diversity Enriched Offering  

**Student Teaching Requirements**  
(5 courses; 21 quarter units)  

Candidates MUST pass PRAXIS I & II examinations and have 60 hours of field experience documented prior to Student Teaching. TED 470 and 465 A, B, C, and D are field experience or seminar courses receiving a Satisfactory or Unsatisfactory grade and are not factored into the cumulative GPA.  

TED 465A  Student Teaching I  
* Prerequisite: Completion of all upper division course requirements, including all TED coursework.  
TED 465B  Student Teaching II  
* Prerequisite: Completion of all upper-division course  

**Student Teaching Requirements**  
(5 courses; 21 quarter units)  

Candidates MUST pass PRAXIS I & II examinations and have 60 hours of field experience documented prior to Student Teaching. TED 470 and 465 A, B, C, and D are field experience or seminar courses receiving a Satisfactory or Unsatisfactory grade and are not factored into the cumulative GPA.  

TED 465A  Student Teaching I  
* Prerequisite: Completion of all upper division course requirements, including all TED coursework.  
TED 465B  Student Teaching II  
* Prerequisite: Completion of all upper-division course
requirements, including all TED coursework.

TED 465C Student Teaching III
Prerequisite: Completion of all upper-division course requirements, including all TED coursework.

TED 465D Student Teaching IV
Prerequisite: Completion of all upper-division course requirements, including all TED coursework.

TED 470 Student Teach/E-Portfolio (3 quarter units)

### BACHELOR OF ARTS IN MATHEMATICS EDUCATION

Faculty Advisor for Mathematics: Igor Subbotin; (310) 662-2150; isubboti@nu.edu
Faculty Advisor for License: Caprice Houston-Bey; (702) 531-7833; chouston-bey@nu.edu

The Bachelor of Arts in Mathematics Education provides a rigorous education that prepares candidates for a career as a teacher of Mathematics at the middle and secondary school levels. The program stresses foundation in mathematics and its application. This program prepares candidates for professional work as single subject teachers in a changing cultural and economic environment. Candidates are required to complete all required coursework as well as the PRAXIS I and PRAXIS II to receive a license.

#### Program Learning Outcomes

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

- Employ a variety of reasoning skills and effective strategies for solving problems both within the discipline of mathematics and in applied settings that include non-routine situations
- Use language and mathematical symbols to communicate mathematical ideas in the connections and interplay among various mathematical topics and their applications that cover range of phenomena across appropriate disciplines
- Use current technology tools, such as computers, calculators, graphing utilities, video, and interactive programs that are appropriate for the research and study in mathematics
- Employ algebra and number theory ideas and tools as a base of a fundamental language of mathematics research and communication
- Develop fundamental knowledge in geometry
- Model real world problems with a variety of algebraic and transcendental functions
- Use advanced statistics and probability concepts and methods
- Use educational technology to meet the needs of all learners including those with special needs linguistically and culturally diverse students
- Explain how to support growth in cognitive, social, physical and emotional domains.
- Create positive learning environment that ensures healthy human growth.
- Utilize systematic observations, documentation, and other effective assessment strategies in a responsible manner to facilitate and account for learning and to support positive growth.
- Design, implement, and evaluate standards-based lesson plans for learning and achievement in content areas.
- Demonstrate professional standards and ethics.
- Utilize different teaching strategies to accomplish the teaching and learning goals.

#### Degree Requirements

To receive a Bachelor of Art in Mathematics Education, candidates must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University and 76.5 of which must be completed at the upper-division level. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree.

### I. GENERAL EDUCATION COURSES

(79.5 quarter units)

The General Education requirements are listed below

#### AREA A: ENGLISH COMMUNICATION

(15.0 quarter units required)

- MTH 210* Probability and Statistics
  Prerequisite: Placement evaluation
- MTH 215* College Algebra & Trigonometry
  Prerequisite: Placement Evaluation
- MTH 220* Calculus I
  Prerequisite: MTH 215 or placement evaluation

* May be used to meet a General Education requirement

#### AREA B: MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING.

(13.5 quarter units required)

- SOC 350+ Cultural Diversity
  Prerequisite: ENG 100, and ENG 101
  Choose 2 additional courses from General Education Area E offerings
+ Diversity Enriched Offering

#### AREA C: INFORMATION LITERACY AND TECHNOLOGY

(4.5 quarter units required)

#### AREA D: ARTS AND HUMANITIES

(13.5 quarter units required)

#### AREA E: SOCIAL AND BEHAVIORAL SCIENCES

(13.5 quarter units required)

- HIS 375 Nevada History, Gov’t and Cons
  Prerequisite: ENG 100, and ENG 101

Choose 2 additional courses from General Education Area E offerings

#### AREA F: PHYSICAL AND BIOLOGICAL SCIENCES

(10.5 quarter units required with 1 lab)

#### AREA G: MODERN LANGUAGE

(9 quarter units required)

See the General Catalog for Modern Language requirement

#### Preparation for the Major

(5 courses, 19.5 quarter units)

- MTH 311 Topics from Geometry
  Prerequisite: MTH 215

### Mathematics Major Requirements

(11 courses; 49.5 quarter units)

- MTH 311 Topics from Geometry
  Prerequisite: MTH 215

Passage of PRAXIS I Examination is required before beginning coursework for the major.
Nevada Programs

MTH 325 Discrete Mathematics
    Prerequisite: MTH 215, or MTH 216A, and MTH 216B
or
CSC 331 Discrete Structures and Logic
    Prerequisite: CSC 252, and EGR 220
MTH 411 Number Theory
    Prerequisite: MTH 215, MTH 216A, MTH 216B, or MTH 301
MTH 435 Linear Algebra
    Prerequisite: MTH 220, and MTH 325
MTH 416 Algebraic Structures
    Prerequisite: MTH 435, and MTH 325
MTH 417 Foundations of Geometry
    Prerequisite: MTH 216A, and/or MTH 216B, or MTH 215, and MTH 311
MTH 418 Statistical Analysis
    Prerequisite: MTH 210, and MTH 220
MTH 412 History of Mathematics
    Prerequisite: MTH 215, or MTH 301, or MTH 216A, and MTH 216B
MTH 410 Technology in Math Education
    Prerequisite: MTH 215, or MTH 216A, and MTH 216B, or MTH 301
MTH 460 Problem Solving Strategies
    Prerequisite: MTH 416, and MTH 417
MTH 461 Methods of Teaching Math
    Prerequisite: MTH 311, MTH 325, MTH 412, and MTH 460

Education Theory and Methodology Requirements
(7 courses, 31.5 quarter units)

All Teacher Education coursework has a field experience component. Students must maintain a 3.0 GPA within all TED coursework. Grades of “D” or “F” are not acceptable in TED courses.

TED 300 Fundamentals of Education
    Prerequisite: TED 305, or TED 320
TED 310 Development and Learning
    Prerequisite: TED 305, or TED 320
TED 330B Reading and Language Arts
    Prerequisite: TED 305, or TED 320
TED 340 Content Area Reading Methods
    Prerequisite: TED 305
TED 420 Diversity in Schooling
    Prerequisite: TED 305, or TED 320
TED 430 Special Needs Students
    Prerequisite: TED 305, or TED 320
TED 440 Leadership and Assessment
    Prerequisite: TED 305, or TED 320

Student Teaching Requirements
(5 courses, 21 quarter units)

Students must pass PRAXIS I & II prior to Student Teaching I. TED 470 and 465 A, B, C, and D are field experience courses receiving a Satisfactory or Unsatisfactory grade and are not factored into the cumulative GPA.

TED 465A Student Teaching I
    Prerequisite: Completion of all upper division course requirements, including all TED coursework.
TED 465B Student Teaching II
    Prerequisite: Completion of all upper-division course requirements, including all TED coursework.
TED 465C Student Teaching III
    Prerequisite: Completion of all upper-division course requirements, including all TED coursework.
TED 465D Student Teaching IV
    Prerequisite: Completion of all upper-division course requirements, including all TED coursework.
TED 470 Student Teach/E-Portfolio (3 quarter units)

Requirements, including all TED coursework.

BACHELOR OF ARTS IN SECONDARY EDUCATION MAJOR IN ENGLISH
Faculty Advisor for License: Caprice Houston-Bey; (702) 531-7833; chouston-bey@nu.edu
Faculty Advisor for English: John Miller; (714) 429-5146; jmiller@nu.edu

The Bachelor of Arts in Secondary English Education provides a rigorous education that prepares candidates for a career as a teacher of English at the middle and secondary school levels. The program stresses literary analysis, diversity and critical thinking and written and oral communication skills through a rigorous curriculum of literature, composition, language and linguistics and communication studies. This program prepares candidates for professional work as secondary teachers in a changing cultural and economic environment.

Program Learning Outcomes

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

- Demonstrate familiarity with major British and American writers and their works.
- Demonstrate knowledge of the major periods and movements of British and American literary history.
- Demonstrate an appreciation of the role of marginalized or oppositional voices in the evolution of the literary tradition and literary history.
- Demonstrate the ability to analyze and interpret literary works within their historical and cultural contexts.
- Demonstrate the ability to analyze and interpret works of literature in the context of generic conventions.
- Demonstrate the ability to analyze and interpret the use and effects of literary and rhetorical features of literary texts.
- Demonstrate understanding of major critical approaches to the interpretation of literature.
- Demonstrate the ability to compose sophisticated written works of literary analysis, incorporating appropriate close reading, research, and writing skills.
- Demonstrate application of educational technology to meet the needs of all learners including those with special needs linguistically and culturally diverse students.
- Demonstrate knowledge of adolescent development in order to explain how to support growth in cognitive, social, physical and emotional domains.
- Demonstrate a thorough understanding of the learning needs of students to create positive learning environment that ensure healthy human growth.
- Utilize systematic observations, documentation, and other effective assessment strategies in a responsible manner to facilitate and account for learning and to support positive growth.
- Design, implement, and evaluate standards-based lesson plans for learning and achievement in content areas.
- Demonstrate professional standards and ethics.
- Utilize different teaching strategies to accomplish the teaching and learning goals.

Degree Requirements

To receive a Bachelor of Arts in Secondary English Education candidates must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University and 76.5 of which must be completed at the upper-division level. The following courses are specific degree requirements. Candidates must receive passing scores on PRAXIS I & II.
General Education Requirements

The General Education requirements are listed below: Candidates seeking a LICENSE are strongly advised to meet with an advisor early in their program to review program and license requirements.

**AREA A: ENGLISH COMMUNICATION**
(15 quarter units required. 10.5 units in writing and 4.5 in speech)

- ENG 100* Effective College English I (3 quarter units)  
  * Prerequisite: Satisfactory performance on Accuplacer
- ENG 101* Effective College English II (3 quarter units)  
  * Prerequisite: ENG 100
- ENG 240* Advanced Composition  
  * Prerequisite: ENG 100, and ENG 101
- COM 100* Intro to Mass Communication

* May be used to meet a General Education requirement

**AREA B: MATHEMATICAL CONCEPTS QUANTITATIVE REASONING**
(4.5 quarter units required)

- MTH 209A* Fundamentals of Mathematics I  
  * Prerequisite: Placement Evaluation

* May be used to meet a General Education requirement

**AREA C: INFORMATION LITERACY AND TECHNOLOGY**
(4.5 quarter units required)

- ILR 260 Information Literacy  
  * Prerequisite: ENG 100, and ENG 101

**AREA D: ARTS AND HUMANITIES**
(13.5 quarter units required)

- LIT 100* Introduction to Literature  
  * Prerequisite: ENG 100, and ENG 101
- HIS 233* World Civilizations I  
  * Prerequisite: ENG 100, and ENG 101

or

- HIS 234* World Civilizations II  
  * Prerequisite: ENG 100, and ENG 101
- PHL 100 Introduction to Philosophy  
  * Prerequisite: ENG 100, and ENG 101

* May be used to meet a General Education requirement

**AREA E: SOCIAL AND BEHAVIORAL SCIENCES**
(courses must be in three distinct areas)  
(13.5 quarter units required)

- HIS 220A+ United States History I  
  * Prerequisite: ENG 100, and ENG 101
- PSY 301 Child Development  
  * Prerequisite: ENG 100, ENG 101

or

- PSY 100* Introduction to Psychology  
  * Prerequisite: ENG 100, and ENG 101
- SOC 100+ Principles of Sociology  
  * Prerequisite: ENG 100, and ENG 101

or

- SOC 260* Cultural Anthropology  
  * Prerequisite: ENG 100, and ENG 101

* May be used to meet a General Education requirement

**AREA F: PHYSICAL AND BIOLOGICAL SCIENCES**
(must have a life, earth, and physical science)  
(15 quarter units required with 1 lab)

- BIO 100* Survey of Bioscience
- BIO 100A* Survey of Bioscience Lab (1.5 quarter units)  
  * Prerequisite: BIO 100, or BIO 161 for science majors
- EES 301 Earth & Planetary Sciences
- PHS 102 Survey of Physical Science

* May be used to meet a General Education requirement

**AREA G: MODERN LANGUAGE**
(9 quarter units required)

See the General Catalog for Modern Language requirement

**Preparation for the Major**
(4 courses; 15 quarter units)

- ENG 310 Grammar  
  * Prerequisite: ENG 101, LIT 100, and TED 320
- ENG 350 Fundamentals of Linguistics  
  * Prerequisite: ENG 100, and ENG 101
- HIS 375 Nevada History, Gov't and Cons  
  * Prerequisite: ENG 100, ENG 101
- TED 320 Introduction to Teaching (1.5 quarter units)

Passage of PRAXIS I Examination is required before beginning coursework for the major.

**Requirements for the Major**

ALL Teacher Education courses (TED) have a field experience component. Students must maintain a 3.0 GPA within all TED coursework and grades of “D” or “F” are not acceptable in TED courses. All major coursework must be completed and PRAXIS II passed prior to student teaching.

**English Major Requirements**
(10 courses; 45 quarter units)

- COM 360+ Representation in the Media  
  * Prerequisite: ENG 100, and/or ENG 101

or

- ENG 375 Nature Writing  
  * Prerequisite: ENG 100, and ENG 101

or

- ART 315 Film as Art  
  * Prerequisite: ENG 100, ENG 101

and

- ENG 365 Creative Writing  
  * Prerequisite: ENG 100, and ENG 101
- LIT 311 British Literature I  
  * Prerequisite: LIT 100
- LIT 312 British Literature II  
  * Prerequisite: LIT 100
- LIT 321 American Literature I  
  * Prerequisite: LIT 100
- LIT 322 American Literature II  
  * Prerequisite: LIT 100
- LIT 338 Shakespeare  
  * Prerequisite: LIT 100
- LIT 463 20th Century World Literature  
  * Prerequisite: LIT 100
- LIT 360 Literary Theory  
  * Prerequisite: LIT 100

* Diversity Enriched Offering

+ Diversity Enriched Offering
The Master of Education in Elementary Education with Nevada Licensure is designed for students who are committed to being instructional leaders in the K-8 setting. Courses for this degree meet the Nevada Department of Education requirements for an initial teaching license. They also meet requirements for a master’s degree from National University that inter-relates theory and practice and promotes lifelong learning. The program is intended for students who want to obtain an initial teaching license and master’s degree at the same time.

The student teaching courses are required for the initial teaching license. Students must have met subject matter competency prior to student teaching. Elementary and Secondary Education teacher candidates meet subject matter competency by passing the appropriate PRAXIS II examinations. Candidates must meet all state requirements for the Elementary Education Teaching License to apply to the Nevada Department of Education for licensure. An electronic portfolio is required for the assessment of all teacher licensure candidates. The purpose of the portfolio is for candidates to show how their work in teacher education is linked to their own competency in the Domains of Professional Competence. The portfolio must be reviewed and approved by a National University faculty member prior to exiting the licensure program.

Please see Nevada Licensing Programs Information for Graduate degrees for more information.

Program Learning Outcomes

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

- Apply educational research, evidence-based practice and academic writing in elementary education.
- Demonstrate knowledge of student learning styles and the needs of diverse student populations in curriculum planning.
- Apply Teacher Performance Expectations and subject specific pedagogical competencies.
- Design and assess subject specific content and pedagogy appropriate to the age and specific needs of elementary students.
- Examine and apply historical, philosophical, cultural, political, and social issues influencing K12 education.
- Demonstrate knowledge, skills and dispositions needed to connect instructional planning to learner characteristics.
- Demonstrate knowledge, skills and dispositions needed to assess student learning of academic goals based on learner characteristics.

Degree Requirements

To receive a Master of Education in Elementary Education with Nevada Licensure, students must complete at least 66 quarter units of graduate work, 52.5 of which must be taken in residence at National University. Students enrolled in the joint degree-licensure program will not be awarded the master’s degree until they complete all graduate and licensure coursework, including student teaching.

Program Requirements

(14 courses; 66 quarter units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisite(s)</th>
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<tbody>
<tr>
<td>TES 615</td>
<td>The Foundations of Education</td>
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<tr>
<td>TES 605</td>
<td>The Diverse Classroom</td>
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<td>EXC 625</td>
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<td>TES 621A</td>
<td>Lang. Dev. Methods: Elem. Sch.</td>
<td>Prerequisite: TES 621A</td>
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<tr>
<td>TES 621B</td>
<td>Reading/Lang. Arts Methods</td>
<td>Prerequisite: TES 621A</td>
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<td>TES 668</td>
<td>Multicultural Literature</td>
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<td>TES 616A</td>
<td>C&amp;I I:History &amp; Social Science</td>
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<tr>
<td>TES 616B</td>
<td>C&amp;I II: Math &amp; Science</td>
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<tr>
<td>TES 616C</td>
<td>C&amp;I III: V &amp; P Arts Health &amp; PE</td>
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<tr>
<td>TES 640A</td>
<td>Student Teaching I (6 quarter units)</td>
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<td>TES 640B</td>
<td>Student Teaching II (6 quarter units)</td>
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<td>TES 649</td>
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<td>MAT 641</td>
<td>Education &amp; Social Pluralism</td>
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<tr>
<td>MAT 640</td>
<td>Applications of Research</td>
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GRADUATE DEGREE PROGRAMS

MASTER OF EDUCATION IN ELEMENTARY EDUCATION WITH NEVADA LICENSURE

Faculty Advisor: Nedna Crow; (858) 642-8004; nrcrow@nu.edu

The Master of Education in Elementary Education with Nevada Licensure is designed for students who are committed to being instructional leaders in the K-8 setting. Courses for this degree meet the Nevada Department of Education requirements for an initial teaching license.
Course of Study

National University’s Professional Teacher Preparation program is structured around courses grouped into intra-related and interrelated family courses focused on themes of foundations, education methods, and student teaching. Theory and practice as well as coursework and field experiences are developmental as candidates move from the foundation family courses to the method family courses and into student teaching. Candidates who successfully complete the Professional Teacher Preparation program are eligible for a teaching license; those who choose to earn a Master in Education degree must complete two additional courses.

Foundation Courses

The three foundation courses are considered the foundation course family because all the courses build upon each other in terms of conceptual knowledge and skill, field experiences, and assessments. Furthermore, two of the three courses share all three required textbooks so that teacher candidates can integrate foundational perspectives into an on-going and ever developing professional educator philosophical statement. The foundation course family is the theoretical basis for skill development and acquisition in the method courses. The courses that comprise this family are:

TED 615 The Foundations of Education
TED 605 The Diverse Classroom
EXC 625 Children w/Excep. in Class

Methods Courses

As are the foundations courses, the pedagogy courses are formed around adult learning theory and fieldwork. So that each candidate gains a clear understanding of the realities of public education, the program coursework and field experiences are interrelated to form a cohesive set of learning experiences. Teacher Performance Expectations (TPEs) inherent in the Domains of Professional Competence are highlighted throughout each course syllabus and course outline, and must be highlighted in each lesson plan developed by candidates so that each candidate will have extensive opportunities to learn and to teach.

Elementary Education

Prerequisite: SPD 604, SPD 608, TED 602, TED 606
TED 621B Reading/Lang. Arts Methods  
Prerequisite: TED 621A
TED 668 Multicultural Literature
TED 616A C&I History & Social Science
TED 616B C&I Math & Science
TED 616C C&I III: V & P Arts Health & PE

Student Teaching

TED 649 Student Teaching Seminar
TED 640A Student Teaching I (6 quarter units)
TED 640B Student Teaching II (6 quarter units)

Master in Education

MAT 643 Models of Teaching
MAT 640 Applications of Research

Nevada Licensing Programs Information for Graduate Degrees

Certain licensing programs may require enrollment into an electronic portfolio. Please see your faculty advisor for further information.

MASTER OF EDUCATION IN SECONDARY EDUCATION WITH NEVADA LICENSURE
Faculty Advisor: Nedra Crow; (858) 642-8004; ncrow@nu.edu

The Master of Education in Secondary Education with Nevada Licensure is designed for students who are committed to being instructional leaders in the 7-12 setting. Courses for this degree meet the Nevada Department of Education requirements for an initial teaching license. They also meet requirements for a master’s degree from National University that inter-relates theory and practice and promotes lifelong learning. The program is intended for students who want to obtain an initial teaching license and master’s degree at the same time.

The student teaching courses are required for the initial teaching license. Students must have met subject matter competency prior to student teaching. Elementary and Secondary Education teacher candidates meet subject matter competency by passing the appropriate PRAXIS II examinations. Candidates must meet all state requirements for the Secondary Education Teaching License to apply to the Nevada Department of Education for licensure. An electronic portfolio is required for the assessment of all teacher licensure candidates. The purpose of the portfolio is for candidates to show how their work in teacher education is linked to their own competency in the Domains of Professional Competence. The portfolio must be reviewed and approved by a National University faculty member prior to exiting the licensure program.

Please see Nevada Licensing Programs Information for Graduate degrees for more information

Program Learning Outcomes

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

• Apply educational research, evidence-based practice and academic writing in secondary education.
• Demonstrate knowledge of student learning styles and the needs of diverse student populations in curriculum planning.
• Apply Teacher Performance Expectations and subject specific pedagogical competencies.
• Design and assess subject specific content and pedagogy appropriate to the age and specific needs of secondary level students.
• Examine and apply historical, philosophical, cultural, political, and social issues influencing K12 education.
• Demonstrate knowledge, skills and dispositions needed to connect instructional planning to learner characteristics.
• Demonstrate knowledge, skills and dispositions needed to assess student learning of academic goals based on learner characteristics.

Degree Requirements

To receive a Master of Education in Secondary Education with Nevada Licensure, students must complete at least 57 quarter units of graduate work, 43.5 of which must be taken in residence at National University. Students enrolled in the joint degree-licensure program will not be awarded the master’s degree until they complete all graduate and licensure coursework, including student teaching.

Program Requirements

(12 courses; 57 quarter units)

TED 615 The Foundations of Education
TED 605 The Diverse Classroom
EXC 625 Children w/Excep. in Class
Nevada Programs

Prerequisite: TED 602, SPD 604, TED 606, SPD 608
TED 634  Content Area Literacy 
Prerequisite: TED 623
TED 632  Content Area Curriculum 
Prerequisite: TED 623
TED 625B  Instruction and Classroom Mana 
Prerequisite: TED 632
TED 640A  Student Teaching I (6 quarter units) 
TED 640B  Student Teaching II (6 quarter units)
TED 649  Student Teaching Seminar 
MAT 643  Models of Teaching 
MAT 640  Applications of Research

Course of Study

National University’s Professional Teacher Preparation program is structured around courses grouped into intra-related and interrelated family courses focused on themes of foundations, education methods and student teaching. Theory and practice as well as coursework and field experiences are developmental as candidates move from the foundation family courses to the method family courses and into student teaching. Candidates who successfully complete the Professional Teacher Preparation program are eligible for a teaching license; those who choose to earn a Master in Education degree must complete two additional courses.

Foundation Courses

The three foundation courses are considered the foundation course family because all the courses build upon each other in terms of conceptual knowledge and skill, field experiences, and assessments. Furthermore, two of the three courses share all three required textbooks so that teacher candidates can integrate foundational perspectives into an on-going and ever developing professional educator philosophical statement. The foundation course family is the theoretical basis for skill development and acquisition in the method courses. The courses that comprise this family are:

TED 615  The Foundations of Education 
TED 605  The Diverse Classroom 
EXC 625  Children w/Excep. in Class

Methods Courses

As are the foundations courses, the pedagogy courses are formed around adult learning theory and fieldwork. So that each candidate gains a clear understanding of the realities of public education, the program’s coursework and field experiences are interrelated to form a cohesive set of learning experiences. Teacher Performance Expectations (TPEs) inherent in the Domains of Professional Competence are highlighted throughout each course syllabus and course outline, and must be highlighted in each lesson plan developed by candidates so that each candidate will have extensive opportunities to learn and to teach.

Prerequisite: TED 602, SPD 604, TED 606, SPD 608 
TED 634  Content Area Literacy 
Prerequisite: TED 623 
TED 632  Content Area Curriculum 
Prerequisite: TED 623 
TED 625B  Instruction and Classroom Mana 
Prerequisite: TED 632

Student Teaching

TED 649  Student Teaching Seminar 
TED 640A  Student Teaching I (6 quarter units) 
TED 640B  Student Teaching II (6 quarter units)

Master in Education

MAT 643  Models of Teaching 
MAT 640  Applications of Research

MASTER OF SCIENCE IN SPECIAL EDUCATION WITH NEVADA LICENSURE
GENERALIST IN SPECIAL EDUCATION - ENDORSEMENT TO TEACH STUDENTS WITH MILD TO MODERATE NEEDS FOR ASSISTANCE AND INTERVENTION
Faculty Advisor: Lucinda Kramer; (714) 429-5132; lkramer@nu.edu

The purpose of the Generalist in Special Education endorsement program is to prepare students to instruct learners with mild to moderate disabilities in the K-12 system.

The Generalist in Special Education endorsement program at National University is based on the premise that meeting the special instructional needs of students in today’s schools requires knowledge of a wide array of teaching strategies, as no one strategy can meet the needs of every special needs student. Another major premise is that all prospective teachers must develop an awareness and acceptance of cultural, linguistic, ethnic, economic, gender, lifestyle, and ability differences. The program is designed to present a variety of research validated methods, techniques, and opportunities to develop knowledge and skills to create and implement instructional programs that will positively impact the learning of K-12 students with special needs across developmental domains.

Application for a Nevada Teacher License

• Successful completion of the coursework with a minimum grade point average of 3.0 for graduate coursework. (Grades of “D” and “F” are not accepted.) All coursework must be completed within seven years to be accepted.
• Fulfillment of all financial obligations to the University before applying for the credential. Each candidate must have on file:
  • A zero account balance
  • Official transcripts from all colleges/universities attended
  • Passing score in PRAXIS I
  • Verification of subject matter competency with passing score reports on PRAXIS II.
  • Proof of passing with a grade of “C” or better coursework or an examination covering the U.S. Constitution, Nevada Constitution, and Nevada School Law.
  • Written evaluations of performance in field experiences, internships, educational projects, student teaching and other practica

Program Learning Outcomes

Upon successful completion of this program, students will be able to:
• Demonstrate competence in the application of research methods including critiquing and synthesizing current educational literature
• Demonstrate competence in the ability to apply research methods including technology for research
• Demonstrate consultation and collaboration skills, including the ability to implement professional development at their school sites in the area of special education
• Advocate for students receiving special education services
• Understand Federal and State laws regarding special education
• Demonstrate competence in instructional design including adaptations required to assist students receiving special education services to achieve the state standards for curriculum
• Demonstrate competence in positive behavioral support
• Demonstrate expertise in use of technology as evidenced by development of adaptive devices, videos, and software

Degree Requirements
(15 courses; 70.5 quarter units)

To receive a Master of Science in Special Education with Nevada Licensure, students must complete at least 58.5 quarter units of graduate work, 49.5 of which must be taken in residence at National University. Students enrolled in the joint degree-licensure program will not be awarded the master’s degree until they complete all graduate and licensure coursework, including student teaching. Candidates in the program must demonstrate mastery of methods and techniques that accommodate the increasing diversity in contemporary Special Education and General Education programs where students with special needs are served.

Core Requirements
(11 courses; 49.5 quarter units)

EXC 625 Children w/Excep. in Class
TED 611 Educational Psychology
EXC 603 Typical./Atypical Dev Spec Need
Prerequisite: Permission of lead faculty
EXC 604 Excep & Diversity in Clsrn
EXC 620 Positive Behavior Support
EXC 630 Assess/Instr Planning in SpEd
EXC 644 Reading Methods for Special Ed
Prerequisite: Completion of generic core requirements
EXC 615 Tech for Persons w/ Disab.
Prerequisite: Completion of Generic Core requirements or permission of faculty advisor
EXC 650 Consultation and Collaboration
EXC 657 Comm. Resources & Transition
EXC 660 Instruct of Learners w/ MM Dis
Prerequisite: Completion of Generic Core Requirements

Student Teaching
(2 courses; 12 quarter units)

EXC 686A Student Teaching (6 quarter units)
EXC 686B Student Teaching (6 quarter units)

Project Courses
(2 courses; 9 quarter units)

Students wishing to complete a Master’s Degree in Special Education will need to complete two additional courses:

ILD 625 Educational Research

and

EXC 694 Thesis
Prerequisite: ILD 625, and Successful completion of either an undergraduate or graduate statistics course. Must have written permission of lead faculty.

or

EXC 637 Action Research
Prerequisite: ILD 625
Nevada Programs
The National University Language Institute serves the needs of a wide range of local and international students and promotes collaboration for education and community outreach in languages and cultures.

Memberships and Accreditations
- National Association of Self-Instructional Language Programs (NASILP)
- American Association of Intensive English Programs (AAIEP)
- National Association of International Educators (NAFSA)
- Teachers of English to Speakers of Other Languages (TESOL)
- California Teachers of English to Speakers of Other Languages (CATESOL)
- Professional International Educators Roundtable (PIER) – San Diego region

Non-Credit Courses
These courses carry neither academic credit nor CEUs. They are offered in response to the growing need for quality language and cultural educational opportunities for professional, career, personal growth, or general cultural interest and knowledge.

Grading System
S = Satisfactory
U = Unsatisfactory

Financial Aid
Language Institute students are generally not eligible to receive federal financial aid, although alternative funding options are available. Students planning to enroll in non-credit courses may apply for an IT Skills Loan, Key Career Loan, or Sallie Mae Career Loan. These agencies are not affiliated with the Language Institute or National University. Additionally, the Language Institute provides guidance to students who are utilizing funds through Tuition Assistance, Veteran’s Assistance, and/or the Workforce Investment Act. The Language Institute works with students who are seeking financial aid for certificate programs that grant academic credit. Financial aid is available through two methods: National University Tuition Assistance Loan and Federal Financial Aid through Title IV.

Veterans Information
Students wishing to apply for programs administered by the U.S. Department of Veterans Affairs can obtain information on how to apply for their benefits by calling or visiting the Veterans Affairs Office, located at 9388 Lightwave Avenue, San Diego, (858) 541-7970, or (800) 628-8648, ext. 7970. For more information, please call (800) 628-8648, ext. 8600.

Refund/Withdrawal Requests
In order to receive a refund you must drop before the first day of class.

Payment Options
Payment can be made by telephone, fax, online, or in person. Checks and any one of the following credit cards are accepted for your convenience: American Express, Discover, Visa, or MasterCard. Company invoicing is also available.

Corporate Training
Corporate training is available for businesses or school districts through the Language Institute. Classes can be held at a place of business or at a National University campus. Each program can be tailored to target an organization’s unique challenges and in-house training programs can be customized to any specifications necessary.

Age Requirement
In order to be eligible to enroll in courses at the National University Language Institute students must be 13 years of age or older.

Language and Cultural Seminars
Designed to teach useful phrases, as well as essential cultural and historical information for successful social interaction. The online modules will be accessible for repeated review and practice over a 90-day period. Seminars are self-paced allowing for navigation through the content at a pace appropriate to individual learning styles and speed.

Access to Seminar Content: 90 days
Cost: $300 per seminar

The following online seminars are available through the Language Institute:
- ARC 2000X Arabic Language and Cultural Seminar
- CHC 2000X Chinese Language and Cultural Seminar
- FAS 2000X Persian Language and Cultural Seminar

English Language Programs (ELP)
Teaching English to Speakers of Other Languages (TESOL) Certificate Program
A comprehensive series of five content courses that culminate in a practicum designed to offer teaching experience, feedback, and guidance. The principal goal of the certificate is to develop knowledge and to teach skills in English-as-a-second-language (ESL) for any level.

Tuition: rates for TESOL courses are $500 per course
Length: 220 hours/6 courses
Cost: $3000

Courses:
- TSL 1900X Theories and Methods of Language Teaching and Acquisition (36 hours)
- TSL 1910X Structure of English and Grammar Teaching Techniques (36 hours)
- TSL 1920X Teaching Reading and Writing (36 hours)
- TSL 1930X Teaching Listening and Speaking (36 hours)
- TSL 1940X Practical Issues in Second Language Pedagogy (36 hours)
- TSL 1950X TESOL Practicum (40 hours)

University Preparation Program
Students of any English level can enroll in the University Preparation Program to improve their English skills prior to moving into the University Preparation Program. Students can complete the University’s language proficiency through the University Preparation Program onsite or online. Students can take a placement exam which determines placement in the appropriate class level. This is an intensive program designed for international
high school graduates, university students, or professionals who plan to attend National University or another U.S. college or university and/or want to improve their academic skills for professional career advancement. Courses range from basic literacy through advanced levels. This program follows a four-week format, and classes are offered every month. Successful completion of Advanced II (UPP 1650X) fulfills the National University English language proficiency requirement; therefore the Test of English as a Foreign Language (TOEFL) examination or the International English Language Testing System (IELTS) examination is not required. English language levels consist of core courses increasing in difficulty and complexity from beginning to advanced levels.

There are six main components covered in each of the ESL courses:

1. **Reading**: Students improve their reading ability, comprehension, and automaticity, as well as their application of cognitive processes and engaging in critical thinking.

2. **Vocabulary Development**: Students expand their vocabulary through various types of activities to build confidence in the application of social, academic, and subject-specific terminology.

3. **Grammar**: Utilizing a holistic approach, grammar is studied in context through the exploration of authentic, real-world applications within an academic framework.

4. **Writing**: Students develop level-appropriate writing skills from basic sentence structures to paragraphs, from basic compositions to formal essays, and from fundamental term papers to formal research papers adhering to the American Psychological Association (APA) writing style and format.

5. **Listening**: Students develop decoding skills by listening to a variety of authentic and relevant topics, enhancing note-taking skills, organizing ideas, and expressing perceived meaning through interaction and collaboration with peers.

6. **Speaking**: Students develop communicative confidence and competence through conversations, group discussions, impromptu speaking, table topic presentations, and informal and formal presentations.

Each course level includes communication-enhancing interactivities and extra-curricular enrichment workshops, events and celebrations, and inter-cultural exploration.

### Online Program

**Length**: Each level is one month long.

**Cost**: Tuition rates for online ELP courses are $400 per course.

### Online Program Levels:

- ELP 1510X  Beginning Intermediate ESL I
- ELP 1520X  Beginning Intermediate ESL II
- ELP 1610X  Intermediate ESL I
- ELP 1620X  Intermediate ESL II
- ELP 1710X  Intermediate Advanced ESL I
- ELP 1720X  Intermediate Advanced ESL II
- ELP 1810X  Advanced ESL I
- ELP 1820X  Advanced ESL II

### Program Learning Outcomes

Upon completion of the University Preparation program students should be able to:

- Listen to a lecture and take effective notes.
- Use appropriate academic vocabulary.
- Apply reading comprehension skills, cognitive processes, and critical thinking skills.
- Participate effectively in discussion groups or study groups.
- Demonstrate communicative confidence and competence.
- Demonstrate effective presentation and impromptu speaking skills.
- Evaluate appropriate source material for university-level research topics.
- Apply metacognitive skills.
- Write five to six paragraph essays using APA format.
- Paraphrase and summarize passages appropriately.
- Apply academic writing skills.
- Write an eight to 10 page APA style research paper in English with few local grammar mistakes and no sentence level errors.

### PRE-MBA PROGRAM

National University’s Pre-MBA Program is intended for international students looking to advance their career by obtaining a business degree in the United States. The Pre-MBA will benefit students by introducing them to business communication skills, the American classroom environment, and giving them a competitive advantage over other students in the MBA program. This program is vital for our students with limited business education or work experience as it focuses on various business concepts and practices. Furthermore, those students who have studied business in their home country will be able to improve their business knowledge while concurrently improving their English Language skills. Successful completion of PRP 1903X waives the National University English language proficiency requirement; therefore the Test of English as a Foreign Language (TOEFL) examination and International English Language Testing System (IELTS) examination are not required.

**Length**: 8 weeks

**Hours**: 40 hours per month

**Cost**: $2495

**Course**: PRP 1902X

### Requirements

TOEFL IBT 60 – ELP Placement Exam 44

Contact International Admissions with any questions (isa@nu.edu)
Course

PRP1903X Pre-MBA

Who Should Attend

• Students without a business background
• Students with a business background who would like to enhance their fluency in English
• Students who wish to attend the MBA program at National University or another institution
• Students who are interested in basic knowledge in business administration and related fields

Curriculum

Management
A survey of the theories, techniques, and concepts of management in organizations and the role of the manager in business. Principles of management will be discussed along with leadership and management in practice.

Accounting & Finance
An introduction to accounting and finance for students with no previous exposure to these subjects. Students will learn the importance of both business functions and how they are related. Basic accounting theories and financial statements will be discussed.

International Business
An introduction to the concepts in the global business environment and exposure to international trade policy and procedures. Students will learn about different types of organizations that play an important role in international business operations.

Marketing
An introduction to the concepts of marketing as well as the application of these concepts in making decisions and managing marketing activities. The course includes principles in marketing and basic knowledge in consumer behaviors.

Academic Preparation – Business Communications
For students seeking to develop and practice the essential classroom skills necessary to be successful in academic courses at an American university. The course will help prepare students for their academic research papers and presentations.

English Communication Series

Designed to help students improve their English communication skills while learning more about American culture. The focus is on developing fluency in listening, speaking, reading, and writing through an exploration of American culture.

Hours: 72 hours per month/course
Cost: $300 per course
Eight courses available

Courses

ECS 1900X Basic Personal and Workplace Communication
ECS 1910X Interpersonal Communication
ECS 1920X Functional Communication
ECS 1930X Communicating the American Dream
ECS 1940X People, Land, and Language
ECS 1950X Mindset, Pop Culture, and Technology
ECS 1960X Knowledge of Land and People of the East and South
ECS 1970X Knowledge of Land and People of the West and North

English Communication Certificate Program with TOEFL Preparation Workshop

Designed to improve English communication skills in particular the ability to speak and understand everyday spoken American English. Focus is on developing fluency in listening, speaking, and reading along with writing and grammar. A two day TOEFL preparation workshop focusing on fluency and comprehension is also included in each course. Upon successful program completion, an English Communication Certificate Program Certificate of Completion is awarded.

Length: 4 months
Hours: 52 hours per month*
Cost: $700 per course

Courses

ECP 1900X Basic English Communication I
ECP 1910X Basic English Communication II
ECP 1920X Intermediate English Communication I
ECP 1930X Intermediate English Communication II

Workshops

TFL 1900X Workshop 1: Reading, Structure and Writing
TFL 1910X Workshop 2: Listening and Speaking

* International Students must enroll in the English Communication Program with TOEFL preparation workshop.

Test of English as a Foreign Language (TOEFL) Preparation Workshop

Designed for students and professionals with intermediate English proficiency skills seeking to better prepare for the TOEFL exam. The focus of the workshop is on fluency and comprehension.

Length: 6 hours per workshop offered two Saturdays per month.
Cost: $100 per workshop

Workshops:

TFL 1900X Reading, Structure and Writing
TFL 1910X Listening and Speaking

Accent Reduction Workshop

Designed to provide tools and practice needed to improve pronunciation of American English. Focus is on correct vowel and consonant formation, word stress, sentence stress, intonation, and rhythm.

Length: 6 hour workshop
Cost: $100

Workshop:

ARW 1900X Accent Reduction Workshop

Academic Preparation Course

This course is designed for students seeking to develop essential skills and practice for a foundation to be successful in an academic course in an American University by providing the necessary tools such as classroom expectations, cultural adjustment, (APA) research writing, communication and presentation skills, plagiarism, in-text citations, paraphrasing and quoting.
Business English

Designed to provide the prospective of an entrepreneur, students will explore the important components of the business plan and the content areas of human resources, business organization, finance, and marketing while developing a working knowledge and application of business English.

Course: ESL 1901X
Length: 96 hours
Cost: $750

Conversation and American Culture

Designed to improve English conversation skills and to learn more about American culture. Classroom instruction in conversation is combined with various social and recreational activities, emphasizing the study of American culture and lifestyle.

Course: ESL1902X
Tuition: rates vary by group.
Activity fee per course: $25

English Camps

The National University International English Camp is for students who want to improve their English conversation skills and learn more about American Culture. This short program will consist of English Language classes to improve their conversation and writing skills with various social and recreational activities emphasizing the study of American Culture and lifestyle.

Course: Varies by group
Length: Generally one, two, three, or four-week programs
Cost: Tuition Fee – $1,675 (2 weeks) $2,990 (4 weeks)
Housing: included in prices
Instruction Hours: 27 hours
Activity Hours: 33 hours

Who Should Attend?

- Students 13 years of age and older who want to learn English & experience American culture.
- Students who want to spend a school break to improve English proficiency.

Activities (Final schedule will be determined based on each group)

Field trips and sightseeing trips:
- San Diego Padres Baseball Stadium, Seaport Village, and/or Balboa Park Museums
- Visit to Historic Sites: Old Town, Gaslamp Quarter, and/or The Whaley House and Museum
- Tour of Los Angeles/Hollywood
- Trips to Sea World, San Diego Zoo, and/or Disneyland

Locations

Spectrum Business Park Campus
Los Angeles Campus

Customized Group Programs

ELP offers customized programs for special groups in the health and business fields.

LANGUAGE INSTITUTE COURSE DESCRIPTIONS

ARC 2000X: Arabic Language and Cultural Seminar
Designed to teach useful phrases, as well as essential cultural and historical information for successful social interaction. Comprised of short streaming videos on culture, history and language; interactive political and geography lessons; and entertaining language and culture quiz/games.

ARW 1900X: Accent Reduction Workshop
Designed to provide tools and practice needed to improve pronunciation of American English. Focus is on correct vowel and consonant formation, word stress, sentence stress, intonation and rhythm.

CHC 2000X: Chinese Language and Cultural Seminar
Designed to teach useful phrases, as well as essential cultural and historical information for successful social interaction. Comprised of short streaming videos on culture, history and language; interactive political and geography lessons; and entertaining language and culture quiz/games.

ECP 1900X: Basic English Communication
Designed to improve English conversation, reading and writing skills. Students should be able to perform the role play assignment and participate in conversational group activities. Students should also be able to reduce the amount of writing errors and show an ability to edit own writing.

ECP 1910X: Basic English Communication II
Designed to improve fluency in conversation, reading and writing. Students should be able to actively practice in listening activities and conversational group activities. Students should also understand and be able to write a clear, concise and properly formed paragraph.

ECP 1920X: Intermediate English Communication I
Focus is on conversation, accent reduction and pronunciation and writing. Students will actively participate in conversational group activities and should complete assigned tasks at a satisfactory or higher level. Students should be able to use thesis statements, topic sentences, and supporting ideas.

ECP 1930X: Intermediate English Communication II
Focus is on conversation, accent reduction and pronunciation and writing. Students will actively communicate with a conversation partner, show an ability to master the basics of pronunciation, prepare, outline, and give an oral class presentation.

EPP 1300X: Academic Fundamentals I
This course is designed for non-native speakers of English as an introductory English language course focusing on the fundamentals of reading, writing, listening, and speaking in a school and social environment.

EPP 1350X: Academic Fundamentals II
This course is designed for non-native speakers of English who are in the production phase of language development. Students develop basic conversational English used in school, work, and social settings, engage in listening, speaking, reading, and writing skill development, and explore learning strategies for future academic success.
EPP 1400X: Beginning
This course is designed for non-native speakers of English who are in the early production phase of language development. Students in this course increase their English skills in listening, speaking, reading, and writing. They are introduced to fundamental academic English, the use of learning strategies, and the application of technology tools.

EPP 1450X: Beginning High
This course is designed for non-native speakers of English in the speech emergence phase of language development. Students continue to gain proficiency in listening, speaking, reading, and writing with emphasis on communicative confidence, academic skill and performance development, utilization of learning strategies, and application of technology tools.

EPP 1500X: Intermediate
This course is designed for non-native speakers of English in the intermediate fluency phase of language development. Students increase their communicative competence in English and continue to build their academic English skills. Emphasis is on developing the listening, speaking, reading, and writing skills that prepare students to meet the demands of a higher education learning environment.

EPP 1550X: Intermediate High
This course is designed for non-native speakers of English who have intermediate English fluency, but need to expand and strengthen their skills in academic English. Continued emphasis is placed on listening, speaking, reading, and writing proficiency, in both the Basic Interpersonal Communication Skills (BICS) and the Cognitive Academic Language Proficiency (CALP) required for successful transition to full academic courses at the university level.

ESL 1410X: Beginning ESL I
Designed for those who have minimal exposure to the English Language, have minimal skills and knowledge of the English language. This course is to prepare students at the beginning level of English instruction by focusing on the basics of English grammar, reading and writing, as well as pronunciation, listening, and conversation.

ESL 1420X: Beginning ESL II
Designed to prepare those with minimal English skills to write in complete sentences, understand the structure of a paragraph, speak in front of others, be able to work in groups and hold easy conversations. Focus is on the basics of English grammar, reading and writing, as well as pronunciation, listening, and conversation. Upon completion should be able to write one to two paragraphs, use proper grammar rules and structure while writing.

ESL 1500X: Beginning Intermediate ESL (Online Courses: ELP 1510X and ELP 1520X)
Designed for those with more-than-basic skills in grammar and writing, and sufficient skills for beginning reading, vocabulary, listening, and speaking. Designed to help develop the necessary speaking, listening, reading and writing skills needed for successful completion of academic classes in an American University. Participation in a variety of academic situations such as discussions, lectures, study groups and one-on-one meetings with the instructor.

ESL 1600X: Intermediate ESL (Online Courses: ELP 1610X and ELP 1620X)
Designed for those with intermediate skills in grammar and writing, and sufficient skills for intermediate reading, vocabulary, listening, and speaking. Designed to help master the basic writing skills necessary for a solid essay. This course will help to express ideas in a clear and logical format using a variety of rhetorical modes. Class time will be dedicated to perfecting ability to use high-intermediate grammatical structures appropriately and correctly, as well as paragraph level and essay level structure. This course will help master reading skills, comprehension, summarizing articles, and vocabulary through the reading of textbook articles, news articles, discussion, and vocabulary exercises. This course will help improve communication skills through conversational group activities, music, videos, role play, and pronunciation practice.

ESL 1700X: Intermediate Advanced ESL (Online Courses: ELP 1710X and ELP 1720X)
Designed to offer high-fluency-level lessons in all core components: reading, vocabulary, writing, grammar, listening and speaking. This course is designed to help develop the necessary speaking, listening reading and writing skills needed for successful completion of academic classes in an American University. Participation in a variety of academic situations such as discussions, lectures, study groups and one on one meeting with the instructor.

ESL 1810X: Advanced ESL I (Online Course: ELP 1810X)
Designed to teach how to research and write an APA style paper, the necessary tools are provided for grammatical analysis that are easy to understand and apply to own writing. This course will assist in preparing for presentations in any course or discipline. This course is to prepare for entrance into academic studies in an American university with the necessary tools to research and write an outline, reference pages, and 1 to 2 page APA style paper.

ESL 1820X: Advanced ESL II (Online Course: ELP 1820X)
Highest level in the University Preparation program, emphasis is on research writing, presentation skills, and communication. Designed to assist in preparing for presentations in any course or discipline. Also an aid in the production of accurate, meaningful, and appropriate language. Will help develop the speaking and listening skills necessary for classes in an American university. Participation in a wide variety of academic situations, such as discussions, lectures, study groups and one-on-one conversations with the instructor. In preparation for entrance to academic studies in an American university an 8 to 10 page APA style research paper is written.

ESL 1900X: Academic Preparation
This course is designed for students seeking to develop essential skills and practice for a foundation to be successful in an academic course in an American University by providing the necessary tools such as classroom expectations, cultural adjustment, (APA) research writing, communication and presentation skills, plagiarism, in-text citations, paraphrasing and quoting.

ESL 1910X: Business English
Designed to provide the prospective of an entrepreneur, students will explore the important components of the business plan and explore the content areas of human resources, business organization, finance, and marketing while developing a working knowledge and application of business English. Topics include:

- Exploring, and analyzing multiculturalism / diversity.
- Assessment and exploration of Business Plans.
- Investigation of the various roles within Finance.
- Exploring, analyzing and differentiating goals, core values, management and leadership.
- Effective Resumes and Interviewing Skills.
- Delivery of effective presentations.
- Effective international marketing analysis models.
- Functions of Human Resources.
- Extensive Business Terminology.
ESL1902X: Conversation and American Culture
Designed to improve English conversation skills and to learn more about American culture. Classroom instruction in conversation is combined with various social and recreational activities, emphasizing the study of American culture and lifestyle.

UPP 1600X: Advanced I
Designed to teach how to research and write an APA style paper, the necessary tools are provided for grammatical analysis that are easy to understand and apply to own writing. This course will assist in preparing for presentations in any course or discipline. This course is to prepare for entrance into academic studies in an American university with the necessary tools to research and write an outline, reference pages, and 1 to 2 page APA style paper.

UPP 1650X: Advanced II
Highest level in the University Preparation program, emphasis is on research writing, presentation skills, and communication. Designed to assist in preparing for presentations in any course or discipline. Also an aid in the production of accurate, meaningful, and appropriate language. Will help develop the speaking and listening skills necessary for classes in an American university. Participation in a wide variety of academic situations, such as discussions, lectures, study groups and one-on-one conversations with the instructor. In preparation for entrance to academic studies in an American university an 8 to 10 page APA style research paper is written.

FAS 2000X: Persian Language and Cultural Seminar
Designed to teach useful phrases, as well as essential cultural and historical information for successful social interaction. Comprised of short streaming videos on culture, history and language; interactive political and geography lessons; and entertaining language and culture quiz/games.

PRP 1902X: Pre-MBA
Designed to assist students prepare for their academic studies in the Master of Business Administration program. The course covers communication, writing, reading, speaking, team work, business research, and presentation skills as it relates to the field of business.

TFL 1900X: Workshop 1: Reading, Structure and Writing
Designed to help recognize language that is appropriate for standard written English, improve ability to read and understand short passages similar in topic and style to those found in North American universities and colleges.

TFL 1910X: Workshop 2: Listening and Speaking
Designed to help understand both short and long conversations in English, improve pronunciation and intonation for clear and easy to understand communication.

TSL 1900X: Theories and Methods of Language Teaching and Acquisition
Designed from a historical perspective, to cover the most prominent theories of second language pedagogy. These will serve as a springboard for discussion and reflection about the process of teaching, before moving on to more concrete issues such as learning styles, cultural influences, and personality factors. This course will introduce concepts that participants can modify and apply in subsequent courses in the series, thus helping to create a personalized teaching style.

TSL 1910X: Structure of English and Grammar Teaching Techniques
Designed to help acquire the necessary foundation and sense of grammar to give practical and immediate applicable techniques that can be used to teach grammar to students. Topics include:

- Discussion of common problem areas for students
- English specific to academic writing
- Games and activities to make grammar accessible to students
- TOEFL-related grammar issues

TSL 1920X: Teaching Reading and Writing
Introduces the topics typically covered in ESL reading/writing courses and also provides techniques for teaching these topics. Covers strategies for testing reading and writing, TOEFL-specific reading and writing issues; and practical and lively games designed to reinforce important topics.

TSL 1930X: Teaching Listening and Speaking
Introduces topics typically covered in ESL listening/speaking courses, as well as the techniques for teaching these topics. For listening, topics include note-taking, and use of videos and songs. For speaking, topics of discussion range from dialog-based production at the lowest levels to speech preparation and delivery at the highest. Strategy discussion for testing, listening, speaking, TOEFL-specific listening comprehension issues, and practical and lively games designed to reinforce important topics.

TSL 1940X: Practical Issues in Second Language Pedagogy
Designed to cover topics such as lesson planning, teaching materials, classroom interaction and management; all essential to efficient teaching. Other topics include the teaching of vocabulary, pronunciation and other subjects sometimes deemed “elective” classes. Upon completion, participants will have acquired the tools necessary to teach in the ESL classroom.

TSL 1950X: TESOL Practicum
A 40-hour observation and teaching program is the final step in attaining a Professional Certificate in Teaching English as a Second Language. This practicum allows students to display their newly acquired knowledge and skills by working side-by-side with an experienced ESL teacher in a classroom environment. Students wishing to take the TESOL Practicum must speak with the program coordinator to receive the necessary details, such as evaluation procedures, forms, placement and requirements needed to successfully complete the practicum. This course is required for a Professional Certificate in Teaching English as a Second Language.
College of Letters and Sciences

Prefix Subject Area Page
ADC Alcohol & Drug Counseling 369
AGE Applied Gerontology 369
ALN Applied Linguistics 370
ARB Arabic 373
ART Art 373
ASL American Sign Language 374
BER Bereavement 374
BGS General Studies 375
BIO Biology 375
BIS Interdisciplinary Studies 377
BRO Broadcast Media 378
CHD Chemical Dependency 383
CHE Chemistry 383
COM Communications 389
EES Earth & Environmental Science 405
ENG English 407
FSC Forensic Sciences 413
GLS Global Studies 414
HIS History 419
HUB Human Behavior 424
HUM Humanities 425
ILR Information Literacy 427
LIT Literature 433
MCW Creative Writing 436
MTH Mathematics 443
MUS Music 448
PAC Patient Advocacy 452
PGM Professional Golf Management 455
PHL Philosophy 456
PHS Physics 456
POL Political Science 459
PSY Psychology 460
SCD Social Transformation & Community Development 467
SCI Natural Sciences 467
SOC Sociology 469
SPN Spanish 473
THR Theater 480

School of Business and Management

Prefix Subject Area Page
ACC Accounting 376
BKM Business Knowledge Management 377
BUS Business 379
ECO Economics 400
FIN Finance 411
GMB Global Master of Business Administration 414
HCM Hospitality & Casino Management 417
HOS Hospitality 422
HRM Human Resources Management 422
IBU International Business 425
LED Leadership 431
MGT Management 439
MKT Marketing 440
MNS Management Science 442
ODV Organizational Development 451
PMB Project Management 459
SMG Sports Management 432
SUS Sustainability Mgnt Business 475

School of Education

Prefix Subject Area Page
ABA Applied Behavioral Analysis 367
CED Counselor Education 380
CLD Cross-Cultural Language & Development (CLAD) 386
DHH Deaf and Hard-of-Hearing 396
ECE Early Childhood Education 398
EDA Educational Administration 401
EDT Educational and Instructional Technology 403
ETL e-Teaching and Learning 410
EXC Special Education 410
ILD Instructional Leadership 426
ISL Innovative School Leadership 427
LTL Language, Teaching, and Learning 434
MAT Master of Arts in Teaching 435
NBC National Board Certified 448
PED School Psychology 453
SPD Special Education 471
TED Teacher Education 475

School of Engineering, Technology and Media

Prefix Subject Area Page
ANA Analytics 371
BET Biomedical Engineering Technology 374
CEN Construction Engineering 381
CIS Information Systems 383
CSC Computer Science 393
CYB Cyber Security 394
DAT Database 395
DEN Design Engineering 396
EGR Engineering 405
ENE Environmental Engineering 406
ENM Engineering Management 409
ITM Information Technology Management 427
MUL Digital Entertainment and Interactive Arts 445
PME Advanced Project Management 459
SEM Sustainability Management 468
SEN Software Engineering 469
SSE Safety and Security Engineering 474
SYE Systems Engineering 475
TMG Technology Management 480
WCM Wireless Communications 481

School of Health and Human Services

Prefix Subject Area Page
ANE Anesthesia 372
ANH Health Analytics 373
BST Biostatics 379
CAF Clinical Affairs 379
CLS Clinical Lab Studies 387
COH Community Health 387
DNP Doctoral Nursing Practice 397
GER Gerontology 414
HCA Healthcare Administration 416
HED Health Education 419
HSC Health Science 423
HTE Healthcare Information Technologies 424
IHC Integrative Health Coaching 426
IHM Integrative Health Management 426
MRA Clinical Regulatory Affairs 442
NSG Nursing 449
RTT Radiation Therapy 465

School of Professional Studies

Prefix Subject Area Page
ADR Alternative Dispute Resolution 369
CJA Criminal Justice Administration 384
DSM Domestic Security Management 398
JRN Journalism 428
LAW Law 430
MDC Digital Cinema 437
PAD Public Administration 452
PLA Paralegal Studies 457
SCR Screenwriting 467

UNIVERSITY COURSE NUMERATING SYSTEM

0- to 99-Level Courses: Remedial courses that do not grant collegiate credit.
100- to 200-Level Courses: Lower-Division courses applicable to Associate degrees.
300- to 400-Level Courses: Upper-Division courses applicable to Bachelor degrees.
500-Level Courses: Courses which may be applicable as advanced upper-division credit or as graduate credit, as specified by the requirements of each program.
600-Level Courses: Graduate level courses.
800-Level Courses: Doctoral level courses.

Note: All courses are 4.5 quarter units unless otherwise specified.
ABA – Applied Behavioral Analysis

ABA 601 Assessment in ABA
Introduces the student to the philosophy of behaviorism and the basic tenets of applied behavior analysis. Focuses on behavioral assessment and observation, and time series research design and its use in the scientific evaluation of behavior-environment relations.

ABA 602 Processes of ABA
Prerequisites: ABA 601
This course focuses on the fundamental aspects of behavior change strategies and tactics, such as stimulus control and the nature of reinforcing and aversive stimuli and their properties, and how these properties influence behavior change processes. Basic and applied empirical research demonstrating these strategies are covered.

ABA 603 Applications of ABA
Prerequisites: ABA 602
This course is a continuation of ABA 602, and covers the complex aspects of behavior change strategies that are built upon the fundamental behavioral principles. Detailed examples of behavior change strategies from the basic and applied research literature are covered. Major topics covered include verbal behavior, generalization and maintenance, contingency contracting, and self-management.

ABA 604 Advanced Applications I
Prerequisites: ABA 603
Examines functional assessment and functional analysis procedures with a focus on mental health and educational settings. Emphasis is on providing students with an understanding of both procedural and conceptual issues surrounding evidence-based intervention design for persons with severe behavior problems.

ABA 605 Advanced Applications II
Prerequisites: ABA 604
Examines advanced issues related to designing and evaluating behavioral assessment and instructional interventions in educational systems. The focus is on scientifically supported methods of instruction and behavior change methods, such as direct instruction and precision teaching.

ABA 607 ABA Intensive Practicum
Prerequisites: Permission of Program Lead Faculty
This practicum is designed to provide students with frequent, direct, on-site supervision of applied behavior analysis activities. The practicum is designed to meet the Behavior Analyst Certification Board criteria for an intensive, 750 hr. practicum experience.

ACC – Accounting

ACC 201 Financial Accounting Funds.
A survey of basic accounting theory and the application of accounting principles, this course includes the recording and summarization of business transactions in the form of financial statements under the rules of generally accepted accounting principles. It is designed for students who have little or no prior knowledge of financial accounting, this course corresponds to Principles of Accounting I at other colleges.

ACC 202 Managerial Accounting Funds.
Prerequisites: ACC 201
This course is an overview of the use of financial accounting and cost accounting data for the design and preparation of reports to aid management in organizing, directing, controlling, and decision-making functions. The topics include the fundamentals of cost accounting, budgeting and responsibility accounting for cost and profit centers.

ACC 300 Applied Tech for Accountants
Prerequisites: ACC 201
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. Included are the use of computerized accounting software and the design of spreadsheet models to perform specialized accounting and finance related tasks.

ACC 410A Intermediate Accounting I
Prerequisites: ACC 201
Often referred to as “Intermediate Accounting,” ACC 410A, B, and C cover a substantial portion of the U.S. accounting standards known as 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
Prerequisites: ACC 410A
Often referred to as “Intermediate Accounting.” (See ACC 410A for a series description.) ACC 410B covers accounting for plant, property and equipment, intangible assets, leases, current and long-term liabilities, and stockholders’ equity and retained earnings.

ACC 410C Intermediate Accounting III
Prerequisites: ACC 410B
Often referred to as “Intermediate Accounting.” (See ACC 410A for a series description.) ACC 410C covers earnings per share, investments, deferred income taxes, pensions, accounting changes and errors, preparation of the statement of cash flows, and full disclosures with emphasis on segment and interim reporting.

ACC 431 Advanced Accounting
Prerequisites: ACC 410C
An examination of advanced concepts of accounting for business combinations, with emphasis on the consolidation of parent/subsidiary balance sheets and income statement reporting. It also covers accounting for the formation, operation, and liquidation of partnerships, as well as special reporting requirements for multinational entities.

ACC 432A Taxation-Individual
Prerequisites: ACC 431
An introduction to the theory and practice of federal income taxation of individuals, including income, deductions, exemptions, credits, capital gains, depreciation, and deferred compensation plans. As a course requirement, students prepare Form 1040 income tax returns.

ACC 432B Taxation-Business
Prerequisites: ACC 432A
An introduction to the theory and practice of federal income taxation of partnerships, subchapter S, and subchapter C corporations. Students learn the use of tax research publications.

ACC 433A Managerial Accounting I
Prerequisites: ACC 201
A study of cost accounting principles and procedures including fixed, variable and mixed costs, break-even point analysis, job order costing, process costing, standard costing, activity based costing, variance analysis for variable and fixed costs, budgeting (static and flexible budgets), and preparation of variable and absorption costing statements.

ACC 433B Managerial Accounting II
Prerequisites: ACC 433A
A continuation of Managerial Accounting I, this course covers additional managerial accounting topics for decision-making including relevant costs, balanced scorecard, value added and non-value added costs, allocations of indirect costs using direct, step, and reciprocal methods, allocating joint cost, main and by-product costing, determination of Economic Order Quantity (EOQ), accounting for spoilage, transfer pricing, performance measurement, and capital budgeting techniques.

ACC 434 Government and Nonprofit Acct
Prerequisites: ACC 201
A study of the specialized accounting principles applicable to state and local governments and other non-profit organizations, with an emphasis on fund accounting principles used in the recording of...
assets, liabilities, equity, revenues and expenditures. Also covers the analysis and interpretation of financial statements of such governmental and nonprofit entities.

ACC 435A Auditing I
Prerequisites: ACC 431
A study of financial statement audits in accordance with auditing standards promulgated by authoritative bodies. Topics include planning of the audit engagement, auditor’s responsibility for fraud, review of internal controls, gathering substantive evidence using analytical procedures and test of account balances for the revenues, acquisition and expenditures, and inventory processes.

ACC 435B Auditing II
Prerequisites: ACC 435A
A continuation of ACC 435A, this course focuses on sampling plan and techniques, gathering substantive evidence for cash and investment cycle, long-term debts and owners’ equity, and contingent liabilities. It also covers audit work papers, audit opinions, attestation services, compilation and reviews, and auditor’s legal liability associated with an audit engagement.

ACC 501 Accounting Fundamentals (1.5 quarter units)
An introduction to accounting for students with no previous exposure to the subject, this two-week course covers accounting and financial statement terminology and the analysis of financial statements. Grading is by S or U only.

ACC 601M Foundations of Financial Acc
Basic financial accounting theory, including the recording of business transactions and preparation of financial statements using “generally accepted accounting principles” (GAAP). Analysis and interpretation of financial data to assist users in their decision-making. Spreadsheets and accounting system software.

ACC 604 Managerial Accounting
Prerequisites: ACC 501
A study of accounting concepts and reporting techniques applied in a management decision-making context. Students analyze accounting data from real-world case studies and present their analysis, conclusions, and recommendations. Managerial accounting models used by diverse enterprises in virtually all industrialized nations include cost accounting and the behavior of costs, budgeting, differential analysis, and responsibility accounting are examined. Reporting techniques involving the use of current spreadsheet and graphic presentation technology are presented.

ACC 610M Financial Accounting I
Prerequisites: ACC 601M
The first course in a comprehensive three course sequence covering a substantial portion of U.S. financial reporting principles known as GAAP including an in-depth review of the conceptual framework and principal financial statements. Emphasis on revenue and expense recognition, together with accounting for current assets.

ACC 611M Financial Accounting II
Prerequisites: ACC 610M
The second course of a comprehensive three-course sequence covering a substantial portion of U.S. financial reporting principles known as GAAP, accounting for investments, tangible assets, natural resources and intangible assets, current and long-term liabilities, and shareholder equity.

ACC 612M Financial Accounting III
Prerequisites: ACC 611M
The third course of a comprehensive three-course sequence covering a substantial portion of U.S. financial reporting principles known as GAAP, accounting for income taxes, compensation, pensions, leases, changes and errors, the statement of cash flows, and earnings per share.

ACC 615M Advanced Financial Accounting
Prerequisites: ACC 612M
Examination of concepts of accounting for business combinations, with emphasis on the consolidation and financial reporting of parent/subsidiary relationships. Accounting for the formation, operation, and liquidation of partnerships, foreign currency translation and hedging, segment reporting, and international financial reporting standards.

ACC 620M Taxation of Individuals
Prerequisites: ACC 615M
Study of the statutory provisions, judicial doctrines, and implementation of the theory and practice of federal income taxation of individuals.

ACC 621M Taxation of Bus & Oth Entities
Prerequisites: ACC 620M
Study of the statutory provisions, judicial doctrines, and implementation of the theory and practice of federal income taxation of “C” corporations, “S” corporations, and partnerships.

ACC 630M Cost Accounting
Prerequisites: ACC 601M
The first course in a two course sequence. Tracking, recording, and analyzing costs associated with the products or activities of an organization. Cost terminology, cost measurement concepts, cost accumulation systems, accumulating and allocating overhead costs using various cost drivers.

ACC 631M Advanced Managerial Accounting
Prerequisites: ACC 630M
The second course in a two course sequence. Measurement, analysis, and use of accounting information for management decision-making. Variable costing and inventory management, capital budgeting and operational budgeting decisions, and performance measurement and control of cost/profit/investment centers.

ACC 640M Acc for Gov’t & NFP Entities
Prerequisites: ACC 601M
Accounting principles used by governmental units and non-profit organizations. Concepts of fund accounting and the analysis and interpretation of the financial statements.

ACC 650M Auditing Principles
Prerequisites: ACC 621M
The first course in a two course sequence. Audits of financial statements by Certified Public Accountants. Topics include: professional ethics, legal liability, planning of audit engagements, internal control, EDP and sampling.

ACC 651M Auditing Procedures
Prerequisites: ACC 650M
The second in a two course sequence. Auditing procedures (compliance and substantive) for cash, receivables, inventory, payables, long-term debt, equity balances and related income statement accounts. Writing of auditor’s reports, including special reports, and review/compilation reports in accordance with AICPA standards.

ACC 657 Accounting Information Systems
Prerequisites: ACC 601M
The design and internal control perspectives of accounting information systems, including systems analysis, decision support systems, system implementation, and the audit of management information systems are studied.

ACC 672 International Acctg Standards
Prerequisites: 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 (variable units)
This course is individual study under the direction of an instructor. It requires prior approval of the appropriate academic department.

ACC 695M Cases in Accounting & Auditing
Prerequisites: Completion of prior core requirements
A capstone course in which students apply the knowledge and skills acquired in preceding coursework to their analysis of real life situations involving financial accounting and reporting, cost/managerial accounting,
Students will be expected to role-play counseling techniques learned in ADC 245. Prerequisites: ADC 245

Populations will be discussed. Students will considerations for working with special and the early stages of recovery. Prerequisites: PSY 100, SOC 100, ADC 205

Psychoeducation, special populations, and developing effective referrals will be covered. Assessment, diagnosis, treatment planning 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.

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.

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.

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.

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.

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.

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.

Individual study of a selected topic or content area under the guidance of the instructor.

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.

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.

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.

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.

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.

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.

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.

An overview of the global and societal aspects of aging through examination of critical, complex issues ranging from health care and social policy to new roles in the second half of life. Topics include long-term
care and rationing of health care; autonomy and end-of-life decisions; the age-versus-need debate; Social Security and the future of retirement; and longevity and the biological basis of aging. Emphasis on trends and future developments is balanced by attention to case studies and practice and policy issues.

AGE 602 Foundations of Gerontology II
This course reviews a broad range of topics relating to the personal and interpersonal aspects of aging. Through the major theoretical and methodological traditions in gerontology, the seeming paradox of continuity versus change for older adults in areas relating to self and others: health and wellness promotion, cognitive changes in aging, resilience of older women and elders of color, intergenerational relationships, and social and public policies for older adults.

AGE 610 Wellness/Engagement in Aging
Prerequisites: AGE 602
Wellness and Engagement in Older Adults examines the coping, expressive, contributive, and influence needs of older adults. Topics include holistic geriatric care, reminiscence and autobiography, wisdom and creativity, lifelong learning, spirituality and contemplative practice, and social and civic engagement.

AGE 611 Psychology of Older Adults
Prerequisites: AGE 602
Psychology and Neuropsychology of Older Adults will examine age-related changes in neurological and psychological function and methods for assessing them. Specific areas of study will include the age-related changes in memory, intellectual development in older adults, motivation and emotion over the life course, personality, and aging and mental health.

AGE 612 Public Policy and Aging
Prerequisites: AGE 601
Public Policy, Politics, and Aging reviews major legislation and programs impacting older adults, including the analysis of current legal and regulatory issues and examination of policy-making and political processes affecting development and implementation of aging services. Learners will compare United States aging policies to those of other countries and develop resources for effectively advocating for policy changes.

AGE 613 Counseling Older Adults
Prerequisites: AGE 602
Counseling Older Adults examines current theories and applications of assessment and intervention techniques with older adults and their families. Topics include innovative treatment modalities, ethical and legal issues affecting clinical practice with this population, and personhood in aging and dementia.

AGE 614 Cross-cultural Practice
Prerequisites: AGE 601
Cross-cultural Practice with Aging Populations focuses on the processes of aging and the problems of older adults in the United States and throughout the world from both theoretical and applied perspectives. Particular emphasis is given to understanding the relationship between non-Western and Western experiences in terms of social, cultural, economic, political, and demographic concomitants.

AGE 615 Managing Aging Services
Prerequisites: AGE 601
AGE 615, Administration/Management in Programs for Older Adults applies theories of administration and system management to public and volunteer programs and services for older adults including residential institutions and community programs; emphasis is on bringing a person-centered, life course perspective to the development of competencies needed to perform core managerial functions in aging services organizations: program planning, organizational design, human resource management, supervision, finance, information system, and program evaluation.

AGE 616 Physical Change and Aging
Physiology of Development and Aging examines the lifespan physiology of human development, growth, and aging; major emphasis on the physiology of the later years and implications for health maintenance and longevity.

AGE 620 Integrative Project A
Prerequisites: AGE 601, AGE 602
First course of two-course sequence providing an interdisciplinary forum for exploring current issues in aging and culminating in a project that addresses a specific challenge or opportunity facing older adults and their communities. Topic areas will reflect the background and interests of students in the program.

AGE 620 Integrative Project B
Prerequisites: AGE 601, AGE 602, AGE 620
The second course of a two-course sequence providing an interdisciplinary forum for exploring current issues in aging and culminating in a project that addresses a specific challenge or opportunity facing older adults and their communities. Topic areas will reflect the background and interests of students in the program.

ALN – Applied Linguistics

ALN 600 English Phonology/Phonetics
An overview of the phonetic and phonological features of American English, which relate to the teaching of English as a second/foreign language. In addition to an understanding of the English sound system, students will gain skills in developing activities for teaching pronunciation and evaluate current materials for teaching pronunciation.

ALN 610 English Syntax
This course covers English grammatical structures which are central in TESL and TEFL teaching. Form, meaning and use will be studied. The pedagogical component of the course will provide ways to analyze learners’ oral and written language organize grammar information for learners and help them practice structures communicatively.

ALN 620 Second Language Acquisition
This course is a survey of the second language acquisition research, and critically examines major hypotheses about the complex variables underlying second language acquisition and the various perspectives that form second language acquisition theories. Selected cases illustrating the relation of second-language acquisition studies to linguistic theory are examined.

ALN 630 Sec/Foreign Language Method I
Prerequisites: ALN 620
This course provides a survey of theory and practice in the teaching of listening and speaking to non-native learners. An overview of the theoretical and practical issues involved, the theoretical and empirical perspectives are integrated with practical experiences including observation, teaching practices as well as material development/analysis.

ALN 640 Sec/Foreign Language Method II
Prerequisites: ALN 630
This course is an overview of the theoretical and practical issues involved in the teaching of second or foreign language reading and writing. The course examines the relationship of second-language reading and writing development to second-language acquisition, composition theory, reading and writing research, and second-language teaching.

ALN 650 Current Issu in Sec Lang Learn
Prerequisites: ALN 640
This course covers areas of second/foreign language education including but not limited to: teaching Heritage Language Learners (HLLs). Issues relevant to Heritage Language Learners and Heritage Language teaching/learning and Non Heritage Language Learners and Non Heritage Language teaching/learning will be covered along with linguistic, demographic, sociolinguistic and sociocultural profiles.

ALN 660 Diachronic Study of Eng Lang
This course is a historical survey of the English language, as a model for other languages in their diachronic changes. Topics include the origin and derivation of words;
historical changes in sounds, forms, and meaning; literary and philosophical influences on the language; and contributions from other languages and cultures.

**ALN 670 Research Methods in Appl Ling**  
**Prerequisites:** Successful completion of 7 ALN courses  
Within the field of Applied Linguistics, this course covers fundamental concepts of research design and statistics, and the principal considerations involved in conducting quantitative and qualitative research including: methods, data collection and analyses, and ethics and style in research reporting. Discussions of these issues focus on individual research projects conducted by students.

**ALN 680 Sec/Foreign Lang Assessment**  
**Prerequisites:** Successful completion of 7 ALN courses  
This course is intended to provide a working knowledge of the basic principles and procedures for test construction and testing within the second language context. Students will learn about a variety of first and second language tests including standardized tests, integrative language tests, discrete-point tests, and tests of communicative competence.

**ALN 690 Internship**  
**Prerequisites:** The Internship can only be taken at the end of the coursework and prior to taking the Thesis.  
This Internship provides practical teaching experience for students in the Applied Linguistics/TESL/TEFL MA Program, offered on S/U basis only. Prior teaching experience may be used to satisfy the requirements for this Internship. In addition, Teaching Assistantship can be used to satisfy the Internship requirement. In the rare case where neither: 1- Prior Teaching Experience 2- Teaching Assistantship 3- Teaching Internship is available to the student, with the consent of the Program Director, ALN 690 may be taken as Practicum to provide the student with best practices in Foreign/Second Language instruction, in a supervised teaching mode where the student will plan and conduct teaching sessions of varying levels and difficulties, assigned by the instructor.

**ALN 699 Thesis**  
**Prerequisites:** ALN 690  
Each student is required to complete and file a Master’s Thesis as a final demonstration of the ability to carry out original research. The Thesis consists of a critical essay of publishable quality. Proposals must be approved by the Thesis advisor with whom the degree candidate will be working as well as the program director. Students will take ALN 699 as the last course in the M.A. in Applied Linguistics program. Exceptions may be made if the student is within two courses of program completion, with the approval of the program director. Grading is by S or U only.

**ANA – Analytics**

**ANA 605 Analytic Models & Data Systems**  
**Prerequisites:** MTH 210, and MTH 418, and MTH 220, or CSC 208, or Consent of Program Load  
Forms of data, databases, gap analysis, and model building, analysis, and interpretation will form the foundation for students to ethically apply data analytics to facilitate modern knowledge discovery techniques. Visualization and discovery strategies using analytic models will be used to explore the interactivity and integration of data systems.

**ANA 610 Data Management for Analytics**  
**Prerequisites:** ANA 605  
Application of the data management process for analytics including data acquisition, cleaning, structure, security, and working with customer-centered databases. Evaluation of how these data relate and aggregate in analytic databases, data marts, data warehouses, and how they are used by analytical decision tools will be explored through case studies and projects.

**ANA 615 Data Mining Techniques**  
**Prerequisites:** ANA 610  
Application of methods using techniques in data mining, text mining, and predictive modeling for exploration and knowledge discovery. Design of objectives, data selection and preparation, analytic method selection such as classification and decision trees, and predictive modeling will be used for a variety of case studies and practical industry applications. Applying data mining using real world data will leverage statistical assessment and interpretation from database information.

**ANA 620 Continuous Data Methods, Appl**  
**Prerequisites:** ANA 615  
Application of methods for analyzing continuous data for knowledge discovery. Analytic continuous data concepts and methods are developed with practical skills in exploratory data analysis. Descriptive statistics, goodness-of-fit tests, correlation measures, single and multiple linear regression, and analysis of variance and covariance are covered. Applying continuous data methods using case studies and real world data will leverage statistical assessment and interpretation.

**ANA 625 Categorical Data Methods, Appl**  
**Prerequisites:** ANA 620  
Application of methods for analyzing categorical data for knowledge discovery. Analytic categorical data analysis concepts and methods are developed with practical skills in exploratory data analysis. Descriptive statistics of discrete data, contingency tables, and methods of generalized linear models are covered. Applying categorical methods using case studies and real world data will leverage statistical assessment and interpretation.

**ANA 630 Advanced Analytic Applications**  
**Prerequisites:** ANA 625  
Advanced application of data analytics methods for knowledge discovery. This course will explore several of the advanced topics in data analytics such as methods for longitudinal data, factor and principal components analysis, multivariate logistic regression, and multivariate analysis of variance (ANOVA). Application using case studies and real world data will leverage statistical assessment and interpretation.

**ANA 650 Database Design for Analytics**  
**Prerequisites:** ANA 630 Completion of all core courses  
Analysis of database design and implementation for analytical applications in “big data.” Topics include requirements collection, conceptual and logical database design, normalization, an introduction to SQL, and the designing of a data mart.

**ANA 655 Data Warehouse Design & Devel**  
**Prerequisites:** ANA 650  
A course on how to design and develop a data warehouse application for “big data”. Topics include user requirement collection, dimensional modeling, ETL (Extraction, Transformation, Loading) procedures, information access and delivery, as well as the optimization and long-term maintenance of a data warehouse.

**ANA 660 Advanced SQL Programming**  
**Prerequisites:** ANA 655  
An in-depth treatment of data manipulation with Structured Query Language (SQL). This course covers views, triggers, sequences, reporting, sub-queries, query optimization and how to use SQL for data warehouse manipulation.

**ANA 665 Data Mining & Machine Learning**  
**Prerequisites:** ANA 660  
This advanced data mining course focuses on various machine learning and artificial intelligence techniques. Topics include data mining methods ranging from classification rules, association rules, and instance-based learning to semi-supervised learning and multi-instance learning.

**ANA 699A Analytic Capstone Project I**  
**Prerequisites:** ANA 665  
Master’s level research in analytic project design, problem framing, hypothesis generation, and literature review. Team building, team collaboration, ethics, and conflict resolution are implemented. Strategic aspects such as mission and vision statements and managing an evolving analytic landscape are also incorporated into the analytic project scope.
Course Descriptions

ANA 699B Analytic Capstone Project II
Prerequisites: ANA 699A
Master’s level research in analytic project implementation, technical writing, and project presentation. Team building, collaboration, ethics, and conflict resolution are implemented. Strategic and technical aspects are implemented and presented to project advisors and stakeholders.

ANE – Anesthesia

ANE 600 Nurse Anesthesia Human Anatomy
Prerequisites: Admission to the Nurse Anesthesia Program and or approval from the course lead and Nurse Anesthesia Program Lead.
The Nurse Anesthesia gross anatomy course will provide the graduate nurse anesthesia student with a focused, advanced exploration of normal human anatomy, morphology, and embryology as it relates to anesthesia practice. The course utilizes both a lecture and laboratory component with gross anatomy laboratory dissection and pro-section study.

ANE 600A Nurse Anesthesia Anatomy Lab
(1.5 quarter units)
Corquisites: ANE 600
An advanced human anatomy laboratory course that explores the anatomical structure of the human body. Body structure will be studied by organ systems and will involve a balance between gross anatomical study and histology. Form-function relationships will be emphasized. The laboratory study will involve working with human skeletal collections and dissection of cadaveric and preserved specimens.

ANE 610 Nurse Anesthesia Assessment
(3.5 quarter units)
Prerequisites: Admission to the Nurse Anesthesia Program and/or permission from course lead and Nurse Anesthesia Program Lead.
Development of advanced clinical reasoning and assessment skills to determine client health status and needs. Application of physiological, pathophysiological, and psychosocial concepts with implications for Nurse Anesthesia.

ANE 615 Advanced Physiology/Patho I
Prerequisites: ANE 600, ANE 610
Nurse Anesthesia
Physiology/Pathophysiology I is a comprehensive examination of cellular, membrane, neurological, gastrointestinal and endocrine physiology with particular emphasis on how these topics relate to anesthesia management. Graduate nurse anesthesia students will also explore the common disorders and pathophysiology of each system.

ANE 616 Advanced Physiology/Patho II
Prerequisites: ANE 600, ANE 615, ANE 610, ANE 620, ANE 630, ANE 635
This is the second of a 2-course advanced physiology series. Nurse Anesthesia Physiology II is a comprehensive examination of cardiovascular, renal and respiratory physiology with particular emphasis on how these topics relate to anesthesia management. Graduate nurse anesthesia students will also learn the common disorders of each system.

ANE 620 Advanced Pharmacology I
(2.25 quarter units)
Prerequisites: ANE 600, ANE 610
This is the first of two courses that provide the base of information necessary for advanced clinical prescribing of medications. It includes pharmacokinetics, pharmacodynamics and pharmacotherapeutics. Within each class of therapeutic drugs, the course examines drug actions, interactions, reactions, and contraindications. The course will also include principles of prescribing and patient compliance.

ANE 621 Advanced Pharmacology II
(2.25 quarter units)
Prerequisites: ANE 600, ANE 610, ANE 615, ANE 620, ANE 630, ANE 635, ANE 640
Corequisites: ANE 616
The second course of a 2 course series. Clinical application of advanced pharmacology and pharmacotherapeutics for the advanced practice nurse managing complex and common disease conditions.

ANE 630 Anesthesia Pharmacology
Prerequisites: ANE 600, ANE 610
Corquisites: ANE 620, ANE 615
The anesthesia pharmacology course examines the unique pharmacologic agents that are specific to anesthesia administration. Focus will be placed on inhalation agents, induction drugs, neuromuscular blocker, adrenergic agents, and local anesthetics.

ANE 631 Anesthesia Pharmacology
Prerequisites: ANE 600, ANE 610, ANE 615, ANE 620, ANE 621, ANE 630, ANE 635
Corequisites: ANE 616, ANE 640
The second of a two course anesthesiology pharmacology sequence. Continued exploration of pharmacokinetics and pharmacodynamics of anesthesia specific drugs. Factors modifying anesthetic management of patients are thoroughly explored.

ANE 635 Principles of Anesthesia I
(7 quarter units)
Prerequisites: ANE 600, ANE 610
Corequisites: ANE 615, ANE 620, ANE 630
An in depth study of the administration of anesthesia utilizing principles of anesthesia with a pathophysiologic approach for the use of anesthesia equipment, the anesthesia gas machine, documentation, patient preoperative assessment, and basic patient care. Basic and advanced clinical monitoring, patient positioning, and thermoregulation are covered. Airway anatomy, basic and advanced airway management with practical laboratory applications.

ANE 640 Principles of Anesthesia II
(7 quarter units)
Prerequisites: ANE 600, ANE 610, ANE 615, ANE 620, ANE 630, ANE 635
Corequisites: ANE 616
Exploration of anesthetic delivery to patients with increasing co-morbidities, advanced pathophysiology, and complex anesthesia needs. Airway management and regional anesthesia techniques are thoroughly covered. Anesthetic techniques for the specialty practice of cardiac, thoracic, and vascular anesthesia is analyzed.

ANE 645 Principles of Anesthesia III
(7 quarter units)
Prerequisites: ANE 600, ANE 610, ANE 615, ANE 620, ANE 630, ANE 635, ANE 616, ANE 640, ANE 621, ANE 631
Corequisites: ANE 616
Detailed study of anesthetic techniques for differing surgical procedures for patients with acute and chronic pathophysiology requiring complex anesthesia management. Specialty practice of neurosurgery, renal, urology, transplant, hepatic, endocrine, trauma, pediatric, and high risk OB covered.

ANE 650 Nurse Anesthesia EBP/Research
Prerequisites: ANE 600, ANE 610, ANE 615, ANE 620, ANE 630, ANE 635, ANE 616, ANE 640, ANE 621, ANE 631
Corequisites: ANE 645
Exploration of study designs, measurement tools, and data collection strategies in research and evidence based practice data collection. Logic of statistical models used in the evaluation of research designs and measures. Identification of an evidence based scholarly question pertinent to nurse anesthesia practice.

ANE 655 Aspects of CRNA Practice
Legal aspects of corporate liability, medical malpractice, informed consent, patient rights, privacy, fraud and abuse, plus governmental regulation of health professionals and health facilities. The legislative process, legislative oversight and regulatory agencies are discussed in depth. Code of ethics for CRNAs.

ANE 660 Nurse Anesthesia Clinical I
Prerequisites: ANE 600, ANE 610, ANE 615, ANE 620, ANE 630, ANE 631, ANE 645, ANE 650, ANE 655
Provides supervised clinical practicum experience for the student nurse anesthetist to begin administering anesthesia to patients with minimal co-morbidities or complex anesthesia requirements. The student will engage in the entire perioperative course under the direct supervision of a CRNA or Anesthesiologist.
ANE 661 Nurse Anesthesia Seminar I (3 quarter units)
Prerequisites: ANE 600, ANE 610, ANE 615, ANE 620, ANE 630, ANE 635, ANE 616, ANE 640, ANE 621, ANE 631, ANE 645, ANE 650, ANE 655
Explore and review of the principles and applications of nurse anesthesia. Scholarly inquiry into case studies, patient care management, thesis development.

ANE 665 Nurse Anesthesia Clinical II
Prerequisites: ANE 660, ANE 661
Integration of knowledge, skills, and program objectives to a broader array of patients with increasingly complex comorbidities.

ANE 666 Nurse Anesthesia Seminar II (3 quarter units)
Prerequisites: ANE 660, ANE 661
Corequisites: ANE 665
Explore and review of the principles and applications of nurse anesthesia. Scholarly inquiry into case studies, patient care management, thesis development, and intensive review.

ANE 670 Nurse Anesthesia Clinical III
Prerequisites: ANE 665, ANE 666
Corequisites: ANE 671
Supervised clinical opportunity for intermediate student nurse anesthetists to apply knowledge, advanced skills, and theory to a comprehensive range of patients. Anesthesia delivery to patients with increasing co-morbidities and anesthesia requirements.

ANE 671 Nurse Anesthesia Seminar III (3 quarter units)
Prerequisites: ANE 665, ANE 666
Corequisites: ANE 670
Explore and review of more complex principles and applications of nurse anesthesia. Scholarly inquiry into case studies, patient care management, thesis development, and intensive review.

ANE 675 Nurse Anesthesia Clinical IV
Prerequisites: ANE 670, ANE 671
Corequisites: ANE 676
Supervised clinical opportunity for senior student nurse anesthetists to utilize increased independent decision making and critical thinking in advanced anesthesia delivery. Management of all complexity levels and case assignments throughout the entire perioperative phase. Engagement in pain management.

ANE 676 Nurse Anesthesia Seminar IV (3 quarter units)
Prerequisites: ANE 670, ANE 671
Corequisites: ANE 675
Explore and review of complex principles and applications of nurse anesthesia. Scholarly inquiry into case studies, patient care management, thesis development, and intensive review

ANE 680 Nurse Anesthesia Clinical V
Prerequisites: ANE 673, ANE 676
Corequisites: ANE 681
Supervised clinical practicum with a high level of autonomy and critical thinking. Focusing on the entire spectrum of clinical nurse anesthesia practice, including pain management, outpatient surgery, emergency/trauma, OB, neonatal, and office based practice settings.

ANE 681 Nurse Anesthesia Seminar V (3 quarter units)
Prerequisites: ANE 675, ANE 676
Corequisites: ANE 680
Presentation and discussion of case studies related to pathophysiologial states and safe anesthesia delivery. Evaluation of current best practice issues in the delivery of anesthesia. Presentation of scholarly inquiry culminating project.

ANH 601 Health Management Analytics
Prerequisites: Completed program core classes in ANA, and HCA 626, and COH 606, and Recognized experience in the healthcare field, or HCA 600, and HCA 660
Application of health data analytics to the area of clinical workflow including financial forecasting and service line efficiencies. Data integration and analytics with representation through dashboards will support decisions in a healthcare environment.

ANH 604 Clinical Research Analytics
Prerequisites: ANH 601
Application of health data analytics to improve health results in clinical care. The focus will be on data integration and analysis from the perspective of patient care, decision support, and quality control for evidence-based solutions.

ANH 607 Health Outcomes Research
Prerequisites: ANH 604
Application of health data analytics to guide decisions about the health of populations and individuals. Population and individual level data integration and analysis will be conducted to provide evidenced-based solutions in clinical trials and assessment of recovery time, patient stays, risk of complications, morbidity, and mortality.

ANH 620 Health Analytics Internship
Prerequisites: ANH 607
Experience in healthcare setting analyzing, implementing and/or evaluating health data for an actionable solution. Minimum of 120 hours of structured work experience with health data in a professional organization under the direct supervision of one or more experienced health data analytic specialists. Course is eligible for In Progress (IP) grade. This is a two month course.

ANH 625 Health Analytics Capstone
Prerequisites: ANH 620
Two-month capstone project focused on a relevant analytic problem in healthcare theory or practice. Planning and completion of either a data-based research project or a scholarly and creative activity related to healthcare. Student project may require Institutional Review Board (IRB) approval. Course is eligible for In Progress (IP) grade.

ARB – Arabic

ARB 100 Beginning Arabic I
Prerequisites: ARB 101
This is the beginning course in Modern Standard Arabic (MSA). Elementary skills in the standard communication modes of speaking, reading and listening to Arabic are introduced. The course includes an introduction to the Arabic alphabet and numerals and usage of basic vocabulary.

ARB 101 Beginning Arabic II
Prerequisites: ARB 100
A sequel to the beginning course in modern standard Arabic (MSA). The course includes an introduction to the basic parts of an Arabic sentence and the basic written Arabic phrases for oral and reading comprehension.

ARB 200 Intermediate Arabic I
Prerequisites: ARB 201
Enhances the student’s proficiency in spoken and written Modern Standard Arabic (MSA). This course emphasizes the difference between standard and dialectical spoken Arabic. Emphasis is given to both formal and informal Arabic. Grammar and vocabulary are expanded.

ARB 201 Intermediate Arabic II
Prerequisites: ARB 200
This course gives emphasis to both formal and informal Arabic. Rules of grammar and vocabulary are applied in writing simple Arabic sentences when describing presented materials.

ART – Art

ART 100 Introduction to Art History
Prerequisites: ENG 100, and ENG 101
Survey of the main periods in art history, with emphasis on the complex relationship between art and society. Explores the development of Western art from Prehistoric to Contemporary. Includes overviews of the arts of Africa, Oceania, Mesoamerica, South America, the Middle East, India, China, and Japan.

ART 200 Visual Arts
Fundamentals of visual arts presented through 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.
Course Descriptions

ART 250 Self-Reflection via Visual Art
Referred Preparation: ART 100 ART 200
Inquiry and reflection are presented through the visual arts. Students explore their past, present, and future, aspirations through learning and applying the fundamental strategies and techniques of painting and other visual media. Students investigate self-knowledge through journal writing, sketchbook practice, and visual art assignments. Students supply basic painting art materials.

ART 315 Film as Art
Prerequisites: ENG 100, ENG 101
Survey of the art of cinema from the silent period to the present; examines film techniques and theories; explores film styles and genres, focusing on elements such as lighting, editing, and cinematography; establishes a basis by which students can make aesthetic judgments.

ART 323 Modern Art
Prerequisites: ENG 100, and ENG 101
An introduction to the major movements, styles, and artists from Impressionism to the present. Examines how themes of contemporary art reflect the social, historical, and cultural events of the period.

ART 329 World Art
Prerequisites: ENG 100, ENG 101
This course approaches the fundamentals of visual and applied arts from a global perspective and provides an overview of non-Western art from ancient times to the present. Specific areas of focus are the art of South Asia and the Islamic World, East Asia, Pre-Columbian Central and South America, Native North America, Africa, and Oceania. Students learn how to look at, appreciate, and critically think and write about art from the perspectives of a diversity of cultures and historical eras.

ART 400 Expressive and Integrative Art
Prepares students to integrate the arts into daily instruction in grade K-8. Emphasis is on recognition of cultural diversity through activities in the arts. Provides basic knowledge of content areas for planning appropriate cross-curricular activities.

ART 490 Guided Study (variable units)
Individual study under direction of instructor. Requires prior approval of appropriate academic department.

ASL – American Sign Language

ASL 120 American Sign Language I
An introduction to American Sign Language (ASL). Students will learn basic ASL skills used in a variety of situations. The class is taught using American Sign Language. Voice and written communication are kept to a minimum. Deaf cultural studies are the thematic components throughout the course.

ASL 220 American Sign Language II
Prerequisites: ASL 120
A continuation of American Sign Language I. Students will learn intermediate ASL skills used in a variety of situations. The class is taught using American Sign Language. Voice and written communication are kept to a minimum. Deaf cultural studies are the thematic components throughout the course.

ASL 320 American Sign Language III
Prerequisites: ASL 220
A continuation of American Sign Language II. Students will learn advanced ASL skills used in a variety of situations. The class is taught using American Sign Language. Voice and written communication are kept to a minimum. Deaf cultural studies are the thematic component throughout the course.

BER – Bereavement

BER 600 Intro to Bereavement Studies
Provides an introduction to basic bereavement concepts and theories. This introductory course is the prerequisite for the certificate program. Topics examined include the history of bereavement, normal bereavement responses, disenfranchised losses, and major bereavement theories. Personal experiences with loss will be explored.

BER 601 Treatment of Bereavement
Prerequisites: BER 600
Provides skill development in assessment and treatment for complicated and uncomplicated bereavement. Topics include identification of complicated bereavement responses, anniversary reactions, attachment theories and coping styles, and risk factors leading to abnormal bereavement. Treatment options, including complementary practices, are explored. Learners will be able to develop an integrative treatment plan.

BER 602 Culture and Bereavement
Prerequisites: BER 600
Examines the expression of bereavement within diverse cultures. Explores acceptable and abnormal bereavement responses within the cultural context, identification of culturally informed bereavement interventions, and psychosocial aspects of bereavement. Learners will explore personal cultural beliefs related to loss and an experiential component via exposure to culturally diverse bereavement rituals.

BER 603 Bereavement Throughout Life
Prerequisites: BER 600
Examines the dynamics of bereavement for individuals across the lifespan including children, adolescents, adults, and geriatric populations. Topics include developmentally appropriate bereavement responses, gender differences in expression of bereavement, and age-appropriate interventions. Learners will demonstrate learning through collaborative projects, virtual discussions, and application of material via written work.

BER 604 Dying Patient and the Family
Prerequisites: BER 600
Examines the unique nature of anticipated death and dynamics between the dying patient and the family. The dying process is explored from biological, psychological, social, and spiritual perspectives. Health care systems involved with death are also explored. Learners will acquire knowledge to support the dying patient and the family.

BER 605 Bereavement and Spirituality
Prerequisites: BER 600
Exposes learners to different religious and spiritual beliefs related to death and dying. Topics include exposure to religious and spiritual systems, meaning making, bereavement rituals, and near-death experiences. Learners will develop a bereavement ritual while exploring personal religious and spiritual beliefs in regard to loss.

BER 606 Bereavement in the Workplace
Prerequisites: BER 600
Introduces learners to the unique nature of loss within the workplace, including death of a colleague, bereavement overload of health providers, retirement, death and the media, and related treatment interventions within workplace systems. Learners will develop an interdisciplinary treatment plan for application within the workplace.

BER 699 Integrated Seminar
Prerequisites: BER 600, and four courses in the Bereavement Certificate Program
Major research paper in a topic of Bereavement Studies (collaboratively designed by the learner and instructor). This is a two-month course.

BET – Biomedical Engineering Technology

BET 401 Medical Devices I
Prerequisites: EGR 240, EGR 324, EGR 340
Introduction to low risk medical devices and instrumentation. Devices such as electronic thermometers, surgical microscopes, ultrasonic nebulizers and sphygmomonaneters will be studied. Topics include biosignals acquisition, processing, and filtering; design of devices; embedded design and implementation; and testing and calibration of devices.

BET 401L Medical Devices I Lab (1.5 quarter units)
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 402 Medical Devices II
Prerequisites: 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 403 Medical Imaging Technology
Prerequisites: BET 401, BET 402
Introduction the basic physics of medical imaging modalities. It will provide a variety of information about the human body, including anatomy, function, blood flow, and metabolism. The fundamental modality will include X-ray radiography, Computer Tomography (CT), Ultrasound (US), Magnetic Resonance Imaging (MRI) and Nuclear Spectroscopy along with introduction to the state-of-art in modern medical imaging.

BET 404 Medical Device Compliance
Overview of medical device safety and applicable regulations including broad themes in medical device surveillance. Discussion of various regulatory agencies and how they oversee the various safety and regulatory aspects related to medical devices.

BGS – General Studies

BGS 301 Intro. to General Studies
Focus on the integration of knowledge across various disciplines, essential to a critical and interdisciplinary approach. Emphasis on the interconnectedness of different fields of knowledge central to broad, critical, and holistic view of education.

BGS 385 Methods of Research
Prerequisites: BGS 301 and four additional courses from the major.
Study of qualitative and quantitative research designs and methods including observation, interviews, surveys, primary and secondary data analysis, and experimentation. Development of the critical ability to understand the ethical solutions to problems faced by contemporary researchers.

BGS 499 Capstone Project
Prerequisites: Completion of other major requirements. Must be taken within last three classes prior to graduation.
Capstone course that focuses on portfolio and completion of capstone project. It is designed to provide students with an opportunity to integrate lessons learned from general studies portfolio-building and the research class. Grading is H, S, or U only. Course is eligible for In Progress (IP) grade.

BIO – Biology

BIO 100 Survey of Bioscience
A survey course of the basic principles of the life sciences. Examines cellular, organismal, population and community biology based on the unifying concept of evolution. This course may not be taken for credit if SCI161 and/or SCI162, or their equivalents, have been completed.

BIO 100A Survey of Bioscience Lab (1.5 quarter units)
Prerequisites: BIO 100, or BIO 161 for science majors
Study of the unifying principles of life with emphasis placed on the following topics: molecular biology of the cell and cellular processes, including energy metabolism, membrane transport and cell division; classical genetics; population genetics; and the mechanism of evolution and the evolutionary basis of species classification. This laboratory course will complement the student’s knowledge of biology with demonstrations and experiments. Contact hours for this laboratory course (45) are based on a 3:1 ratio, i.e. 3 lab hours = 1 lecture hour equivalent.

BIO 100B Survey of Bioscience Lab II (1.5 quarter units)
Prerequisites: BIO 100, or BIO 161 for science majors
Study of the unifying principles of life with emphasis placed on the following topics: molecular biology of the cell and cellular processes, including energy metabolism, membrane transport and cell division; classical genetics; population genetics; and the mechanism of evolution and the evolutionary basis of species classification. This laboratory course will complement the student’s knowledge of biology with demonstrations and experiments. Contact hours for this laboratory course (45) are based on a 3:1 ratio, i.e. 3 lab hours = 1 lecture hour equivalent.

BIO 161 General Biology 1
Fundamental concepts of biochemistry, cell biology, genetics. Concepts include important organic molecules, cell structure and function, metabolism and enzyme activity, cellular respiration and photosynthesis, DNA structure, meiosis and mitosis, Mendelian genetics. Intended for science majors.

BIO 162 General Biology 2
Prerequisites: BIO 161
Evolution, taxonomy, biodiversity, ecology. Concepts include evolutionary processes, taxonomy and phylogeny of the kingdoms of life, and ecological processes at the levels of the population, community and ecosystem. Intended for science majors.

BIO 163 General Biology 3
Prerequisites: BIO 161, 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 201 Human Anatomy & Physiol I
Recommended: Prior completion of: BIO 201 and BIO 202A and BIO 100A CHE 101 and CHE 101A or equivalent courses
Organ systems (endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary and reproductive), and their functional relation to each other. Topics also include the aging process and diseases in these systems, as well as the effects of genetics, diet, lifestyle, and the environment.

BIO 201A Human Anatomy & Physiol Lab I
(1.5 quarter units)
Prerequisites: BIO 201
This laboratory course examines organ systems (skeletal, muscular and nervous). Students conduct cat/fetal pig dissections to identify and learn how skeletal muscles are organized according to body region. Sheep brain is used as a model to study human brain.

BIO 202 Human Anatomy & Physiol II
Recommended: Prior completion of: BIO 201 and BIO 201A BIO 100 and BIO 100A CHE 101 and CHE 101A or equivalent courses
Organ systems (endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary and reproductive), and their functional relation to each other. Topics also include the aging process and diseases in these systems, as well as the effects of genetics, diet, lifestyle, and the environment.

BIO 202A Human Anatomy & Physiol Lab II
(1.5 quarter units)
Prerequisites: BIO 202
This laboratory course examines homeostasis in the heart, lungs, liver and kidneys, along with digestive, and urinary systems. Chromosomes, mitosis, meiosis, development and different types of inheritance through the testing of vision, hearing and taste and smell. Cat/fetal pig is used to study the internal organs.

BIO 203 Introductory Microbiology
Recommended: Prior completion of: BIO 201 and BIO 201A BIO 202 and BIO 202A BIO 100 and BIO 100A CHE 101 and CHE 101A or equivalent courses
Biology of pathogenic and nonpathogenic microbes, including bacteria, fungi, protozoans, and viruses. The epidemiology of disease-causing agents is studied, along with the fundamentals of the human immune response.

BIO 203A Introductory Microbiology Lab (1.5 quarter units)
Prerequisites: BIO 203
This laboratory course introduced students to procedures for handling microbes, methods of identification of microorganisms (microscopic and by diagnostic media), preparation of stained slides and wet mounts, aseptic techniques, isolation of a single colony, preparation of a pure culture, inoculation and interpretation of select diagnostic tests. This two-month course is a combination of lecture and laboratory activities.

BIO 219 Plants and People
A study of food, fiber, forage, fuel and drug
courses of major economic significance. Emphasizes ethnobotany, including basic principles of botany, geographic distribution, commercial value and marketable products.

**BIO 253 Environmental Microbiology**
**Prerequisites:** BIO 100, BIO 100A, CHE 101, CHE 101A, or 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. Concepts in applied and industrial microbiology are included.

**BIO 253A Environmental Microbiology Lab**
(1.5 quarter units)
**Prerequisites:** BIO 100, BIO 100A, CHE 101, CHE 101A, or 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 305 Genetics**
**Recommended:** Prior completion of: BIO 161, BIO 162 and BIO 163, BIO 100A, CHE 141, CHE 142, CHE 143, CHE 101A

Principles of genetics and heredity. Topics include DNA replication and repair, gene expression and regulation, inheritance of traits, genetic engineering, relationship of genetics to human health, and application of genetics to understanding the evolution of species.

**BIO 310 Evolution**
**Recommended:** Prior completion of: BIO 16, BIO 162 and BIO 163, BIO 100A or BIO 100 and BIO 100A

Evolutionary biology. Topics include the history of life, fossil record, causes of micro-evolution (including natural selection and mutation), macro-evolutionary processes (including speciation and extinction), evolutionary genetics and developmental biology (‘evo-devo’), phylogeny construction and taxonomy.

**BIO 330 Ecology**
**Recommended:** Prior completion of: BIO 161, BIO 162, BIO 163, BIO 100A, BIO 100, BIO 100A CHE 141, CHE 142, CHE 143, CHE 101A

A study of the relationship of plants and animals to their environment and to one another. Emphasizes populations, the population-community interface and community structure and interactions within the ecosystem.

**BIO 380 Human Biology for Teachers**
**Prerequisites:** BIO 163

Recommended Preparation: BIO 161 and BIO 162 and BIO 100A

Human anatomy and physiology for students pursuing careers in education. Concepts include structure and functioning of major human organ systems, such as cardiovascular, immune, respiratory, nervous, sensory, endocrine, digestive, urinary, and reproductive systems.

**BIO 385 Biomechanics of Sport**
**Prerequisites:** BIO 100, and BIO 100A

This course looks at the role of external and biomechanical factors in athletic performance. Course content includes the biomechanics of athletic performance, linear and angular kinematics, the role of torque and force in athletic performance, and the risks associated with biomechanical stress in athletics.

**BIO 386 Exercise Physiology**
**Prerequisites:** BIO 100, and BIO 100A

Provides a theoretical basis for understanding the body’s acute and chronic adaptations to the stresses of exercise. Emphasis is given to systems physiology, the neuromuscular and cardiovascular bases of training responses, vascular physiology, energy production, cardiopulmonary function, and the significance of these effects for health and performance. Emphasis will be placed upon the practical application of exercise physiology principles to coaching, teaching, and other physical training practices.

**BIO 406 Cellular Biology**
**Prerequisites:** BIO 161, BIO 162, BIO 163, BIO 100A, CHE 141, CHE 142, CHE 143, CHE 101A

Corequisites: BIO 406A

An 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.

**BIO 406A Cellular Biology Lab**
(1.5 quarter units)
**Prerequisites:** BIO 161, BIO 162, BIO 163, BIO 100A, CHE 141, CHE 142, CHE 143, CHE 101A

Corequisites: BIO 406

This course emphasizes techniques essential to cellular biology, including cell culturing, protein extraction, and western blots.

**BIO 407 Molecular Biology**
**Prerequisites:** BIO 161, BIO 162, BIO 163, BIO 100A, CHE 141, CHE 142, CHE 143, CHE 101A

Corequisites: BIO 407A

An introduction to molecular biology focusing on gene structure, organization, regulation and expression. Topics in genetic engineering and genome evolution are covered, as well as DNA replication, recombination, transcription and post-transcriptional mechanisms in both eukaryotic and prokaryotic cells.

**BIO 407A Molecular Biology Lab**
(1.5 quarter units)
**Prerequisites:** BIO 161, BIO 162, BIO 163, BIO 100A, CHE 141, CHE 142, CHE 143, CHE 101A

Corequisites: BIO 407

This course emphasizes techniques essential to molecular biology including DNA extraction, purification and quantification; polymerase chain reactions; and restriction enzyme digestion.

**BIO 411 Biodiversity**
**Recommended:** Prior completion of: BIO 161 and BIO 162 and BIO 163 BIO 100A or BIO 100 and BIO 100A or equivalent

Survey of the form and function of diverse life forms on earth. Describes representative members of the various kingdoms within the framework of evolutionary ecology and conservation. Includes current issues in habitat loss, extinctions, preservation of tropical rain forests and coral reefs, resource values for humans and restoration ecology.

**BIO 414 Invertebrate Zoology**
**Prerequisites:** BIO 161, BIO 162, BIO 163, BIO 100A, CHE 141, CHE 142, CHE 143, CHE 101A

Corequisites: BIO 414A

Comparative study of invertebrates: taxonomy, structure, physiology, reproduction, evolution, and behavior.

**BIO 414A Invertebrate Zoology Lab**
(1.5 quarter units)
**Corequisites:** BIO 414

Laboratory complement of invertebrate zoology, involving specimen investigations, demonstrations, and experiments. Contact hours (45.0) are based on a 3:1 ratio; i.e., 3 lab hours = 1 lecture hour equivalent.

**BIO 416 Vertebrate Zoology**
**Prerequisites:** BIO 161, BIO 162, BIO 163, BIO 100A, CHE 141, CHE 142, CHE 143, CHE 101A

Corequisites: BIO 416A

Study of the life of Vertebrates integrating the anatomy, physiology, ecology, evolution and behavioral adaptations that enable them to survive effectively in their natural environment.

**BIO 416A Vertebrate Zoology Laboratory**
(1.5 quarter units)
**Corequisites:** BIO 416

Laboratory complement of vertebrate zoology, involving specimen investigations, anatomical examination, and live observations when feasible.

**BIO 420 Animal Behavior**
**Recommended:** Prior completion of: BIO 161, BIO 162, BIO 163, BIO 100A

Study of animal behavior that integrates the work of biologists, psychologists and anthropologists.

**BIO 440 Botany**
**Recommended:** Prior completion of: BIO 161, BIO
Course Descriptions

**BIO 450 Natural History of California**  
Recommended: Prior completion of: BIO 161, BIO 162, BIO 163, BIO 100A  
A unique field experience for those students interested in a more comprehensive introduction to the scientific study of the Southwestern ecosystems of the U.S. This course consists of field trips, with sites specifically selected for each academic center within the University.

**BIO 480 Studies in Field Biology**  
Field-based study in biology under the individual direction of the faculty. Topics and sites are specifically designed in collaboration with teachers and students. Units can be taken separately or cumulatively; this course can be repeated depending upon the needs of individual students.

**BIO 600 Contemporary Issues in Biology**  
Examination of current topics in biology, including discussion of analysis and interpretation of results and data.

**BIO 610 Seminar in Molecular Biology**  
Prerequisites: BIO 600  
Discussion of the structure, function, and synthesis of DNA, RNA, and proteins, and of the roles of macromolecules in the regulation of information in the cell. Students examine research topics at the level of the molecule.

**BIO 620 Seminar in Cell Biology**  
Prerequisites: BIO 610  
Discussion of cellular and subcellular organization, structure, and function. Students examine research topics at the level of the cell.

**BIO 630 Seminar in Organismal Biology**  
Prerequisites: BIO 620  
Discussion of concepts in organismal biology, including development, gross anatomy, morphology, physiology, behavior, heredity. Students examine research topics at the level of the organism.

**BIO 640 Seminar in Ecology**  
Prerequisites: BIO 630  
Discussion of concepts in ecology, at the levels of the individual, population, community, ecosystem, landscape, and geographical region. Students examine research topics in ecology.

**BIO 650 Seminar in Evolution**  
Prerequisites: BIO 640  
Discussion of concepts in evolution, including the origin of features and species in evolutionary time, and the genetic and developmental bases of evolutionary change. Students examine research topics in evolution.

**BIO 660 Research Design**  
Prerequisites: BIO 650  
Students develop a proposal for thesis research in biology incorporating fundamentals of research and experimental design and appropriate statistics. Students must present a thesis proposal to their thesis advisor before the end of the course.

**BIO 680 Thesis Formulation**  
Prerequisites: BIO 660  
Students modify thesis research proposed in BIO 660. Students focus on logistical design, including location of research activities, necessary equipment and hardware, and estimated time and labor. Thesis proposal must be approved for thesis work by the end of the course.

**BIO 691 Thesis Research 1**  
Prerequisites: BIO 680  
Initiate thesis research under guidance of thesis advisor. Student conducts research, with regular conferences with course instructor. S/U grades only.

**BIO 692 Thesis Research 2**  
Prerequisites: BIO 691  
Continuation of thesis research under guidance of thesis advisor. Student conducts research, with regular conferences with course instructor. S/U grades only.

**BIO 693 Thesis Research 3**  
Prerequisites: BIO 692  

**BIS 301 Intro to Interdisc. Studies**  
This course is designed to develop the mindset of a holistic thinker or inter-disciplinarian and that of a knowledge explorer, a participant observer and citizen leader in a culturally-diverse and interdependent world. The course is organized around instructional units and a number of related modules. It is based on a principle of “information-giving, information-receiving, and information-exchanging.” Emphasis is placed on reading, reflection, web resources and enrichment lectures, action research, writing, dialogue, and debate.

**BIS 401 Interdisciplinary Practice: In**  
Prerequisites: BIS 301 and four additional courses from the major  
This course is a sequel to the introductory course interdisciplinary studies, BIS 301. It is the second of three 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 assumptions and the relevance of connectivity between and among various disciplines on the College of Letters and Sciences. It is anticipated that the students will learn how to examine issues critically and approach problems holistically. They will also learn how to integrate the knowledge acquired in their program of study to date and create a space and a voice to demonstrate the practice of interdisciplinary.

**BIS 499 Interdisciplinary Studies Proj**  
This is an eight-week, 4.5 quarter unit capstone course that focuses on portfolio and research methodologies. It is designed to provide students with an opportunity to integrate lessons learned from interdisciplinary portfolio-building and understand the craft of interdisciplinary research. The main course content areas include: 1) Portfolio packaging and interdisciplinary analysis on a topic as a model for students, 2) Internet research, 3) Developing an interdisciplinary research project, 4) Paper editing, 5) Constructing a sound argument, and 6) Clarifying elements across disciplinary boundaries. Grading is H, S, or U only. Course is eligible for In Progress (IP) grade.

**BKM 400 Business Knowledge Mgmt**  
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...
Course Descriptions

with practical guidance on linking knowledge management to business strategy rather than approaching KM from a technically biased perspective.

**BKM 600 Knowledge Mgmt for Bus Strateg**
An overview of the methodologies used in today’s learning organization for the capturing, transferring, sharing and managing of knowledge. The use of technological tools and the role of Knowledge Management (KM) are discussed from the perspective of an organization’s strategic goals and objectives.

**BKM 610 Managerial Sup Syst, DSS & ESS**
An overview of the methodologies and expert system and mind mapping software used by Strategic and Middle Management to distribute a company’s most valuable asset and expert knowledge, to the people that need it. The topics covered will include the mastering of the process of Mind Mapping which allows executive and strategic managers to project and modify their thoughts in a collaboration mode with other stakeholders to maximize the organization’s strategic goals and objectives.

**BKM 615 Knowledge Audits & Managing Kn**
This course seeks to explain the purpose of a knowledge audit, the steps involved with identifying, evaluation and rating critical process knowledge, the various audit methods available, how to form a knowledge audit team and how to actually audit and analyze a company’s existing knowledge. Furthermore, the course explores ways that knowledge gaps are best bridged and managed, including the use of both explorative and exploitative strategies.

**BKM 620 Knowledge Integr, Trns, & Shar**
An in-depth study of the integration and transfer methods as part of a culture-based process by which adaptive organizational knowledge that lie in peoples 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 Method**
An in-depth study of knowledge repositories, integration methods, and systems design in a distributed computing environment. The course provides a comprehensive, thoroughly up-to-date treatment of databases, datamarts, and data warehousing in a web-enabled integrated enterprise environment. Primary emphasis will be on the integration of explicit knowledge in an enterprise and its design, analysis, and implementation. Practical focus will be placed on web-enabled multi-tiered client/server computing and the integration of legacy systems within the confines of a modern Intranet.

**BKM 650 Enter Telecom & Global Collabo**
Complex collaboration refers to situations where working together effectively across boundaries is critical for complex projects and problems. Complex collaboration refers to knowledge-intensive business processes that require highly interactive communication, coordination, negotiation, research and/or development. Such projects may cross disciplinary, organizational, national, and/or cultural boundaries. Complex collaboration represents a capability that is essential to effective execution in such situations as new product development, mergers and acquisitions, joint ventures, and supply chain management, as well as large government projects. A number of issues emerge in examining complex collaboration, including: unit of analysis, critical relationships, resource development, virtual teaming, key skills, and improvement processes. BKM 650 provides the student with an understanding of the challenges of managing such situations include ambitious schedules, conflict of cultures and practices, massive amounts of information, multiple languages, and ambiguity of roles and responsibilities.

**BKM 670 Knowledge Mgmt Design & Dev**
An effective organization today relies on its shared knowledge among its stakeholders for successfully arriving at the goals set in its business strategy. This course will make use of theories, processes, behaviors, and issues that allow knowledge based organizations to transform themselves 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**
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 210 History of Television**
Prerequisites: ENG 100, ENG 101, and COM 100, or COM 103
Overview of the history, theory and criticism of broadcast television in the United States and abroad. Teaches the creative and technical evolution of television, as well as investigates the social, political and cultural impact of broadcast television on 20th and 21st century society.

**BRO 305 Media Storytelling**
Prerequisites: ENG 100, and ENG 101, and COM 100, or COM 103, or COM 220
Provides student with basic theory, terminology, and practice essential to create narrative formats in broadcast and multimedia production. Covers conceptual, analytical and creative writing skills necessary to produce a program giving students a solid grasp of the contemporary narrative on multiple screens.

**BRO 340 Studio Production I**
Prerequisites: BRO 305, or JRN 310
Provides an introduction to television studio production and the roles and responsibilities of the production team staff. Offers hands-on experience in production design, lighting, studio camera operations, audio recording, and directing.

**BRO 350 Graphics for Video**
Teaches computer-aided manipulation of graphic text and images used in video and theory of graphic design for video screens. Software tools include Illustrator, Photoshop, and AVID to create titles and overlay text, graphics, and images. Learn and use various file formats and compression codecs to integrate graphics and video production.

**BRO 430 Field Production II**
Prerequisites: BRO 305, BRO 310, MUL 300, 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.
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**BST – Biostatics**

**BST 322 Intro to Biomedical Statistics**
An introduction to concepts, procedures and software used in the statistical analysis of data in the health professions.

**BUS – Business**

**BUS 100 Intro to Business**
This course is an introduction to the private enterprise system. Topics covered include forms of business organizations, business finance, human resource management, production, entrepreneurship, business ethics, marketing, and the changing business environment.

**BUS 480 Integrated Business Policy**
(Capstone course) This course provides students with the opportunity to apply the principal concepts and skills learned in each of their BBA program core courses to real-world business situations. Students’ ability to integrate this knowledge and to apply and articulate critical analysis to cases and other assignments are among the key objectives of this course. Students must complete at least 9 BBA preparation and upper-division core courses before starting this capstone course.

**BUS 491 Internship Project**
Prerequisites: 3(1.5 quarter units) in business or business related courses and a 2.5 GPA
Internship Project is a supervised work experience for those students who have identified an employer offering an internship opportunity. It is designed to provide qualified applicants with practical experience, enable students to assess various career choices, advance in their careers, and apply concepts and ideas in a real world setting. Normally, 90 hours on-the-job are needed to qualify for 4.5 quarter units. Course is scheduled for each student individually, for two academic months, but can be extended for up to six months. International students are subject to special restrictions and should consult their international student admissions advisor. Grading is H, S, or U only.

**BUS 500A Intermediate Algebra**
(No units)
An introduction to quantitative methods for business graduate students with no previous exposure to the subject, it covers topics including microeconomics, macroeconomics, and an introduction to management. No credit is awarded.

**BUS 591 Internship Project**
Prerequisites: 13.5 quarter units in graduate business course and 3.0 GPA
Internship Project is a supervised work experience for those students who have identified an employer offering an internship opportunity. It is designed to provide qualified applicants with practical experience, enable students to assess various career choices, advance in their careers, and apply concepts and ideas in a real world setting. Normally, 90 hours on-the-job are needed to qualify for 4.5 quarter units. Course is scheduled for each student individually, for two academic months, but can be extended for up to six months. International students are subject to special restrictions and should consult their international student admissions advisor. Grading is H, S, or U only.

**CAF – Clinical Affairs**

**CAF 600 Clinical Research Survey**
Recommended: Prior completion of: previous or concurrent work experience and/or employment within the biomedical industry specifically within the Clinical, Quality or Regulatory Affairs functions.
This course provides the CAF student with a broad overview of clinical research as applied to the development of biotechnology, pharmaceutical and medical device products. Clinical research will be considered within the corporate, legal, and regulatory environments within which the industry operates. The course will consider key issues concerning the design and execution of successful clinical development programs.

**CAF 605 Good Clinical Practice (GCP)**
Recommended: Prior completion of: CAF 600
This course is designed to present an introduction to the global regulations governing the conduct of clinical trials and for regulatory approval of a new biologic, medical device, or pharmaceutical product. The student will be introduced to EMA, FDA & ICH regulations and standards, regulatory violations documented in warning letters, clinical roles and responsibilities, as well as the IRB/IEC process, and key study documents and principles of clinical study management.

**CAF 615 CAF Data Mgmt & Statistics**
Recommended: Prior completion of: CAF 600
This course provides the student with a solid foundation and understanding of how clinical data contributes to the market application process. Beginning with describing the documents required for regulatory approval of products for marketing, the course will discuss the planning process for data collection, processing, management, analysis, and summarization. Overall consideration in the generation of databases and analyses of data will be explored. Key statistical principles and tools will be applied to clinical trial protocols and statistical analysis plans.

**CAF 621 CAF Ethics & Pharmacovigilance**
Recommended: Prior completion of: CAF 600
This course identifies and describes the background and history for the protection of human subjects in clinical research. It also provides the student with a solid understanding of the ethical principles and practical challenges associated with protecting human subjects in clinical research. Students will identify and discuss ethics as a discipline, the Declaration of Helsinki, Institutional Review Boards, Informed Consent Forms, Data Management Committees/Data Monitoring Boards, Compliance, and HIPAA.

**CAF 635 Clinical Trial Design**
Recommended: Prior completion of: CAF 600
This course identifies and discusses the basic concepts describing the design of clinical trials for demonstrating safety and efficacy for biologics, medical devices, or pharmaceutical products. It will identify, describe and discuss the similarities and differences of clinical trials between the various biomedical product segments. Students will identify and understand clinical trial nomenclature, key components of a clinical development plan and various options for the design of clinical trials. The life cycle and timeline for a clinical trial will be identified and understood.

**CAF 645 CAF Communications**
Recommended: Prior completion of: CAF 600
This course will provide the student with the necessary background for preparing verbal and written communications for the clinical affairs function within a biomedical organization. Beginning with an understanding of the documents required for regulatory approval of products for marketing, the course will identify and discuss the planning process for data collection, processing, management, analysis, and summarization. Overall considerations in generation of clinical trial protocols, regulatory communications, and final clinical reports will be covered.

**CAF 650 Clinical Operations Part 1**
Recommended: Prior completion of: CAF 600
This course provides the student with an in-depth foundation for all operational aspects in the process of clinical research. The focus will be on developing, executing, and completing a single clinical trial. There will be detailed exploration of all aspects of the responsibilities of investigators and sponsors and the key operational aspects involved in setting up, running, monitoring, and completing a clinical trial. This Part 1 covers all requirements and activities through clinical trial initiation.
Course Descriptions

CAF 651 Clinical Operations Part 2
Prerequisites: CAF 650
This course provides the student with an in-depth foundation for all operational aspects in the process of clinical research. The focus will be on developing, executing, and completing a single clinical trial. There will be detailed exploration of all aspects of the responsibilities of investigators and sponsors and the key operational aspects involved in setting up, running, monitoring, and completing a clinical trial. This Part 2 covers all requirements and activities from clinical trial start through trial close-out and archiving.

CAF 660 Clinical Trial Project Mgmt
Recommended: Prior completion of: CAF 600
This course provides the student with an in-depth foundation in project management principles and tools for managing clinical trials from initiation through trial close-out and archiving. There will be detailed exploration, identification, and discussion of all aspects of Good Project Management practice (GPM), including developing an understanding of the responsibilities of project leaders, managers, members, and mentors, team interactions, required documents, study site management involvement, and the project life cycle.

CAF 699A Capstone Thesis Option
Prerequisites: CAF 605, CAF 615, CAF 621, CAF 635, CAF 645, CAF 650, CAF 651, CAF 660
This course is designed to have the student develop and implement a formal research document (thesis) that integrates all facets of “clinical affairs” including regulations, documentation, clinical evidence, data management, statistical analysis of the data and other principles taught throughout the entire program.

CAF 699B Capstone Project Option
Prerequisites: CAF 605, CAF 615, CAF 621, CAF 635, CAF 645, CAF 650, CAF 651, CAF 660
This course is designed to have the student develop and implement a formal research document (project) that integrates all facets of “clinical affairs” including regulations, documentation, clinical evidence, data management, statistical analysis of the data and other principles taught throughout the entire program.

CAF 699C Capstone Internship Option
Prerequisites: CAF 605, CAF 615, CAF 621, CAF 635, CAF 645, CAF 650, CAF 651, CAF 660
This course is designed to have the student actively experience a “Clinical Affairs” working environment according to the NU policies and procedures which govern such internships. The student will integrate all facets of “clinical affairs” including GCP, regulations, documentation, data and project management, statistical analysis and other principles taught throughout the entire CAF program.

CAF 699D Capstone Comprehensive Exam
Prerequisites: CAF 605, CAF 615, CAF 621, CAF 635, CAF 645, CAF 650, CAF 651, CAF 660
This course is designed to have the student study and prepare for a comprehensive final “Clinical Affairs” degree program examination that integrates all facets of “clinical affairs” including regulations, documentation, clinical evidence, data management, statistical analysis of the data and other principles taught throughout the entire program.

CED – Counselor Education

CED 600 Applied Child/Adol Development
The counseling process, interventions, and strategies will address cultural, ethnic, issues presented in class. The course analyzes and conceptualizes human development themes from the perspective of various learning and personality theorists. Practicum experience is required.

CED 601 Consultation in the Schools
Prerequisites: CED 610
This course introduces School Counseling and Psychologist candidates to collaborative consultation leadership techniques and models, including communication, diplomacy and interpersonal skills necessary toward effective consultation at the individual, group, and systems level.

CED 602 Societal Issues in the Schools
Prerequisites: CED 607
This course systematically identifies a comprehensive picture of current social issues and concerns in a school as they impact socio-cultural development; student safety and violence prevention; person/social development; and academic achievement. Issues include but are not limited to poverty, achievement motivation, dropouts, homelessness, teen pregnancy and parenting, eating disorders, obesity, child abuse, substance abuse, physical and mental abuse, gang violence, bullying, HIV/AIDS, and suicide. Practicum experience is required.

CED 603 Multicultural Counseling
Prerequisites: CED 610
Emphasis is on the building on skills developed in the individual and group counseling course including culture conflict, personal identity, managing gender and racial issues as well as lifestyle concerns; cooping vs. personal empowerment; effective intervention models when working with ethnic and linguistic minorities including building effective parent involvement programs. Principles of effective cross-cultural counseling including applicable theories, goals, skills and techniques will be reviewed. Case examples, current regulations, and issues in counseling culturally diverse students are explored. Practicum experience is required.

CED 605 Instructional Design
Basic expectations in curriculum and instruction at the elementary/secondary levels and the role of the school counselor in the development of this curriculum, addressing character education and working with at-risk students; (b) the role of the counselor as it relates to the exceptional student, the special education student and inclusiveness, and includes master scheduling considerations; (c) the creation of lesson plans in counseling areas which will be delivered in the elementary/secondary levels; (d) classroom management; and (e) the role of the counselor in Student Study Teams (SST) and Individualized Education Plan (IEP) meetings. Content-specific teaching practices, lesson design, learning environments and assessment of student learning are emphasized to provide access to the curriculum for all students.

CED 606 Development and Evaluation
Prerequisites: CED 607
This course will focus on the designing, developing, implementing, and evaluating of a contemporary school counseling program in accordance with the National Standards. Foundations of school counseling programs are covered, as are results based guidance. Finally, students will learn the leadership skills necessary to implement the program and counseling services to meet the needs of the community they are servicing. Practicum experience is required.

CED 607 School Counseling Orientation
An exploration of the field of school counseling and its suitability as a personal career choice. Emphasis is on an understanding of the multiple roles of school counselors including counseling, cross cultural counseling, coordination, collaboration, crisis intervention, conflict resolution, and advocacy. Field experiences, using interviews and observations will give candidates insight into their future vocation. Emphasis is placed on oral, written communication, and observational skills. Practicum experience is required. Grading is S or U only.

CED 610 Adv Counw Theories & Methods
Prerequisites: CED 600, or PED 667
An examination of the major theories of individual counseling and their application for school counselors and school psychologists. The focus is on building the theoretical knowledge and practical skills required for expert counseling. Issues of social and cultural diversity in the context of helping relationships are addressed. Practicum Experience is required.

CED 611 Group Counseling
Prerequisites: CED 610
Candidates will identify, compare and apply basic knowledge of the roles, functions and dynamics among group leaders and group participants. The course covers group process
Students are placed in a school settings ranging from elementary to high school and expected to perform a variety of counseling related activities for a minimum of 600 hours of supervised practice to be scheduled over a period of at least two months. Students must maintain a grade of satisfactory throughout the internship series. Grading is by H, S, or U only.

CED 619 Couns Practicum Comm College
Prerequisites: A record of a passing score on the CBEST, completion of all program prerequisites, completion of ten(10) courses, 100 hours of practicum, have permission of faculty advisor and approval of internship site by Placement Specialist.

Students are placed in a variety of school settings and expected to perform a variety of counseling related activities for a minimum of 200 hours of supervised practice to be scheduled over a period of at least two months. Students must maintain a grade of satisfactory throughout the internship series. Grading is by H, S, or U only.

CED 620 Internship Seminar (3 quarter units)
Prerequisites: Students must have completed all program coursework, must be enrolled in their internship and have permission of the faculty advisor. Students will review the knowledge, skills, and standards of the graduate program in counseling in final preparation for their employment as professional counselors. Leadership opportunities within the counseling role are identified and developed. Students will prepare for the ETS Praxis examination, complete their program portfolios, and present their school project as part of this course. Grading is by S or U only.

CED 637 School Counseling Research
Prerequisites: ILD 625
This course is designed to provide the knowledge and skills required to generate and evaluate research relevant to various areas of professional education. The work of the educator will be emphasized throughout the course as students produce a major research and writing project. Students prepare a research proposal in their area of practice, obtain Institutional review Board (IRB) approval, conduct the study and prepare an oral and written report. Course include relevant aspects of professional writing while remaining focused on the practical needs of educators who wish to join the larger professional community in their field of specialty. This class is scheduled for two months one day a week and at the end of that time a grade of “IP” will be posted then the maximum length of time is 10 additional months. Grading is H, S, or U only.

CEN 320 Surveying, Metrics and GIS
Prerequisites: EGR 219
Land and topographic surveying with global position systems and geographic information systems (GIS). Fundamentals of distance, leveling angles, theodolites, transverse surveys and computations. Hands-on with ArcView GIS to understand the basic GIS concepts and applications in land planning.

CEN 323 Structural Analysis
Prerequisites: EGR 220, and EGR 225

CEN 325 Soil Mechanics and Foundation
Prerequisites: CEN 323
The course introduces soil mechanics and foundation engineering to the students; teaches the students how to solve certain fundamental problems related to consolidation, shear strength, and design of shallow and deep foundations; and familiarizes students with relevant terms and soil tests so that they can work effectively with geotechnical engineering specialists. The course features soil basics, including their derivation, identification and classification. The principles of water flow in soils, settlement and heave, and shear strength of soils will be discussed. Consolidation problems, factors of safety for foundations, and foundation settlement prediction will also be covered.

CEN 410 Constr Materials and Methods
Prerequisites: MTH 215
An overview of the basic materials and methods utilized in construction projects. Wood, steel, masonry, glass, and concrete and other material are introduced along with their associated construction systems in foundations, framing, cladding, windows, doors, finishes and roofing.

CEN 413 Plans and Specifications
Prerequisites: EGR 219
Drawing and interpretation of plans, sections, details, symbols, notes and details in
architectural, construction and shop drawings. Coordination and reference between drawings. Specification creation incorporating material properties, construction techniques and legal factors. Industry standards from AIA and CSI are presented.

CEN 416 Mech and Electrical Systems
Prerequisites: MTH 215
The impact of M/E systems on the design and construction process including energy considerations. Fundamentals of HVAC, plumbing, fire protection, electrical distribution, lighting, information systems, and vibrations in the building system.

CEN 419 Est., Scheduling and Control
Prerequisites: CEN 410
Introduces the fundamentals of construction management, estimating, scheduling and control. Quantity takeoff estimations for material, time, equipment and overhead are presented. Activity durations, scheduling and project updating for control are covered.

CEN 420 Est., Scheduling & Control II
Prerequisites: CEN 419
This course builds on the fundamentals of construction management, estimating, scheduling and control introduced in CEN 419. Advanced topics concerning quantity takeoff estimations for material, time, equipment, overhead, critical path, and precedence networks for activity durations, scheduling and project updating for control are presented.

CEN 421 Constr, Acct, Finance and Law
Prerequisites: ACC 201
This course applies the principles of business accounting and financial principles and engineering economics to the construction industry. Construction accounting systems, depreciation and financial analysis are introduced. Labor, overhead, and profit management are presented. Cash flow, time value of money, and legal aspects specific to construction industry contracts are introduced.

CEN 422 Field Inspection and Safety
Prerequisites: CEN 410
Integration of safety and productivity into daily field operations through inspection and accountability. Examines accident costs and contributing factors and techniques for risk minimization. Presents the relationship between safety and quality and techniques for site, structure, general and mechanical and electrical system inspections.

CEN 425 Design & Const Process Integra
This course focuses on the detailed processes of construction management and the relevant tools, processes and techniques are involved. Students will be developing skills and knowledge to integrate and manage the overall construction process including the project proposal and design, cost estimate, contract document drawings and specifications, construction schedule, and project presentation.

CEN 427 Electrical Syst Est & Bidding
Prerequisites: CEN 420
This course builds on the advanced concepts of construction cost estimating techniques covered in CEN 420 and presents cost estimating techniques applied specifically to electrical systems. Advanced topics concerning electrical contracting and estimating procedures, job costs electrical labor units, unit costs, electronic estimating, estimate indexing, submittal preparation and review, change orders and cost adjustments are presented.

CEN 429 Mechanical Syst Est & Bidding
Prerequisites: CEN 420
This course builds on the advanced concepts of construction cost estimating techniques covered in CEN 420 and presents cost estimating techniques applied specifically to mechanical systems. Advanced topics concerning mechanical contracting and estimating procedures, job costs electrical labor units, unit costs, mechanical systems estimating, estimate indexing, submittal preparation and review, change orders and cost adjustments are presented.

CEN 450 Construction Documents I
Prerequisites: CEN 413, and CEN 419
An overview of the construction project documents and processes, the stages of a typical construction project and the participants and their relationships, within the context of the construction project life-cycle. Introduction to activities of the project conception phase, schematic programming and program development and benefits and limitations of construction project delivery types and substitution procedures. Preliminary project descriptions, outline specifications, schematic design, design development stages, allowances, alternates and unit pricing.

CEN 453 Construction Documents II
Prerequisites: CEN 450
Continuation of CEN 450. Construction formats such as OmniClass, UniFormat, MasterFormat, SectionFormat and PageFormat to organize, store and retrieve information. General and procedural requirements, methods of specifying, specification language and practices, project manual, procurement, warranties and construction bonds. Pricing, project information, agreements, construction stage submittals, project closeout, and facility management.

CEN 460 Construction Specifications I
Prerequisites: CEN 453
In-depth coverage of construction contracts and limitations, owner-contractor agreements, general conditions, supplementary conditions for modifications, bidding document changes, document organization and requirements coordination. Advanced concepts of the benefits of “MasterFormat” and “UniFormat”, Division 01 and other contract relationships and Division 01 and the relevance to project manual organization.

CEN 463 Construction Specifications II
Prerequisites: CEN 460

CEN 470 Construction Contract Admin I
Prerequisites: CEN 453
Continuation of construction documents knowledge gained in CEN453. In-depth coverage of documents used for construction and project delivery, the roles and responsibilities of project participants, preconstruction submittals and administrative procedures, pricing and bidding considerations, proper meeting procedures, and submittal maintenance procedures. Advanced concepts in the schedule of values, site visits, inspections, nonconforming work, quality assurance and quality control.

CEN 473 Construction Contract Admin II
Prerequisites: CEN 470
Continuation of the concepts of construction contract administration and processes, covered in CEN 470. Advanced topics on contract interpretation and modification, change order procedures, execution of work, claim handling methods, dispute prevention and resolution, measurement and payment methods, schedule of values usage, payment processes and liens. Project closeout, substantial and final completion, pre and post occupancy activities, project feedback and facility management transition.

CHD – Chemical Dependency

CHD 440 Drugs, Values and Society
An examination of the history of substance use and abuse in the United States. Examines individual and institutional values that underpin chemically dependent behavior as well as socio-cultural factors, including media images, consumer product advertising, myths
and stereotypes and subculture/life-style issues. Provides an overview of the social services structure, including outreach, education, prevention and treatment models.

CHD 601 Drugs in American Society
A survey course intended for a general audience with diverse interests in the phenomenon of drug use and abuse. Topics include pharmacology, history, theories of drug abuse, treatment methods, special populations, education and prevention models and ethical, political, social and legal considerations. Open to any graduate students with approval of their school except those who have completed CD 640.

CHD 640 Treatment of Addictions
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 SES, ethnicity, other environmental factors and contemporary controversies on the development and treatment of addictive disorders.

CHE – Chemistry

CHE 101 Introductory Chemistry
Recommended Preparation: MTH 204 or MTH 215 or MTH 216A and MTH 216B
Fundamentals of inorganic and organic chemistry, including bonding and basic types of reactions. An introduction to nuclear, biological and environmental chemistry. Basic principles and calculations of chemistry with emphasis in the areas of atomic structure, molecular structure and properties, equilibrium, thermodynamics, oxidation-reduction and kinetics.

CHE 101A Introductory Chemistry Lab (1.5 quarter units)
Prerequisites: CHE 101, or CHE 141 for science majors
This laboratory course will complement the student’s knowledge of chemistry with demonstrations and experiments. Contact hours for this laboratory course (45) are based on a 3:1 ratio, i.e. 3 lab hours = 1 lecture hour equivalent.

CHE 120A Intro to Chemistry Lab for Eng (1.5 quarter units)
Prerequisites: CHE 101
An online-only laboratory class that introduces engineering students to the fundamentals and procedures of chemistry laboratory. Open only for students in the Master of Science in Environmental Engineering, and is not a substitute for the course SCI 101A.

CHE 141 General Chemistry 1
Prerequisites: MTH 215 or equivalent, CHE 101
General chemistry topics important for higher level chemistry and science courses: thermodynamics, reaction kinetics, and quantum mechanics. Successful completion of a college algebra course is required for enrollment in this course.

CHE 142 General Chemistry 2
Prerequisites: CHE 141
Second course of general chemistry, covering: bonding, solutions, chemical kinetics, chemical equilibrium, acids/bases, and thermodynamics.

CHE 143 General Chemistry 3
Prerequisites: CHE 142
Third course of general chemistry, covering: electro, nuclear, organic, bio, and coordination chemistry. Chemistry of metals and non-metals is also covered.

CHE 150 Introductory Organic Chemistry
Prerequisites: CHE 101, and CHE 101A
This course is designed to introduce students to the fundamentals of organic chemistry. This course covers the properties and reactions of hydrocarbons and their functional groups, aromatic compounds, and biological molecules. Special efforts are made in demonstrating the interrelationship between organic chemistry and other areas of science, particularly biological, health, and environmental sciences.

CHE 150A Introductory Organic Chem Lab
(1.5 quarter units)
Prerequisites: CHE 150
This course is designed to introduce students to the practical aspects of organic chemistry. This course covers basic techniques for handling, analyzing, and identifying organic compounds. In addition, students will learn how to synthesize simple and practical small organic molecules.

CHE 350 Organic Chemistry I
Prerequisites: CHE 142
Introduces students to the chemistry of carbon compounds and their properties, structures and reactions. It emphasizes the study of the properties and reactions of aliphatic, halides, alcohols, esters, thions and sulfides, and aromatic compounds, which in conjunction with selected experiments, gives an understanding of the mechanisms of organic reactions.

CHE 351 Organic Chemistry II
Prerequisites: CHE 350
Study of the properties and reactions of aromatic compounds, aldehydes, ketones, carboxylic acids, amines, and amides. In addition, students are introduced to the use of modern spectroscopic techniques to analyze and predict structures of organic molecules.

CHE 360 Biochemistry I
Prerequisites: CHE 351
Study of the structures and functions of important classes of biological molecules: proteins, carbohydrates, nucleic acids, and lipids. A strong and current background in chemistry is required to successfully complete this course.

CHE 361 Biochemistry II
Prerequisites: CHE 360
A continuation of CHE 360. This course concentrates on the principles of cellular regulatory processes and synthesis of biological molecules.

CIS – Information Systems

CIS 301 Mgmt Information Systems
Overview of core concepts related to the emerging interconnections between technology, the organization, and information management.

CIS 310 Technology Project Management
Foundation of project management - project integration, scope, time, cost, quality, human resources, communications, risk, and procurement. The focus is on the concepts, skills, tools, and techniques involved in information technology project management. Students will develop a project plan using Microsoft Project.

CIS 320 Systems Analysis & Integration
Comprehensive introduction to the planning, analysis, design, and implementation of contemporary information systems. Students will examine the role and responsibility of a System Analyst. Several approaches to system requirements are also covered.

CIS 330 System Development
Introduces the Object-Oriented approach to system development with emphasis on user and computer interface design. Introduction to object-oriented programming, java, and Unified Modeling Language (UML) standard are also covered.

CIS 340 Data Communications
Covers in detail all the critical technical areas in data communications, wide-area networking, local area networking, and protocol design. The focus is on current technology of the data and computer communications field. Emphasis is on both the fundamental principles as well as the critical role of performance in driving protocol and network design.

CIS 350 Database Management Systems
Fundamentals of database systems. An introductory approach to developing database applications; students learn to evaluate a business situation and then build and design a database application. The focus is from systems design to distribution and integration of the system through hands-on experience. Core theories and ideas of database management are also covered.
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CIS 416 Database Administration
Prerequisites: CIS 340
Designed to give the Oracle database administrator (DBA) a firm foundation in basic administrative tasks. Through instructor-led learning, structured hands-on practices and challenge-level exercise labs, the DBA will gain the necessary knowledge and skills to set up, maintain and troubleshoot an Oracle7 or Oracle8 database.

CIS 420A Information Systems Project I
Prerequisites: CIS 310 and 80 percent of courses in the major, except CIS 420B
A precursor to the final IS/IT product development capstone course. Students research their area of interest and learn how to apply project management tools in the preliminary development process of their final project product. Grading is by H, S, or U only.

CIS 420B Information Systems Project II
Prerequisites: CIS 420A
A capstone hands-on project in the student’s area of interest. Students apply skills learned, principles, topics and tools that have been taught throughout the program to develop an IS/IT specific product. Grading is by H, S, or U only.

CIS 425 Programming for IT Environment
Introduction to programming concepts in an integrated computing environment. It also examines contemporary programming design techniques including event-oriented approaches. Develop applications using Microsoft Visual Basic in a graphical user interface (GUI) environment.

CIS 430 Web/EB Design & Development
Focuses on two aspects of website management: technical and business aspects. An introduction to Web languages and technologies is made with some in-depth coverage of HTML and CSS. How to manage people, content, and suppliers is covered in the business focus.

CIS 440 Systems Quality Assurance
Fundamentals of measuring an organization’s system quality and ways to improve it. This cover also covers the testing process and how to staff and execute a test plan from start to finish.

CIS 450 Information/Systems Assurance
Provides understanding of how to audit information systems, including enterprise systems, fraud and fraud detection. The combination of text and software create a double learning environment in which students will gain an understanding of how these audits take place in the real world.

CIS 460 Human Factor /Ergonomic Design
Introduction to methods that incorporate human capabilities and limitations, environmental factors, human-machine interaction, and other factors into system design. The focus is on the interface between humans, technology, and systems. Human factors and ergonomics in systems analysis, design, and evaluation will also be examined.

CIS 470 Computer Forensics
Introduction of computer forensics in networked systems, provides understanding of technical issues in acquiring computer evidence with emphasis on computer forensic analysis. File systems and current computer forensics tools are also examined.

CIS 480 Health Information Management
Overview of the health information management and health care delivery systems. Coverage includes the patient record, numbering and filing systems, record storage and circulation, indexes, registers, and health data collection.

CIS 490 Computer Forensics
Introduction of computer forensics in networked systems, provides understanding of technical issues in acquiring computer evidence with emphasis on computer forensic analysis. File systems and current computer forensics tools are also examined.

CIS 500 Information Systems Strategies
Exploration of the merger of Information Systems with legal, ethical, cultural, human resources, business philosophies and organizational structures. Learn the strategic role IS professionals play in the modern work-place environment and the role telecommunications plays in the modern work place, networked environment.

CIS 501 Network Services & Protocols
Prerequisites: CIS 460
Study of the principles and applications of telecommunications. Examination of voice, data, analog and digital transmission in local area and wide area networks will be explored and the related existing and emerging communications protocols. Discover the strategic role telecommunications plays in the modern networked environment.

CIS 601 Information Systems Security
Prerequisites: CIS 501
Study of organizational management, network infrastructures and information, including information risk analysis, threats, vulnerabilities and protection methods. Analyze a business enterprises information management security risks and vulnerabilities and prepare a comprehensive security plan for Intranet, Extranet and Internet infrastructures.

CIS 602 Management and Security
Prerequisites: CIS 501
Study of organizational management, network infrastructures and information, including information risk analysis, threats, vulnerabilities and protection methods. Analyze a business enterprises information management security risks and vulnerabilities and prepare a comprehensive security plan for Intranet, Extranet and Internet infrastructures.

CIS 604 Management and Security
Prerequisites: CIS 501
Study of organizational management, network infrastructures and information, including information risk analysis, threats, vulnerabilities and protection methods. Analyze a business enterprises information management security risks and vulnerabilities and prepare a comprehensive security plan for Intranet, Extranet and Internet infrastructures.

CIS 605 End User Information Systems
Prerequisites: CIS 501
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 606 Systems Integration
Prerequisites: CIS 601
The study of information systems technology through systems integration and distributed computing, to maximize efficiencies to meet organizational goals. Comprehensive treatment of IS design, analysis and implementation, with a focus on client server computing and the integration of legacy systems with newer applications.

CJA 103 Basic Criminal Investigation
Basic investigative responsibilities and procedures as applied to criminal investigations. Topics include crime scene management, forensic and physical evidence handling, search and seizure, property crimes, violent crimes, and others.

CJA 104 Police-Community Relations
Examination of the complex, dynamic relationship between communities and the American Police.
institutions of the justice system in addressing crime and conflict with an emphasis on the challenges and prospects of administering justice within a diverse, multicultural population. The role that race, ethnicity, gender, sexual orientation, and social class play in shaping these relationships.

CJA 105 Basic Criminal Law
Case study based examination of the philosophy, history, and structure of criminal law in the United States. Special emphasis is placed on the classification and elements of crime, the definitions of common and statutory law, and the nature of acceptable evidence. Classification of crimes against persons, property, morals, and public welfare. U.S. Constitution, prosecution and defense decision-making, criminal culpability, and defenses to crimes.

CJA 106 Basic Criminal Evidence
Examination of the constitutional foundation of the rules of evidence as applied in U.S. law. Emphasis is placed on the types of evidence and the laws governing admissibility of evidence in criminal proceedings.

CJA 229 Introduction to Policing
This course is designed to provide the student with a basic understanding of the role of the peace officer in American society. The course will examine the steps in selecting candidates for the position of police officer, the complexity of the enforcement requirement, the challenges that face police officers each day, the limitations placed on police officers by all three branches of government at both the state and federal levels.

CJA 337 The Juvenile Offender
A study of the nature and control of juvenile delinquency. Examines patterns of delinquent behavior, factors of causation, juvenile law and the juvenile justice system. Students also learn policies and procedures in treatment and prevention.

CJA 340 Corrections
An introduction to the field of corrections and the corrections continuum. Topics include contemporary theories of punishment, corrections and rehabilitation, local, state, federal and military confinement facilities and community alternatives to incarceration.

CJA 351 Courts & the Judicial Process
A study of concepts and theories regarding the utilization, organization and management of the judicial process. Critically reviews the issues of fair trial, speedy trial, free press, calendar control, judicial responsibility and new technology. Students analyze the roles of the legal actors, problems of lower, trial and appellate courts and the distribution of judicial powers.

CJA 352 Criminal Law and Procedure
A survey of jurisprudential philosophy and case study of common law and statutory crimes. Discusses historical development, theory, principles and functions of criminal law. Also covers elements of due process, rule of law and the role of the constitution in protecting rights.

CJA 356 Criminal Evidence
A study of the elements of criminal law as applied to various theories of criminal evidence to enhance understanding of the various issues facing prosecutors, criminal justice practitioners and law enforcement agents. This course will explore the application of evidentiary issues and its relationship to investigations and criminal conduct.

CJA 400 Gangs in America
Exposes students to the basic trends of criminal behavior as it relates to gangs in America and the causative and contributory factors of gang behavior. It explores the general personality, intellectual and social perspectives of criminal behavior as it relates to gangs.

CJA 401 Criminal Intelligence
Exposes students to the basic trends of criminal intelligence as it relates 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 403 Criminal Law and Procedure
A survey of jurisprudential philosophy and case study of common law and statutory crimes. Discusses historical development, theory, principles and functions of criminal law. Also covers elements of due process, rule of law and the role of the constitution in protecting rights.

CJA 406 Principles of Investigation
An introduction to the practices and procedures involved in conducting civil and criminal investigations. Topics include learning about crimes and their elements, modus operandi, major goals of investigations, primary functions and
Course Descriptions

responsibilities of investigating officers/agents and the investigator’s relationship with other individuals and agencies involved in an investigation.

CJA 464 Constitutional Law for CJ
A study of the fundamentals of the U.S. Constitution, the rights and protections of the accused; an exploration of the case law and the judicial system, the rights and responsibilities of the police and citizenry.

CJA 465 Practicum in Criminal Justice (1.5 quarter units)
A practicum designed for students seeking field experience in law enforcement. Students receive academic guidance from criminal justice faculty and supervision at the field placement site. Typically, the practicum requires students to work a minimum of 100-150 hours under supervision. At the completion of the practicum, students are required to write an in-depth research paper about their experiences during their placements with coordination and support from their faculty advisor and field supervisor. Units are arranged and determined based on assignment and number of hours prearranged at the placement site. Grading is S or U only.

CJA 467 Intl. & Domestic Terrorism
Exposes the students to the basics of terrorism and its global impact; terrorism investigation and intervention strategies. It describes the factors to be considered when implementing psychological, social, investigative and legal techniques against terrorism and its related crimes.

CJA 470 Supervised CJ Senior Project
Prerequisites: CJA 449
Supervised senior project undertaken by students of criminal justice when they have completed all core courses in the program. Coordinated by full-time faculty and chaired by a criminal justice faculty member chosen by the student from previous courses taken within the program. Students select a committee and a viable topic in criminal justice to research and then meet with a committee member once a week for two months. Upon completion, students present their project to the committee, other faculty and peers in an open forum. Grading is H, S, or U only. Accelerated study is not permitted with CJA 470. CJA 470 is two months in length. Students who do not complete the Senior Project within the two-month period are eligible, at the discretion of the instructor, to receive a grade of (IP). This allows the student up to one year to complete the project (from the start date of the class). Students who do not complete the project within one calendar year from the start date of the class will need to retake CJA 470. No grade of (I) can be given for this course. Grading is H, S, or U only. Course is eligible for In Progress (IP) grade.

CJA 490 Guided Study (variable units)
Individual study under direction of instructor. Requires prior approval of appropriate academic department. Grading is by H, S, or U only.

CJA 600 CJ Theory, Practice & Policy
An overview of criminal justice administration, the history of police administration, organizational systems theory, principles, ideology, and managerial practice that has shaped the criminal justice profession.

CJA 610 Critical Issues in CJ
A seminar course focusing on contemporary issues related to problem-oriented policing (POP) and community-oriented policing (COP). Other topics include morale, motivation, retention, selection, recruitment, standards and training, evidence, arrest, lethal force, victim-witness, police reserves, and the cooperation of citizens in law enforcement by the criminal justice manager.

CJA 620 Legal Issues in CJ
An assessment of legal issues, legal terminology and analysis of court decisions involving criminal justice agencies’ exposure to criminal or civil liability involving wrongful death, wrongful termination, police corruption, and discrimination lawsuits.

CJA 622 Professional Ethics in CJ
A study of ethical, legal, professional controversies, personal dilemmas and approaches to solving those conflicts. Using a case study format, students evaluate personal values or biases and the abuse of power and authority. The course also examines police or justice practices involving cases of ethical or police policy violations.

CJA 625 Security Management & Planning
An overview of the history, structure, importance and specific function of security management and administration. Students are exposed to the objectives of security management, security planning, education and training, organizational leadership, risk analysis, communication, legal liability for security managers, asset protection, emergency planning and development of security programs.

CJA 627 Comparative CJ Systems
A comparison of the American criminal justice system with other systems around the world. Students will evaluate the systems of law, police, courts and corrections in 30 different countries and examine the diversity that exists in the world legal systems. Also examines and compares American and foreign justice policies.

CJA 650 Advanced Criminological Theory
A seminar course that explores the important criminological theories. The course will evaluate and compare the following theories: Classical, Positivist, Trait, Social Disorganization, Differential Association, Strain, Control, Labeling, Radical Choice, Deterrence, and Feminist theories. The course will analyze each theory and its relevance to crime in 21st century America.

CJA 655 Advanced Research Methods
The course is designed to aid graduate students to improve their writing and research skills and is specific to criminal justice. It includes an overview of the writing mechanics and process, how to properly conduct research, cite sources and guidelines for writing specific types of criminal justice papers.

CJA 660 Drugs, Alcohol & Public Policy
A series of perspectives and reflections of the world’s of drug taking, drug seeking, and public policy. Examines the history and patterns of abuse of the major drugs effecting crime in today’s society and analyzes the public policy issues related to the legalization of certain drugs and medical marijuana.

CJA 665 Violence and Victimization
This course examines the causes of criminal victimization and looks at theories associated with violent victimization. It analyzes the offender-victim relationship, and presents ideas on preventing violence, and on responding to criminal victimization.

CJA 690 Research Project Thesis
Prerequisites: All 7 other core CJA classes
A two-month course required of all MCJ students. Culminates in the research and writing of a substantial original work on a criminal justice pre-approved research project of personal interest involving the critical examination and evaluation of primary sources and appropriate secondary materials with faculty supervision and guidance. Grading is by H, S, or U only.

CLD – Cross-Cultural Language & Development (CLAD)

CLD 627 Meth. Crosscult. Instr.
An examination of content-area instruction for English language learners. Covers strategies that foster English Language Development (ELD) lesson development, adaptation, and delivery. Also covers Specially Designed Academic Instruction in English (SDAIE) and “instructional scaffolds” as well as “instructional conversations” to support ELD.

CLS – Clinical Lab Studies

CLS 301 Clinical Biochemistry
Recommended: Prior completion of: CHE 142
Explores the physiologic aspect of human metabolism and its role in health and disease.
The Clinical Hematology course will cover the diagnosis and management of blood cell disorders, anatomy and physiology of hematopoiesis, routine specialized hematology tests, analysis, classification, and monitoring of blood cell abnormalities.

CLS 495 Clinical Lab Science Capstone
Prerequisites: Must have completed all required core classes.
A student initiated project in the field of clinical laboratory science, which culminates in a written report, presented in a scholarly format. Course is eligible for an “IP” grade.

COH – Community Health

COH 100 Personal Health
Designed to assist individuals to establish health behaviors for optimal physical, emotional, and sexual health and maintain a healthy environment.

COH 150 Healthcare Terminology
Presentation of healthcare service terminology and word forms. Includes language describing health and disease. Emphasizes development of medical vocabulary employing the building of terms for application in understanding and analysis of medical records.

COH 250 Public Health IT
Overview of specialized public health IT applications such as registries, epidemiological databases, biosurveillance, and situational awareness and emergency response; information exchange issues specific to public health.

COH 300 The Ecology of Public Health
Prerequisites: COH 100, COH 310, and COH 320
Consideration of the interrelationships and interdependencies between individuals, families, groups, organizations, communities, and societies and their effects on health status. High level wellness, health, and disease are distinguished. Concepts are developed based on the evolution of public health in civilizations as well as contemporary influences.

COH 310 Culture and Health
Focus is on the influence of culture on illness, health, and rehabilitation. The relationship that culture plays in the health and wellness of both individuals and the community in which they live will be explored.

COH 315 Introduction to Epidemiology
Prerequisites: BST 322
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
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
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

COH 321 Health Behavior
Considers the significant influence that individual and collective behavior exerts on health status. Relationships of behavior and social variables are examined, including natural and built environments, economics, and public policy.

COH 370 Alternative Healthcare
Focus is on providing an understanding of complementary and integrative therapies. The historical context and theoretical basis as well as the most recent scientific research and clinical applications will be explored. The most prevalent complementary therapies in use today will be discussed.

COH 380 HP Program Planning & Eval
Prerequisites: COH 300, COH 315, COH 400, and HTM 310
Knowledge and skills essential to assessing needs, developing goals and objectives, and planning activities for health promotion programs presented. Developing program plans incorporating evaluation standards included. Program implementation explored.

COH 400 Environmental Health
Focus is on the foundations of environmental science and environmental issues. Global climate change, agriculture, biodiversity, resource management, environmental toxins, waste management, and other topics will be explored.
COH 401 Health Promotion Concepts  
Prerequisites: COH 300, COH 315, COH 400, and HTM 310  
Designed for entry-level professionals, covers the evolving profession of health promotion. Principles and practice of health promotion included. Essential core knowledge and skills considered. Health promotion’s link to other health and human service endeavors reviewed. Challenges to health promotion included.

COH 412 Injury Prevention  
Occurrence and distribution of intentional and unintentional injuries in society and in selected population groups considered. Multiple physical, behavioral, social, and other variables contributing to injuries examined. Effective means for anticipating and preventing injuries identified.

COH 415 HP & Stress Management  
Trace the biological foundations of the stress response in contemporary society. Associates stressors with factors that may lessen or increase effects. Concept of allostatic load and disease occurrence considered. Specific strategies to manage stress presented.

COH 416 PH & Physical Activity  
Challenges to establishing and maintaining a physically active lifestyle in society examined. Physical, psychological, and social benefits of habitual physical activities considered. Public health impacts of sedentary living presented. Interventions to improve physical activity assessed.

COH 420 Health of Vulnerable Groups  
Considers population groups from different views: Biological, disease, educational, cultural, social, economic, political, geographic, age, gender, citizenship status, behavioral, and housing. Consideration of factors making certain groups vulnerable to premature and excess morbidity and mortality.

COH 422 Global Health Promotion  
Behavioral, environmental, and public policy factors affecting populations. Transportation, emigration, and immigration patterns affect health status. Substantial differences in health status among world’s population examined. Course presents a broad understanding of the global aspects of health promotion.

COH 425 Health and Safety  
Focus is on health and safety management in the workplace. Emphasis is on how to protect employees, reduce illness and injury on the job, and develop a safety culture. OSHA required training, inspections, and postings and labeling will be explored.

COH 430 HP Strategies & Tactics  
Prerequisites: COH 300, COH 315, COH 400, and HTM 310  
Methodologies to implement health promotion programs emphasized. Levels of intervention, from individual to society, are shown. Criteria for selecting methodologies presented.

COH 435 PH Communications & Advocacy  
Prerequisites: COH 300, COH 315, COH 400, and HTM 310  
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  
Prerequisites: COH 300  
Introductory study of the public health response to disasters at all levels of county, state and federal government. Emergency planning and management relative to human made and natural disasters will be explored. Students complete risk analysis, manage disaster preparation efforts, identify and analyze potential disasters, provide corrective action, plan, organize and implement contingency and recovery programs.

COH 494A Internship in Health Promotion  
Prerequisites: COH 300, COH 315, COH 400, HTM 310, and a minimum completion of 36 quarter units of the Health Promotion core. Practical application of knowledge and skills required for a health promotion professional in a community agency. Students assigned to agencies according to interests, abilities, and availability of approved internship sites. Two month requirement.

COH 494B Public Health Capstone Project  
Prerequisites: COH 494A, and Evidence of valid CPR and First Aid certification. Summative, integrative experience drawing student curricular and related experiences together. Student initiated written project required addressing a significant health promotion challenge. Completed written project may be presented orally.

COH 499 Public Health Field Practicum  
Prerequisites: COH 100, COH 150, COH 300, COH 310, COH 315, COH 320, COH 321, COH 380, COH 400, COH 401, COH 412, COH 416, COH 317, COH 318, COH 319, COH 422, COH 430, COH 435, COH 440  
Practical application of knowledge and skills required for a public health professional in a community agency. Students initiate agreement with an agency according to interests, abilities, and availability of approved internship sites and produce a group or individual written project addressing a significant public health challenge. Three month requirement.

COH 602 Biostatistics  
An introduction to the use of statistical analysis in public health. Provides an understanding of the basic methods and underlying concepts of statistics that are used in public health decision-making. Among topics explored are descriptive statistics, probability, sampling, hypothesis testing and non-parametric statistics.

COH 603 Public Health Biology  

COH 604 Theories of Health Behavior  

COH 605 Public Health Promotion  
Prerequisites: COH 604  

COH 606 Epidemiology  
Prerequisites: COH 605  
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  
Prerequisites: COH 605, COH 606  
Development of community-wide interventions to promote health and prevent disease. Systematic design by application of
the principles of epidemiology, health behavior and Evidence-Based Public Health. Includes Community-Based Participatory Research and investigation of ethical issues in conducting community-based public health programs.

**COH 608 Public Health & the Enviro**
Analysis of the health impact of home, workplace, community and global environments. Examines scientific understanding of causes and control of the major environmental health problems. Includes environmental pollutants; physical, chemical, and biological agents of environmental contamination; vectors for dissemination; solid hazardous waste; susceptible populations; biomarkers; and emerging global environmental problems.

**COH 609 PH Program Evaluation**
*Prerequisites: COH 607, or COH 616*
Fundamentals of evaluation methods applied to public health interventions. Effective use of measurement tools to evaluate achievement of program goals and objectives. Includes analysis of validity and reliability of measurement instruments. Emphasis on reach, effectiveness, acceptance, implementation and maintenance of community programs. Includes fundamentals of proposal development.

**COH 611 Public Health Research Methods**
*Prerequisites: COH 602*
Fundamentals of research methods and statistical analysis of public health data. Includes principles of research investigation, research design, sampling, measurements, and the use of descriptive and inferential statistics for data analysis and hypothesis testing. Focuses on health survey design, sampling methodologies, questionnaire construction and administration, interviewing, and coding procedures.

**COH 612 Health Policy and Advocacy**
Explores the roles health advocates assume and how individuals working in public health settings might participate in advocacy strategies to affect policy. Focuses on frameworks for conceptualizing and promoting the right to health as well as strategies to give consumers more power in making decisions, defining issues, designing programs, and developing policies.

**COH 613 Public Health Informatics**
*Prerequisites: 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**
*Prerequisites: COH 606*
Analysis of the epidemiological study of mental illness. Investigation of contemporary applications of epidemiology in investigating disease distribution and etiology. Emphasis on the use of epidemiological studies to plan mental health services, design prevention programs and to evaluate the effectiveness of mental health programs.

**COH 616 Mental Health Promotion**
Analysis of the evidence-based programs designed to prevent mental illness. Investigation of applications of evidence-based public health in planning and evaluating programs to prevent mental disorders. Analysis of existent programs, databases and professional literature. Design of mental health services and evaluation of the effectiveness of proposed mental health programs.

**COH 617 PH Aspects of Violence**
*Prerequisites: COH 604*
Intimate partner violence, child neglect and abuse, assault, homicide, war and terrorism are explored from a public health perspective. Focus on risk factor reduction and prevention of deaths, disability and human suffering.

**COH 618 Health Promotion Strategies**
*Prerequisites: COH 605*
Investigation and evaluation of strategies implemented to promote health in communities. Emphasis on community organization, coalition building, curriculum development, communication theory and technology, social marketing, mass media and ecological models. Critical analysis of interventions that implement each strategy through systematic analysis of public health literature.

**COH 619 PH Aspects of Human Sexuality**
*Prerequisites: COH 604*
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**
*Prerequisites: COH 604*
Substance use disorders examined from the public health perspective. Prevention and treatment of substance use disorders to reduce deaths, disability and human suffering in communities.

**COH 691 Public Health Internship**
*Prerequisites: HCA 600, COH 602, COH 604, COH 606, COH 608, COH 611*
Work in public health agency planning, implementing and/or evaluating a health promotion program or programs. Minimum of 120 hours of structured work experience in a healthcare organization under the direct supervision of one or more experienced health promotion specialists. Course is eligible for In Progress (IP) grade. This is a two month course.

**COH 692 Public Health Capstone**
*Prerequisites: COH 691*
Two-month capstone project focused on a relevant problem in public health theory or practice. Planning and completion of either a data-based research project or a scholarly and creative activity related to public health. Student project may require Institutional Review Board (IRB) approval. Course is eligible for In Progress (IP) grade.

**COM – Communications**

**COM 103 Public Speaking**
This class is an introduction to the principles and application of speaking effectively to diverse audiences in a variety of settings. Focus is on topic selection, organization, analysis of research, and delivery, with special attention on learning effective delivery skills.

**COM 120 Intro to Interpersonal Comm**
An introduction to the principals and application behind effective interpersonal communication. Students will study various styles of interpersonal communication, apply different techniques, and evaluate their effectiveness. Important components of interpersonal communication that include listening, conflict management, and developing and maintaining relationships, will be addressed in the personal and professional setting.

**COM 220 Media Literacy**
Teaches ability to access, analyze, and evaluate information received from the media. Investigates message design strategies, the effects of media consumption and information fatigue, and the influence of bias and economic forces on media content. Covers meaning formation, verbal and visual rhetorical structures and the effects of media convergence.

**COM 230 Social Media Studies**
Facebook, Twitter, social networks and other
Course Descriptions

Web 2.0 applications now account for the majority of time people spend on the Internet. Blogs, videoblogs, podcasts, online video, wikis, social recommendation sites, geotagging, virtual reality and mobile environments, and live collaboration are just some of the newest and most powerful topics students will learn and use.

COM 300 Interpersonal Communication
Prerequisites: ENG 101, and COM 100, COM 103, or COM 220
Examines the theory and research that explores interpersonal communication. Explores communication processes between dyads, small groups and teams, and in organizational settings. Teaches skills to improve students' communication competence in both personal and professional environments. The course also covers self-awareness, self-disclosure, relational development, and conflict resolution.

COM 303 Digital Literacy 2.0
Prerequisites: ENG 100, ENG 101
A multidisciplinary course about knowledge management in the 21st Century: tools, acquisition, evaluation, synthesis, formatting, presentation, and sharing. Essential digital skills to participate in the collaborative learning, work, and social environments of Web 2.0.

COM 305 Intercultural Communication
Prerequisites: ENG 101, and COM 100, COM 103, or COM 220
Looks at communication across cultures and considers how culture influences communication. Focuses on the dynamics of cross-cultural face-to-face interaction, conflict styles across cultures, societal influences on ethnocentrism and racism, cultural value orientations, non-verbal dimensions of communication, language interaction, stereotypes, relationship development, and cultural adaptation.

COM 310 Communication Theory
Prerequisites: ENG 101, and COM 100, COM 103, or COM 220
Provides a broad survey of the theoretical approaches employed in the study of communication. Focuses on theories relevant to many levels of interaction from interpersonal to mass and mediated communication. Also explores how and why theories are developed and how they can be evaluated.

COM 315 Communication Research Methods
Prerequisites: ENG 101, and COM 100, COM 103, or COM 220
Introduces students to quantitative and qualitative communication research methods to enable them to become competent evaluators, designers and authors of research. Teaches the fundamental principles of communication research, providing learners with the knowledge base and experience to answer many questions in the practice of communicating.

COM 324 Critical Thinking and Ethics
Prerequisites: ENG 101
Examines critical thinking and ethics and their application to academic, personal, and professional situations. Covers systems of logical reasoning, critical analysis, and evaluation of message content, including supporting evidence, and logical fallacies. Discusses the morality and ramifications of decision-making in media industries.

COM 334 Persuasion
Prerequisites: ENG 101
Introduces learners to the principles, functions, and practices of social influence. Examines how to influence others; attitudes, beliefs, opinions, values, and behaviors through communication. Explores scientifically established principles of persuasion that are used in contemporary media.

COM 335 Organizational Communication
Prerequisites: ENG 100
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 344 Organizational Communication
Prerequisites: ENG 101
Provides for the study and application of current theories and research on communication within and among organizations. Includes the study of the influence of management styles on organizational communication. Discussion of communication structure, functions, contexts in organizations, and communication ethics in organizations.

COM 354 Professional Presentations
Prerequisites: ENG 101
Explores professional speaking and presentations. Identifies and provides practice of theory and skills used in advanced speaking. Teaches creation and integration of text, graphics, audio, and video into presentations. Offers hands-on experience applying theory and methods to create professional presentations.

COM 360 Representation in the Media
Prerequisites: ENG 100, and ENG 101
An exploration of the ways in which popular media represents our diverse and dynamic culture. The course focuses particularly on images and narratives of race and gender on television, in the movies and in popular culture. It also examines the cultural forces that influence how such representations are produced and perceived, their political and behavioral consequences, and various methods for analyzing and critiquing popular media.

COM 364 Communication Technologies
Prerequisites: ENG 101
Examines communication technologies and their effects on society. Looks at the history of such systems: how they emerged, diffused, and evolved. Covers current systems, with an emphasis on how the Internet and other new platforms are changing media, education, business, and politics around the world.

COM 365 Integrated Marketing Comm
Prerequisites: ENG 101, and COM 364, and MKT 302A, or COM 315
IMC allows organizations to plan and implement unified communication campaigns, using traditional and Web 2.0 platforms, including mass, social, personal, and mobile 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 will learn how leading organizations use the principles of IMC. Hands-on projects will give learners the experience and confidence they need in the workplace.

COM 380 Democracy in the Info. Age
Prerequisites: ENG 100, and ENG 101
A critical examination of the media and power in modern democracies. Covers theories of democratic participation and media responsibility, as measured against contemporary practices around the world. Examines effects of television news, popular access to video and electronic technologies, and global electronic networks on contemporary political and cultural discourse.

COM 385 Tale, Text and Hypertext
Prerequisites: ENG 100, and ENG 101
Introduces the evolution of storytelling from oral delivery, to written and interactive texts. Examines the consequences of this adaptation for culture, literature, science, politics, pedagogy and identity. Offers hands-on creation of online identities and texts using blogs, vlogs, chats, wikis, IM, and texting to publish their work on the Internet.

COM 394 Strategic Writing
Prerequisites: ENG 101, and COM 100, COM 103, or COM 220
Teaches strategic writing and presentation for traditional and new media platforms. Exposes students to creating content that meets organizational objectives, applying communication theory, and persuasion techniques. Learners develop content for advertising, PR, and corporate communications, based on formative evaluation research to prepare effective communications.

COM 400 Mediated Messaging
Prerequisites: COM 354, COM 385, and COM 394
Course examines 21st Century mediated communication systems and technology. Theory and methods used in creating, shaping, encoding, and transmitting mediated messages for personal and professional
communications will be examined. Software and skills for encoding mediated messages into text, graphics, audio, and video will be learned and practiced.

**COM 404 Media Management**  
*Prerequisites: COM 400*  
In-depth study of topics in media management, including managing media enterprises and units, business practices, content marketing and distribution, and technologies such as content and media asset management systems and distribution networks, and the delivery networks. Analytical techniques necessary to weigh business strategies and technology choices in bringing a variety of types of media content products to market.

**COM 410A Advertising Strategies**  
*Prerequisites: COM 334, and COM 394*  
Presents advertising strategies for the successful development of integrated ad messages. Focuses on creative copywriting and art direction, analyzing clients, products, and audiences. Considers the challenges and rewards provided by advertising campaigns directed to increasingly diverse consumers and markets.

**COM 411A Advertising Campaigns**  
*Prerequisites: COM 400, and COM 410A*  
Students create and present a complete advertising campaign and produce materials for multiple media platforms including print, broadcast, and digital media for interactive and Web 2.0 platforms. Provides hands-on experience presenting a creative plan to an interested audience, similar to working with clients.

**COM 420A Public Relations Strategies**  
*Prerequisites: COM 334*  
Introduces the principles and strategies used by PR practitioners to plan and implement communication campaigns. Provides training in how to identify and reach audiences and to develop campaign plans, in traditional media with and Internet and Web 2.0 venues, such as blogs, wikis, content sharing, and social networking sites.

**COM 421A Public Relations Campaigns**  
*Prerequisites: COM 400, and COM 420A*  
Teaches learners how to create and produce public relations campaign materials across media platforms. Covers all forms of hands-on producing public relations materials, including new releases, public service announcements, media alerts, newsletters, and backgrounds, brochures, audio, video, and interactive content.

**COM 430A Interactive Strategies**  
*Prerequisites: COM 334, and COM 394*  
Examines the fundamental principles of communicating over the Internet to implement organizational objectives. Teaches use of the Internet as a marketing and persuasive medium. Students develop a new media communication campaign that includes traditional web sites, blogs, social networking sites, wikis, podcasts, videocasts, RSS, and widgets.

**COM 431A Interactive Campaigns**  
*Prerequisites: COM 400, and COM 430A*  
Learners apply new tools and techniques to design, create and implement interactive communication programs and campaigns. Offers hands-on production of content for Internet and Web 2.0 platforms, including blogs, wikis, sites, virtual identities, and objects, and incorporates user-generated content, and ‘word-of-web’.

**COM 444 Current Issues in Communication**  
*Prerequisites: Satisfactory completion of 7 300 or 400 level COM courses.*  
Course examines the rhetoric and communication systems associated with current issues in communication. Analyzes the contextual, rhetorical, and communication systems that make an issue salient and contribute to its impact on society. Explores implications of technological changes on social, political, technological, economic, and global systems.

**COM 490 Independent Study** (variable units)  
*Prerequisites: Approval of Instructor and Department Chair.*  
Individual study under direction of instructor. Requires prior approval of appropriate academic department.

**COM 499 Communication Program Capstone**  
*Prerequisites: Completion of thirteen 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 digital, web-based ePortfolio will demonstrate the student’s experience and capabilities. The ePortfolio will be an asset in the search for post-graduation positions.

**COM 600 Comm in Global Environment**  
Explores theory and practice of interpersonal communication in the workplace, focusing on the ability to communicate with others in professional interactions. Covers the development of interpersonal and professional relationships between people with different characteristics and backgrounds to provide learners with tools for encoding and decoding verbal, nonverbal, and mediated messages.

**COM 605 Content Distribution**  
Examines how organizations use different media channels, mass media, social media (blogs, social networks), personal media (cell phones, PDAs), and direct media (mail, email, telemarketing) to disseminate messages. Covers selection of specific media to distribute messages, including costs, processes, content management, formatting, and mass personalization of messages.

**COM 610 Integrated Marketing Comm**  
Covers IMC process for creating and fostering relationships with customers and public through strategically controlling or influencing messages sent to and exchanged with these groups. Course teaches effective integration of an organization’s marketing communication initiatives. Through case analysis, students learn how IMC has become critical to marketing efforts.

**COM 615 Research Methods**  
*Prerequisites: COM 610, COM 615, or MNS 601*  
Course covers communication campaign implementation, 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 625 Campaign & Program Management**  
*Prerequisites: COM 610, COM 615, or MNS 601*  
Course covers communication campaign implementation, 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.
Course Descriptions

materials based on creativity. Provides systematic analysis of definitions of creative industries and organizations and details the production, packaging, and distribution

COM 640 Persuasion
Exploration of theories of persuasion that guide the preparation of messages intended to influence others. Focuses on use of persuasion techniques to develop decisions about creative and production implementation. Uses case studies to analyze persuasive messages in contemporary media and to compare techniques used in alternative media platforms.

COM 650 Legal and Ethical Issues
Provides students with a clear understanding of the legal environment for public communications and the ethical considerations that must be taken into account. Examines international regulation of copyright and intellectual property protection and legal and regulatory provisions in the U.S. Teaches skills in addressing ethical risk and following ethical guidelines.

COM 660 Capstone Project
Presentation of skills the learner has acquired in the program. Their research, analysis, strategic thinking, message shaping, and evaluation skills will all come together in the final project: The preparation of a digital, web-based e-portfolio that will be an asset in the search for an appropriate post-graduation position. Grading is by H, S, or U only.

CSC – Computer Science

CSC 200 Orientation to Comp. Science
An introductory survey course covering current developments and future prospects in the field of computing. Coverage begins with the fundamentals of computer architecture and progresses to software and software development processes. Topics included are operating systems, networking, programming languages, software engineering, database systems, and ethical issues in computing.

CSC 208 Calculus for Comp. Science I
Prerequisites: MTH 215
(Cross-listed and equivalent to MTH220)
Focus on differential and integral calculus with applications. Topics include limits and continuity, derivatives, standard rules of differentiation including chain rule, exponential and logarithmic forms, curve sketching, definition of anti-derivative; integration rules including substitution and by parts, coverage of Fundamental Theorem of Calculus and a brief exposure to numeric integration. Students may not receive credit for both CSC 208 and MTH 220.

CSC 209 Calculus for Comp. Science II
Prerequisites: CSC 208
Continuation of Calculus I with emphasis on understanding of concepts and developing problem solving techniques and strategies. Topics include integration of trigonometric functions, functions of several variables, convergence of series and sequences. Applications in the areas of series approximation, continuous probability distributions, random variables, and modeling are discussed and examined.

CSC 220 Applied Probability & Stats.
Prerequisites: MTH 215
Introduction to the theory and applications of probability and statistics. Topics include fundamental concepts of probability, conditional probability, random variables, common distributions, and statistical inference (estimation, hypothesis testing, and regression). The emphasis is on developing problem solving skills and applying key results to computing and engineering problems such as algorithm analysis, queuing, and simulation.

CSC 242 Intro to Programming Concepts
Prerequisites: CSC 208
Introduction to modern programming design techniques using C++. A study of basic programming constructs, techniques and fundamental control structures. Emphasis is on Object Oriented and modular programming. Coverage includes data types, functions, arrays and pointers. The course examines problem analysis, decomposition and modern programming paradigms and methodologies.

CSC 252 Programming in C++
Prerequisites: CSC 242
Fundamentals of Object-Oriented Programming in C++ including class definition and object instantiation, inheritance and polymorphism. Detailed coverage of exception handling, operator overloading, 1/O and file streams, templates, and the Standard Template Library (STL). Exposure to Data Structures and basic algorithms for sorting and searching.

CSC 262 Programming in JAVA
Prerequisites: MTH 215
The course introduces the Java programming language and its features. Topics include introduction to object oriented programming, basic control structures, java graphics and GUI objects, multimedia components, exposure to event driven programming, arrays and strings in java. Coverage includes encapsulation, inheritance, and polymorphism.

CSC 300 Object Oriented Design
Prerequisites: CSC 252
Covers the key concepts and methodologies required for object-oriented design, evaluation and development with focus on practical techniques such as use-case, CRC analysis, and patterns. The Unified Modeling Language (UML) is presented in detail. Special emphasis is given to the use of object patterns in developing software systems.

CSC 310 Linear Algebra and Matrix Comp
Prerequisites: CSC 300
The course includes the study of vectors in the plane and space, systems of linear equations, matrices, determinants, vectors, vector spaces, linear transformations, inner products, eigenvalues and eigenvectors. The course will approach the study of linear algebra through computer based exercises. Technology will be an integral part of this course. Students will also develop experience applying abstract concepts to concrete problems drawn from engineering and computer science.

CSC 331 Discrete Structures and Logic
Prerequisites: CSC 252, and EGR 220
(Cross-listed and equivalent to MTH 325) A theoretical foundation for computer science. Introduction to topics such as sets, propositional logic, Boolean algebra, counting techniques, recursive equations and solution techniques, graph algorithms with application to trees. Introduction to mathematical proofs. Students may not receive credit for both CSC 331 and MTH 325.

CSC 335 Data Structures and Algorithms
Prerequisites: CSC 300, CSC 331
An overview of data structure concepts, arrays, stack, queues, trees, and graphs. Discussion of various implementations of these data objects, programming styles, and run-time representations. Course also examines algorithms for sorting, searching and some graph algorithms. Algorithm analysis and efficient code design is discussed.

CSC 338 Algorithm Design
Prerequisites: CSC 335
This course presents an introduction to the techniques for designing efficient computer algorithms, proving their correctness, and analyzing their running time complexity. General topics include asymptotic behavior, solving summations and recurrences, algorithm design techniques such as divide-and-conquer, dynamic programming, and greedy algorithms applied to sorting, searching and graphs. The course includes an introduction to the theory of parallel and distributed algorithms.

CSC 340 Digital Logic Design
Prerequisites: CSC 208, or EGR 220
Foundation in design and analysis of the operation of digital gates. Design and implementation of combinational and sequential logic circuits. Concepts of Boolean algebra, Karnaugh maps, flip-flops, registers, and counters along with various logic families and comparison of their behavior and characteristics.
CSC 340L Digital Logic Design Lab (1.5 quarter units)  
Prerequisites: CSC 340  
A study of basic digital logic circuit design and implementation. Circuit schematic development and computer modeling and simulation of digital systems. Experiments explore designs with combinational and sequential logic. Students work through design activities, which include testing, troubleshooting and documentation.

CSC 342 Computer Architecture  
Prerequisites: CSC 340, and CSC 340L  
An examination of advanced hardware design, analysis, and low level programming with emphasis on the structure of the machine. In addition, the machine cycles and instructions, pipelining, addressing modes, and architecture concepts are covered. Includes assembly language programming and program control structure.

CSC 345 Computer Communication Networks  
Prerequisites: CSC 335  
A study of basic principles of communication networks and communication protocols. Coverage includes the current and emerging mobile applications, wireless and mobile infrastructure, devices, middleware, and network access issues. Examines the impact of wireless applications on individuals and organizations. Students will study the current tools, and techniques employed in development of mobile software applications.

CSC 350 Computer Ethics  
Prerequisites: CSC 335  
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 340L Digital Logic Design Lab (1.5 quarter units)  
Prerequisites: CSC 340  
A study of basic digital logic circuit design and implementation. Circuit schematic development and computer modeling and simulation of digital systems. Experiments explore designs with combinational and sequential logic. Students work through design activities, which include testing, troubleshooting and documentation.

CSC 342 Computer Architecture  
Prerequisites: CSC 340, and CSC 340L  
An examination of advanced hardware design, analysis, and low level programming with emphasis on the structure of the machine. In addition, the machine cycles and instructions, pipelining, addressing modes, and architecture concepts are covered. Includes assembly language programming and program control structure.

CSC 350 Computer Ethics  
Prerequisites: CSC 335  
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  
Prerequisites: CSC 335  
An introduction to operating system concepts including implementation, processes, deadlocks, communication, multi-processing, multilevel memory management, file systems, protection, resource allocation, and scheduling.

CSC 421 Compiler Design  
Prerequisites: CSC 335  
An introduction to the theory of programming language processors focusing on lexical analysis, syntax analysis, and compile-time mechanics, including code generation and optimization, execution of interpretive representations, and management of data structures.

CSC 422 Database Design  
Prerequisites: CSC 300  
A survey of principles, structure, analysis, and techniques of database design and implementation. Topics include physical and logical design, normalization, database models, security, and integrity.

CSC 430 Programming Languages  
Prerequisites: CSC 300  
A comparative study of programming languages. Syntax, semantics and pragmatics are considered. Language features that support software engineering are emphasized. Recent trends in programming language design and type theories are studied.

CSC 436 Comp. Communication Networks  
Prerequisites: CSC 335  
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, network programming, Quality-of-Service networks, and wireless communications. Mathematical tools are applied in quantitative modeling and analysis of networks.

CSC 440 Advanced Programming in Java  
Prerequisites: CSC 262  
A treatment of advanced programming techniques in Java using abstraction, encapsulation and inheritance. Development of applets and applications using client server technology, multithreading, event-driven programming techniques, and multimedia.

CSC 445 Wireless Appl. Development  
Prerequisites: CSC 242, or CSC 262  
Current wireless technologies and communication protocols. Coverage includes the current and emerging mobile applications, wireless and mobile infrastructure, devices, middleware, and network access issues. Examines the impact of wireless applications on individuals and organizations. Students will study the current tools, and techniques employed in development of mobile software applications.

CSC 450 Artificial Intelligence  
Prerequisites: CSC 335  
An introduction to problem solving using modern artificial intelligence techniques. Examines the role of heuristics in problem solving. Concepts such as agents, production systems, and natural language communication are studied. Experimental artificial intelligence systems are developed.

CSC 455 Game Programming  
Prerequisites: CSC 454  
A study of tools and techniques for design and implementation of interactive games. The course will emphasize programming aspects, including event loops and execution threads, rendering and animation in 3D, terrain/background representation, polygonal models, texturing, and collision detection.

CSC 456 Advanced Game Programming  
Prerequisites: CSC 455  
An advanced study of formal models and design principles of interactive games. The course will emphasize algorithms, models, programming techniques, including event loops and execution threads, rendering and animation in 3D, terrain/background representation, polygonal models, texturing, and collision detection.

CSC 480A Computer Science Project I  
Prerequisites: Completion of core courses  
A study of the software development life cycle. Emphasizes logical organization of system and communicating design through documentation suitable for generating a concrete implementation. Students construct an original project with practical applications applying software engineering concepts. This project includes program specifications, test plans, and user documentation. Grading is by H, S, or U only.

CSC 480B Computer Science Project II  
Prerequisites: CSC 480A  
A continuation of the student project. Student teams complete the internal specification and test plan. The project is coded, modules-tested, system tested and all documentation is completed. Grading is by H, S, or U only.
CSC 606 Modern Operating Systems
A study of relation between architectures, system software and application software. Topics include process, thread, and memory management issues, multiprocessing, timesharing, multithreading, multiprocessing, inter-process communication, synchronization, virtual machines, client-server systems, distributed systems, real-time systems, resource allocation, shared resources, input output, file systems, computer security and related problems. Scope and limitations of current Operating Systems are considered.

CSC 607 Security in Computing
This course examines the use of security vulnerabilities and threats in computer programs, operating systems, networks, and databases. The use of cryptography and other countermeasures to provide confidentiality, integrity, and availability is then evaluated in depth, from the perspectives of both technical effectiveness and ethics of users and developers.

CSC 610 Mathematical Foundations
A study of mathematical models of computation and theoretical foundations of computer science. Proof techniques, automata theory, Chomsky hierarchy, decidability and computational complexity are emphasized.

CSC 615 Advanced Programming
Review of structured, object oriented and event driven programming and data and procedural abstractions. Complex program development with advanced multi-threading and multiprocessing for parallel computing in multiple environments.

CSC 668 Topics in Computing
Prerequisites: CSC 606, SEN 620, SEN 625 or approval of the lead faculty
Each time this course is offered, it addresses a topic in computer science that is not covered as a regular course. The topic is covered at an advanced level that is appropriate for any student who has successfully completed the prerequisite courses. Possible topics include grid computing, semantic web, intelligent systems and knowledge abstraction.

CSC 670 User Interface Engineering
A study of techniques in design and implementation of user interfaces. Emphasis will be on effective human computer interaction strategies that meet human cognitive capabilities and organizational practices and processes.

CSC 686 Computer Science Project I
Prerequisites: Completion of all MSCS core courses or permission of the instructor.
A study of the software development practices. Emphasizes logical organization of system and communicating design through documentation suitable for generating a concrete implementation. Students construct an original project with practical applications utilizing software engineering concepts. This project includes requirements engineering, design, test plans and user documentation. Grading is by H, S, or U only.

CSC 687 Computer Science Project II
Prerequisites: CSC 686
Course, meets once a week. A continuation of the student project. Student teams complete the project in this phase. The project is coded, module-tested, system-tested and all documentation is completed. Grading is by H, S, or U only.

CYB – Cyber Security

CYB 600 Cyber Security Technology
Examines the environment to be secured, and defines the attributes of that environment. Includes securing the environment, security technologies in the environment, security threats and security responses.

CYB 601 Cyber Sec. Toolkit Utilization
Prerequisites: CYB 600
Designed to introduce technical tools and begin to use them in hands-on exercises in both onsite and online instruction. This will facilitate students to complete future assignments and develop projects in teams. Technical tools used will include Microsoft and VMware virtual machines of Windows and Open Source operating systems, certificate authorities, SSL/TLS and browser certificates, web and database servers, programming frameworks, and network/packet analysis and sniffing strategies.

CYB 602 Threat Mitigation Policy/Audit
Prerequisites: CYB 601
Security awareness, education and organizational security policy are examined. Includes formal security models. Programming security and physical security are considered. Particularly physical security threat management. Security auditing is discussed as well as legal and ethical issues.

CYB 603 Cyber Security Ethical Issues
Prerequisites: CYB 602
Examines information technology issues including hardware reliability and network security. Ethics are introduced with a focus on professional ethics. Topics include intellectual property, plagiarism, privacy and work and wealth.

CYB 604 Wireless and Mobile Security
Prerequisites: CYB 603
Concepts covered include a comprehensive wireless and mobile security overview including the design, planning, installation, and maintenance of wireless network security infrastructures. Emphasis is placed on information warfare countermeasures relative to government, military, terrorist and rogue, and private enterprise demographics.

CYB 606 Net Defense & Countermeasures
An introduction to network security including types of attacks. Firewalls are considered and intrusion detection systems, Efforts considered to enhance security include encryption, virtual private networks, and operating system hardening. Defending against network born security attacks is also examined. Security policies, standards and computer-based espionage are also topics.

CYB 608 Ethical Hacking
Prerequisites: CYB 605
This practical focuses on the legal and regulatory requirements, ethical issues, basic methodology and technical tools used for ethical hacking and penetration tests. Students learn to establish a pre-test agreement with the enterprise, discover and exploit vulnerabilities, participate as a member of a pen test team and prepare a penetration test report.

CYB 612 Disaster Rec./Bus. Continuity
Prerequisites: CYB 608
In-depth focus on the development of an enterprise disaster recovery and business continuity plan that includes assessing impact and risks, prioritizing systems and functions for recovery, identifying data storage and recovery sites; specifying plans, procedures and relationships; creating a test process for the plan; and continued assessment of needs, threats and solutions.

CYB 613 Information Assurance
The functions and processes required to achieve physical and logical control over the entire security infrastructure are analyzed from an IA organizational and life cycle perspective. Personnel security, network and physical security, business continuity and cryptography are highlighted.

CYB 614 Privacy of Information
Prerequisites: CYB 605
Addresses the privacy requirements of information and the techniques for maintaining the confidentiality of personal data in healthcare, financial, defense and industry sectors. Techniques for dealing with the anonymization of data including encryption are evaluated. Approaches of dealing with the requirements of HIPAA, the Patriot Act, Sarbanes Oxley and the European Union Data Privacy Act are evaluated. Includes the comparative security requirements of relational databases.

CYB 615 Securing the Enterprise
Prerequisites: CYB 614
The specific information assurance requirements of Healthcare are addressed as they relate to designing and maintaining
secure, confidential medical records. Wireless data entry and retrieval devices are evaluated including PDAs, cell phones and wireless computer tablets.

**CYB 616 Certification & Accreditation**  
**Prerequisites:** CYB 613  
This course gives in-depth focus for Information Assurance from an INFOSEC, US defense/military, perspective. Information systems security from an INFOSEC perspective focuses on protection of information systems against unauthorized access or modification of information, whether in storage, processing or transit, and against the denial of service to authorized users, including those measures necessary to detect, document, and counter such threats. Emphasis is upon defining the IA priorities, baseline and current snapshot posture for an organization; and establish and manage an IA defense in-depth strategy.

**CYB 621 Computer Forensics Principles**  
**Prerequisites:** CYB 608  
Introduction of computer forensic principles: admissibility of electronic evidence, preparing for e-evidence collection; forensic examination of computers, detecting intrusions, malware, and fraud; and legal, ethical, and testimony topics.

**CYB 622 Computer Forensics Technology**  
**Prerequisites:** CYB 621  
Expansion of computer forensic principles to include tools and technologies: live incident response, network-based forensics; acquiring a forensic duplication; forensic analysis techniques; creating a complete forensic toolkit; mobile device forensics; and online-based forensics.

**CYB 623 Database Forensic Principles**  
**Prerequisites:** CYB 622  
Application of forensic principles to server data bases with an SQL emphasis. This serves as a guide to artifact and incident identification and analysis that can be applied to other relational data base systems.

**CYB 632 Info Sys Vulnerab & Attacks**  
**Prerequisites:** CYB 608  
Students will apply principles of penetration testing to identify and exploit vulnerabilities in network facing information systems and make recommendations for mitigation. This course uses tools such as the Metasploit Framework that is a free, open source penetration testing solution developed by the open source community.

**CYB 633 Red Teaming**  
**Prerequisites:** CYB 632  
Red Teaming, or Alternative Analysis, is the practice of viewing a problem from an adversarial or competitor’s perspective. The objective of Red Teams is to enhance decision making, practices of secured system protection applicable by establishing countermeasures of defense. A contributing outcome of this course to the entire MS CSIA program is to help students employ actively open-minded/problem solving, unbiased thinking to CSIA.

**CYB 634 Red vs. Blue Team Exercise**  
**Prerequisites:** CYB 633  
Students will analyze and perform Red vs. Blue Team objective-based cyber operations as an active approach to establish a defensive posture improvement. The basic idea of Red vs. Blue team countermeasures is simple – war gaming. A virtual enterprise computer infrastructure is established and the Red Team will attack the infrastructure, whereas, the opposing Blue Team will defend against the attack. This level of risk management has been actively deployed in both government and industry. This exercise prepares the student for the final team project in MS CSIA course CYB699.

**CYB 699A Cyber Security Project**  
**Prerequisites:** CYB 608 and completion of one specialization area  
A Master’s Project dealing with a student’s area of concentration on Cyber Security and Information Assurance policy is presented to a review panel for evaluation and approval. In-depth focus on security policy definition, regulations and framework including asset classification, control, personnel security, physical, environmental, communications, operations management, access control, systems development and maintenance, disaster recovery and business continuity policies and procedures. Specific regulatory emphasis is placed on defense, financial, healthcare, critical infrastructure, educational and small business sectors.

**DAT – Database**

**DAT 604 Database Design and Impl.**  

**DAT 605 Web and Cloud Computing**  
**Prerequisites:** DAT 604 or approval of lead faculty.  
A survey of the technologies required for software development of current applications, such as internet and client/server with a focus on database applications and software systems that solve a particular real-world problem. Examine application design and external, conceptual and internal levels of databases. Design and develop front-end application using GUI/API, server-side and client-side programming, and multi-threading for modern relational databases in the client/server environment.

**DAT 615 Advanced Database Programming**  
This course teaches the skills for implementing and maintaining databases using Structured Query Language (SQL), including Data Design Language and Data Manipulation Language. Topics include creating databases using Transact-SQL and Data Transformation Services (DTS) to manipulate data; programming business logic using stored procedures, triggers, user-defined functions, and views.

**DAT 625 Database Management Systems**  
**Prerequisites:** DAT 604 or approval of lead faculty.  
This course concentrates on the study of the internals of database management systems. Topics include: principles and theories of physical storage management, Storage and File Structure. Indexing and Hashing, query processing and optimization, index structures for relational databases, transaction processing, ACID properties, concurrency control, database backup and recovery.

**DAT 635 Database Installation & Config**  
**Prerequisites:** DAT 615 or approval of lead faculty.  
Identify system requirements, Use Optimal...
Course Descriptions

Flexible Architecture. Install Database with the Universal Installer. Identify and configure commonly used environment variables. Explain the database and instance architecture. Use the management framework. Configuring, tuning and performance optimization. Identify common database interfaces.

DAT 645 DB Management & Security
Prerequisites: DAT 635 or approval of lead faculty.
This course also teaches theory and application for providing effective administration and security in database management systems. The skills for managing database users and roles, database maintenance plans, security policies and procedures, documentation, the principal of least privilege, manage user accounts, implement standard password security features and audit database activity.

DEN – Design Engineering

DEN 308 Computer Aided Engineering I
Prerequisites: EGR 219
Introduction to simulation modeling and analysis, model development, intermediate and detailed modeling, modeling issues and techniques.

DEN 411 Computer Aided Engineering II
Prerequisites: EGR 219
Introduction to the powerful computer aided design package SolidWorks for mechanical design applications, modeling and analysis.

DEN 414 Computer Aided Engineering III
Prerequisites: EGR 219
Introduction to the LabVIEW essential techniques for designing virtual instrument configurations and controls.

DEN 417 Computer Aided Engineering IV
Prerequisites: EGR 219
Introduction to the industry-standard engineering language provided by MATLAB latest versions for computation, analysis, and visualization, with emphasis on engineering graphics applications.

DEN 420 Computer Aided Engineering V
Prerequisites: EGR 219
Advanced topics on three-dimensional parametric modeling tools, features and functions of SolidWorks with emphasis on mechanical design solutions, standards, simulation and techniques.

DEN 422 Materials and Manufacturing
Prerequisites: EGR 225
An introduction to the thermal, bonding, usage and machining characteristics of materials and manufacturing processes used in the production industry. The course introduces the basic concepts of manufacturing and emphasizes quantitative analysis of manufacturing processes and the relationships between material properties and the variables of manufacturing processes.

DEN 423 Human Factors in Engineering
Prerequisites: MTH 215
Consideration of human characteristics in the requirements for design of the systems, products and devices. Human-centered design with focus on human abilities, limitations and interface.

DEN 426 Reliability Engineering
Prerequisites: MTH 215
An introduction to reliability engineering with emphasis on practical applications and the mathematical concepts. Cover mechanical, electronic and software failure mechanisms, design and testing.

DEN 429 Product Design Optimization
Prerequisites: MTH 215
This course focuses on analytical and empirical tools that allow designers and manufacturing engineers to predict the manufacturing and assembly cost estimates for optimized design.

DEN 432 Concurrent Design Engineering
Prerequisites: MTH 210
An introduction to the concepts, methodologies and practices of the concurrent engineering design environment for effective and efficient integration of products, systems and manufacturing processes.

DEN 435 Design & Analysis of Experiments
Introduction to the concepts of making the design and analysis of engineering experiments more effective and efficient. Coverage includes advanced techniques to analyze experimental results, Taguchi’s robust design strategy, combination designs, and Qualitak-4 software for automatic experiment design and analysis.

DHH – Deaf and Hard-of-Hearing

DHH 632 Charac of D/HH Learners
An overview of the etiologies and cultural differences related to hearing loss and the learner characteristics that impact the unique needs of deaf and hard-of-hearing learners including language and cognitive development, social growth and academic development. Comparison of service delivery models and interventions, including cochlear implants, for students ages birth through 22 will be made.

DHH 634 Assess & Inst D/HH Birth-Syrs
Candidates will develop the collaboration skills to enable participation in a multi-disciplinary educational team that provides appropriate assessment in the language, listening, cognitive and social skills of deaf and hard of hearing students and develops an appropriate intervention and education program for students ages birth through 5.

DHH 636 Language Develop Methods D/HH
Candidates will develop the knowledge and ability to apply a wide variety of instructional techniques to develop age-appropriate language and cognitive skills for students who are deaf or hard of hearing. Candidates are expected to demonstrate skill in both visual (signed) and/or auditory (spoken) communication in the implementation of these techniques.

DHH 638 Literacy Develop D/HH
Candidates will learn a wide variety of strategies to develop the literacy skills of deaf and hard of hearing learners, including skills in reading and writing English. Candidates will develop and implement lesson plans that reflect grade level State Standards for all areas of Language Arts.

DHH 640 Inst D/HH with Special Needs
Candidates will describe the characteristics of deaf and hard of hearing learners who exhibit additional disabilities such as cognitive impairment, specific learning disability, visual impairment, emotional disturbance, autism spectrum disorder and those with significant behavior disorders. Candidates will develop lesson plans and instructional strategies that include specialized adaptations and modifications to meet the needs of these learners.

DHH 682A Student Teaching
Corequisites: SPD 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 682B Student Teaching
Corequisites: SPD 688A
Twelve weeks or 60 days of full-day supervised teaching with Deaf and Hard of Hearing students. Candidates are supervised by a teacher with a clear Deaf and Hard of Hearing credential and by University Supervisor with at least three years of pre-K to 12 classroom experience. The course is graded satisfactory (S) or unsatisfactory (U).

DHH 688A Clinical Practice Seminar (2.25 quarter units)
Corequisites: DHH 682A, or DHH 682B, or DHH 692
Focus on three CTC Teaching Domains. Create or revise artifacts reflecting knowledge and skills in each of those Domains to be uploaded into their Professional Portfolio.
The Professional Portfolio must be completed and approved by the instructor in order to successfully pass this course. Grading is S/U only. Eligible for In Progress (IP) grading.

**DHH 688B Clinical Practice Seminar** (2.25 quarter units)

Corequisites: DHH 682R, 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 692 Internship**

Corequisites: DHH 688A, and DHH 688B

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 6 months while completing required coursework for authorization to teach students who are Deaf or Hard of Hearing. The course is graded satisfactory (S) or unsatisfactory (U).

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**Course Descriptions**

**DNP – Doctoral Nursing Practice**

**DNP 801 Doctor of Nurs. Practice Role**

**Prerequisites:** Doctoral standing

Introduction to the practice doctorate role and contributions graduates are prepared to make in nursing practice and education. Students explore the history, social context, and philosophical basis of the role. Differentiation between Masters, DNP, and PhD roles and competencies are explored. Students define goals for DNP program and future roles.

**DNP 803 Decision Support Systems**

**Prerequisites:** DNP 801

Informatics tools and knowledge systems, including data analysis, information retrieval systems, expert systems, artificial intelligence explored. Human decision-making strategies and the need for decision support presented. Design of expert systems described. Health applications of artificial intelligence discussed.

**DNP 805 EBP: Theory & Inquiry**

**Prerequisites:** DNP 801, DNP 803

Provides an advanced foundation for the use of translational research and evidence-based clinical practice. Critical analysis, synthesis, and application of translational research models will be considered. Areas of emphasis include: (a) bridging the gap between scientific research and clinical practice, (b) evaluation of research findings for application in evidence based practice, (c) analytic approaches to translational research (including interdisciplinary models), and (d) examining the impact of translational research findings into practice.

**DNP 807A QI & Project Management**

**Prerequisites:** DNP 801, DNP 803, DNP 805

**Corequisites:** DNP 807B

Analysis of conceptual frameworks, models of Quality Improvement (QI) and Project Management (PM) prepare DNP students to direct healthcare projects. Application of QI and PM studies to change practice and policy emphasized. Current PM systems used in clinical management, administration, change management and policy covered.

**DNP 807B Quality Improvement Practicum** (1.5 quarter units)

**Prerequisites:** DNP 801, DNP 803, DNP 805

**Corequisites:** DNP 807A

Introduction to practicum sites. With expert mentors, students negotiate practice goals, begin practice. In collaboration with mentors, students utilize EBP, QI knowledge to identify healthcare quality/safety question, begin research analysis, project development for DNP Capstone Project.

**DNP 809 Data Analytics for EBP I**

**Prerequisites:** DNP 801, DNP 803, DNP 805

Prepares the student to critically evaluate research findings and determine their applicability to advancement of nursing practice. Statistics used in healthcare research are explained from the perspective of research questions the statistic can answer, and interpretation of results.

**DNP 811 Data Analytics for EBP II**

**Prerequisites:** DNP 801, DNP 803, DNP 805, DNP 809

Assists students to critically analyze research methodology and findings to determine if results sustain evidence-based guidelines. Advanced statistics used in healthcare research are discussed from the perspective of the research factors required by the statistic, research questions the statistic can answer, and interpretation of results.

**DNP 813 Healthcare Financial Mgmt**

**Prerequisites:** DNP 801, DNP 803, DNP 805, DNP 813, 815 or 817.

Advanced statistics used in healthcare research are discussed from the perspective of the research factors required by the statistic, research questions the statistic can answer, and interpretation of results.

**DNP 842A Administration Practicum I (3 quarter units)**

**Prerequisites:** DNP 801, DNP 803, DNP 805, DNP 807A, DNP 807B

**Corequisites:** Can be taken concurrently with all courses except the prerequisites or DNP 870.

Students apply knowledge from DNP Core courses to improve healthcare quality and safety through evidence-based changes in nursing Informatics Practice. Students integrate informatics and DNP Core competencies to advance patient care quality through improved data, information, and knowledge designed to support nursing judgment and decision-making.

**DNP 840A Informatics Practicum I (3 quarter units)**

**Prerequisites:** DNP 801, DNP 803, DNP 805, DNP 840B

Uses a socio-political perspective to explore health policy development, implementation and evaluation at national, state, and local levels. Students will be prepared to discuss the complexities of health policy development, analysis, implementation, and advocacy, including challenges and barriers. The DNP contribution to health policy and the use of evidence to inform policy will be discussed.

**DNP 840B Informatics Practicum II**

**Prerequisites:** DNP 840A with a minimum grade of Satisfactory

**Corequisites:** May be taken concurrently with DNP 813, 815 or 817

Continued practice experience with expert Informatics mentor. Continue to develop Informatics Specialist competencies, and complete learning contract goals.

**DNP 842A Administration Practicum I (3 quarter units)**

**Prerequisites:** DNP 801, DNP 803, DNP 805, DNP 807A, DNP 807B

**Corequisites:** Can be taken concurrently with all courses except the prerequisites or DNP 870.

Students in the DNP Administration preceptored practicum apply knowledge from DNP Core courses to improve quality of patient care through evidence-based changes in healthcare Administration Practice. Students integrate prior practice and DNP Core knowledge and competencies in healthcare facilities on projects that use best evidence to advance the quality of administrative practice and decision-making.

**DNP 842B Administration Practicum II**

**Prerequisites:** DNP 842A with a minimum grade
of Satisfactory
Corequisites: May be taken concurrently with DNP 813, 815 or 817.
Continuing practice experience with expert Administration mentor. Continue to develop Administration competencies, and complete learning contract goals.

DNP 870 Capstone
Prerequisites: All theory and practica courses.
Students demonstrate integration of advanced practice competencies through completion of a capstone project conducted in the student’s practice focus area. The project requires the student to identify an opportunity for practice improvement, and to plan implement, and evaluate a new practice, protocol, program, or system improvement in a clinical setting.

DSM – Domestic Security Management

DSM 401 Domestic Security Management
A survey course reviewing the history, current practices, and trends in the management of domestic disaster operations. The course discusses the responsibilities different levels of government (federal, state, and local) and agencies have with respect to domestic disasters and their relationships with the private sector.

DSM 420 Information Security
A survey of one of the fastest growing international crime problems. Cyber-terrorism has been quick to emerge as an enormous threat to national security and economy. This course exposes the students to the domestic, local, national and international effects of cyber-terrorism. It provides information on the categorizations of computer criminals based on the purposes and spheres of their activities.

DSM 430 Border-Transportation Security
A study of the substantial vulnerability of the nation’s land borders, ports, inland waterways and airports to underwater and aviation related attack. This course educates students regarding operations underwater and at airports and enhances the knowledge necessary to identify, prevent, respond to, and recover from major catastrophes at our nation’s borders and ports.

DSM 440 Crisis Management
A study of incident assessment and methods that determine to what degree a crisis is unfolding and then develop a strategy to manage the consequences of the crisis. This course provides students with the knowledge of how local, state, and federal agencies come together and interact in different crisis scenarios.

DSM 444 Disaster Management
This course discusses the management areas of policy, planning, coordination, response, response management, and recovery during emergencies and/or disasters; focusing on defining and analyzing the role of managers in critical situations of an unusual or severe nature resulting in injury, loss of life and/or severe property damage.

DSM 475 Interviewing and Interrogation
Provides students with proven techniques which apply to both accusatory and non-acusatory 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.

DSM 490 Supervised Senior Project
Prerequisites: 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 nly. Course is eligible for In Progress (IP) grade.

ECE – Early Childhood Educaton

ECE 201 The Growing Child: Zero to 8
Overview of major and theoretical frameworks and perspectives. Focus on gender and cultural impact on biological, physical, cognitive, social, moral, emotional and behavioral aspects of development for effective educational practices.

ECE 210 Child, Family, School and Comm
Focus on the influence of family, school and community on development and education of the young child. Special emphasis on the role of nutrition, positive home and school environments and community resources.

ECE 211 Diversity: Development & Ed.
Focus on cultural pluralism and its impact on development and education in regards to teaching and learning strategies. Emphasis on self-examination, reflection, and integration of current processes involved in interactions and relationships in society.

ECE 212 Principles and Practices
Recommended Preparation: ILR 260
Examines the underlying theoretical principles of developmentally appropriate practices as they apply to Early Childhood Education programs/environments. Emphasis is on the key role of adult-child interactions and teaching strategies that support the development of all children. A review of the history of ECE and how, over time, it has evolved to include professional practices, advocacy, ethics and professional identity is included.

ECE 213 Basics of Curriculum
Introduction to the knowledge and skills related to appropriate curriculum and environments for young children. Emphasis is on the role of the teacher in supporting development and fostering learning through use of effective strategies across content areas. Content areas include: Literacy, Social/Emotional development, Sensory learning, Math and Science.

ECE 214 Oral Language & Read Aloud
Recommended Preparation: COM 103
Focus is on how to recognize and implement appropriate strategies that support oral language and early literacy development of young children. Emphasis is on improving knowledge of language development and acquisition, early literacy including read alouds, and involvement of families in the process. Field experiences required.

ECE 215 Basics of Assessment
Focus on appropriate use of observation and assessment instruments to document development and learning in all domains in order to plan appropriate child-centered curriculum and effective instructional strategies for typical and atypical children.

ECE 216 Intro to Special Education
An introduction to special education with an overview of suggestions to assist beginning early education teachers prepare to recognize and handle special needs of children and their families.

ECE 217 Supervised Field Experience
Prerequisites: 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
Course Descriptions

ECE 301 Early Childhood Teaching
Focus on teaching as a profession. Emphasis on California Early Childhood Preliminary Multiple Subject Teaching Credential requirements, California standards of the teaching profession (CSTP), teacher expectations (TPE) and performance (TPA), and procedures for creating an ePortfolio. This two (2) month course must be taken prior to enrolling in any ECE/TED program course.

ECE 312 Infant and Toddler Care
Focus is on infants and toddlers in group care settings. Emphasis is on close, caring relationships in the cultural context of the child and family, understanding developmental milestones, the identification of special needs, and current issues of health, safety and nutrition.

ECE 330 Early Cognition
Prerequisites: ECE 201, ECE 210, HED 220, and ECE 211
Inquiry into the nature and tasks of early cognition including social, cultural and biological foundations. Attention paid to current research implications for learning theory, individual differences and classroom instruction.

ECE 410 Early Language and Literacy
Prerequisites: ECE 330
Focus on acquisition and developmental aspects of language related to emergent literacy skills. Emphasis on current research regarding language experiences that contributes to literacy acquisitions, including assessment and instruction.

ECE 415 Designing Emergent Curriculum
Prerequisites: ECE 330
Focus on essential elements of curriculum design including writing of goals, learning outcomes, developmentally appropriate activities, assessment measures and integration of the arts. Alignment with national and state standards stressed.

ECE 420 Nature, Numbers and Technology
Prerequisites: ECE 330
Focus on identification, design and delivery of developmentally age appropriate experiences that encourage active math, science and technology inquiry. Inquiry related to emerging notions of mathematical and scientific processes is basis for activities along with the inclusion of technology as a strategy.

ECE 430 Play as Pedagogy
Prerequisites: ECE 330
Focus on play as the primary learning modality for young children. Theoretical basis for play as a means of teaching, role in learning and as a means of assessment emphasized.

ECE 435 Music, Movement, Drama, Dance
Focus on enriching and enhancing children’s learning through the creative arts. Emphasis on integrating creative experiences within core subjects to create developmentally appropriate experiences.

ECE 440 Observing, Assessing & Planning
Prerequisites: ECE 330, and ECE 415
Focus on acquiring and enhancing skills in the selection, administration, scoring, interpretation, reporting of screening assessment instruments. Emphasis on designing and implementing curricula based on assessment results.

ECE 443 Children with Special Needs
Prerequisites: ECE 330
Exploration of variations in child development and identification of specific disabilities in young children. Inclusive early childhood programs, specific strategies for adaptation and accommodation of the core curriculum to meet the social, emotional, and academic needs of children who are at-risk or have special needs are examined.

ECE 445 Strategies: Guiding Behaviors
Prerequisites: ECE 330, and ECE 415, and ECE 430
Focus on observation, identification, description, and assessment of challenging behaviors. Designing and implementing effective teaching and learning strategies to successfully guide these behaviors within a social and cultural context.

ECE 446 Literature and Young Children
A survey of literature for young children in preschool through first grade. Emphasis on effective read aloud and story telling strategies for the developing language and listening skills, for developing concepts of print and vocabulary and for fostering a love of reading and early literacy skills.

ECE 450 Academic Seminar/Field Experience
Prerequisites: Satisfactory completion of all core courses with an average grade of “C” (2.0) or better in the core.
Participation in a collaborative field/academic experience to reflect and actively practice material covered in core classes. Field experience must be in approved setting and arranged by student. Grading is S or U only.

ECE 451 Observation and Assessment
Prerequisites: ECE 312
Focus on authentic informal and formal formal assessments for infants and toddlers, and the use of case study to develop observation skills leading to the promotion of responsive environments.

ECE 452 Partnering With Families
Prerequisites: ECE 312
Focus on acquiring knowledge through current research and developmental theories to plan responsive environments for infants and toddlers that strengthen family-school partnerships. Will explore through case studies optimum communication techniques for building and maintaining positive relationships with family members.

ECE 453 Developing Appropriate Curriculum
Prerequisites: ECE 312
Focus on infant and toddler development and the role of the adult in supporting optimal outcomes through routines, curriculum planning, and implementation. Candidates will examine the primary components of quality care and education.

ECE 454 Creative Aesthetics
Prerequisites: ECE 312
Focus on understanding the value of providing opportunities for infants and toddlers to engage in sensory art exploration as well as experimentation with culturally diverse music and dance. Emphasis is on creating experiences indoors and outdoors focusing on the aesthetic process of experiencing various rhythms, tones, textures and color.

ECE 460 Program Administration
Focus on administration of early childhood programs. Emphasis on working with boards, staff, parents and volunteers. Attention to designing staff and volunteer professional development programs.

ECE 461 Leadership and Supervision
Emphasis on theories, principles and practical methods of leadership and supervision applicable to early childhood settings. Demonstrations of instructional, operational and organizational leadership. Focus on components of human resources related to staff recruitment, development and evaluation.

ECE 462 Financial Mgmt & Resources
Focus on financial policies and management of resources in early education settings. Emphasis on accounting fundamentals of preparing, recording and monitoring funds.

ECE 464 Ethical and Legal Issues
Prerequisites: HED 220
Focus on local, state and federal statutes and
Course Descriptions

ECE 465 Crisis Trauma and Abuse
Emphasis on definition, factors, theories, and characteristics associated with abuse and family violence. Topics include examination and analysis of crisis, trauma and disaster preparedness, community response, legal rights, prevention and intervention strategies.

ECE 466 Planning Physical Environments
Guidelines on planning, designing and organizing physical learning environments for young children. Understanding, comparing, integrating theoretical frameworks on indoor and outdoor environments.

ECE 490 Guided Study (variable units)
An individual study course under the direction of a specified instructor. Requires prior approval of ECE lead faculty.

ECE 650 The Early Childhood Teacher
Examines the critical role of the early childhood teacher. Opportunities to reflect upon beliefs, analyze current role, recognize strengths and develop a plan to move forward that strengthens and supports their professional growth. Addresses NAEYC/NCATE Advanced Standard 5: Growing as a professional.

ECE 651 Current Issues in ECE
Focuses on current issues on early childhood. Particular attention paid to the transition to Kindergarten. Multiple perspectives considered. Addresses NAEYC/NCATE Advanced Standard 1: Promoting Child Development and Learning; Standard 2: Building Family and Community Relationships; Standard 4: Teaching and Learning and Standard 5: Growing as a professional.

ECE 652 Cognition and the Young Child
Deepen understanding of the capabilities of young children thinking skills. Focus is on current research. Opportunities to examine learning research in light of current educational reform efforts and develop practical application. Addresses NCATE/NAEYC Advanced Standard 1: Promoting child development and learning and Standard 5: Growing as a professional.

ECE 653 Best ECE Teaching Practices
Focus on research based effective teaching strategies for young children. Examines opportunities for integrating curriculum across content areas. Close attention paid to balancing standards and Developmentally Appropriate Practice (DAP). Addresses NCATE/NAEYC Advanced Standard 4, Teaching and Learning, Sub standard s 4b, 4c, and 4d.

ECO – Economics

ECO 100 Intro to Economics
Overview of basic macroeconomic and micro-economic principles to help students understand how individuals, firms, and government make economic choices. The course discusses the concepts of equilibrium, national income accounting, inflation, unemployment, business cycle, monetary and fiscal policies, the industrial organization, international trade and international finance.

ECO 203 Principles of Microeconomics
In this course, students will study the price system, market structures, and consumer theory. Topics covered include supply and demand, price controls, public policy, the theory of the firm, cost and revenue concepts, forms of competition, elasticity, and efficient resource allocation, among others.

ECO 204 Principles of Macroeconomics
This course provides an examination of aggregate economic activity. It includes a study of aggregate supply and demand, the monetary and banking systems, aggregate economic accounting, inflation, unemployment, the business cycle, macroeconomic policy, and economic progress and stability, among other things.

ECO 301 Intermediate Microeconomics
Prerequisites: 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
Prerequisites: ECO 204
Building on the principles of macroeconomics, this course prepares students to analyze macroeconomic issues of the current time. Emphasis is placed on the measurement of income, prices and employment; monetary and fiscal policy; financial market; the public sector; international trade and international finance; and the current global issues.

ECO 303 Data Analysis
Prerequisites: 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
Prerequisites: 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
Prerequisites: 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
This course provides a basic understanding of market process economics. Students will learn about the nature and importance of economics, capitalism, wealth and its role in human life, natural resources and the environment, the division of labor and production, the dependence of the division of labor on capitalism, the price system and economic coordination, price controls, socialism, the institutions of private property, economic inequality, economic competition, and monopoly and the freedom of competition.

ECO 402 Market Process Economics II
This course is a continuation of ECO 401 and is designed to provide students further understanding of market process economics. Students will learn about the concept of productive activity, the productive role of businessmen and capitalists, money and spending, productionism and unemployment, the productivity theory of wages, alternative approaches to aggregate economic accounting, the role of saving in spending, Keynesian economics, and inflation.

ECO 410 Seminar on Capitalism
Prerequisites: ECO 203, ECO 204
This course provides a basic understanding of capitalism and market process economics. Students will learn about the nature and importance of capitalism, wealth and its role in human life, natural resources and the environment, the division of labor and production, the price system and economic coordination and price controls. Additionally, students will also be able to compare and contrast other economic systems.
ECO 415 Labor Economics
Prerequisites: ECO 203, and ECO 204
Students will engage in a detailed study of the labor market. Students will learn about the relation of the labor market to other markets. Students will study the demand for and supply of labor, the causes of unemployment, labor market discrimination, what influences the productivity of labor, the effects of labor unions, and the determinants of wages, among other topics.

ECO 420 International Economics
Prerequisites: ECO 203, and ECO 204
Students will apply what they have learned in previous economics courses to analyze the global economic environment. They will learn and apply the law of comparative advantage to understand how all people can gain from international trade. Trade agreements, such as GATT and NAFTA, will be discussed and analyzed. Students will learn about the currency markets and the different types of monetary systems.

ECO 430 Economics and Philosophy
Students will learn about the relationship between philosophy and economics. They will study the 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 the important role businesses play in the economy. Students will study topics such as why businessmen should be honest, the nature of antitrust laws, the virtue of integrity, the nature of government and rights, among others.

ECO 447 Money and Banking
Prerequisites: ECO 203, and ECO 204
Students will study the U.S. monetary and financial systems. They will learn about the important role these systems play in facilitating the production of wealth in the economy. This class covers the principles of money; the Federal Reserve System; the determinants of interest rates; bond prices, and stock prices; the different types of financial institutions; monetary theory; and monetary policy.

ECO 490 Guided Study (variable units)
This is individual study under direction of the instructor. It requires prior approval of appropriate academic department.

ECO 607 Economics for Managerial Decis
Recommended: Prior completion of BUS 500A
In this course, students study the price system, market structure, and consumer theory as they apply to managers in a variety of decision-making environments. This course covers the use of mathematical and economic decision-making tools for determining optimal levels of output, resource usage, and capacity planning.

ECO 630 Global Economic Geography
Prerequisites: ECO 607
A survey of the global economy, this course examines how organizations identify and inventory resources in terms of manpower (demographics), industrial organization and development, sources of raw materials, and the current means of connectivity (e.g., language, as well as telecommunication and transportation infrastructures). It includes exposure to various sources of global economic information, such as the “Country and Industry Report.” U.S. government reports, online computer information, and various private sources such as banks and credit card bureaus. Students compile reports that focus on country, region, and industry analysis of opportunity and prospects.

ECO 631 Global Trade Policy & Procedur
Prerequisites: ECO 607
An examination of the development and current status of U.S. and foreign trade policies and procedures, this course focuses on GATT, NAFTA, European Integration, and other emerging regional trading blocs. It examines the impact of trade and foreign operations caused by national and regional antitrust laws. It surveys the procedures necessary for government approval of importing and exporting, including the legal options available to facilitate and overcome difficulties and disputes in foreign trade.

ECO 635 Economics for Executive Mgrs
This course provides the executive with the tools necessary for decision-making in a variety of environments. Topics include elasticity, market structure, marginal analysis, monetary theory, the business cycle, exchange rates, international trade, among others. Emphasis will be on the applications of economic theory to strategic decision-making.

EDA 607 Induction Seminar
Prerequisites: Candidate must possess a valid preliminary administrative services credential. Developing and planning an individualized candidate professional induction plan. Identification of professional growth opportunities, including non-University work, and developing a plan for a field-based project aligned with candidate’s needs and interests. Introduction to the mentoring process and selection of a mentor. Preparation of a current administrative portfolio. Grading is by S or U only. Course is eligible for an “IP” grade.

EDA 608 Professional Dev. Seminar
Prerequisites: EDA 607
Critical analysis of issues in creating and maintaining a vision of learning; developing and sustaining a teaching and learning culture; providing organizational management; demonstrating sensitivity to school, family, and community diversity; providing ethical leadership, and applying knowledge of the political, social, economic, legal, and cultural aspects of schooling. Grading is by S or U only. Course is eligible for an In Progress (IP) grade.

EDA 609 Assessment Seminar
Prerequisites: Possession of a valid preliminary administrative services certificate, and EDA 607, and EDA 608
Capstone course in the Professional Clear Administrative Services Credential program. Engages candidates in assessing progress in completing activities proposed in Induction Plan; evaluating completed professional development activities reviewing, refining, and completing plan for field-based project; and assessing and submitting administrative portfolio and its artifacts. Grading is by S or U only. Course is eligible for an “IP” grade.

EDA 614 Introduction to Leadership
The theories, principles, and concepts related to leadership, administration, and management applied to education. Application and implications of theory for the instructional leader and education-related manager.

EDA 617 Philosophy and Leadership
Foundational course for the Master’s program. Connecting Plato, Aristotle, John Dewey and other philosophers to schools today as well as relating leadership scholars such as James MacGregor Burns, Peter Senge, and Thomas Sergiovanni to the continuum of thought in developing educational leadership studies.

EDA 618 School Law and Policy
Introductory course in educational law and ethics. Examination of education law, codes, case law, and regulations and their school level applications. Focus on areas of school law likely to be used by beginning school administrators.
EDA 619 School Resource Management
Introduction to public school finance policies and practices, emphasizing site level finance. Exploration of federal, state, and local revenue sources, district and school budgeting, and financial management procedures. Introduction to public school budgeting and accounting procedures. Direction by practicing school administrators when investigating issues in public school finance.

EDA 620B Degree Field Experience
Prerequisites: Prerequisite Students must have completed at least 3 of the following courses; EDA 623, EDA 624, EDA 614, EDA 626, EDA 618, EDA 619
Supervised application of theoretical concepts in practical settings. Candidates complete a portfolio of administrative activities demonstrating competency in areas identified in the California Professional Standards for Educational Leaders as sanctioned by the Commission on Teacher Credentialing for awarding of the preliminary administrative services credential. Stresses day-to-day administrative functions as well as policy analysis and implementation. This course may be taken concurrently with another class or scheduled in an open month. This course takes 3-12 months to complete. It must be completed within 12 months of being scheduled. This course must be completed in residence. All students pursuing a Preliminary Administrative Services Credential, unless approved for the Intern program, must complete EDA 620B. Grading is by S or U only. Course is eligible for an “IP” grade.

EDA 620C Degree Field Experience
Prerequisites: Students must have completed at least 3 of the following courses; EDA 623, and/or EDA 624, and/or EDA 614, and/or EDA 626, and/or EDA 618, and/or EDA 619
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 620L Intern Field Experience
Prerequisites: 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 623 Instructional Leadership
Theoretical and practical exploration of curriculum, instruction and accountability. The course will explore issues that have the potential to influence the planning, implementation and evaluation of curriculum and learning.

EDA 624 Supervision of Instruction
This course provides a theoretical and practical framework for supervising and evaluating instruction while modeling a personal code of ethics and developing professional leadership capacity. A variety of theoretical perspectives and skills for engaging in the practice of supervision of instruction, curriculum assessment, program quality, and standards-based instruction are presented. Emphasis is on instructional leadership that models personal and professional ethics, integrity, justice, and fairness, while expecting the same behaviors from others. Candidates focus on demonstrating skills in decision-making, problem solving, change management, planning, conflict management, and evaluation.

EDA 625 Technology and Data Analysis
Administrative perspective on using instructional technology. Methods of using technology to improve administrative functions, including generating and analyzing instructional data, using data to improve instruction, and analyzing legal and ethical issues surrounding educational technology.

EDA 626 Community & Diversity
Analysis of social and political forces impacting human resources leadership and school-community relations. Internal and external components of operation of personnel and school management functions. Needs of diverse communities cultural Pluralism, personnel issues, and personnel and community relationships related to state and federal laws and local policies. Collective bargaining’s impact on human resources and community relationships.

EDA 628 Summative Leadership Seminar
Organizational development, mobilization of human and fiscal resources, restructuring, building a school environment that embraces diversity. Administrative tasks in schools and school districts. Schools as political systems focusing on the improvement of instruction. Knowledge drawn from other preliminary administrative services credential courses and from direct, practical experience.

EDA 631 Shared Vision of Learning
Facilitating the development, articulation, implementation, and stewardship of a vision of teaching and learning supported by the school community. For candidates in Santa Clara County Office/NU joint program only.

EDA 632 Teaching and Learning Culture
Advocating, nurturing, and sustaining a school culture supporting instruction, student learning, and staff professional development using state standards and accepted accountability systems. For candidates in Santa Clara County Office/NU joint program only.

EDA 633 Mgmt for Teaching/Learning
Managing operations and resources to ensure a safe, efficient, and effective learning environment that enhances student achievement. For candidates in Santa Clara County Office/NU joint program only.

EDA 634 Diverse Families/Communities
Examining and evaluating attitudes toward race, culture, ethnicity, sexual orientation, and individuals with disabilities. Learning how to work effectively with diverse families, caregivers, and community members. For candidates in Santa Clara County Office/NU joint program only.

EDA 635 Personal Ethics for Leadership
Practicing and modeling a personal code of ethics, including protecting the rights and confidentiality of students, staff, families in a leadership capacity that includes shared decision-making, problem solving, and conflict management. For candidates in Santa Clara County Office/NU joint program only.

EDA 636 Political and Social Influence
Examining political, societal, economic, legal, and cultural influences on schools. Providing team leadership for effective communication with key school-community decision-makers. For candidates in Santa Clara County Office/NU joint program only.

EDA 637 Action Research
Prerequisites: ILD 625
Provides the knowledge, skills, and protocols to generate and evaluate research relevant to various areas of professional education. Students produce a major action research and writing project focused on the practical needs of educators who wish to join the larger professional community in their field of specialty. This class is scheduled for two months one day a week and at the end of that time a grade of “IP” will be posted then the maximum length of time is 10 additional months. Class size is 10. Grading is H, S, or U only. Course is eligible for In Progress (IP) grade.

EDA 640 Introduction to H.E. Admin.
Overview of the basic aspects of higher education including issues, policies, operations, financial management, strategic planning, enrollment, student services, and
EDA 641 Leading and Managing Change
Prerequisites: EDA 640
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
Prerequisites: EDA 640
This course familiarizes students with assessment, policy-making, and accountability in higher education. Practical and theoretical approaches are explored. Power influences will be identified and examined, both inside and outside institutions including university hierarchy, state, and federal entities. Student learning and assessment’s impact on the present and future of higher education will be explored, including the roles of state and regional accreditors.

EDA 643 Community Development in HE
Prerequisites: EDA 640
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
Prerequisites: EDA 640
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
Prerequisites: EDA 640
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
Prerequisites: EDA 640
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
Prerequisites: EDA 640
This course examines trends in curriculum and “andragogy” as they apply to higher education programs. This examination includes an in-depth analysis of modes of delivery such as online, onsite, and hybrid methods.

EDA 648 Student Svs & Enrollment Mgt
Prerequisites: EDA 640
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, and competencies, and services offered.

EDA 650 Ethics and School Leadership
Introduces connection between leadership and ethics. Study of traditional ethical frameworks as presented by early Greek writers, past and present philosophers and theologians, non-believers, and leadership scholars. Consideration of long-range implications of leadership activities through case study analysis.

EDA 651 Ethics & Philosophy of Leaders
This course examines ethical school leadership through the lens of educational and leadership philosophies. Candidates will create a working philosophy that will guide their practice.

EDA 663 Community Leadership
Prerequisites: ISL 661, LED 602, LED 604, ISL 662, EDA 623, EDA 624, EDA 618, ISL 660, LED 605, EDA 680
Explores community leadership, outreach and partnerships through the lens of diversity and pluralism (of students, school personnel, the community, and society). Cultural competence is essential in working with diversity in present-day school environments. The course examines nonprofit models and community organizing that succeeds in surrounding communities.

EDA 680 Charter School Leadership
Leadership skills necessary to establish and sustain a charter school; understanding the role the community in the charter school environment, the application process, and preparing to open and operate a charter school. Role that a Charter School leader plays in the daily operation and his/her relationship to the educational community. How to analyze and present data, and demonstrate strategies for developing and planning staff and community development.

EDA 684 Resource Mgt in Charter School
Overview of resource management in a charter school. Resources that will be discussed are time, personnel, facilities, and financial. How to plan for the best use of the resources available. Content learned in EDA 618, 619, and 626 will be expanded in this course and applied to charter schools.

EDA 690 Guided Study (variable units)
Individual study under direction of instructor. Requires prior approval of appropriate academic department.

EDA 694 Thesis
Prerequisites: ILD 625 and an undergraduate or graduate statistics course. Students must have written permission of lead faculty to enroll in the course.
This course is a supervised experience culminating in the completion of a thesis. Focuses on an educational administration research topic. Employs more advanced research methodologies than EDA 637 (Action Research) and is recommended for those considering future doctoral work. The student prepares a research proposal, obtains Institutional Review Board (IRB) approval, conducts the study and prepares the written thesis. This class is scheduled for 2 months, meets once a week and at the end of that time a grade of “IP” will be posted then the maximum length of time is 10 additional months. Grading is by H, S, or U only.

EDA 695 Educational Project
An opportunity for students to gain practical experience in designing, implementing and evaluating programs in an area of interest pertinent to their professional development as school administrators.

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design (ID) process. Topics include learning theories and how they relate to ID, design of needs assessment, analysis of subject matter content, development of effective learning objectives, design of instructional strategies, online collaboration, integration of online delivery systems, and assessment and evaluation strategies.

**EDT 603 Advanced Instructional Design**  
**Prerequisites:** EDT 601  
Adds practical understanding to the knowledge gained in EDT 601 by having students design a prototype for a web-based training course. Focuses on working with subject matter experts throughout the ID process, analyzing an education/training problem, developing effective instructional materials, and implementing a web-based instructional solution and evaluating its effectiveness.

**EDT 605 Education Theory & Technology**  
This course provides a comprehensive view of curricular issues facing teachers and instructors as the role of technology stimulates change in teaching methodology within the classroom instructional setting. Topics focus on cognition and learning and using technology to support constructivist learning, building technology-supported learning communities, student-directed research projects, and using collaborative communication tools both among students and between students and their mentors.

**EDT 607 Media Based Learning Objects**  
**Prerequisites:** EDT 600A, EDT 601, and EDT 605  
Learners explore creation and media of learning objects for onsite and online courses. Pedagogical foundations in digital media authoring tools illustrate learners to research, plan, create, and evaluate reusable learning objects in classroom curriculum. Special focus is given to creating shared content libraries and rich media for educational products.

**EDT 608 Technology in the Classroom**  
Comprehensive overview of technology use in an educational environment. Includes hands-on practice of word processing, presentations, spread sheet, and database management. Topics include: introduction to Internet, integrating technology into teaching and learning, technology management, and strategies for integration of technology into the curriculum. Complies with the requirements for a California Teaching Credential.

**EDT 609 Developing Online Courseware**  
**Prerequisites:** EDT 600A, EDT 601, EDT 605, and EDT 607  
Learners explore and employ a wide range of online technologies to design and deliver course content for distance education. Working directly with learner management systems, learners map the path from learning and instructional theory, instructional design, and technological implementation to solid curriculum development, content creation, and engaging course facilitation.

**EDT 610 Teaching Online**  
**Prerequisites:** Completion of all core requirements.  
This comprehensive course covers principles and strategies for conducting online lessons in a variety of online teaching environments including hybrid courses, with a primary focus on how teaching strategies have evolved in order to fit the new medium of online learning. Students survey theories and applications of online learning and teaching. Special focus is given on the use of the Internet for implementing distance education systems for adult learners. The course covers hands-on tools such as web page design authoring tools and videoconferencing technology. Career paths in the area of online teaching will also be investigated.

**EDT 611 Current Training Issues**  
**Prerequisites:** Completion of all core requirements.  
A topical seminar exploring the most current issues in instructional technology design and training. Topics include new developments in web-based authoring tools, international standards or emerging training/educational approaches based on enhanced information technology, recent research in the influence of technology on learning, cognitive research on learning and delivery methods.

**EDT 612 Meaningful Learning w/ Tech.**  
This course focuses on integrating technology and constructing meaningful learning in K-16 classrooms. Students apply traditional learning theories to technology-based methods and techniques, use technology as a communication tool, and design lesson-based web projects. Contemporary issues involving the Internet and the development of virtual learning communities will also be addressed.

**EDT 613 Simulations & Virtual Reality**  
**Recommended:** Prior completion of: EDT 600A and EDT 601 and EDT 605 and EDT 607 and EDT 609 and EDT 631  
Simulations & Virtual Reality explores the role of multi-user virtual environments and simulations (MUVEs) in education. Using Second Life, students will identify and use the pedagogical methods, virtual tools and content resources for creating and teaching in a virtual reality.

**EDT 615 Performance Technology**  
**Prerequisites:** EDT 611 and completion of all core requirements.  
Human Performance Technology takes instructional technologies and incorporates a range of interventions drawn from disciplines: behavioral psychology, instructional systems design, organizational development, and human resource management. HPT stresses a rigorous interdisciplinary analysis of performance levels, identifies causes for the performance gap, and offers a range of interventions to improve performance.

**EDT 616 Video Games as Learning Tools**  
**Prerequisites:** EDT 611 and completion of all core requirements.  
Introduces students to game pedagogy and to mainstream, entertainment-based games to enhance learning. The overall goal is to increase games literacy and through hands-on exploration, demonstrate how video games can be effective learning tools. Students apply this knowledge to integrate a video game into training or into standards-based K-12 curriculum.

**EDT 623 Web-based Instruction**  
**Prerequisites:** EDT 615 and completion of all core requirements.  
An overview of key concepts and principles that drive the design of effective web-based instruction, including evaluation, instructional approaches, learning sequences, interactive learning, assessment, collaboration, learner motivation, technical requirements, and supplemental learning options. Hands-on experience with design/editing systems including HTML and DHTML utilizing Dreamweaver.

**EDT 631 Media and Instruction**  
**Prerequisites:** EDT 600A  
Comprehensive overview of visual learning techniques, skills, methods, and theories to support and to enhance learning. Application of various digital media including video, audio, and graphics for communicating and for creating digital assets in an educational or in a training context.

**EDT 632 Technology and Leadership**  
**Prerequisites:** EDT 600A, EDT 601, EDT 605, EDT 607, EDT 609, EDT 631 and completion of all core requirements.  
Information technology issues, networking, and the convergence of media (telecommunications, voice, video, and data) will be contextualized through the lens of educational leadership. Future technology leaders will address current issues such as network security, digital ethics, budgets, and the total cost of ownership as it pertains to hardware and software.

**EDT 633 Assessment & Accountability**  
**Prerequisites:** EDT 600A, EDT 601, EDT 605, EDT 607, EDT 609, EDT 631 and completion of all core requirements.  
Data management in a digital environment is dependent upon technology systems and infrastructure. This course presents a systems approach to understanding issues with the delivery and management of data focusing on accountability, evaluation, and assessment. Summative and formative assessment strategies and techniques will be explored.
EDT 655 Issues & Trends in Ed. Tech
A survey of a wide range of state-of-the-art issues and trends that have impacted the field of educational technology at the local, state, national and international level. Also addresses the basic principles of information literacy skills and the ethical use of the Internet.

EDT 660 Multimedia & Interactive Tech.
An overview of the use of multimedia and interactive technologies in the educational environment, focusing on design and production of multimedia products. Students will develop media literacy via exposure to web-based conferencing, art programs, PowerPoint, Dreamweaver, image scanning and editing, as well as video and sound digitization.

EDT 671 Curriculum for Online Learning
A comprehensive course on how to design curriculum that will be implemented in an online teaching environment. Students use an online course management and authoring system to design a course for use in K-16 or for corporate, government, or military education.

EDT 693 Instructional Eval. & Devl.
Prerequisites: EDT 600A, and EDT 601, and EDT 605, and EDT 607, and EDT 609, and EDT 631, and All 4 of the required elective courses
An exploration and application of alternative theories and strategies for evaluating the effectiveness of instructional programs. Applies usability framework, instruments, approaches to student outcomes and assessment, and continuous quality improvement strategies as they apply to the design and improvement of instructional systems. Capstone prospectus developed. Course is eligible for an “IP” grade.

EDT 695 Capstone Project
Prerequisites: EDT 693 and All core and elective classes.
The final class in the MS in Educational and Instructional Technology program. Under the supervision of a faculty member, students complete a capstone project and accompanying report. Students meet weekly via voice/web with a faculty supervisor. Grading is by H, S, or U only.

EES – Earth & Environmental Science

EES 103 Fundamentals of Geology
Introduction to the major geological processes which create and transform materials and landforms throughout the planet. Geotectonic processes, geomorphology, unifying themes such as plate tectonics, sea floor spreading and athenosphere convection cells; and degradation-aggradation processes.

EES 103A Fundamentals of Geology Lab
(1.5 quarter units)
Prerequisites: EES 103
This laboratory course will complement the student’s knowledge of geology with demonstrations and experiments. Contact hours for this laboratory course (45) are based on a 3:1 ratio, i.e. 3 lab hours = 1 lecture hour equivalent.

EES 301 Earth & Planetary Sciences
Covers the geological make-ups and processes that resulted in the present Earth topography. It also examines energy reserves, pollution, ecology, and mineral resources.

EES 322 Oceanography
Examination of the interactions between oceanographic, geological and astronomical processes on the physical and living components of the world’s oceans. Includes interactions between the ocean and the atmosphere and how these interactions affect currents, weather and biological activity.

EES 335 Environmental Science
A study of man’s relationship to the environment and the effects on it. Examines plant and animal community structure, renewable and nonrenewable resources and environmental degradation with emphasis on what is needed for a sustainable society.

EES 336 Natural Resource Conservation
An overview of the distribution and uses of world natural resources and the application of economic concepts to the management of specific renewable resources. Examines specific resources such as soil, water, grasslands, forests, marine habitats, fish and game populations and energy resources.

EES 337 Environ Law & Sustainability
Investigation of the relationship of laws, national and world policy, and human society’s promotion of a sustainable society.

EES 338 Energy Resources
Prerequisites: EES 335
Examines renewable and non-renewable energy sources. Investigates available world resources, market, trends, and technology. Evaluates energy conservation and practical alternatives, social, cultural and economic impacts, environmental aspects of power generation, air pollution, acid rain, ozone depletion, and global warming.

EES 340 Water Resources
Prerequisites: EES 335
Examines the critical issues of water and water resources for human sustenance. Investigates the conservation of water and water resources in the U.S. and around the world. Discusses the environmental, economic, and social implications of current issues in water quality, water pollution, and water resource regulation.

EES 491A Capstone: Environ Study 1
Seminar classes analyze different approaches, modes of inquiry, and methodologies associated with environmental issues. Students select a topic for further original research, producing a “capstone” paper based on a field-based or agency-based project.

EES 491B Capstone: Environ Study 2
Seminar classes analyze different approaches, modes of inquiry, and methodologies associated with environmental issues. Students select a topic for further original research, producing a “capstone” paper based on a field-based or agency-based project. Topic chosen should be different from that chosen in EES 491A. The seminar topic chosen in EES 491B should be different than the one selected in EES 491A.

EGR – Engineering

EGR 219 Intro to Graphics and Auto CAD
Prerequisites: MTH 215
Introduction to the latest version of Auto CAD software for two- and three-dimensional modeling, engineering graphics and technical drawings.

EGR 220 Engineering Mathematics
Prerequisites: MTH 215
(Prerequisite: MTH215) An examination of the major mathematical tools for engineers and scientists.

EGR 225 Statics & Strength of Material
Prerequisites: EGR 220
Introduction to the key topics in strength of materials with focus on applications, problem solving and design of structural members, mechanical devices, and engineering systems.

EGR 230 Electrical Circuits & Systems
Prerequisites: MTH 215
(Prerequisite: MTH 215) A study of fundamentals of direct and alternating current, basic circuit theory, three-phase circuits, transformers, electrical generators, and motors.

EGR 240 Electronic Circuits
Prerequisites: EGR 230
Corequisites: EGR 240L
Analysis and design of analog electronic circuits which are used in communications, computers and instrumentation. Provide fundamentals and analysis of non-linear,
Course Descriptions

active components such as diodes, transistors (both bipolar and MOSFET), OP-AMP, rectifiers, amplifiers etc. Use modern simulation tools such as PSpice for the design, analyses, and performance evaluations of electronic circuits.

EGR 240L Electronic Circuits Lab (1.5 quarter units)  
**Corquisites:** EGR 240  
This course offers lab experiments for students to implement, test, analyze, simulate and design electronic circuits such as rectifiers, amplifiers etc. using modern simulation and design tools.

EGR 310 Engineering Economics  
**Prerequisites:** MTH 215  
Economic Analysis for decision making with emphasis on rate of return, net present value, benefit-cost and multi-objective evaluation methods. Cost estimation and alternative analysis.

EGR 316 Legal Aspects of Engineering  
Course focuses on basic principles and new developments in the legal aspects of architectural, engineering and construction processes. Coverage includes contractor licensing, professional design services, liability, intellectual property, and competitive bidding.

EGR 320 Scientific Problem Solving  
**Prerequisites:** EGR 220, or CSC 208  
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  
**Prerequisites:** EGR 320, or CSC 208  
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 324L Linear Systems and Signals Lab  
**Prerequisites:** EGR 240L or MTH 220, EGR 230 introduction to fundamental concepts, analysis and applications of continuous-time and discrete-time signals and linear systems. Course contents include time-domain and frequency-domain characterization of signals and systems, Fourier Series and Fourier Transform, basic sampling and filtering concepts, the Laplace Transform, and the Z Transform etc. The course will be supplemented with MATLAB based exercises.

EGR 324 Linear Systems and Signals  
**Prerequisites:** EGR 240 or MTH 220, EGR 230 introduction to fundamental concepts, analysis and applications of continuous-time and discrete-time signals and linear systems. Course contents include time-domain and frequency-domain characterization of signals and systems, Fourier Series and Fourier Transform, basic sampling and filtering concepts, the Laplace Transform, and the Z Transform etc. The course will be supplemented with MATLAB based exercises.

EGR 340 Embedded Systems  
**Prerequisites:** EGR 340  
Exploration of design and interfacing of microcontroller based embedded systems. It covers various aspects of 8051 C and assembly language programming and interfacing. The course examines the architecture of the 8051 microcontroller along with a study of the I/O ports, addressing modes, interrupt routines, timings and the serial data communication in 8051.

EGR 340L Embedded Systems Lab (1.5 quarter units)  
**Corquisites:** EGR 340  
This lab course provides a collection of experiments for supporting the lectures. The labs are designed to familiarize students with various aspects of hardware and software for microcontroller applications such as interfacing with various devices, programming I/O ports and interrupts and working with sensors.

EGR 440 Project Management Fundamental  
This course focuses on project management concepts and definitions, network scheduling techniques, strategic planning, risk management, cost control, and project implementation.

EGR 486A Engineering Senior Project I  
**Prerequisites:** Completion of six 400 level CEN core courses.  
A substantive project that demonstrates a synthesis of learning accumulated in each major. This is the first part of a two-part Engineering Senior Project sequence. Students will be working in teams of two to four students and doing research leading to preliminary development of the final project product.

EGR 486B Engineering Senior Project II  
**Prerequisites:** EGR 486A  
A continuation of EGR 486A. In this second part of the Engineering Senior Project, students continue the project; prepare an interim project paper and present project results and plans.

ENE – Environmental Engineering

ENE 605 Air Pollution Control  
Air quality management with an emphasis on the sources of air pollution, including the effects on humankind, plants, and animals. Study of federal, state, and local regulatory requirements and air pollution law. Design of air pollution control equipment will be done.

ENE 607 Solid & Hazardous Waste Remedi  
**Prerequisites:** CHE 101 or CHE 101A Understanding of solid waste; its characterization, production, storage, collection and transportation. Transportation, monitoring, storage, minimization, treatment and disposal. Exploration of toxicology from multiple functional levels, measuring toxicity and assessing risk, respiratory toxicology, and toxic wastes and remediation technologies.

ENE 608 Site Remediation  
Introduction to the issues relevant to the investigation and management of contaminated sites, emphasizing problem diagnosis / characterization and the development of site restoration / corrective action clean up programs. Includes methods for the development site restoration tasks, methods for evaluating the progress of corrective action programs.

ENE 609A Research Project I  
**Prerequisites:** Satisfactory completion of 70% of core course requirements with a GPA of 3.0 or better  
First part of the master’s research project. It focuses on the research and selection of an appropriate topic on one of the research or applications of environmental engineering. Students develop the project and utilize skills previously acquired in their respective core curriculum. Grading is H, S, or U only. Course is eligible for In Progress (IP) grade.

ENE 609B Research Project II  
**Prerequisites:** ENE 609A  
Continuation of ENE 609A. Students complete a detailed analysis and design of the project. Two-month, one session per week
course. Students formally present their final product to a review panel for evaluation and grading. Grading is H, S, or U only. Course is eligible for In Progress (IP) grade.

ENE 610 Microbiological Processes
Prerequisites: BIO 203, and BIO 203A
An introduction to the design, analysis and implementation of microbiology and biological treatments is given with emphasis on biology of microorganisms and general bacteriology microbiology of aerobic and anaerobic bacteria. Water sampling techniques, related treatment on nitrogen, and phosphorous in the environmental lab in modern workplace are studied.

ENE 611 Water Treatment Processes
Prerequisites: CSC 208, and CSC 220 or permission from lead faculty
Introduction to hydraulics, and hydrology concept, focus on the basic water, and wastewater Processes on physical, chemical, and biological treatment. Address the current pollution prevention procedures outlined by the EPA for industry that include source reduction, recycling / reuse treatment.

ENG – English

ENG 013 Strategies for Writing
This course provides the tools and practice students need to write successful college-level essays. It emphasizes the development of clear and logical writing through a focus on the basics of sentences, paragraphs, and essays. (This course is considered developmental in nature and does not award collegiate credit). Grading is by S or U only.

ENG 100 Effective College English I (3 quarter units)
Prerequisites: Satisfactory performance on Accuplacer
The first of a two-course sequence designed to provide incoming students with the expository and argumentative writing and critical thinking skills required for college course work. Emphasizing essay-length compositions, the course covers critical reading and analysis, thesis formation and essay organization and basic research and revision techniques.

ENG 101 Effective College English II (3 quarter units)
Prerequisites: ENG 100
The second of a two-course sequence designed to provide incoming students with expository and argumentative writing skills.

ENG 201 Fiction Writing I
Prerequisites: LIT 100
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 and evaluate published work and discuss each other’s writing in a traditional workshop format.

ENG 202 Poetry Writing I
Prerequisites: LIT 100
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.

ENG 203 Screenwriting I
Prerequisites: LIT 100, or ART 315
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.

ENG 204 Advanced Composition
Prerequisites: ENG 100, and ENG 101
An advanced course in expository and argumentative writing that continues the work of Effective College English. While ENG 100 and ENG 101 focus on essay formulation and research, Advanced Composition emphasizes textual analysis. Students continue to practice the construction of arguments based on analytical reasoning, critical thinking and research skills.

ENG 300 English Practicum & Portfolio
Students observe, study, and discuss a range of activities and experiences common in English/Language Arts classrooms in public middle and secondary schools, and review the requirements of the Single Subject Matter Preparation program portfolio. Requires 31.5 hour observation in public schools. Grading is by H, S, or U only.

ENG 301 Fiction Writing II
Prerequisites: ENG 201
An intermediate course in writing fiction. Students will build on principles learned in ENG201, focusing on developing compelling and original fiction. Students will also discuss the importance of revision, and engage in thorough critiques of each other’s original work.

ENG 302 Poetry Writing II
Prerequisites: ENG 202
An intermediate workshop in poetry. Students will compose their own original poems and continue the study of the craft of poetry, focusing on the modern tradition.

ENG 303 Screenwriting II
Prerequisites: ENG 203
Building on the skills learned in ENG 203, students will refine their critical ability to analyze and evaluate screenplays, and their visual storytelling skills, in order to produce an effective first act of a full-length screenplay.

ENG 310 English Grammar
Prerequisites: ENG 101
Analysis of Modern English structure using the methods of traditional grammar. Topics studied: parts of speech, grammatical functions, phrase, clause, and sentence types, and nominal and verbal categories. Nature and usefulness of prescriptive rules of grammar. How to teach traditional grammar as presented in the secondary English curriculum. Instruction will encourage students to demonstrate critical understanding of traditional grammar, of contemporary syntactic analysis, and of the strengths and weaknesses of those systems in secondary education.

ENG 333 Written Business Communication
Prerequisites: ENG 100, and ENG 101
A continuation of the kinds of expository writing that began in ENG 100/101. This more advanced course stresses applications and models in business communications: letters, memos, sales, research and marketing reports.

ENG 334A Technical Writing
Prerequisites: ENG 100, and ENG 101, (Only Business, Engineering and Nursing majors may fulfill the requirement by taking ENG 334A)
A workshop to help students whose careers will involve communicating technical information clearly. Students are encouraged to practice on professional models in their own disciplines while learning those attributes common to all effective technical writing.

ENG 350 Fundamentals of Linguistics
Prerequisites: ENG 100, and ENG 101
An introduction to contemporary linguistics. Covers the phonology, morphology and syntax of the English language with an emphasis on language acquisition as related to the developmental stages of childhood. The course is especially designed for students intending to teach elementary school students.

ENG 352 Origins of English
Prerequisites: ENG 100, and ENG 101
Examines the origins of language both within a person and within culture. Covers language acquisition and the history of the English language through its own developmental stages, including the evolution of standard American English and its major dialect communities.

ENG 365 Creative Writing
Prerequisites: ENG 100, and ENG 101
An advanced course for students who want to explore more sophisticated writing genres.
The course surveys techniques in writing one or more genres, at the discretion of the instructor: short fiction, drama, poetry and screen writing.

ENG 375 Nature Writing
Prerequisites: ENG 100, and ENG 101
An advanced course for students interested in using writing as a means of exploring the natural world. This course surveys nature writing in its various forms (essays, articles, poetry, journals, etc.) as well as effective nature writing strategies.

ENG 401 Fiction Workshop
Prerequisites: ENG 301
An advanced course in writing fiction. Students will analyze sophisticated principles of fiction writing, evaluating different strategies for successful fiction, including non-traditional approaches. Students will write and revise advanced level original work, and provide rigorous feedback for their peers in a workshop setting.

ENG 402 Poetry Workshop
Prerequisites: ENG 302
In a workshop setting, students will build on the skills learned in ENG 202 and 302 to produce a significant collection of original poems.

ENG 403 Screenwriting Workshop
Prerequisites: ENG 303
In a workshop setting, students will build on the skills learned in ENG 203 and 303 to draft and revise an effective full-length screenplay.

ENG 490 Guided Study (variable units)
Individual study under direction of instructor. Requires prior approval of appropriate academic department.

ENG 600 Seminar in Literary Theory
Historical and current issues in literary criticism and theory with particular attention to developments of the last fifty years. Emphasizes both reading and writing literary criticism in order to develop vocabulary and skills necessary to participate in scholarly debate.

ENG 610 Multicultural Literature
Examines core concepts of race, ethnicity, culture, and multiculturism from the standpoint of recent developments in American literary canon formation. Students will synthesize current multicultural literary theories with a corpus of significant literary texts.

ENG 620A Literary Period or Movement I
Advanced, historically oriented study of a literary period, such as American Medieval, Romantic, or Victorian literature, or a movement, such as The Beat Generation. Variable topic selected by the instructor. (May not duplicate content of ENG 620B.)

ENG 620B Literary Period or Movement II
Advanced, historically oriented study of a literary period, such as American Romanticism, or of a movement such as American Modernism, the Harlem Renaissance, or the Lost Generation. Variable topic selected by the instructor. (May not duplicate content of ENG 620A.)

ENG 640 Seminar in Poetry
Advanced study of the history and practice of poetry. Close reading of a major poet or school of poetry, poetic forms and theories.

ENG 649 Research on Writing
Introduces research issues, methods, methodology, and research design in relation to Composition Studies in a broader academic context. Students will develop their abilities as researchers while reading empirical studies and texts related to study design and will design a research project for the final paper. Students are recommended to take this course early in their program.

ENG 655 Composition Pedagogy
Prepares the students for the practical and theoretical challenges of teaching English composition and other writing courses. Topics include process theory, cognitive studies, visual analysis, discourse studies, and best practices.

ENG 656 History of Rhetoric
Classical rhetoric focuses on the teachings of the major figures of ancient rhetoric, such as the sophists, Plato, Aristotle, Cicero, and Quintillian. Students will study the classical texts which form the base of modern studies in rhetoric and composition. The course also glosses major shifts through Medieval, Renaissance, and Enlightenment rhetoric.

ENG 657 Modern Rhetoric
Modern Rhetoric introduces students to the contemporary study of rhetoric. The course covers major figures such as Kenneth Burke, Lloyd Bitzer, and Stephen Toulmin. The course introduces a wide range of academic interests in contemporary rhetoric; in particular, students will practice reading texts rhetorically through major theories of rhetoric.

ENG 660 Seminar in Literary Hypermedia
History and current practice of literary hypermedia. Through reading primary stand-alone and Web-based hypermedia installations, the course examines hypermedia as a specific literary genre.

ENG 661 Composition and Diversity
This course aims to highlight the main threads of conversation in the Composition Studies’ scholarship on diversity including issues related to feminism, gender, and identity. The readings represent the varied, multicultural and multicolored differences that are represented in the scholarship of Composition Studies focusing on teaching, theory, and the profession itself.

ENG 662 Rhetoric and Comp Capstone
Recommended: Prior completion of: ENG 654
ENG 655 ENG 656 ENG 657 ENG 658 ENG 659 ENG 660 ENG 661
Final course of the M.A. in Rhetoric and Composition Program. Exceptions may be made if the student is within two courses of program completion, with the approval of the Lead Faculty. Degree candidates will write their capstone project. They are encouraged to select one of their written projects from the M.A. in Rhetoric and Composition Program and revise and expand it as their capstone project. In addition, they will participate in Program assessment activities.

ENG 663 Capstone Project in Rhet Crit
Prerequisites: ENG 656, ENG 657, ENG 655, ENG 671, or ENG 668
Writing the Master’s thesis or capstone project. Taken as the last course in the M.A. English with an Emphasis in Rhetoric program. Exceptions may be made if within two courses of program completion, with approval of the lead faculty. Students study published models of rhetorical criticism spanning a wide variety of critical objects. They hone critical tools that they in turn apply to a substantial, original project. Working closely with the capstone instructor and peers, students take this project from inception to final form: a work of professional-quality rhetorical criticism.

ENG 665 Film Theory
An overview of film theory designed to give students the critical tools necessary to describe and evaluate various aspects of cinema art. This course introduces concepts from a variety of approaches, including deconstruction, existentialism, Marxism, phenomenology, and psychoanalysis.

ENG 666 Film History: The Silents
A survey of films produced before the advent of recorded sound, this course focuses on the early national cinemas of France, Germany, the Soviet Union and the United States; attention is directed to concepts of visual narratology, montage and the conventions of acting, set design, lighting and movement.
ENG 667 Film History: American Film
This course offers an in-depth study of the development of cinema in the United States that takes a broad overview of American film making. Topics include film genre and the relationship of film to art, politics, religion and society. Additionally, the course considers Hollywood’s treatment of ethnic groups, women, and systems of class structure.

ENG 668 Film Genre Studies
Film Genre Studies is a content-variable course that may be repeated for credit. Each iteration of the course focuses on a specific genre of film in an international- or American-historical context, including the Western, the Epic, the Biblical Epic, Film Noir, the Crime Story, Science-Fiction Adventure, 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
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 transcendent film categories, universals values, and the fundamental principles of film art are also important topics of discussion.

ENG 670 Comparative Literary Studies
Analysis of literary texts across national and linguistic as well as temporal, cultural, and disciplinary lines.

ENG 671 Pictures that Speak
An advanced study into the relationship between text and image (17th-century emblem books, contemporary comix, graphic novels, etc.), gesture and image (stage drama, silent film, etc.), and sound and image (“talking” pictures, television, the Internet), this course focuses on the ways in which various media through history have expressed the relationship of spoken discourse and visual representation.

ENG 680A Seminar in a Theme I
Study of a literary motif or theme over time and/or across cultures. Variable topic chosen by instructor. Examples of themes are: the dark gothic, meta-fiction, the home, and war in literature.

ENG 685 Great Directors: American
This seminar in great American directors is a content-variable course that may be repeated for credit. Each iteration of this course is a comprehensive study of the artistic achievements of an American director. Students will engage in detailed interpretations and analyses of the techniques and concepts employed by a particular director, paying special attention to literary works as they relate to the filmmaking efforts of the director studied.

ENG 686 Great Directors: International
This seminar in great international directors is a content-variable course that may be repeated for credit. Each iteration of this course is a comprehensive study of the canon of work of a specific director, excluding American directors. Students will engage in detailed interpretations and analyses of the techniques and concepts employed by a particular international director, paying special attention to literary works as they relate to the filmmaking efforts of the director studied.

ENG 689 Research and Methodology
This course introduces students to graduate level research practices and methodologies in English Studies. Students gain the necessary skills and knowledge required to research and write scholarly articles for peer reviewed journals specific to English Studies.

ENG 690A Major Author Seminar I
A critical study of the work of a single author, such as Jane Austen, Walt Whitman, Charles Dickens, William Faulkner, Jack London. Special attention given to biography, culture, and literary context.

ENG 690B Major Author Seminar II
A critical study of the work of a single author, such as Shakespeare, George Eliot, Garcia Lorca, Ernest Hemingway, James Baldwin. Special attention given to biography, culture, and literary context.

ENG 698 Film Studies Capstone Course
Prerequisites: A total of seven core courses and two elective courses as described in the Degree Requirements for the Program must be completed before enrolling in the Capstone course. Degree candidates will select one of their written projects from a course in the M.A. in Film Studies Program to revise and expand as their capstone project. The duration of this course is two months.

ENG 699 English Capstone Course
Writing the Master’s thesis or capstone project. Taken as the last course in the M.A. English program. Exceptions may be made if within two courses of program completion, with approval of the lead faculty. For details, e-mail jbaker@nu.edu. Grading is by S or U only. Course is eligible for an “IP” grade.

ENM – Engineering Management

ENM 600 Engineering Mgmt Concepts
Designed to equip the students with all skills and management related topics covered in a graduate course in engineering management including portable management skills, management concepts, quality, product development, human resource management, communication, critical path networks and management of supply system and inventory control.

ENM 601 Project Management Principles
Focus on fundamentals of engineering project management and tools, in particular, Microsoft Project and provides guidelines for what project managers need to have in order to succeed. Introduction to project negotiation, project manager selection and project auditing and terminating.

ENM 602 Risk, Contracts, and Legal Iss
Focus on risks, contracts and legal issues related to project management. Covers materials on theories of risk management, cost estimation, pricing competitive bids, risk allocation, and incentive contract design, evaluation of threats and opportunities, and portfolio management.

ENM 603 Operation Management
Prerequisites: ENM 600
Examination of design and management of internal capacity as it applies to all organizations. It addresses how all operations and behavior components fit together and how to identify and resolve the right problem. Topics covered include, problem identification and resolution, process design, applications of technology and knowledge management.

ENM 604 Quality Management
Overview on theories of total quality management required for a successful organization. In addition, key Global Trends, Costs of Poor Quality, and Ethical Dilemmas will be discussed. The concepts related to Six Sigma, Benchmarking, SPC, quality tools, and ISO 9000-2000 will be discussed.

ENM 605 Infrastructure Management
Focus on project management aspects related to infrastructure management. This course presents the principles and techniques of project management, beginning with the conceptual phase by the owner, through coordination of design and construction, to successful project completion.

ENM 607A Capstone Course I
Prerequisites: All core classes in program.
Course Descriptions

Focus on the application of application of engineering processes learned through this program. Working in teams or as individuals under the guidance of their assigned faculty advisor, students select a research topic, and gather data. The duration of this course is one month. Grading is H, S, or U nly. Course is eligible for In Progress (IP) grade.

ENM 607B Capstone Course II
Prerequisites: ENM 607A
Continuation of ENM 607A project course. Specific focus is on the analysis of the data collected including problem solutions. Students present their research in both written and oral form to the client organization, if applicable, and to other students and faculty. The duration is two months. Grading is H, S, or U nly. Course is eligible for In Progress (IP) grade.

ETL – e-Teaching and Learning

ETL 680 Introduction to e-Teaching
Traces the evolution of online learning to its current state. Course content includes the legal, ethical and behavioral issues as well as the professional standards required for the delivery of exemplary online instruction.

ETL 682 Active Teaching and Learning
Explores the characteristics of the effective online teacher, the distinguishing features of online learners, and how these two elements converge in the design and development of active, student-centered lessons, courses, and multiple assessments in the online learning environment.

ETL 684 Differentiated Online Instruct
Examines the strategies required for adapting instruction and assessment to the individual needs of diverse learners in a wide spectrum of educational environments. Course content focuses on the application of current effective online practices for increasing the instructors’ competency in responding appropriately to students’ diverse learning needs.

ETL 686 Designing Instr Materials
Prerequisites: ETL 680, and ETL 682, and ETL 684
Design and develop effective instructional materials for use in online courses. Create a community who collaboratively produce engaging interactive online products.

EXC – Special Education

EXC 603 Typical/Atypical Dev Spec Need
Prerequisites: Permission of lead faculty
Overview of typical and atypical development from birth to five including major theories, principles, concepts, and current research and practice dealing with the impact of delays, disabilities or chronic health impairments of the young child.

EXC 621 Intro Students w/Autism Spect
This course includes history, terms, law, rights of parents, and issues regarding service and programs. Students will develop understanding of successful teaching environment for students with ASD.

EXC 622 Assess & Behavioral App in Aut
Course focuses on empirical bases for assessment and treatment. Overview of ABA approach w/in overall treatment paradigm for autism. Includes schools, agencies & professionals in discussion.

EXC 623 Intervention/Instr. w/Aut.
Provides student with relevant strategies for younger (emphasis on communication) and older students (emphasis on inclusion & Life Skills). Interventions are taught according to success in environment.

EXC 624 Autism Collab w/Parents & Fam.
Strategies to build supportive relationships with families. Develops knowledge and skills for sensitive communication. Helps to assist families in managing short and long term issues.

EXC 625 History of Autism
This course will prepare teachers to examine the historical development of the understanding of autism spectrum. Explores the characteristics of the effective autism teacher, the distinguishing features of autism learners, and how these two elements converge in the design and development of active, student-centered lessons, courses, and multiple assessments in the online learning environment.

EXC 626 Autism & Asperger's Disorders
Prerequisites: EXC 631 or concurrent enrollment
This course focuses on the analysis of the data collected including problem solutions. Students present their research in both written and oral form to the client organization, if applicable, and to other students and faculty. The duration is two months. Grading is H, S, or U nly. Course is eligible for In Progress (IP) grade.

EXC 630 Autism Causes
This course will prepare teachers to examine the historical development of the understanding of autism spectrum. Explores the characteristics of the effective autism teacher, the distinguishing features of autism learners, and how these two elements converge in the design and development of active, student-centered lessons, courses, and multiple assessments in the online learning environment.

EXC 631 Theories of Autism
This course will prepare teachers to examine the historical development of the understanding of autism spectrum. Explores the characteristics of the effective autism teacher, the distinguishing features of autism learners, and how these two elements converge in the design and development of active, student-centered lessons, courses, and multiple assessments in the online learning environment.

EXC 632 Instruct For Secondary LD/BD
This course will prepare teachers to develop and implement education programs that meet the needs of adolescents and young adults, with or without disabilities, placed in special facilities, who require individual education plans.

EXC 633 Creating Alliances in Alt. Ed.
Students will examine I.D.E.A and how it relates to students who are incarcerated or out of the regular education program, how to build alliances with coordinating agencies involved with students in out of school placement, and examine how to predict delinquent youth behavior and interventions that might mitigate the problem.

EXC 634 Role of Teachers in Alt Ed
In this course students will examine relevant educational and mental health practices that can be utilized by classroom teachers looking for practical methods in working with difficult students. The role of the teacher as a member of the milieu as well as educator is emphasized.

EXC 635 Mgmt. of Behaviors in Class
This course will prepare teachers to work with students with behavior problems in a variety of settings, including public schools, alternative schools, residential treatment centers and incarcerated youth confined by the juvenile justice system.

EXC 636 Prof Ethics in Juv Justice Sys
This course will prepare teachers to examine the ethical problems associated with working in the area of special education within a juvenile justice system, or in a variety of settings, including public schools, alternative schools, residential treatment centers and incarcerated youth confined by the juvenile justice system.

EXC 638 Delinquency & Gang Impact
Prerequisites: EXC 631 or concurrent enrollment
In this course students will examine accurate analysis of gangs in America in its social context and investigate the effectiveness of current interventions.

EXC 639 Childhood and Adolescence
This course prepares teachers, service providers and community mental health professionals to apply developmental theories and research to the understanding of social learning and behavior challenges of children and adolescents. The course focuses on the developmental process and addresses differences between normal development and developmental differences from early childhood/preschool through adolescence and young adulthood.

EXC 655A Professional Induction Seminar
(3 quarter units)
The first course in the Level II credential program. An Individual Induction Plan, a culminating activity project, a candidate planning guide and electronic portfolio activities are initiated. Grading is S or U only.

EXC 655B Exit Seminar
(1.5 quarter units)
The last course in the Level II credential program. Presentation of the electronic portfolio to the University Supervisor and District Support Provider and submission of the culminating activity project, initiated in EXC655A, are included. Grading is S or U only.

EXC 656 Best Pract. Stud Spec Needs
This course is designed to assist you in developing an understanding of the philosophical, political, legal, and fiscal variables including cultural and linguistic diversity that impact contemporary issues, trends, and practices in the field of special education. Basic principles of professional behavior with respect to pupils, peers, administrators, teachers, parents, families and community agencies will be reviewed.

EXC 657 Comm. Resources & Transition
A comprehensive course designed to equip educators with the ability to plan and implement successful transitional life
experiences for students with disabilities. Emphasis on collaboration with other educational and community agencies involved in the transition process.

EXC 658 Adv. Spec. Mild/Moderate
An advanced course in skills needed for effective collaboration, curriculum design and modification and assessment processes for students with mild/moderate disabilities.

EXC 659 Adv. Spec. Moderate/Severe
Advanced methods to ensure that candidates are instructional leaders. Eff. communication skills and transdisciplinary relationships with families, caregivers and paraprofessionals stressed.

FIN – Finance

FIN 310 Business Finance
Prerequisites: ACC 201
This course is a survey of the basic principles and concepts used in the financial management of a business enterprise addressed from both theoretical and practical standpoints. Topics include money and capital markets, financial management of working capital, capital budgeting and fixed asset management, cost of capital, and short-term and long-term financing by means of debt and equity capital.

FIN 440 Financial Institutions
Prerequisites: FIN 310
An examination of the nature and role of financial institutions in the economy, topics include money markets and capital markets, the Federal Reserve System and monetary policy, the commercial banking system, thrift institutions, insurance companies, pension funds, investment companies, and other major financial institutions.

FIN 442 Investments
Prerequisites: FIN 310, and FIN 440
A survey of principles and practices in the field of investments, the course covers the valuation of corporate securities of multinational and domestic corporations, portfolio theory, and the measurement of portfolio performance. Emphasizes the role of return and risk in valuing stocks, bonds, options, and in constructing portfolios.

FIN 443 Working Capital Management
Prerequisites: FIN 310
A course emphasizing the management of current assets and current liabilities, it covers planning a firm’s overall level of liquidity, stressing cash management and credit policies. Also discussed are selected topics such as bank relations, factoring, and secured inventory financing.

FIN 444 Risk Management & Insurance
Prerequisites: FIN 310
An analysis of the risk management problems

in the business enterprise, the course emphasizes methodology for risk analysis, insurance principles and practices, techniques for risk and loss control, insurance underwriting, and rating. It also includes product liability, property damage, and bodily injury in business situations.

FIN 446 International Financial Mgmt
Prerequisites: FIN 310
An examination of the international aspects of corporate finance and investing, the course covers balance of payments, foreign exchange with emphasis on exchange rate determination, exchange risk, hedging, and interest arbitrage, international money and capital markets, international financing, and international banking.

FIN 447 Financial Planning
Prerequisites: FIN 310, and FIN 442
The course is an overview of the broad spectrum of financial planning, including activities such as producing a comprehensive plan to meet the client’s needs and goals for sound financial management, gathering of client information, analyzing client objectives, and using communication skills essential to obtaining quantitative and qualitative client data. It also acquaints students with the importance of retirement and estate planning and tax management.

FIN 448 Seminar in Finance
Prerequisites: FIN 310, FIN 440, FIN 442, FIN 443, FIN 446
This is a capstone course for students specializing in the area of finance. It exposes students to a wide range of finance related topics, including issues affecting the current financial environment of business firms. The course integrates material from previous courses taken in the finance concentration and introduces the topics of capital budgeting and the process of obtaining long-term funds.

FIN 449 Analysis of Financial Statements
Prerequisites: FIN 310
An examination of U.S. accounting principles, the course emphasizes the analysis and interpretation of financial statements for management and investment purposes. Students evaluate financial statements of actual publicly traded firms. Course material is applicable to credit policy, investment analysis, and other operating and financial policy decisions.

FIN 450 Bank Management
Prerequisites: FIN 310
Financial decision making, organization and structure of banks and their industry are examined. Topics covered include managing financial assets, deposit acquisition, capital management, bank lending policies and procedures and the investment function in the bank. International banking service is also covered.

FIN 451 Real Estate Finance
Prerequisites: FIN 310
Forms of ownership and investment in real estate are examined. In particular, the course includes discussion of markets and methods of financing real property. The impacts of federal taxation on financing residential and commercial real estates are also discussed. Real estate finance topics are covered both from the perspective of borrowers and lenders.

FIN 453 Finance and Banking
Prerequisites: FIN 310
Overview the banking system, and the role of money and interest rates in the economy. Topics include: today’s financial and monetary controversies, role of banking system in the economy; banking regulations; financial instruments and their purposes; asset pricing, the determination and behavior of interest rates; the monetary base and the money supply framework; the role of the Federal Reserve system in the determination of money supply, interest rates, and economic goals; the effect of money and credit on output, employment, and inflation.

FIN 454 Capital Structure & Financing
Prerequisites: FIN 310
Overview the factors that affect capital structure decisions. Topics include: risk and return, corporate strategy, capital structure choices, economics, regulatory, and industry effect on capital structure, raising capital and financial distress and bankruptcy.

FIN 455 Valuation of a Corporation
Prerequisites: FIN 310
Valuation is designed to explain the theories of valuing a corporation. Topics include: foundations of value, core valuation techniques, how to create value, estimating continuing value, valuing multinational companies, and cross-border and emerging markets valuation.

FIN 456 Financial Project (Capstone)
Prerequisites: FIN 310, FIN 440, FIN 442, FIN 443, FIN 444, FIN 446, FIN 447, FIN 449, FIN 453, FIN 454, FIN 455
This capstone course exposes students to a wide range of finance related topics, including issues affecting the current financial environment of business firms. The course integrates material from previous courses and covers topics such as corporate finance, short and long-term investment, risk management, financial domestics and international markets and institutions and other related subjects. The subject matters will be covered trough series of cases or research projects.

FIN 501 Finance Fundamentals (3 quarter units)
Prerequisites: ACC 501, or ACC 201
This course is an introduction to finance for students with knowledge of accounting fundamentals but with no previous exposure
FIN 600 Finance for Non-Financial Mgrs
This course examines the financial and accounting reports that aid managers in making business decisions. In doing so, this course covers issues such as long- and short-term budgeting, key financial statements, the role of the outside auditor, and the valuation of assets and equities.

FIN 609A Seminar in Financial Management
Prerequisites: FIN 310, or FIN 501
A study of corporate financial management, through case studies and/or term projects, this course covers issues such as sources of long-term financing, cost of capital, capital budgeting, dividend policy, mergers and acquisitions, bankruptcy and reorganization, the globalization of finance, ethical standards, information technology, and financial strategy.

FIN 610 Topics in Financial Management
Prerequisites: FIN 609A
This course extends and expands the materials covered in FIN 609A. The topics covered in this course include strategic financing decisions such as capital structure and dividend policy decisions; tactical financing decisions such as initial public offerings, financial restructuring, and lease financing; short-term financial management such as cash, inventory, and receivables management; and special topics such as risk management, bankruptcy, reorganization and liquidation, corporate mergers, and multinational financial management.

FIN 630 Financial Institutions
Prerequisites: FIN 609A
This course is an examination of the financial policies and practices of commercial banks, savings and loan associations, pension funds, insurance companies, and other major financial management institutions. It discusses sources and uses of funds, their cost and return, and government regulation of the financial sector.

FIN 631 Security Analysis & Portfolio
Prerequisites: FIN 609A
This course is an analysis leading to the appraisal and pricing of securities. It discusses the income generating ability of securities, forecasts of trends in the stock and bond markets, fundamental and technical analysis, application of Modern Portfolio Theory (MPT), analysis of active and passive investment strategies, and measurement of portfolio performance.

FIN 632 Managing Financial Resources
Prerequisites: FIN 609A
An instruction on how to deploy available capital resources to gain maximum advantage, students study capital budgeting policies and procedures, formulation of growth and diversification policies, appraisal of income and risk, and establishment of decision-making guidelines.

FIN 633 Financing Capital Requirements
Prerequisites: FIN 609A
A discussion of how to establish capital structure policies and determine the best methods for raising required capital, the course covers formulation of debt, dividend and equity policies, selection of appropriate financing vehicle, and selection of capital market.

FIN 635 International Finance
Prerequisites: FIN 609A
An examination of the international aspects of corporate finance and investing. This course covers the international balance of payments and foreign exchange. It emphasizes exchange rate determination, exchange risk, hedging, and interest arbitrage, international money and capital markets, international financing, and international portfolio management.

FIN 641 Adv. Security Analysis & Port.
Prerequisites: FIN 609A, and FIN 631
An in-depth look at several of the advanced topics surveyed in FIN 631, this course includes bond portfolio management strategies, bond betas and their portfolio impact, option valuation models and hedging, practical use of portfolio insurance and hedging, problems with model-dependent hedging, and the use of futures contracts and their objectives. It covers problems faced by corporate and professional investment managers in their effort to hedge portfolio risks and improve portfolio returns.

FIN 650 Global Financing for Trade
An examination of the basic financial problems facing an internationally oriented company, this course includes the structure and operations of the international financial system, foreign exchange rates, foreign exchange risks and their management, international sources of funds, international cash management, and basic instruments of international financial transactions (e.g., letters of credit, foreign currency contracts, foreign currency accounts, and banking facilities). Note: Students specializing in financial management may not take this course.

FIN 651 Commercial Bank Management
This course is a detailed analysis of the functional areas of banking including the management of deposits, cash, loans, and other asset accounts. Current problem areas in banking such as liquidity, capital adequacy, and problem loans are explored, as well as bank investment accounts and their relationship to profitability and liquidity.

FIN 652 Real Estate Finance
Prerequisites: FIN 609A
This course presents Real Estate Finance and Investment issues from a portfolio perspective. It provides a complete analysis of real estate partnerships, secondary mortgage markets, adjustable rate mortgages. It also includes the applied topics of corporate real estate, including lease versus own analysis, sale and leaseback decisions, and the role of real estate in corporate restructuring.

FIN 653 Fin. Engineering & Derivatives
This course provides an introduction to futures and options markets and outlines the different ways in which they can be used. It covers futures and forward contracts, pricing of forward and futures, hedging techniques, swaps, options markets, trading strategies, option pricing models, volatility smiles, and a detailed treatment of hedge parameters such as delta, gamma, and vega. Also discussed is portfolio insurance, value-at-risk measure, multi-step binomial trees to value American options, interest rate options, and other exotic options.

FIN 654 Cases in Financial Studies
Reflecting the fact the Finance has gone through dramatic changes in the last 20 years, this case study course will expose students to the revolutionary transformation in markets and organization we have seen the financial industry milieu.

FIN 655 Finance Research Project
Prerequisites: FIN 609A, and minimum of 36 quarter units of core courses
Students, under the guidance of their assigned faculty advisor, clarify topics, identify sources from which data will be gathered, and complete and present their research in written form. Grading is H, S, or U only. Course is eligible for an In Progress (IP) grade.

FIN 670 Finance & Accounting for Execs
This course covers major topics in finance and accounting, with emphasis on current theory and concepts rather than on procedure. Topics include financial statement interpretation and analysis, internal control structure, operating and capital budgeting, capital structure theory, and issues in finance and accounting for U.S. companies with foreign operations.

FIN 671 Credit Management
Prerequisites: FIN 609A
This course is an analysis of credit policy leading to the development of strategic and higher level technical skills appropriate for credit managers. The course will also analyze specific topics like the role of credit in the economy, credit management functions, retail credit, types of consumer credit, regulation of consumer credit, the consumer credit...
FIN 673 Valuation of a Corporation
Prerequisites: FIN 609A
Valuation is designed to explain the theories of valuing a corporation. Topics include: foundations of value, LMV techniques, how to create value, estimating continuing value, valuing multinational companies, and cross-border and emerging markets valuation.

FIN 690 Guided Study (variable units)
Prerequisites: FIN 609A
This course is individual study under direction of the instructor. It requires prior approval of appropriate academic department.

FIN 674 Managing Financial Institution
Prerequisites: FIN 609A
This course presents an overview of Financial System, Financial Markets, and Commercial Banking in the 1990s to the 21st century in the 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 690A Managing Financial Institution
Prerequisites: FIN 609A
This course presents an overview of Financial System, Financial Markets, and Commercial Banking in the 1990s to the 21st century in the 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
Prerequisites: FIN 609A
This course emphasizes microeconomic concepts related to managerial decision-making. Students will learn to analyze the global business environment of industrialized and developing countries, and to think strategically, using micro and macroeconomics principles. Markets, consumers, producers, trade, distribution, welfare, tariffs, non-tariffs barriers, and monetary and macroeconomics issues of development and transitions will be discussed.

FIN 676 International Banking
Prerequisites: FIN 609A
This course examines both the theory and the practice of international banking. It covers the creation of credit and credit rationing; internationalization of banking, the risks and benefits from financial innovation, central banking, bank regulation, deposit protection, capital adequacy and free banking, and selective institutional aspects of international banking. It also reviews the principle of Islamic Banking.

FIN 677 Financial Derivatives
Prerequisites: FIN 609A
This course presents and analyzes derivatives, such as forwards, futures, swaps, and options. It compares major types of derivatives, shows how they are used to achieve various hedging and speculative 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 Advanced Risk Management
Prerequisites: FIN 609A
Traditional and exotic derivatives are discussed in this course. Types of derivatives are covered, including forwards, futures, swaps, and options. Valuation techniques are also examined.

FSC – Forensic Sciences

FSC 620 Advanced Criminalistics
This class surveys physical evidence with an introduction to the operation of a forensic science laboratory and an overview of many of the analytical tools used in the criminalistics laboratory. Principles of chain of custody; and role of forensic scientist as expert witness.

FSC 621 Digital Evidence
This course will provide broad perspective on theory, technique and practice of digital evidence investigation. Different types of digital related crime, including fraud, stealing, identity theft, and internet related crimes. Chain of custody and current legal issues on digital evidence.

FSC 622 Law and Criminal Procedure
This course is an examination of the foundation for understanding Constitutional laws. The course will cover various sections of the Constitution and how law enforcement officials may obtain evidence, and conduct a search and seizure.

FSC 623 Fingerprint Analysis
Introduction to basic principles and techniques of fingerprints as applied to crime scenes, forensic evidence, identification, and court presentation. Methods of recognition, proper collection of known and latent fingerprints, processing, classification and comparison. Courtroom presentations will be discussed.

FSC 630 Forensic Pathology I
Forensic terminology, anatomy, and physiology of the human body with emphasis on the understanding of the underlying pathology of sudden, unexpected deaths encountered in forensics, Sudden Infant Death Syndrome (SIDS), methods personal identification and different types of injuries with their characteristic features and mechanisms of death.

FSC 631 Major Case Investigation
A study of investigative techniques that are utilized in felony crimes of violence and crimes against property, including homicide, rape, arson, assault and battery, robbery, burglary, and grand theft. Examines the completion of cases from initial crime scene through investigation and adjudication.

FSC 632 Trace Evidence
The principles and methods of the macroscopic examinations and the microscopic, chemical, and instrumental analysis of trace and patterned evidence. Hair, fibers, glass, soil, paint, GSR, arson, explosives, fingerprint, and other patterned evidence will be covered in this class. The principles of chain of custody will be studied.

FSC 633 Advanced Forensic Toxicology
A comprehensive study of general principles and fundamentals of forensic toxicology, poisons, action, toxicity, and samples required for toxicological analysis with methods of collection, preservation and analysis. Details of the methods employed for analysis, such as color test, microdiffusion, Chromatography, mass spectrometry, GC-MS, radioimmunoassay (RIA).

FSC 634 Forensic Serology and DNA
Forensic identification, analysis, and comparison of the biological evidentiary samples. Electrophoresis, DNA extraction and purification procedures. Polymerase chain reaction (PCR), and methods of genetics and DNA analysis and detection. Casework training and students will get hands-on experience.

FSC 635 Forensic Anthropology
The study of the application of the methods and techniques of skeletal remains identification and physical anthropology to medicolegal problems. This course presents the protocol of forensic anthropology when analyzing human remains. Assessment of human or non-human; time since death and cause of death.

FSC 642 Forensic Pathology II
Prerequisites: FSC 630
The scientific techniques used in Medicolegal investigations of regional injuries and death, firearm injuries, transportation injuries, physical injuries, trauma and disease, child abuse, sexual assaults, diagnosis of rape, pregnancy, abortion and delivery. Infanticide, asphyxial and drug deaths. Forensic medical evidence and records for the court.

FSC 643 Forensic Psychology
An examination of the nomenclature of mental disorders, diminished capacity, and insanity defenses, involuntary commitment, mental competency to stand trial, mentally disordered sex offenders, psychological and psychiatric testing and assessment of criminal offenders.

FSC 647 Crime Scene Investigation
A comprehensive study of the techniques and
procedures used for approaching and protecting the crime scene, survey and documentation, detailed search of the scene, initial evidence collection and packaging, processing the scene for latent prints and maintaining the chain-of-custody. The legal and scientific principles of crime scene searches and seizures.

FSC 648 Forensic Photography
This principles and techniques of film and digital photography as applied to crime scenes, forensic evidence, identification, and court presentation. Emphasis is on single lens reflex film or digital camera operation with various types of lighting. Legal aspects of forensic photography and courtroom presentations.

FSC 651 Topics in Forensic Sciences
A project-based course where students work under close faculty guidance and supervision on particular topics of interest. Grading is by H, S, or U only.

FSC 654 Criminal Profiling
This course is designed to help students acquire skills and knowledge in criminal investigation analysis. Introduces students to the various techniques used by criminologists and behavioral scientists to profile individuals that typically commit violent crimes. Includes study of victimology and crime scene analysis.

FSC 661 Internship in Forensic Science (1.5 quarter units)
An internship for students looking for field experience in the law enforcement field. Students receive academic guidance from forensic science faculty and supervision at the field placement site. The internship requires students to work a minimum of 300 hours under faculty and field supervision. Students must write an in-depth research paper on their experiences during the placement. This paper is coordinated and supported by the students’ faculty advisor and field supervisor. Units are arranged and determined based on the number and number of hours at the placement site. Grading is H, S, or U only.

FSC 662 Supervised Research Project
Prerequisites: Satisfactory completion of 8 FSC core courses.
Students select a viable topic in forensic science to research. Students meet with their instructor once a week for two months. Students will also be able to get guidance from the forensic lead faculty and other forensic staff throughout the entire process of the research. Grading is H, S, or U only. Course is eligible for In Progress (IP) grade.

FSC 690 Guided Study (1.5 quarter units)
Individual study under direction of the instructor. Requires prior approval of appropriate academic department. Grading is H, S, or U only.

GER – Gerontology

GER 310 Healthy Aging
Focuses on the historical and cross-cultural, physiological, psychological, sociological, economic and political aspects of aging. Retirement patterns, living environments, chronic disease and the role of health care professionals will be explored.

GLS – Global Studies

GLS 150 Global Issues and Trends
Cultivate students’ understanding of “the global” as a complex web of local events and their sense of themselves as “global citizens”, whose everyday decisions are inextricably linked to larger social, political, and economic forces and structures. Investigate global issues to enable students to develop competencies that enhance their abilities to make informed decisions throughout their lives about how their actions and/or inactions fit into the broader global context.

GLS 310 Global Communications
Prerequisites: ENG 240
Analyzes the history, growth, and future development of global communications and information systems. Examines the technological, social, political and economic forces impacting the development and spread of electronic communications and information technology in local, regional and global contexts around the world.

GLS 330 Film in a Global Context
Prerequisites: ENG 240
Examines how international cinema represents various aspects of societies and cultures outside the U.S. Representative films of Asia, Africa, Europe, Latin America, Australia and Oceania, and Canada may be studied.

GLS 410 Gender and Global Society
Prerequisites: ENG 240
Examines how gender and sexuality relate to other categories of social identity and difference including race and social class. Analyzes media representations of gender roles and stereotypes.

GLS 420 Ecological Revolutions
Prerequisites: ENG 240
Examines the relationships between humans and the natural environment over the last 500 years. Topics include conceptions of nature, the use of resources in different societies, the consequences of various forms of economic organization (particularly capitalism) on the environment, and the impact of technological change on the world’s ecology.

GLS 430 The Global Economy
Prerequisites: ENG 240
Examines changes associated with globalization over the last 500 years, including changes in technology, urbanization, finance, markets, lending, the internationalization of production, the organization of work, and power relations among nations and world cultures. Investigates both theories of and popular responses to the new global economy.

GLS 440 Study Abroad
Prerequisites: HIS 320
Students travel to a foreign country with roughly a third of the class devoted to study prior to travel, a third to directed travel and study in the chosen country, and a third to analyzing experiences abroad. Any visas, passports, immunizations, or other travel requirements are the students’ responsibilities.

GLS 499 Seminar and Portfolio Project
(Capstone course. To be taken as the final course in the major.) Students complete a final portfolio including one original research paper, another essay integrating central concerns of the program, and several papers representing students’ best coursework. The portfolio is posted on a website of the student’s design. Ideally taken as final course in the major. Grading is S or U only.

GMB – Global Master of Business Administration

GMB 601S Estadísticas para Negocios
Es un examen de la complejidad creciente de los negocios en la resolución de problemas que enfrentan en la actualidad los gerentes y ejecutivos. El curso cubre la importancia que los aspectos estadísticos y presupuestales tienen en el proceso de toma de decisiones en los negocios, así como los principios y pasos a seguir en la planeación e investigación dentro de la organización. Dentro del contexto de este curso, los estudiantes proponen el estudio de una situación existente en una organización, e identifican un asesor académico con conocimiento del tema en cuestión.

GMB 602S Administración Estratégica
Prerequisites: Curso que culmina la parte académica para los estudiantes del MBA. A fin de inscribirse en GMB 602S, los estudiantes deben haber completado al menos 30 unidades cuatrimestrales de los cursos requeridos del MBA, exceptuando el GMB 696S.
Es un estudio a fondo de las funciones gerenciales en la adaptación de las organizaciones al ambiente global. El curso enfatiza las características del entorno que hacen crítica la administración estratégica en el éxito de las organizaciones, incluyendo la evaluación de las fortalezas y debilidades organizacionales, la identificación de oportunidades y amenazas, la optimización de respuesta a eventos no planeados, y el análisis estratégico en entornos turbulentos.
Analiza también los entornos socio-culturales, políticos, económicos, éticos, tecnológicos y de regulación que tienen impacto en los negocios de un entorno multicultural. El curso pone especial énfasis en el impacto del Tratado de libre comercio con Norteamérica (TLC) y el GATT (hoy OMC) en la administración estratégica de las empresas. Explora las oportunidades globales de negocio que surgen de las nuevas tecnologías, tanto para pequeñas como para grandes empresas.

**GMB 620S Negocios Electrónicos**

Es una introducción y panorama general de las transacciones de negocios a través de Internet, desde una perspectiva gerencial. El curso sirve como base del programa de Negocios Electrónicos y plantea estrategias para negocios cibernéticos, Mercadotecnia Electrónica, leyes prevalcientes en cibernética, Mercadotecnia por Internet, Infraestructura cibernética y seguridad, aplicaciones de negocios vía Internet, así como modelos relevantes de negocios vía Internet.

**GMB 631S Mercadotecnia Global**

Un estudio de planificación y organización estratégicas para la mercadotecnia internacional al investigar los mercados globales, realizar mercadotecnia de productos de consumo, productos industriales y servicios en el mercado mundial. Investiga el esfuerzo de publicidad y promoción internacionales, la venta personal y la administración de personal, la fijación de precios, el sistema de distribución, la mecánica y logística del comercio de exportación, los requerimientos financieros para la mercadotecnia internacional y la coordinación y control de las operaciones globales. También trata acerca del efecto de los convenios comerciales sobre los negocios internacionales.

**GMB 672S Administración del Riesgo Glob**

Este curso presenta teorías de la administración de riesgos para negocios internacionales así como situaciones que permitirán al estudiante aplicar estos conceptos e integrarlos a sus experiencias profesionales, y las de sus compañeros de clase. Al desarrollar planes de acción alternativos, se anima al estudiante a que analice una amplia gama de posibles riesgos relacionados, y que evalúe las repercusiones a corto y largo plazo de las posibles decisiones en la administración de riesgos.

**GMB 673S Alianzas Estratégicas Globales**

Este curso utiliza teorías económicas y estratégicas para analizar el comportamiento competitivo de las organizaciones. Se pretende que el estudiante sea capaz de evaluar las decisiones estratégicas tomadas por las organizaciones en el ambiente competitivo dinámico del comercio internacional. El curso examina los impactos que las decisiones comerciales tienen en la supervivencia y rentabilidad de una organización. El ambiente competitivo se analiza en términos de factores culturales, económicos, sociales, político-legales y tecnológicos.

**GMB 674S Estrategias Competitivas Globa**

Utiliza las teorías estratégicas y económicas para analizar el comportamiento competitivo de las organizaciones. Capacita al estudiante en la valoración de las opciones estratégicas implementadas por las organizaciones en el entorno dinámico y competitivo de los negocios globales. El curso examina también el impacto de las opciones de negocios en la supervivencia y rentabilidad de una organización, mediante la toma de decisiones utilizando programas de simulación o equivalentes. El entorno competitivo es analizado en función de los factores culturales, económicos, sociales, legales, políticos y tecnológicos.

**GMB 682S Contabilidad Gerencial**

El enfoque de este curso es el contenido, análisis e interpretación de la información financiera y contable utilizada por ejecutivos en la toma de decisiones estratégicas necesarias, para lograr las metas de la organización. El curso incluye también temas de contabilidad internacional y el impacto ético de los mismos.

**GMB 683S Administración Financiera Glob**

Este curso es una introducción al marco conceptual dentro del cual se analizan las decisiones financieras más importantes de las corporaciones multinacionales. Incluye la Balanza de pagos internacional, la determinación del tipo de cambio, el riesgo cambiario, las coberturas cambiarias y el arbitraje de intereses, los mercados internacionales y la administración de la cartera internacional.

**GMB 689S Liderazgo y Negociaciones**

Este curso examina la naturaleza y proceso del liderazgo, así como el desarrollo de estrategias de negociación en el ambiente ejecutivo. Investiga las teorías de liderazgo, negociaciones, regateo y solución de conflictos. Enfatiza el estudio de casos y la solución de problemas utilizando modelos éticos de negocios.

**GMB 696S Proyecto MBA**

Prerequisites: haber completado todos los cursos fundamentales

Trabajando en equipos o en forma individual, y bajo la tutela de un asesor académico, los estudiantes clarifican los temas de investigación e identifican las fuentes y recursos necesarios para recopilar datos e información, a fin de preparar su proyecto final de grado. Posteriormente, los estudiantes recopilan datos, desarrollan y presentan su investigación en forma escrita a la organización-cliente (cuando aplique), y al instructor para ser evaluada.

**GMB 689S Leadership and Negotiations**

This course examines the nature and process of leadership and developing negotiation strategies in executive environments. It surveys theories of leadership, negotiations, bargaining and conflict resolution. The course emphasizes case studies and problem solving employing ethical business models.

**GMB 620S Electronic Business**

Introduction and overview of Internet enabled business transactions from a managerial perspective. The course serves as foundation for the E-Business program and addresses E-Business strategies, Cyberlaw, Internet marketing, Internet infrastructure and security, E-Business applications and highly relevant emerging Internet business models.

**GMB 601S Statistics for Business**

An examination of the increasing complexity of business problem-solving confronting today’s managers, this course covers the role statistics and forecasting play in the business decision-making process, as well as the principles and steps involved in planning and conducting business research. Within the context of this course, students propose to study a situation that exists within an organizational setting and identify a faculty research advisor with knowledge in the focus area.

**GMB 631S Global Marketing**

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.

**GMB 673S Global Strategic Alliances**

This course examines new market opportunities, competitive threats and diffusion of business models associated with international business. Students develop the ability to evaluate the strategic use of alliances within broad competitive strategies. The formation of strategic alliances as a tool among multinational and international
organizations is discussed in order to maximize the efficient and effective allocation of resources in pursuit of competitive advantage.

**GMB 6825 Managerial Accounting**  
The focus of this course is on the content, analysis, and interpretation of the financial and managerial accounting information used by managers in making the strategic decisions necessary to achieve organizational goals. The course also includes international accounting issues and the ethical impacts of such issues.

**GMB 6725 Global Risk Management**  
This course presents theories of risk management in international business and situations that will allow students to apply these concepts and integrate them with their own experiences and those of classmates. In developing alternative potential action plans, the student is encouraged to analyze a wide range of risk related situations and to evaluate short-term and long-term ramifications of decisions in risk management.

**GMB 6835 Global Financial Management**  
This course introduces students to the conceptual framework within which the key financial decisions of multinational corporations can be analyzed. It covers the international balance of payments, foreign exchange rate determination, exchange risk, hedging, and interest arbitrage, international money and capital markets, international financing, and international portfolio management.

**GMB 6745 Global Competitive Strategies**  
This course uses economic and strategy theories to analyze the competitive behavior of organizations. It is intended to enable the student to assess the strategic choices made by organizations in the dynamic competitive environment of international business. The course examines the impacts that business choices have on the survival and profitability of an organization. The competitive environment is analyzed in terms of cultural, economic, societal, political-legal, and technological factors.

**GMB 6025 Strategic Decision-Making**  
(A capstone course for MBA students. To enroll in GMB 6025, MBA students must first complete at least 30 quarter units of the MBA program requirements, other than GMB 696S.)  
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

**HCA – Healthcare Administration**

**HCA 100 U.S. Healthcare System**  
Organization of U.S. healthcare delivery systems. Topics include health policy, professional organizations, healthcare delivery settings and public health agencies, professional roles, legal and regulatory issues, payment systems and health workforce.

**HCA 200 Health Organization Management**  
Introduction to principles of leadership and effective management of teams. Emphasis on the leadership modes and styles best suited to IT deployment. Project management tools and techniques that result in the ability to create and follow a project management plan will be introduced.

**HCA 400 Foundations of HC Leadership**  
Recommended Preparation: Completion of all Coursework in Preparation for the Major  
Foundational introduction to the healthcare management profession. Examination of the theories, principles, and styles related to leadership, administration, and management as applied to healthcare organizations. Focuses on evolving trends in management, management and leadership theories, and skills in planning, organizing, decision-making, staffing, leading, communicating and motivating health care personnel.

**HCA 401 Intro to HA HR Management**  
Recommended: Prior completion of: all Coursework in Preparation for the Major and HCA 400  
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**  
Recommended: Prior completion of: Completion of all Coursework in Preparation for the Major and HCA 400 (BSHA students).  
Introduction to continuous quality improvement in healthcare. Includes evaluation and risk management methods. Introduces outcome measurement and case management fundamentals. Introduces team development, analytical statistics, and process knowledge themes.

**HCA 403 Intro to Health Economics**  
Recommended: Prior completion of: all Coursework in Preparation for the Major and HCA 400 (BSHA students).  
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 404 Basic HA Budgeting & Finance**  
Recommended: Prior completion of: all Coursework in Preparation for the Major and HCA 400 (BSHA students).  
Fundamentals of healthcare financial management and budgeting, including financial organization of healthcare services, sources of operating revenues, management of working capital, and allocation, control, and analysis of resources.

**HCA 407 Intro to HC Planning and Eval**  
Recommended Preparation: Completion of all courses in Preparation for the Major  
Recommended: Prior completion of: HSC 410 HCA 402 HCA 403 HCM 405  
Development of planning strategies in healthcare organizations. Examination of planning methods from needs assessment through program design. Emphasis on strategic planning strategies.

**HCA 409 Intro to HC Marketing**  
Recommended Preparation: Completion of all courses in Preparation for the Major  
Recommended: Prior completion of: HCA 407  
Introduction to contemporary marketing theory, strategies, and implementation processes in healthcare organizations. Focus on identification of market opportunity, communication, planning and promotion, pricing decision-making, and development of distribution channels and service designs. Emphasis on community and not-for-profit marketing concepts.

**HCA 425 Healthcare Politics & Policy**  
Recommended: Prior completion of: all Coursework in Preparation for the Major and HCA 400 (BSHA students).
Consideration of healthcare policy and politics. Consideration of the role of federal, state and local government healthcare public policy impact on health services.

HCA 450 Global Health Systems
Recommended: Prior completion of all Coursework in Preparation for the Major and HCA 400 (BSHA students).
Examination of factors that impact global health systems; analysis of health care delivery systems and influential governmental, economic, social and political forces. Consideration of healthcare resource development and allocation.

HCA 494A Healthcare Internship
Prerequisites: HSC 300, HSC 310, HCA 400, HCA 401, HCA 402, HCA 403, HSC 410, 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.

HCA 600 U.S. Healthcare System
US healthcare system overview, including terminology, components of healthcare delivery systems, financing, personnel, regulation, delivery and consumers. Consideration of the effects of public policy on services.

HCA 605 Evidenced Based Healthcare
This course is designed to give the student a fundamental understanding of evidence based healthcare and its impact on clinical trials. Emphasis will be placed on qualitative and quantitative measurements of evidence including cohort studies, healthcare technologies, outcome measurements randomized and non randomized studies, data sets and trial outcomes.

HCA 610 Health Policy
Focuses on the development of public policy concerning medical care and public health and the relationship between public decisions and the market place. Using contemporary policy issues as case studies, examines the role science, ideology, culture, and history play in influencing the structure of and changes to a nation’s health system.

HCA 620 Health Organization Management
Healthcare organization theories and structure, including analyses of managerial functions, relationships, and operations for service delivery. Development of effective service delivery systems. Appreciation of external influences including community, financial institutions, socioeconomic environment, and regulatory agencies.

Examination of professional roles, responsibilities, and accountability. Understanding of organizational mission, goals, objectives and priorities.

HCA 622 Quality Appraisal & Evaluation
Theoretical and practical frameworks to facilitate the continuous improvement of quality in healthcare organizations. Includes evaluation and risk management methods. Introduces multiple approaches, including outcome measurement and case management. Team development, analytical statistics, and process knowledge are central themes.

HCA 624 Healthcare Planning & Marketing
Strategic planning for healthcare organizations based on the analyses of secondary quantitative and qualitative data about technological, social, political, regulatory, and competitive aspects of the healthcare market. Marketing principles and tools for the development of a healthcare organization marketing plan.

HCA 626 Healthcare Information Systems
Effective data and information technology utilization to improve performance in healthcare organizations: including information systems, databases and analytical tools to structure, analyze and present information; legal and ethical issues affecting management of healthcare information.

HCA 628 HA Human Resources Management
Study of healthcare organization, training, motivation and direction of employees while maintaining high level productivity and morale. Includes selection, compensation, financial incentives, work standards, and leadership principles in healthcare organization.

HCA 630 Healthcare Law & Ethics
Legal, regulatory, and ethical dimensions of healthcare examined. Development and application of laws and regulations analyzed. Interpretation of uses of policy, law, and regulation changes and needs. Analysis of statutes and court decisions affecting healthcare. Ethical dimensions of healthcare organizations, their personnel and professionals considered.

HCA 650 Medical Practice Management
Management and operational theory and practice for contemporary medical group administration, with emphasis on managed care delivery systems.

HCA 660 Health Economics
Application of healthcare economics to decisions regarding the amount, organization, and distribution of healthcare services. Examine the structure, organization, activities, functions, and problems of healthcare from an economic perspective. Emphasis on management problems and policy issues in healthcare with regard to allocation of scarce resources.

HCA 663 Healthcare Accounting/Finance
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
Concepts of leadership related to current healthcare organizations. Communications - including public relations - team building, negotiation, and conflict resolution considered. Strategic aspects such as vision, viewpoint, and mission included. Managing uncertainty emphasized.

HCA 691 Healthcare Internship
Prerequisites: HCA 600, COH 602, HCA 610, HCA 620, HCA 622, COH 606, HCA 624, HCA 626, HCA 628, HCA 630, HCA 660, HCA 663, COH 611, HCA 670, and permission by instructor
Minimum of 120 hours of structured work experience in a healthcare organization under the direct supervision of one or more experienced healthcare managers. Grading is by S or U only. Course is eligible for an “IP” grade.

HCA 692 Healthcare Capstone
Prerequisites: HCA 691 or permission by instructor.
Two-month capstone project focused on a relevant problem in healthcare administration theory or practice. Planning and completion of either a data-based research project or a scholarly and creative activity related to healthcare administration.

HCM – Hospitality & Casino Management

HCM 200 Basic Accounting
Foundation course in the accounting processes applicable to the hotel, resort, or casino environment. Students will be introduced to the generally accepted accounting principles (GAAP) and legal requirements of financial reporting in the hospitality and casino industries.

HCM 210 Intro to Gaming Law
Prerequisites: 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
Prerequisites: 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
Prerequisites: 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
Prerequisites: 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
Prerequisites: 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
This course encompasses financial reporting systems, internal controls, managerial reporting and federal and state regulations that impact the accounting in a hotel, resort or casino environment. Students will gain hands-on experience in complying with GAAP and legal requirements of financial reporting in the hospitality and casino industries.

HCM 401 Intro to Casino Management
This course is an overview of the Native American Casino management and casino gaming operations. It includes the history of Tribal Government Gaming, a description of gaming component and their interrelationship to the hospitality industry. This course also shows the industry's growth opportunities and identifies the potential for employment success. The study of casino departments and procedures is linked to an analysis of successful casino management and leadership practices.

HCM 402 Service in the Casino Industry
This course is a study of the casino resort industry with special focus on customer service issues in the development of a leisure industry. Overview of the customer service skills required in various casino operations, including establishing teamwork, developing employee motivation, and creating customer service actions. Ways to achieve outstanding customer service through time management, stress reduction and sensitivity development.

HCM 405 Casino Operations Management
This course provides an overview of a manager’s responsibilities behind the scenes in the gaming industry. Operations management is an important discipline that carefully manages the processes and products that provide services. Managers need to understand how resort and casino industries function on an operational basis in order to better identify opportunities for creating efficiencies in their processes and related activities.

HCM 410 Hospitality and Gaming Law
This course will examine the role that differing state and federal laws and regulations will play in the operation of hotels, resorts and casinos. The limitations and exceptions to these laws they apply to Tribal Lands will be assessed. It provides the essential information that managers need to comply with the law and to develop preventative tactics to avoid lawsuits.

HCM 415 Gaming Rules and Regulations
This course is an examination of casino operations including the basic mathematics of probability, expected value, and the house percentages. Based on the Minimum Internal Control System (MICS) negotiated through the compact and the Indian Gaming Regulation Act (IGRA) the course will review compliance issues in table games and video/slot operations as well as all areas related to 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
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
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, tokens chips and slot tickets.

HCM 430 Prin of Hosp & Casino Staffing
This course addresses the planning for the management of personnel, including the recruitment, selection, and evaluation of employees in the hospitality industry. Job analyses and descriptions developed and government regulations examined.

HCM 435 Casino Security/Surveillance
This course introduces the concepts and training in the field of security/safety, security techniques and video surveillance. It covers the basic security principles in Casinos: “To observe and report”, the laws and powers of arrest, detainment, search and seizure, patrol procedures, report writing, field note taking, security systems and investigative techniques. It further explains the basic function and set-up of surveillance equipment and operational surveillance procedures to provide fairness of the games and game protection. Examples of scams, cheats and fraud illustrate the importance of security and surveillance in the protection of tribal assets.

HCM 440 Cultural Diversity & Hosp Mgt
This course is designed to discuss the importance of cultural awareness and sensitivity in effective human resources management practices in the hospitality industry. The course examines the increasing cultural diversity found in both the consumer and employee populations and how managers can address different cultural needs of the relevant populations.

HCM 445 Player Development Program
This course is a practical study that increases the understanding and further the implementation of 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 Develop
This course is an introduction to the issues and concepts of the Native American community and economic development. Discussion of the positive and negative impacts of casinos on the lives of tribal members, as well as on the community relations with the non-tribal community will be examined.

HCM 480 Casino Internship
This course is on-the-job learning experience which matches individual HCM students with working mentors in a major casino. This will provide an in depth application to the entire range of Casino operations, exclusive of the table games and slots departments. These operations are divided into the following...
Course Descriptions

HED – Health Education

HED 110 First Aid and CPR
Focus is on how to recognize and act in an emergency. Strategies to maintain life until professional help arrives will be included. The 2005 national guidelines for breathing and cardiac emergency including CPR, choking and using an automated external defibrillator (AED) will be discussed. A National Safety Council completion card for CPR and First Aid will be available at successful completion of the course.

HED 212 Nutrition and Fitness
Focus is on how nutrition relates to health. The function of nutrients including micro nutrients will be discussed. Provides a basic understanding of nutrition and fitness as it relates to health promotion and health education.

HED 220 Health, Nutrition and Safety
Focus on the eight components for coordinated health for young children in out-of-home care. Health, physical education, health and nutrition services, health promotion for the staff, counseling and psychological services, a safe healthy environment, and family involvement, and community resources and personnel will be addressed. Attention will be directed towards children with special needs and challenging behaviors as well as legal and ethical issues in the field of early childhood.

HED 308 Mental and Emotional Health
Recommended: Prior completion of: COH 318
Exploration of emotional well being and mental health issues including stress, anxiety, depression, grief, self-abuse/ suicide, eating disorders, anger and oppositional defiance disorders. Resiliency, health choices, and lifestyle factors effecting overall health and well-being along with identification, intervention, and referral strategies will be examined.

HED 311 Health Literacy
Examine health literacy crisis in the United States and around the world, the issues and challenges of low health literacy, and populations at risk for low literacy. Address effective strategies to meet the challenges of low health literacy and of cultural and linguistically diverse populations.

HED 351 Coordinated School Health
Prerequisites: COH 100
Recommended: Prior completion of: COH 321
Focus on the components of a coordinated school health program and the relationship between school-based health and community health programs. Components and effectiveness of exemplary programs: roles of parents, schools, the school nurse, and the community; and evidence-based strategies to improve children’s health will be explored.

HED 414 Violence & Bullying Prevention
Focus on the nature, extent, causes and consequences, and remedies to forms of school violence, bullying, harassment, and cyber-intimidation. Discuss the personal, social, and legal ramifications and requirements for providing a safe, inclusive school environment. Explore preventative strategies and conflict-resolution techniques educators can utilize when issues occur.

HIS – History

HIS 220A United States History I
Prerequisites: ENG 100, and ENG 101
Survey of American history from pre-colonial times through Reconstruction. Explores economic, political, social and cultural factors that shaped the origins of the nation, including the Revolution, the Constitution and the Civil War. Special attention is paid to issues of race, class, gender and ethnicity. Includes study of the Constitution.

HIS 220B United States History II
Prerequisites: ENG 100, and ENG 101
Survey of American history from Reconstruction to the present. Explores economic, political, social, and cultural factors that shaped the development of the nation, including industrialization, America’s emergence as a world power and the challenges of the late 20th century. Pays special attention to issues of race, class, gender and ethnicity.

HIS 233 World Civilizations I
Prerequisites: ENG 100, and ENG 101
Discusses how distinctive cultures, economies and societies of the world developed from prehistoric times to the European conquest of the Americas (ca. 1500 C.E.). Explores issues of gender, class, personal identity, war, religion, urban life, and ecology pertaining to the history of civilizations in Asia, Africa, the Americas, and Europe.

HIS 234 World Civilizations II
Prerequisites: ENG 100, and ENG 101
Discusses how the cultures, economies, and societies of the world developed since 1500 C.E. Explores issues of class and class conflict, personal and cultural identity, race, work, industrial development, colonialism, ecology, and political and economic life pertaining to the history of civilizations in Asia, Africa, the Americas, and Europe.

HIS 300 Roots of Western Civilization
Prerequisites: ENG 100, and ENG 101
Explores social, material, cultural, and intellectual bases of European civilization and relates them to major Afro-Eurasian civilizations. Examines hunting-gathering and early agricultural societies; ancient Mesopotamia, Egypt, and Judea; classical Greece and Rome; rise of Christianity; nomadic invasions of Europe; Byzantine and Islamic influences; and Europe’s medieval synthesis.

HIS 320 Culture of Global Capitalism
Prerequisites: ENG 100, ENG 101
Places contemporary cultural, economic and technological issues in a global and historical perspective. Examines the ways that capitalism, culture, and technology have interacted over the past 500 years to shape the places, peoples and societies that have come into existence in the modern world.

HIS 325 Modern World Migration
Prerequisites: ENG 100, ENG 101
Human migration is the story of individual lives enmeshed in larger historical issues of identity, culture, work, social institutions and various forms of coercion. Explores how work and migration have intersected in the last 500 years to shape the world in which we live today.

HIS 339 The Middle East, 600-1600 C.E.
Prerequisites: ENG 100, ENG 101
Examines the Middle East from before the rise of Islam to the Muslim conquest of Constantinople. Includes the life style of the desert nomad, Muhammad and founding of the Islamic state, its expansion through the Middle East and beyond, and the various non-Arab dynasties and empires that took over.

HIS 341 History Through Theater
Prerequisites: ENG 100, ENG 101
Explores history through the complex medium of theater. Focuses on a variety of dramatic and theatrical techniques, including
An overview from the Ming Dynasty to the founding of the People’s Republic of China in 1949. These six centuries witnessed challenges that radically altered the nation. We will examine key components of this process and its influence on Chinese society, economy, culture, politics and foreign relations.

HIS 360 American Colonial Experience
Prerequisites: ENG 100, ENG 101, and HIS 220A
Examines the various peoples and the economic, environmental, cultural, and political forces that shaped American development from the period before Europeans settled through the American Revolution. It evaluates key ecological changes after 1500 and the shaping of North American colonial society by mercantilism, merchant capitalism, and the slave trade.

HIS 361 Making and Sundering of Union
Prerequisites: ENG 100, ENG 101, and HIS 220A
Examines development of American society from the early national period through the Civil War (1783-1865), including framing of Constitution, westward expansion, economic development, slavery, sectional conflict, as well as an evaluation of the social, political, and military problems faced by the contending sides in the Civil War.

HIS 362 U.S. Between Wars, 1865-1917
Prerequisites: ENG 100, ENG 101, and HIS 220B
Examines transformation of America and expansion of American influence after the Civil War through World War I. Includes reconstruction; demographic and economic expansion; industrialization and its consequences for labor and social relations; mass immigration; growth of American imperialism; socialist, populist, and progressive movements; and World War I and Wilsonianism.

HIS 363 U.S. Since World War I
Prerequisites: ENG 100, ENG 101, and HIS 220B
Examines social, economic, cultural, and political contours of modern America from 1920 to the present, including Great Depression, social dimensions of World War II, affluence and anxieties of 1950s, political and social movements of 1960s, and challenges of structuring a new global political economy in the 1970s and after.

HIS 370 History of the American S/W
Prerequisites: ENG 100, ENG 101
Examines what has attracted people to the Southwest over the last thousand years and how people have changed and enriched the region through diverse cultural, social and economic contributions. Places race relations, immigration, environmental concerns, resource use, cultural beliefs, gender roles, public order and working life into historical perspective.

HIS 375 Nevada History, Gov’t and Cons
Prerequisites: ENG 100, and HIS 233
Through an historical and literary approach, this course examines the history of the state of Nevada from the Native peoples to the present. Includes a component on Nevada Constitution required for graduation from all Nevada colleges and universities.

HIS 400 Historical Theories & Methods
Prerequisites: ENG 240
Investigates the important methodologies and theories of history that buttress contemporary historical scholarship. Includes introduction to historiography; examines transformation of the historical profession over last 150 years and philosophical foundations of historical practice today; explores writings of historian, their historical assumptions, and theoretical framework of their interpretations.

HIS 410 California History
Prerequisites: ENG 100, and HIS 233
Through an historical and literary approach, this course examines the interaction of the hopes and dreams of the peoples of California from the arrival of the first peoples to the post-World War II boom. May involve work in oral history.

HIS 420 The Civil War
Prerequisites: ENG 100, ENG 101
An examination of the dynamic convergence of economic, geopolitical and racial factors that contributed to the most explosive conflict in U.S. history. Focuses on the consequences of the war for subsequent American historical development.

HIS 431 The Ancient World
Prerequisites: ENG 100, ENG 101, and HIS 233
Examines ancient world history from 10,000 B.C.E. to 500 B.C.E., including Neolithic revolution; rise of settled agriculture; complex societies and organized states in North Africa, Southwest Asia, South and East Asia, Mesoamerica, and South America; rise and decline of great powers in those areas; formation of Aegean civilization in Greece.

HIS 432 The Classical World
Prerequisites: ENG 100, ENG 101, and HIS 233
Examines religious, political and philosophical innovations of classical period (500 B.C.E. to 500 C. E.) in Mediterranean region, China, and India; and rise and fall of Greek, Roman, Han, Mauryan and Gupta empires; rise of important regional states like Meröe, Angkor, Teotihuacán, and Maya city-states in Mesoamerica.

HIS 433 The Post-Classical World
Prerequisites: ENG 100, and HIS 233
Examines expansion and collapse of Byzantium; nomadic invasions of Europe and development of feudalism; rise of militant Christianity; diffusion of militant Islam; spread of Indian classical culture; Chinese
reunification, commercial revolution, and cultural revival; Japanese feudalism; development of African states; civilizations of Mesoamerica; settlement of Polynesians throughout Pacific.

**HIS 434 Modern World, 1500 to Present**
*Prerequisites: ENG 100, ENG 101, and HIS 234*
Examines colonial expansion of Europe; Islamic empires of Asia; regional powers in Eurasia; revolutions in the Atlantic world; the Industrial Revolution; the new imperialism; revolutions in Eurasia and Latin America after 1900; global wars and their consequences; national liberation and decolonization; the Cold War; post-Cold War realignments.

**HIS 490 Guided Study** *(variable units)*
Individual study under direction of instructor. Requires prior approval of appropriate academic department.

**HIS 499 Capstone Research Project**
*Prerequisites: ENG 240 or equivalent, HIS 400, and completion of 3(1.5 quarter units) of core courses in the major*
This seminar is the capstone course for the history major. The objective of the capstone course is to produce a paper that is exemplified by extensive research, critical thought, and intellectual engagement. The project should excite students and deepen their historical understanding. As a “senior project,” it will combine primary sources with secondary interpretations in an original and interesting way.

**HIS 600 Seminar in History and Theory**
Critical examination of the major methodological and philosophical foundations of modern historical research and writing.

**HIS 618A Seminar in Modern Europe I**
*Prerequisites: HIS 600*
Focused examination of primary and secondary sources as well as advanced research in the current scholarly literature on early-modern European history (ca. 1500-1789). Areas may include, but are not limited to, political, economic, intellectual, cultural, social, environmental and diplomatic history.

**HIS 618B Seminar in Modern Europe II**
*Prerequisites: HIS 600*
Focused examination of primary and secondary sources as well as advanced research in the current scholarly literature in modern European history since the French Revolution of 1789. Areas may include, but are not limited to, political, economic, intellectual, cultural, social, environmental and diplomatic history.

**HIS 620A Seminar in US History I**
*Prerequisites: HIS 600*
Focused examination of primary and secondary sources as well as advanced research in the current scholarly literature on American history through the Civil War. Areas may include, but are not limited to, political, economic, intellectual, cultural, social, and diplomatic history.

**HIS 620B Seminar in US History II**
*Prerequisites: HIS 600*
Focused examination of primary and secondary sources as well as advanced research in the current scholarly literature on U.S. history since the Civil War. Areas may include, but are not limited to, political, economic, intellectual, cultural, social, and diplomatic history.

**HIS 630 Seminar in World History**
*Prerequisites: HIS 600*
Critical examination of major themes and topics as well as advanced research in the current scholarly literature in the field of world history. Emphasizes the 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**
*Prerequisites: HIS 600*
Critical examination of major themes and topics as well as advanced research in the current scholarly literature in the field of comparative history. Highlights the interdisciplinary nature of comparative history. Subject areas may include, but are not limited to, political, economic, intellectual, cultural, social, and environmental history.

**HIS 645A Special Topics in History I**
*Prerequisites: HIS 600*
Advanced research in the current scholarly literature on a special topic in history. Variable topic chosen by the instructor. Possible topics include the history of work, imperialism, migration, gender, war, technology, family, or religion. (May not duplicate content of HIS 645B, HIS 649A or HIS 649B).

**HIS 645B Special Topics in History II**
*Prerequisites: HIS 600*
Advanced research in the current scholarly literature on a special topic in history. Variable topic chosen by the instructor. Possible topics include the history of work, imperialism, migration, gender, war, technology, family, or religion. (May not duplicate content of HIS 645A, HIS 649A or HIS 649B).

**HIS 649A Seminar in a Period/Movement I**
*Prerequisites: HIS 600*
Advanced research in the current scholarly literature on a period or movement in history. Variable topic chosen by the instructor. Possible topics: Renaissance, antebellum U.S., Age of Empires, Nazi Germany, civil rights, labor, environmental or national liberation movements. (May not duplicate content of HIS 645A, HIS 645B or HIS 649B).

**HIS 649B Seminar in a Period/Movement I**
*Prerequisites: HIS 600*
Advanced research in the current scholarly literature on a period or movement in history. Variable topic chosen by the instructor. Possible topics: Renaissance, antebellum U.S., Age of Empires, Nazi Germany, civil rights, labor, environmental or national liberation movements. (May not duplicate content of HIS 645A, HIS 645B or HIS 649B).

**HIS 658 Seminar in Modern China**
*Prerequisites: HIS 600*
Focused examination of primary and secondary sources as well as advanced research in the current scholarly literature on Chinese history since the establishment of the Qing dynasty (ca. 1615 C.E.). Areas may include, but are not limited to, political, military, economic, intellectual, cultural, social, environmental and diplomatic history.

**HIS 668 Seminar in Modern Middle East**
*Prerequisites: HIS 600*
Focused examination of primary and secondary sources as well as advanced research in the current scholarly literature on Middle Eastern history since ca. 1450 C.E. Areas may include, but are not limited to, political, economic, intellectual, cultural, social, environmental and diplomatic history.

**HIS 678 Seminar in Modern Africa**
*Prerequisites: HIS 600*
Focused examination of primary and secondary sources as well as advanced research in the current scholarly debates on African history since ca. 1600. Areas may include, but are not limited to, political, economic, intellectual, cultural, social, environmental and diplomatic history.

**HIS 688 Seminar in Latin America**
*Prerequisites: HIS 600*
Focused examination of primary and secondary sources as well as advanced research in the current scholarly literature on Latin American history since ca. 1500. Areas may include, but are not limited to, political, economic, intellectual, cultural, social, environmental and diplomatic history.

**HIS 692 Methods and Sources**
*Prerequisites: HIS 600, and HIS 695*
Assessment and implementation of effective primary-source research strategies. Also includes assessment and implementation of methodologies for interpreting a wide variety of primary sources critically and professionally. Grading is H, S, or U only.

**HIS 695 Directed Research Methods**
*Prerequisites: HIS 600, HIS 618A, or HIS 618B,
HIS 620A, or HIS 620B, HIS 630
Directed research on a historical topic chosen by the student in consultation with the instructor and the student's thesis project advisor. Involves successful completion of a research prospectus (proposal).

HIS 696 History and Applied Media
Prerequisites: HIS 600, HIS 695
Directed application of new media technologies to a historical topic chosen by the student in consultation with the instructor and the student's thesis project advisor. Involves successful completion of a historical digital storytelling prospectus (proposal).

HIS 697 Guided Thesis/Project Research
Prerequisites: HIS 600, 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
Prerequisites: HIS 695, and HIS 696; Select four classes from the list below, 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
Prerequisites: HIS 695 Select four classes from the list below, 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 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.

HOS – Hospitality

HOS 200 Introduction to Hospitality
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.

HOS 220 Intercultural Competence
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
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.
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 250 Exceptional Customer Service
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 – Human Resources Management

HRM 200 Intro to Basic Human Resources
Introductory overview of basic human resource management activities. Various functions of human resource management are explored including planning, staffing, training, compensation, motivation, employee development, benefits, performance evaluation, discipline, health and safety issues, employer-employee relationships, and compliance with employment laws.

HRM 210 Staffing and Development
Prerequisites: HRM 200
Exploration of the basic aspects of the human resource planning process, including recruitment, selection, retention, and development of employees. Special attention is given to the strategic direction of an organization in assessing its human resource needs.

HRM 220 Compensating Employees
Prerequisites: HRM 200
Overview of the fundamentals of wage and salary programs. Benefit programs and related employee incentive programs are explored. Linking performance to monetary and non-monetary rewards will be reviewed. Utilizing HR technology to increase efficiency in pay and benefits administration, as well as aligning HR with organizational activities will be highlighted.

HRM 230 Legal Aspects of Basic HRM
Prerequisites: HRM 200
Introduction to the wide spectrum of legal concerns that human resource managers face in the workplace. Emphasis on employment discrimination laws as they relate to the employer-employee relationship. EEO methods of liability prevention are examined. Integrated into the course are aspects of ethical considerations for HR managers.

HRM 409B Survey in HRM & OD
The course provides an overview of human resources management and organizational development activities including employment, interviewing, career systems, compensation, benefits, training, organizational change, performance evaluation, discipline and employee assistance, labor relations, affirmative action and equal employment opportunity considerations, and health and safety.

HRM 432 Recruit, Selection, Promo, Ret
This course is designed to explore all aspects of reviewing the strategic direction of an organization and how it relates to assessing and filling jobs, from initial hiring through subsequent placement, promotion, and retention. It will include techniques for determining staffing needs, recruiting, screening, assigning, evaluating, assessing, and promoting. An exploration of options for employee development and retention in changing economy is provided. Also reviewed are special concerns regarding regulations, employee attitudes, and union representation.

HRM 433 Pay & Benefit Admin, & HR Tech
This course reviews the fundamentals of wage and salary programs, including the development of job descriptions, performing job evaluations, conducting salary surveys, adjusting pay structures, considering area differentials, and relating pay to performance. Benefit programs and related employee incentive and service programs are also covered. Ways to link performance to both monetary and non-monetary rewards will be reviewed, including profit sharing, bonus plans, stock options, awards and special rewards for managerial personnel. Legislative restraints and tax treatments are discussed and behavioral theories are highlighted as they apply in this area. The incorporation of technology as it relates to Human Resource
A comprehensive management/outsourcing in the era of strategic alignment between employees, jobs, systems, technology, policies, procedures, training, and organizational development. Students will evaluate and analyze theory as it relates to practical application in the workplace.

HRM 667 Compensation & Benefits
This course provides an overview of the latest technology as it applies to the human resources function and its impact of human resource management administration and organizational development. The course also integrates and assesses fundamental aspects of wage, salary, benefit administration, and employee rewards and incentives as they are becoming increasingly supported by automated systems.

HRM 669 Research Sem in HRM Corp Strat
This course is focused on a selected combination of published empirical research and current topics in corporate strategy and human resource management. Articles for evaluation, comparison, and analysis will be drawn from journals and popular press in several fields, including economics, the behavioral sciences, management science, business administration, and elsewhere as they relate to the field of Human Resource Management. Faculty will guide students through written review of research and current practices, and seminar discussions in order assist the HRM Professional serve as a consultant to company management.

HRM 670 Project/Thesis
The project course offers an opportunity to work individually or with a team under the guidance of an assigned faculty member. Students clarify research topics and identify data sources in preparation for the project. Students gather data and present their research in both written and oral form to faculty and classmates. This course lasts two months and encompasses integrating critical components and learning experience into a deliverable that meets academic guidelines for program completion and may be applicable to the workplace to build a student’s portfolio. Grading is H, S, or U only. Course is eligible for an In Progress (IP) grade.

HSC 410 Informatics for Health Profs
Focuses on the role of informatics in contemporary health care. Wireless and mobile computing, maintaining data integrity, information security and confidentiality and HIPAA, telehealth, and electronic health records (EHR) will be explored.

HSC 420 Healthcare Research
Focuses on reading and conducting research in health and human performance. Research approaches and procedures will be explored. Examples of various research methods and techniques will be discussed. A research proposal will be developed.

HSC 430 Case and Outcomes Management
Focuses on case and outcomes management application to clinical practice. The case management and outcomes management processes, barriers, utilization review, legal and financial aspects of each and evidence-based healthcare will be explored.

HSC 440 Allied Health Capstone Project
Prerequisites: Completion of the major requirements
This two-month capstone project undertaken by allied health students when they have completed the core courses in the program provides an opportunity for the student to complete the outcomes management project proposal developed in HSC 430. Results will be reported orally and in written form. Students will also design and participate in a collaborative service learning experience in a community, ambulatory, home or health care setting. Students will complete the portfolio of their work from core courses and revise as needed to create an impressive final portfolio that can be used. Grading is H, S, or U only.
Course Descriptions

HTM – Healthcare Information Technologies

HTM 200 Health Information Systems
Development of IT systems in health care and public health. Introduction to health IT standards, health-related data structures, health information exchange, software applications; enterprise architecture in health care and public health organizations.

HTM 200L Health Information Systems Lab
Prerequisites: HTM 200
Health information laboratory where vendor systems are introduced and compared. Students will work with simulated systems or real systems with simulated data; experience threats to security and appreciate the need for standards, high levels of usability, and how errors can occur.

HTM 210 Healthcare Workflow Processes
Fundamentals of health workflow process analysis and redesign as a necessary component of complete practice automation; includes topics of process validation and change management.

HTM 212 Electronic Health Records
Lecture and laboratory to introduce, select, configure and assess electronic health record (EHR) systems that meet the specific needs of small to medium sized healthcare providers and the introduction of Meaningful Use.

HTM 214 Quality Improvement
Introduces the concepts of health IT and practice workflow redesign as instruments of quality improvement. How to establish a culture that supports increased quality and safety. Presents approaches to assessing patient safety issues and implementing quality management and reporting through electronic systems.

HTM 290 EHR Implementation Project (1.5 quarter units)
Prerequisites: HCA 100, and COH 150, and ITM 210, and HTM 200, and COH 250, and HTM 200L, and ITM 230, and HTM 210, and HTM 212, and HTM 214, and HCA 200, and MUL 200
Students will work in teams to plan and assess an EHR implementation. Focus on the importance of communication and group cohesion.

HTM 310 Health Informatics
Innovative and best practice technology applications to support human health by individuals, professionals, care delivery organizations, and communities. Internet-based health resources, smartphone/Health applications, telehealth, and health-related social networks. Systems, standards, and policies to connect people and technologies securely across healthcare ecosystems.

HTM 460 Health IT Virtual Simulation
Prerequisites: HSC 410
Laboratory-based course where administrative and clinical health information systems and technologies are introduced and practiced. Students will gain experience with simulated health information systems or real systems with simulated data.

HTM 520 Health Information Exchange
Health data standards, sources, representation, terminologies, vocabularies and ontologies to support interoperability of information within and between health care organizations. Health information security practices, privacy, confidentiality, and management of patient rights. Clinical data and process modeling for medical decision making. Policy development and documentation for exchange of health information.

HTM 552 EHR Meaningful Use
Introduces electronic health record (EHR) and communication systems including the application of Meaningful Use criteria to optimize quality and effectiveness of patient care and improve care coordination. Explore care delivery innovations across multiple care settings and specialties using a patient-centric model.

HTM 605 Healthcare Info Technologies
This course is designed to give the student a fundamental knowledge of evolving healthcare informatics and wireless healthcare delivery. Emphasis will be placed on the synergy between information systems and medical services with a focus on the improvement of medical standards and reduction of healthcare cost. Students will receive a comprehensive view of new and evolving e health and the rapid changes in healthcare delivery models due to the rapid improvement in healthcare information delivery. Informatics, e health and wireless response to the growing healthcare disease and delivery market will be explored.

HTM 660 System Management and Planning
Healthcare information technology lifecycle management and strategic planning, organization and management of informatics support staff and other healthcare professionals to optimize the value from health information technology implementation.

HTM 680 Health Informatics Case Study
Prerequisites: HCA 600, and HTM 660, and CIS 601, and HTM 520, HTM 552, COH 611, HCA 622, HCA 626
Health informatics case study requiring analysis and synthesis of complex human, financial, and technical resources for the strategic use of information technology in a healthcare organization. Students study best practice case studies and make recommendations considering organizational dynamics and technical and market knowledge in a simulated healthcare environment.

HTM 692 Health Informatics Capstone
Prerequisites: HTM 680, and HCA 600, HTM 520, HTM 660, HCA 622, COH 611, HCA 626, HTM 552, CIS 601
Two-month capstone project focused on a relevant problem in health informatics theory or practice. Planning and completion of either a data-based research project or other scholarship or creative activity. Grading is by H, S, or U only. Course is eligible for an “IP” grade.

HUB – Human Behavior

HUB 301 Behavioral Science
Prerequisites: ENG 100, ENG 101, and PSY 100
A study of the application of human behavior and behavioral science principles to the practice of management.

HUB 400 Group Structure & Dynamics
Prerequisites: ENG 100, ENG 101, and PSY 100
An analysis of behavior, perspectives and practices as applied to group dynamics. Focus on approaches and skills in group dynamics as they relate to performance and enhancement of cooperative/collaborative effectiveness. Uses practice through role-playing of effective techniques in dealing with a variety of cooperative/collaborative situations.

HUB 401 Conflict Resolution
Prerequisites: ENG 100, ENG 101, and PSY 100
A focus on the process of negotiation and conflict resolution. Gives special attention to conflict within and between persons in organizations and industry. Emphasizes application of techniques to conflict resolution situations via role-playing.

HUB 410 Psychology for Managers
Prerequisites: ENG 100, ENG 101, and PSY 100
A survey of psychological concepts applied to organizational settings. Emphasizes motivation, communication, leadership, and personal development.

HUB 420 Human Communication
Prerequisites: ENG 100, ENG 101, and PSY 100
A study of the theoretical and practical aspects of interpersonal and group communication.

HUB 440 Organizational Development
Prerequisites: ENG 100, ENG 101, and PSY 100
A study of human relations and its relationship to organizational effectiveness through planned change and technological development.

HUB 441 Research Design and Analysis
Prerequisites: ENG 100, ENG 101, MTH 210,
A study of normative judgments as applied to

HUB 646 Personal and Pro. Ethics
An examination of the adult stages of human

HUB 601A Organizational Behavior
An in-depth study of various types of

HUB 601B Communication for Managers
An analysis of interpersonal communications

HUB 601D Creative Leadership
A study of the qualities of leadership required
today and in the future. Emphasizes historical
as well as contemporary leaders

HUB 639 Issues in Sexuality
An examination of the personal, interpersonal
and social dimensions of human sexuality.
Covers topics such as anatomy and
physiology of human sexuality, contemporary
American sexual behavior, sexual myths,
sex-role socialization, sexual dysfunctions and
sexual-social issues.

HUB 641 Stages of Adult Development
An examination of the adult stages of human
biological, psychological and social
development. Discusses classical as well as
contemporary theories.

HUB 642 Theories of Behavior Change
A survey of social psychological theories of
behavior change and resistance to change.

HUB 646 Personal and Pro. Ethics
A study of normative judgments as applied to
contemporary human problems such as the
uses of power, business practices and the
right to live and to die. Examines varied
ethical systems using a case study format

HUB 648 Personal Growth & Comm.
An examination of the meaning and
importance of personal growth and human
communication in human life and
relationships. Development of critical
communication skills, self-awareness and
self-understanding to enhance personal and
professional relationships. Presents a variety
of models and methodologies in the
exploration of physical, mental, emotional,
social and spiritual growth.

HUB 650 Behavioral Research
Behavioral research is a way to examine and
understand individual and social behavior
through measurement and interpretation.
This course investigates the theoretical
principles that underlie behavioral research
and the application of current research
techniques. The course forms the foundation
for practical application of behavioral science
and continued study in the human behavior
and is essential to completing the capstone
course in the program (Integrative Project in
Human Behavior, HUB 680).

HUB 660 Assessment in Organizations
Prerequisites: HUB 650
As study of the organizational assessments of
human attributes (abilities, personality and
vocational interests) and their role in
behavioral determinants in school, work
and interpersonal settings. Methodological issues
encountered in the assessment of
psychological traits (construct validity) and
the developmental etiology will be covered.
The course reviews the literature in
organizational assessment, career
development and personnel psychology
applied to work. Topics include job analysis,
performance appraisal, testing and
assessment, employee selection, equal
opportunity guidelines, development and
evaluation of training programs.

HUB 670 Research Applications
Prerequisites: HUB 650
The application of research methods and
statistical techniques to a variety of research
problems. The student will use these methods
and techniques to address hypothetical and
real research issues. The student will have
developed a research proposal for the
capstone project in HUB650 (a prerequisite for
the course) and will apply the material
learned in this course to further develop and
refine the proposal.

HUB 680 Integrative Project
Prerequisites: HUB 650, HUB 670
The capstone project is an empirical study
that integrates theoretical and applied
concepts and results in a 20-30 page paper
(APA style). The student will be required to
develop a project proposal during HUB 650
and HUB 670 that can then be completed
during the capstone course. This course may
not be taken as an independent study.

HUB 690 Guided Study (1.5 quarter units)
An individual study under direction of the
instructor. Requires prior approval of
appropriate academic department.

HUM – Humanities

HUM 490 Guided Study (variable units)
Individual study under direction of instructor.
Requires prior approval of appropriate
academic department.

HUM 501 Global Civic Culture
Prerequisites: ENG 100, and ENG 101
Covers the relationship between knowledge
and the interdependence of people
and focuses on citizenship, change and the
challenges of migration/immigration
patterns, cultural shifts and transnational
positioning in our global economy. Provides a
framework for global citizenship,
community-building, economic development,
social responsibility and service.

IBU – International Business

IBU 540 International Experience
Tour foreign location and experience the
business, economic, political, legal, and
cultural environment of a host country.
Development of thorough knowledge of
foreign business environment through
combination of pre-departure study, on-site
lectures and presentations by host country
experts and business executives, post-tour
analysis and reflection.

IBU 653 Global Bus. & Strat. Planning
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.

IHC – Integrative Health Coaching

IHC 600 Intro to Complementary Healing
Introduction to complementary and healing
practices and opportunities to explore these
practices. The cultural context of healing
traditions and specific practices such as
Chinese medicine, energy healing, mind-body
healing, healing environments, spirituality
and healing, naturopathy, homeopathy,
manual therapies, and integrative nutrition
will be examined.
**Course Descriptions**

**IHC 610 Self as Coach**
Provides students with an opportunity for self exploration and related self work leading to personal growth and development. Students will examine their core beliefs, personal style, roles, defensive strategies, projections, etc. This exploration will enhance their coaching presence in their role as a health coach.

**IHC 615 Fundamentals of Health Coaching**
Coaching fundamentals, including: coaching models, relationships, contexts, principles and practices. Students will demonstrate learning through reading of primary texts, virtual discussions of ideas presented in readings and related websites, and application of material via written work. Students will related past experiences to their future role as health coach.

**IHC 620 The Coaching Relationship**
Focus on health coaching as a transformational journey. Emphasis on understanding change from a transformative learning and adult development perspective. Topics include: theoretical perspectives on the change process, decision making, co-creating a plan of action, uncovering blocks, handling resistance, establishing a plan for accountability, developing holistic interventions for optimal health.

**IHC 630 Advanced Health Coaching Seminar**
Opportunity to explore advanced topics in health coaching. Students will demonstrate learning through assignments including: reading of primary texts, virtual discussions and application of learned material via written work. Students will acquire a depth of knowledge and understanding of ways to serve their clients as health coach.

**IHC 632 Practicum in Health Coaching**
Preparation to operate as competent professional health coaches. Students develop their coaching competencies by completing a minimum of 50 hours of coaching in a healthcare environment. Supervision by the course instructor, who has knowledge of and experience in coaching best practices.

**IHC 635 Multiple Intelligences in Health**
Provides student with a clear understanding of and appreciation for emotional social intelligence. Students will craft an individual emotional competency development plan. They will leave the course with a depth of knowledge concerning emotional and social intelligence and the ways in which they can develop these competencies in themselves and in their coaching clients.

**IHC 640 Independent Study**
Opportunity to focus on a health coaching topic of interest. Students propose an area for study with faculty guidance and determine a topic. The outcome is a project focused research paper which results in the development of a coaching application, tool or training method.

**IHM – Integrative Health Management**

**IHM 600 Integrative Stress Management**
Examination of an integrative approach to stress, types of stressors, physiology of stress, stress and disease and theoretical models of disease. Stress emotions of anger and fear, journaling, expressive art therapy, humor therapy will be explored. Discussion of diaphragmatic breathing, meditation, hatha yoga, imagery, visualization and music therapy. Massage therapy, Tai Chi, and progressive muscular relation will be explored.

**IHM 605 Healing Environments**
Our environments not only express who we are but also impact how we feel. They support our body, mind, and spirit. This course examines the definition, history of, and barriers to creating healing environments, describes elements of healing environments, discusses philosophies of healing spaces, natural elements utilized to create them, explores elements of healing relationships, and the importance of education and knowledge.

**IHM 615 Nutrition and Fitness**
Leading a healthy, balanced life is dependent on many variables. Two important variables include a nutritious diet and daily physical activity. There are many elements to consider when developing a nutritious diet and creating a lifestyle in which movement and activity are integral to our day. Understanding these elements helps us make informed choices about how we nourish our body, mind, and spirit.

**IHM 625 Energy Medicine**
Examination of an integrative approach to energy medicine to balance the mind, body, and spirit. Energy testing, the meridians, chakras, aura, electrics, Celtic weave, and the basic grid will be explored. A discussion of five rhythms, triple warmer, radiant circuits and strategies for health and wellness, nature of pain, energy techniques to relieve pain, creating an electromagnetic environment that supports health, maintaining optimum health will be explored.

**IHM 630 Spirituality, Health & Healing**
This course will examine an integrative approach to spirituality, health, and healing. The characteristics of spirituality, spirituality and the care provider and spiritual rituals will be explored. Next, there will be a discussion of providing spiritual care, spiritual assessment, therapeutic interventions, and healing environments. Lastly, the spiritual dimension in end-of-life care, and spiritual considerations of children and the aging individual will be explored.

**IHM 632 Chinese Medicine**
This course will examine an integrative approach to Chinese medicine, provide an understanding of the history, fundamental concepts and theories as well as its philosophical and cultural basis. Diagnosis in Chinese medicine, acupuncture and Tui Na (therapeutic bodywork), will be explored. Traditional Chinese pharmacotherapy and Chinese dietetics will be described. Lastly, qi gong, tai ji quan, and areas for future research will be explored.

**IHM 635 Ayurveda**
Ayurvedic medicine is an ancient healing system that is between 3,500 and 5,000 years old. Translated as the “science of life,” Ayurveda believes that everything has specific elemental qualities as well as a specific constitution based on the relationship between three vital energies or doshas. This course will examine Ayurveda, including its origins, the role of doshas, the disease process, the importance of lifestyle regimens, and treatments of disease.

**IHM 640 Legal and Ethical Issues**
Legal and ethical issues related to the provision of complementary and alternative care are complex and evolving. Examination of biomedicine, regulation of medicine, scope of practice, and credentialing processes. Exploration of malpractice, liability, informed consent, and making referrals. Review of the disciplinary process, legal authority in medicine, and issues related to healing. Discussion of access to treatment, third-party reimbursement, and dietary supplement regulation.

**ILD – Instructional Leadership**

**ILD 603 Curr Align & Eval for School A**
School administrator’s perspective of instructional theory, curriculum development and methods for aligning course content to articulated goals and evaluation procedures. Student understanding of course content will be developed through class discussions, curriculum projects, presentations and reflective analysis.

**ILD 610 Introductory Health Ed: K-12**
Coordinated school health programs, health problems and issues are addressed at developmentally appropriate grade levels (K-12) using the Health Framework for California Public Schools content areas and California Health Standards. Legal responsibilities of teachers related to student health and safety, effective communication with parents and site-based and community...
Examine competencies for leadership in ISL 661 Leadership Global Seminar. Introduction to budgeting and financial management, revenue sources, district and school. Exploration of federal, state, and local finance policies and practices, emphasizing budgeting. Prerequisites: ISL 661, ISL 660 Financial and Information Mgt.

ILR 260 Computer Network Overview
This course provides an introduction to client server architecture and focuses on the desktop role as the client component in the overall system. It covers the topics of information technology, processing and administration, and how to apply IT in various organizations.

ILR 260 Information Literacy
A cross-disciplinary course that teaches effective report and research paper writing through the use of key computer technologies. The course includes Internet research, MLA and APA style formats, computer technologies, spreadsheets and the application of multimedia software and graphics for report presentation. ILR 260 offers refinement in the use of the microcomputer for effective report writing and presentation.

ITM 205 Office Productivity Software
This course provides a thorough understanding of the Microsoft Office tools through task-oriented project-based applications built around business themes. A solid framework is provided to develop critical thinking, analysis, problem solving, and information and resource management skills through task-oriented and project-based activities.

ITM 320 Information Technology Management
This course provides an introduction to Information Technology (IT) infrastructure concepts and applications in an integrated information system environment. This course focuses on understanding the importance of IT for various types of IT applications within an organization. Topics include: overview of hardware, software, data resources, telecommunications and networks. The course provides an overview of “what” IT is and how to apply it in various organizations.

ILR 620 Coordinated School Health Program
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.

ISL 662 Decision Making Organizations
Prerequisites: 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.

ISL 660 Financial and Information Mgt
Prerequisites: 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
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) they 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.

ITM 210 Introduction to IT
This course provides an introduction to Information Technology (IT) infrastructure concepts and applications in an integrated information system environment. This course focuses on understanding the importance of IT for various types of IT applications within an organization. Topics include: overview of hardware, software, data resources, telecommunications and networks. The course provides an overview of “what” IT is and how to apply it in various organizations.

ITM 230 Computer Network Overview
This course emphasizes the network operational concepts and implementation. It provides students with an understanding of network basics and emerging local area network technologies. Topics include: integration of hardware and software components, network architecture, protocols, interconnection of networks using bridges and routers, network links using cable modems and DSL and IEEE 802 network access standards. TCP/IP will also be reviewed within the context of networking protocols.

ITM 330 Desktop Apps & IT Processing
This course provides an introduction to desktop processing of information to support organizational decision-making and strategic planning. Introduces the client server architecture and focuses on the desktop role as the client connected to database systems and network systems that are required to meet and support the real-world projects and various IT initiatives. Hands-on labs are included.

ITM 320 Information Technology Management
Prerequisites: ITM 210
An integrated perspective on how to manage, plan and integrate information technology resources. Provides an overview of the concepts of managing information technologies and covers the topics of information technologies planning, information forecasting and information processing. Project management concepts and processes are also reviewed and applied to specific information technology initiatives and tasks related to (1) Desktop technology, processing and administration, (2) network information technology, processing and administration and (3) database systems technology, processing and administration.

ILR 265 Educational Research
An introductory educational research course designed to provide knowledge, skills, and dispositions required for students to understand and demonstrate knowledge of quantitative, qualitative and action research. Emphasis is on the knowledge and skills required of a competent consumer and producer of educational research. The course requires that students utilize a high level of library skills and computer technology to locate relevant research and literature. (Scheduled for two months and meets once a week.)

ILD 625 Educational Research
An introductory educational research course designed to provide knowledge, skills, and dispositions required for students to understand and demonstrate knowledge of quantitative, qualitative and action research. Emphasis is on the knowledge and skills required of a competent consumer and producer of educational research. The course requires that students utilize a high level of library skills and computer technology to locate relevant research and literature. (Scheduled for two months and meets once a week.)

ILD 620 Coordinated School Health Program
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.

ILR 260 Information Literacy
Prerequisites: ENG 100, and ENG 101
A cross-disciplinary course that teaches effective report and research paper writing through the use of key computer technologies. The course includes Internet research, MLA and APA style formats, computer technologies, spreadsheets and the application of multimedia software and graphics for report presentation. ILR 260 offers refinement in the use of the microcomputer for effective report writing and presentation.

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ISL – Innovative School Leadership
ISL 660 Financial and Information Mgt
Prerequisites: 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
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) they 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.

ITM 210 Introduction to IT
This course provides an introduction to Information Technology (IT) infrastructure concepts and applications in an integrated information system environment. This course focuses on understanding the importance of IT for various types of IT applications within an organization. Topics include: overview of hardware, software, data resources, telecommunications and networks. The course provides an overview of “what” IT is and how to apply IT in various organizations.

ITM 230 Computer Network Overview
This course emphasizes the network operational concepts and implementation. It provides students with an understanding of network basics and emerging local area network technologies. Topics include: integration of hardware and software components, network architecture, protocols, interconnection of networks using bridges and routers, network links using cable modems and DSL and IEEE 802 network access standards. TCP/IP will also be reviewed within the context of networking protocols.

ITM 320 Information Technology Management
Prerequisites: ITM 210
An integrated perspective on how to manage, plan and integrate information technology resources. Provides an overview of the concepts of managing information technologies and covers the topics of information technologies planning, information forecasting and information processing. Project management concepts and processes are also reviewed and applied to specific information technology initiatives and tasks related to (1) Desktop technology, processing and administration, (2) network information technology, processing and administration and (3) database systems technology, processing and administration.

ITM 330 Desktop Apps & IT Processing
This course provides an introduction to desktop processing of information to support organizational decision-making and strategic planning. Introduces the client server architecture and focuses on the desktop role as the client connected to database systems and network systems that are required to meet and support the real-world projects and various IT initiatives. Hands-on labs are included.

ITM 340 IT Clients Using MS Windows
This course provides the solid framework into the concepts and actual implementation of Windows 2000/XP. Topics include understanding of the desktop processing of information to support organizational decision-making and strategic planning. This course introduces the client server architecture and focuses on the desktop role as the client connected to
database systems and network systems that are required to meet and support the real-world projects and various IT initiatives. Hands-on labs are included.

**ITM 345 IT Servers Using Linux**
This course provides a solid framework into the concepts, installation, and configuration of server Operating System (OS). Topics include understanding of the desktop environments used in the server environment. This course describes ways of exploring and understanding of the OS. It demonstrates the system administration tasks and how they are used to provide support for multiple users. This course also describes issues related to security and shows how to automate tasks through shell scripting.

**ITM 350 Desktop Application Support**
**Prerequisites: ITM 205**
This course provides an overview of the role of desktop support in the Information Technology environment. The emphasis of this course is to provide hands-on learning experience for support of desktop operating system and applications.

**ITM 410 Computer Network Tech Overview**
Emphasizes the network operational concepts and implementation. Provides a basic understanding of network basics and emerging local area network technologies. Includes topics such as integration of hardware and software components, network architecture, protocols, interconnection of networks using bridges and routers, network links using cable modems and DSL and IEEE 802 network access standards. TCP/IP will also be reviewed within the context of networking protocols.

**ITM 420 Local Area Networks**
Network management principles, practices and technologies for managing networks, systems, applications and services. This course reviews the latest computer network technologies, such as ATM, Gigabit, Ethernet, and Fiber Optic connections. This course builds on LAN basics from ITM 230, including how to implement LAN solutions such as FDDI, Fiber Channel and Gigabit Ethernet and LAN technology such as Switched Multi-Megabit Data Service and Frame Relay. This course also covers integrated high-performance router and switch technologies.

**ITM 430 Wide Area Networks**
**Prerequisites: ITM 420**
Overview of the management tools necessary to understand the WAN hardware and software for client server architecture technology. This course focuses on the installation and management of the WAN and the connectivity to other systems and networks. The emphasis of this course is on hands-on learning; how to install, configure and implement the network.

**ITM 434 Wireless LAN Administration**
**Prerequisites: ITM 434**
Fundamental concepts of wireless network administration. The focus is on 802.11 standard wireless solutions including: fundamentals of 802.11 WLANs; radio frequency fundamentals; antennas; RF math and system operating margin; RF power output regulations; wireless LAN operation; 802.11 analyses and troubleshooting; and site surveying. This course provides the basic preparation for the Certified Wireless Network Administration (CWNA) exam.

**ITM 435 Wireless LAN Security**
**Prerequisites: ITM 434**
Fundamental concepts of wireless network security. The focus is on 802.11 standard wireless solutions including: learning how to defend against the latest hacking techniques; implement the latest wireless LAN security solutions; and understand the impact of new solutions. This course provides the basic preparation for the Certified Wireless Security Professional (CWSA) exam.

**ITM 440 Database Concepts & Data Model**
An introduction to the concepts of data modeling and relational databases. Covers the methodologies for building a logical model, techniques for organizing and designing relational databases and practical approaches to transform logical models to a stable relational database. Introduces fundamental database and application development concepts and techniques. Given database design and application requirements, students design, construct and test a personal computer database and associated application components.

**ITM 450 DB Processing & Administration**
**Prerequisites: ITM 440**
This course will provide students with the knowledge and skills necessary to install configure and administer Database Management Systems. Topics included in this course are conceptual understanding of data storage architecture, creation and management of files, groups, databases, tables, queries, locking options, indexes and data views.

**ITM 470 Information Security Management**
This course covers the managerial aspects of information security on computer networks. Security is becoming of utmost importance. This course prepares the student to manage from start to end all aspects of securing a network. This course is divided into six sections covering various aspects of planning and implementing security policies. It starts with defining what security is, it talks about the security triad, CIA, followed by security management practices. Security models and architectures followed by business continuity planning and disaster recovery are discussed. This course includes laws, investigations, ethics, and operation security.

**ITM 475 Information Security Technology**
**Prerequisites: ITM 470**
This course covers the technical aspects of information security for computer systems and networks. This course helps students understand the technologies used to design secure information systems and networks. This course is divided into six sections covering various technologies pertaining to information security. With the understanding of what security is, this course discusses access control mechanisms, methods of attack, and secure protocols. It includes how to secure telecommunications networks and the Internet. Cryptography is discussed to provide privacy and secrecy. It emphasizes physical security followed by application and system development security. This course together with ITM 470 help students prepare for the Certified Information Systems Security Professional (CISSP) exam.

**ITM 490A Info Technology Project I**
**Prerequisites: 10 of the core ITM courses must be successfully completed.**
A capstone project for information technology application. Students work on an original and significant project that integrates concepts, principles and tools that are taught throughout the program. Grading is H, S, or U only.

**ITM 490B Info Technology Project II**
**Prerequisites: ITM 490A**
Two-month course, meets once a week. A capstone project for information technology application. Students complete their projects and present their original and significant projects to a panel of academic and business professionals. Grading is H, S, or U only.

**JRN – Journalism**

**JRN 300 Multimedia Journalism Skills**
**Prerequisites: ENG 100, and ENG 101**
This class covers the organization of news stories and their preparation for newspaper, online, TV and radio formats and the fundamentals of news journalism, including standards of objectivity, fairness and accuracy. The course focuses on how journalists report the material they ultimately need for their finished stories and provides students with the opportunity to understand what counts as news and how to write focused news stories on deadline. Students learn to identify the structure and basic ingredients of news and master different types of leads and such style conventions as the inverted pyramid, the nutgraph and other non-fiction storytelling techniques.

**JRN 301 Copy Editing**
**Prerequisites: ENG 100, and ENG 101**
This course provides an introduction to copyediting and includes the roles and responsibilities of a copy editor on a daily newspaper, which go beyond being able to spot grammatical and spelling errors in copy.
Students learn how a copy editor approaches a news story and how to edit that story for clarity, sense and organization, as well as for spelling, grammar and style, and fairness. Students will edit copy and write headlines and cutlines, as well as learn the basics of layout and design.

JRN 305 The Art of the Interview
Prerequisites: ENG 100, and ENG 101
This course focuses on numerous aspects of interviewing for print, radio and television journalism and the variety of ways in which professional interviewers go about their work. It also includes an historical perspective of the development of interview techniques for various news media. Students will learn how to select an interview subject, prepare for an interview, conduct the interview and write an article based on their interview.

JRN 310 Convergent Journalism
Prerequisites: ENG 100, ENG 101, and COM 100, or COM 220
This course covers the technological and organizational convergence that has changed the operations and workflow of many news organizations and the ways in which news content is communicated across multiple media platforms. Students will acquire familiarity with the demands of each medium, create news stories for print, audio, video, and online media platforms and be able to move content fluidly from one media channel to another.

JRN 315 Field Production
Prerequisites: JRN 310
Introduction to single-camera field production for video and the roles and responsibilities of the field production team. Hands-on practice of skills necessary for producing a taped remote video production such as news reports, informative programs, and dramatic scenes.

JRN 330 Investigative Reporting
Prerequisites: JRN 300, JRN 301, and JRN 305
Investigative reporting extends beyond partisan claims and counter-claims to offer verifiable facts that can be found in court documents, state or company reports. Such news stories require collecting enough evidence to allow an editorial judgment to be made about whether what people say is, in fact, true. Students will learn how to select an appropriate investigative topic, narrow the focus of a story from a broad subject to a suitable topic, and to conduct the “shoe-leather reporting” that is needed to discover a story’s shape and weight. Students will come up with questions, determine whom they will need to interview, conduct the reporting, and then finish by writing an in-depth piece in several drafts that illuminates the chosen subject.

JRN 335 Beat Reporting
Prerequisites: JRN 300, JRN 301, and JRN 305, ENG 100, ENG 101
Beat Reporting is an advanced course that focuses on adopting a news beat or coverage area by developing and cultivating sources, researching sources, conducting interviews, reporting objectively and writing tightly using the inverted pyramid as the primary style. The course will explore the traditional news beats including city hall, the police, the courts, the military, the environment, religion, education and health. In addition, students will investigate emerging beats such as personal finance, technology, and entertainment, and beats specific to regions of the country, such as aviation, space, and immigration.

JRN 340 Feature Writing
Prerequisites: JRN 300, JRN 301, and JRN 305, ENG 100, ENG 101
Feature Writing is an advanced course that focuses on the art of writing features for newspapers, magazines, online publications and other media outlets. The course will teach students how to spot creative ideas for features and how to turn these ideas into stories that others will want to read, hear, or watch.

JRN 350 Youth and the News
Prerequisites: JRN 300, and JRN 310, ENG 100, ENG 101
This course draws on a wide range of scholarly opinions and research, focusing on why young people are bored by conventional journalism, often find themselves disinterested in much print and broadcast news. The course will not only look at youth as consumers of media but also as producers of it by reviewing the prevalence, effectiveness, history and development of school journalism programs. In addition, the course investigates the adolescent as news reporter and citizen, a potentially active reporter and citizen, a potentially active

JRN 355 Writing at the Margins
Prerequisites: JRN 330, and JRN 335
This course examines the social welfare beat, covering the segment of American society that relies on the government and private charities for basic survival. This beat is often challenging for reporters because of privacy considerations and fear of social stigma that can make authorities reluctant to allow interviews or access to the places where the poor live. Students focus on intractable social dilemmas such as welfare reform, homelessness, child abuse and neglect, drug dependency, and mental illness. Students plan and orchestrate projects on issues that they wish to learn more about or delve into the charitable agencies that seek to bring assistance and attention to disenfranchised groups.

JRN 360 Freedom of the Press: A Journ
Prerequisites: ENG 100, and ENG 101
This course is a study of how movies portray journalists in popular culture, historically, and continuing to the present. Students will view, analyze, and discuss the role of journalists in a variety of films that dramatically illustrate the journalist as hero or villain, raise important First Amendment issues and show how corporate pressures impact journalists, the media and the public.

JRN 420 Journalism Ethics
Prerequisites: ENG 100, and ENG 101
This course will examine how objectivity developed in American journalism and what criticisms exist against it. Students will consider real-life ethical scenarios that have faced newspaper journalists, TV reporters, established website journalists and blog authors. Students will discuss how they would have handled the situations and why. Discussions will also revolve around such issues as: the standard of objectivity and potential alternative systems and the influence of different journalistic formats on ethical choices.

JRN 421 Legal Issues in Journalism
Prerequisites: ENG 100, and ENG 101
This course focuses on the legal aspects of journalism and the ways professional journalists exercise the rights of the press and free expression guaranteed them by the First Amendment to the U.S. Constitution. The class will provide students with both a theoretical understanding of the legal issues in journalism and practical knowledge of how to apply that understanding in the conduct of their professional work gathering and disseminating information. In addition students learn to manage the responsibilities that such rights entail and to respond to limits on those rights.

JRN 430 Reporting for TV News
Prerequisites: JRN 300, JRN 310, JRN 320, JRN 321, and JRN 335
This course focuses on what it takes to successfully write and assemble reporter packages for broadcast news programs. The course includes shooting video for the package, deciding which video pieces to use and conducting interviews to get information and effective sound bites for the report. In addition to writing and reporting techniques, students will learn how to perform for TV news, including the manner of dress, speech and other factors that relate to trust, believability, and likeability.

JRN 431 Writing the TV News Script
Prerequisites: JRN 430
This advanced course in broadcast journalism builds on skills developed in JRN 430 (Reporting for TV News). Students learn to distinguish between writing for print journalism and for broadcast. This course covers writing scripts that distinguish
between the short, clear prose for print as opposed to writing for radio with its emphasis on spoken words, or TV, which requires weaving together words and visuals.

**JRN 432 Video Journalism**  
*Prerequisites: ENG 100 and ENG 101*  
Focuses on what it takes to successfully write, produce scripts and do reports for video journalism, including news, documentaries, public affairs and interview programs and streaming media on the Internet.

**JRN 495 Capstone Project in Journalism**  
*Prerequisites: JRN 310, JRN 330, JRN 335, JRN 340, MUL 335, or JRN 430, JRN 431, JRN 315, and BRO 340*  
In this capstone course, students apply the knowledge and skills gained in other courses by working in a journalistic environment, such as a newspaper, broadcast or web-based newsroom or multimedia facility. Students build a body of work around it. Offers an overview of the most common types of specialties in journalism today.

**JRN 502 Essential Digital Competencies** (1.5 quarter units)  
Guides students through online tutorials and DVD training in four technical areas of journalism: 1) digital video editing, 2) audio recording and editing, 3) interactive content creation on the Web and 4) image/photo editing. Students complete online tutorials or DVD training in each area in which they lack basic proficiency. Students must take tutorials or training unless they can demonstrate proficiency in one or more of the areas before the second week of class begins. Work demonstrating a student’s proficiency must be received and approved by the instructor during the first week of course work to fulfill the “test-out” option. Grading is by S or U only.

**JRN 600 The New News**  
Transforms a journalist into a multimedia powerhouse who can produce news, features and associated products for a variety of audiences. Students gain familiarity with the demands of each medium, create news stories for print, audio, video and online media platforms, and learn to move fluidly from one medium to another.

**JRN 605 Advanced Non-Fiction Writing**  
Provides guided practice in short- and long-form feature writing for print and online media, as well as critical experience in composing feature scripts for radio, television, podcasts, slideshows and Web video.

**JRN 610 Backpack Digital Audio & Video**  
*Prerequisites: JRN 502*  
Provides a thorough knowledge of video use in journalistic communication without a TV station’s truck, studio or edit bay. It teaches students to work as video journalists and communicate video news stories using a small digital camera and a laptop computer.

**JRN 615 International Reporting**  
Examines what international reporting has become and what lies ahead. It explains theories of international politics and how they relate to different types of reporting, while offering students practical advice on how to function as a foreign correspondent in the new hyper-technological universe.

**JRN 620 Online Publishing**  
Provides students guided practice in every stage of the print, broadcast and online production processes, with emphasis on the convergent and increasingly grassroots generalist.

**JRN 630 Professional Editing**  
Provides students guided practice in every stage of editing from the top edit, to the line edit, to proofreading. It offers ample opportunities for practice working in print, broadcast and online media.

**JRN 640 Emerging News Business Models**  
Examines the changing nature of the journalism business, covering the evolution of different business models, from monopoly newspapers to the current financial anarchy of the digital world. It analyzes changing social models for the distribution of information, and weighs how news is increasingly being transmitted into data.

**JRN 650 Computer-Assisted Research**  
Provides skills necessary for journalists to accomplish more sophisticated, analytical work involving database management, GIS mapping, statistical analysis and the development of Web applications. Computer-assisted reporting (CAR) is an emergent branch of investigative and watchdog journalism. CAR allows journalists to utilize various computer tools for improved news reporting.

**JRN 655 Communication Law**  
Examines the constitutional, philosophical and legal bases of free speech and what it means in daily life. The course considers the debate over words that threaten people in power, and how the powerful have tried to control the press.

**JRN 656 Ethics in the New Media World**  
Investigates the moral decision-making processes behind journalistic choices, and the principles on which these decisions are based. It examines not only what a journalist has a right to do but what is right to do. Students consider cases of ethical breaches, and discuss how to uphold sound standards during reporting.

**JRN 660 Investigative Methods**  
Takes students past the foundational skills of beat reporting to the more challenging field of specialty reporting, in which a journalist becomes an expert in a particular area and builds a body of work around it. Offers an overview of the most common types of specialties in journalism today.

**JRN 670 Producing Enterprise Projects**  
Defines and explores the concept of enterprise, a core component of journalism. News stories cover crimes, meetings and other one-time events, but enterprise reporters and editors do the bigger-picture work of identifying trends, connecting the dots, investigating inconsistencies, analyzing personalities and asking the important questions.

**JRN 680 Capstone Project**  
Reinforces the knowledge and skills gained in other courses by working in real-world media outlets. Students work with the program lead faculty in advance of the course to identify their area of interest and develop a proposal for either a journalism internship or a project. Grading is by H, S, or U only.

**LAW – Law**

**LAW 200 Intro to Law & Legal Writing**  
A lower division introductory course exploring the practical application of Civil Law and the various area of practice. The student will learn rudimentary legal research and be introduced to the form of legal writing referred to as “IRAC.”

**LAW 304 Legal Aspects of Business I**  
A survey of contracts, sales, agencies, personal property, commercial paper and associated topics. Emphasizes prevention of litigation and liability arising from business operations.

**LAW 305 Legal Aspects of Business II**  
*Prerequisites: LAW 304*  
A sequential course to LAW 304. A survey of business organizations (partnerships,
Corporations, government regulations, property (real property and leasing, estates, community property), business torts, business crimes and associated topics. Emphasizes prevention of litigation and liability arising from business operations.

**LAW 310 Litigation**
A broad-based overview of the various stages of the civil/criminal litigation process. Covers the complete litigation process starting from the initial filing of the criminal information and/or civil complaint, progressing through the client interview, motion and trial phase. Explores the process of court pleading and discovery, including interrogations, depositions and the voir dire process. Also covers heavy strategies and the role of the law office assistant. Students must demonstrate their legal knowledge and understanding of the material through the drafting of a civil complaint, accompanying forms, summons and depositions.

**LAW 400 Current Legal Issues**
This course will review contemporary issues including minority rights, abortion, free speech and criminal justice with a special emphasis on the affect these issues have on the business community.

**LAW 402 The Art of Negotiation**
A workshop course for pre-legal and pre-professional students to develop the verbal and analytical skills needed to be effective negotiators in the practice of law and business. Examines general negotiating principles and uses practical student exercises.

**LAW 405 Analytical Reasoning**
The development of analytical reasoning through identification of critical issues in the legal, business and political environments, by analyzing historical and contemporary events, followed by the application of established rules of law, ethical standards and social models in developing oral and written arguments for and against specific positions.

**LAW 408 Legal Writing Research and Oral**
This class is devoted to the written and oral skills necessary for presentation of legal issues. Students will prepare and argue an appellate case in moot court format. Each student will prepare an appellate brief for one side of a case dealing with a controversial current legal issue. In team format students will then argue the issue presented before a panel of judges. To prepare for oral argument students will visit and discuss presentations made before the Trial Courts and the California Court of Appeal.

**LAW 410 Intro to Law & Legal Analysis**
An introduction to case brief writing and legal problem analysis. The classroom discussions employs the Socratic method used in law school classes.

**LAW 420 Advocacy**
A capstone course that requires students to participate in a mock trial. Students write trial briefs, create pre-trial discovery strategies, give oral arguments and examine witnesses in a simulated civil case.

**LAW 430 Constitutional Law**
A survey of the historic development of Constitutional Law in the United States. The student will learn the philosophical foundations of the Constitution and review how the political climate shaped landmark decisions throughout the history of the United States.

**LAW 440 Comparative International Law**
A survey of international law in (1) the civil environment including trade agreements and contracts, and alternative dispute resolution and (2) criminal law, including investigation and prosecution of human rights violations and the remedies for such violations.

**LAW 445 Administrative Law for Business**
An advanced survey of administrative law and procedure and manner in which the various state and federal agencies are a part of the integral workings of business operations, including, but not limited to, the areas of environmental operations, employee relations, consumer good regulations, occupational safety.

**LAW 455 Public Contracting**
A survey of public contract law and the differences from commercial contract law; including clear record keeping for audits, overseeing activities of sub-contractors, and the impact for violation and breach of contract.

**LAW 460 Law School Portfolio Project**
A preparatory course for the undergraduate student who is preparing to apply for admission to law school. The course will involve learning strategies and practice for those preparing to take the Law School Admissions Test. Additionally, students will prepare their dossier and personal statement for law school applications. Grading is by S or U only.

**LED – Leadership**

**LED 400 Introduction to Leadership**
Examination of core issues in the practice of leadership. Identification of differing theories and styles of collaborative, integrative organizational leadership and comparison to authoritative or management by edit within the organizational context.

**LED 410 Leading Diverse Groups & Teams**
Examination of the application of leadership theory to groups that are diverse in gender, ethnicity, education, and functional expertise. The role of the leader in establishing effective collaboration among members; the decision making process and power will also be examined.

**LED 420 Adaptive Leadership in Change**
Analysis of constant and continuous change in modern organizational environments. This class will provide students with the skills needed to recognize the potential impacts of change on their organizations, and to lead their organizations through the change process effectively. Students will develop skills in assessing organizational culture and learn to create the learning organization of the future.

**LED 430 Conflict/Negotiation for Ldrs**
Effective conflict resolution, bargaining and negotiation are addressed in this course as methods for improving the organizational effectiveness in the long term. A special focus will be placed upon creation of win-win solutions to real life organizational situations. Conflict will be examined as both a necessary and challenging workplace phenomena.

**LED 440 Ldrship Overview of Org. Func.**
Introduction to strategies for leadership to enhance the integration of functions into the overall mission and vision of the organization. Assessing the relationships between organizational structure and the impact on the culture and norms of the organization will be analyzed.

**LED 450 Advanced Group Dynamic Theory**
Prerequisites: LED 400, and LED 410
Advanced topics in understanding groups and team formation, hidden agenda items of team members and strategies to navigate difficult behavior or challenging groups. Experiential learning of group dynamics, examining multiple phenomena and the impact of leadership will be explored.

**LED 460 Ethics and Decision Making**
Examination of the many components that influence decision-making by leaders, including cultural relativism, legal responsibilities, prescriptive approaches and universal principles. The potential impact of
LED 470 Classic Studies of Leadership
The historical context of classic leadership studies will be examined including emotional intelligence, trait theories, personality studies and the emergence of leadership theory. Students will explore the research on leadership that has impacted the development of leadership studies and the understanding of power, authority and influence. This course will aid in preparing students for LED 480 and LED 490.

LED 480 Research for Leaders
Prerequisites: LED 410, and LED 420
This course should be taken toward the completion of the BSOL course work, as it allows the student to develop strategies in identifying and interpreting quality research. The study of leadership involves both qualitative and quantitative research which informs effective leadership in an ever-changing and global business environment.

LED 490 Leadership Capstone Project
Prerequisites: Completion of six of the preceding courses
The capstone course is designed to be the culminating work for the Bachelor’s degree in Organizational Leadership. Under the guidance of the instructor, students will design a project to demonstrate their mastery of leadership theories, approaches and frameworks. Students will include scholarly research, attention to ethical frameworks, and critical analysis in their project. A professional presentation of 10-15 minutes of the student’s project is required. Grading is H, S, or U only.

LED 501 Ethics and Classic Theories
Introduction to the classic theories, frameworks and ethics of leadership practice. Students identify and assess their own leadership philosophy, then analyze the relationship between it and selected theories of leadership. Students evaluate ethical decision making processes and assess the potential impact of leadership strategies on organizations.

LED 502 Developing Groups and Teams
The formation and development of groups through effective leadership is the focus of this course. Team communication styles and roles within teams are examined. Strategies that foster creativity in groups are discussed. The impact of technology on teams and communication styles is evaluated. Students learn experientially about groups and teams and the impact of diverse ethical perspectives by participating in group activities and observing leadership in small groups.

LED 603 Leadership in the 21st Century
Examination of emerging forms of leadership, influence and power, chaos and collaboration. The course will analyze multiple organizations within the private and public sectors, and will draw upon diverse perspectives, ethical considerations and applied approaches. Participate in experiential approaches to learning leadership skills which may include the classroom as a temporary organization to be examined in real time.

LED 604 Leading Change and Adaptation
Course topics will focus on the dynamics of change, organizational redesign, and the essential skills necessary for leaders to initiate corporate and organizational transformations. Resistance and acceptance of change initiatives, including the impact of organizational culture will be examined. Students will strengthen their leadership skills and strategies in order to initiate and implement change through problem-solving experiences across a broad range of organizational contexts.

LED 605 Conflict and Power Dynamics
Integration of the knowledge, skills, and abilities required to design, conduct, and evaluate effective conflict resolution and negotiation practices. Course topics include interpersonal and intra-group conflict resolution; persuasion, problem solving techniques and decision-making in conflict resolution; overcoming bias, anger, and retaliation. Students will develop leadership and dialogue skills used to navigate conflict situations, and begin to detect conflicts as potential clues of organizational challenges.

LED 606 Information Mgmt for Leaders
Focuses on strategic role of information technology in today’s learning organizations. Emphasis is placed on the application of information technology strategies to strategic planning, client/customer analysis, rapid decision-making, and problem solving. Participate in a classroom/laboratory environment to facilitate application of theory to real world situations.

LED 608 Seminars in Leadership
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 609 Capstone Project Course
Prerequisites: MNS 601 and five leadership courses
Students clarify research topics and identify scholarly sources from which data is gathered for the project. Students choose from a thesis, applied business research, comparative study or case study. The capstone project is the culmination of the student’s learning and must be submitted in scholarly format to be completed. Grading is H, S, or U only. Course is eligible for In Progress (IP) grade.

LED 610 Analysis and Decision Making
Identity quality information, data and research that inform decision making and strategy. Students will gain skills in interpreting data and develop critical thinking around key issues. In order to aid in analysis, explore statistical models and emerging data trends. Topics will include data analytics, overview of statistical models, data collection methods and critical interpretation of information.

LED 615 Consulting and Assessments
Students gain both knowledge and skills to consult to organizations on leadership issues and development, whether within the infrastructure or to an external client base. Through the use of assessment instruments, students gain both understanding of self as well as expertise in administering tools with clients. Assessments for leadership also include personality, team performance and conflict styles. In order to work effectively with clients, skills for facilitating and training will be included.

LED 620 World View & Adult Development
Adult development is intrinsic to the development of holistic leaders therefore students will gain knowledge of adult development concepts and theories. Identification of one’s world view or ontology is interwoven with one’s development in leadership therefore students will work to identify their world view and connect it with their development as a leader. Students will also gain knowledge of emerging models of leadership and integral approaches by linking their world view to their practice of leadership.

LED 650 Teaching Leadership
Prerequisites: 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  
**Prerequisites:** 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  
**Prerequisites:** 5 LED courses  
Working in teams or as individuals under the guidance of their assigned faculty advisor, students clarify research topics and identify scholarly sources from which data is gathered in preparation for the project. Students then gather data and present their research in both written and oral form to the client organization, if applicable, and to other students and faculty. Students may choose to prepare a project as described in the Leadership Project Handbook. Grading is H, S, or U only.

LED 699 Guided Study (variable units)  
This is an individual study under the direction of the instructor. This course requires prior approval of program lead faculty.

**LIT – Literature**

LIT 100 Introduction to Literature  
**Prerequisites:** ENG 100, and ENG 101  
An overview of the main genres of literature, including fiction, poetry and drama. Examines literary language and different approaches to literary criticism designed to increase student confidence when responding to literature.

LIT 312 British Literature II  
**Prerequisites:** LIT 100  
A survey of important British authors and literary trends from the late 18th century through the modern era, with a focus on Romantic, Victorian and Modernist writers and texts. Some attention will also be paid to colonial and post-colonial writing in English.

LIT 315 Arabic Lit in Translation  
**Prerequisites:** LIT 100  
A survey of prominent authors from the Arabic speaking world in English translation. A selection of poems, short stories, novels, and plays will be treated. Attention will be given to social, intellectual, and political context out of which these works have arisen.

LIT 321 American Literature I  
**Prerequisites:** LIT 100  
A survey of important American authors and literary trends through the late 19th century. Texts will be situated in relation to cultural, philosophical, social and historical contexts, e.g., Puritanism and its legacies, varieties of American Romanticism, debates over slavery and gender roles, formation of national identities.

LIT 322 American Literature II  
**Prerequisites:** LIT 100  
A survey of important American authors and literary trends from the late 19th century through the present. Texts will be situated in relation to cultural, philosophical, social and historical contexts. Particular attention will be paid to the modernist canon and to works by women and authors of color that respond to American literary heritage and social conditions.

LIT 338 Shakespeare  
**Prerequisites:** LIT 100  
An examination of major works of William Shakespeare.

LIT 345 Mythology  
**Prerequisites:** LIT 100  
An examination of mythology. This course recognizes that myth-making is a creative activity central to all cultures, including our own society. Students analyze and compare mythological narratives from a variety of cultures.

LIT 360 Literary Theory  
**Prerequisites:** LIT 100  
A survey of major classical and contemporary arguments about the nature of literature, literary expression, and literary experience.

LIT 361 Lit. of the Ancient World  
**Prerequisites:** LIT 100  
An examination of literary works of two or more cultures from the beginnings of recorded literature until 100 C.E. All works will be read in English translation.

LIT 362 Lit of the Middle Period  
**Prerequisites:** LIT 100  
This course focuses on world literature from 100 C.E. to 1450 C.E., excluding works written in English. All works will be read in English translation.

LIT 363 The Early Modern World  
**Prerequisites:** LIT 100  
This course addresses literary works of two or more cultures from 1450-1650, excluding works written in English. All works will be read in English translation.

LIT 401 Contemporary Fiction  
**Prerequisites:** LIT 100  
An upper-level seminar in contemporary fiction. Students will discuss and analyze major genres and movements in contemporary fiction, focusing on American fiction. Students will situate contemporary fiction in current political, cultural, historical and philosophical trends to better understand the relationship between fiction and the contemporary world.

LIT 402 Contemporary Poetry  
**Prerequisites:** LIT 100  
A survey of important authors, movements, trends, and critical stances in contemporary poetry, with an emphasis on American poetry.

LIT 430 Children's Literature  
**Prerequisites:** LIT 100  
Provides students with a foundation for teaching children to read and learn through reading. Students learn to identify the stages in reading development, select appropriate literary texts for diverse learners at each stage, analyze children’s literary texts, and assess the literacy and language development of young learners.

LIT 443 World of the Short Story  
**Prerequisites:** LIT 100  
A look at short stories. The reading list includes varieties of form and style in short fiction drawn from world literature and focuses on contemporary writing.

LIT 446 Studies in Poetry  
**Prerequisites:** LIT 100  
Focused study of a particular theme, genre, period, or author.

LIT 450 Studies in the Novel  
**Prerequisites:** LIT 100  
Focused study of a particular theme, genre, period, or author.

LIT 456 Studies in Drama  
**Prerequisites:** LIT 100  
An examination of the conventions and varieties of dramatic texts and performance, focusing on drama of the 21st century. Includes discussion of both Western and non-Western traditions.
Course Descriptions

**LIT 460 Gender and Literature**  
*Prerequisites: LIT 100*  
A study of the representations of gender in literature to better understand changing literary aesthetics. Discusses assumptions about the ways gender permeates language and discourse.

**LIT 461 18th Century World Literature**  
*Prerequisites: LIT 100*  
This course will examine literary works from Europe and Asia during 1650-1800 C.E. All works will be read in English translation.

**LIT 462 19th Century World Literature**  
*Prerequisites: LIT 100*  
An examination of various trends in nineteenth century literature, including Romanticism, Realism, Naturalism, and Symbolism.

**LIT 463 20th Century World Literature**  
*Prerequisites: LIT 100*  
This course will address 20th century literary works from diverse cultures and literary traditions. The assigned readings in this course will be outside the North American literary tradition.

**LIT 480 Literature of the Americas**  
*Prerequisites: LIT 100, and LIT 300*  
This course will provide students with a hemispheric perspective to the study of the literatures of the Americas. The readings will come from a variety of prominent 20th century U.S. and Latin American literary texts. All works will be read in English translation.

**LIT 498 English Capstone Course**  
*Prerequisites: Satisfactory completion of 8 upper-division LIT courses*  
This course is designed as the culmination of the English B. A. program. Students will bring the skills in literary study, analysis, research and writing learned in the program to bear on an original work of literary scholarship. Students will also be given the opportunity to revisit and revise several papers written in previous classes in the major. This course is an eight-week Practicum. Grading is H, S, or U only.

**LTL – Language, Teaching, and Learning**

**LTL 504B Teach Methods: Sec Schs**  
Second language instructional approaches (Communicative, Content-Based, Situated Learning) and methodologies (ELD, SDAIE) and use of instructional materials in secondary and middle schools. Examination of the most effective age-appropriate strategies, techniques, resources, and technology applications for all students, especially English Language Learners.

**LTL 524S Lang Teach & Assess: Spanish**  
Serves as a foundation for critically examining and implementing effective practices, assessments, and resources for teaching listening, speaking, reading, and writing in Spanish. Focuses on developing and implementing authentic approaches to teaching culture that integrate trends in history, politics, traditions, social relationships, and value systems.

**LTL 600 Found of Lang Teach & Learn**  
Synthesize and apply the foundations of education: history, philosophy, legal aspects, ethics, and sociology of language teaching and learning with an emphasis placed on the major cultures represented in the state of California. Utilize the knowledge, paradigms and perspectives to deal effectively with the challenges and opportunities of diversity in language teaching and learning.

**LTL 602 Linguistics & Lang Learn**  
Focuses on the components of language and theories of first and second language acquisition. Compares and contrasts the processes and outcomes of first and second language acquisition. Includes classroom implications of first and second language acquisition.

**LTL 604A Teach Methods: Elem Schs**  
Examination of specific second language instructional approaches (Communicative, Content-Based, Situated Learning) and methodologies (ELD, SDAIE) and use of instructional materials in elementary schools. Demonstration and integration of the most effective age-appropriate strategies, techniques, resources, and technology applications for all students, especially English Language Learners.

**LTL 606A S-B Assessment: Elem Schs**  
Examines and applies the theory of assessment and specific approaches and techniques of standards-based assessment and use of materials including tests for Single Subject Teaching Credential (CAHSEE, SHSP, PSAT and vocational assessment), in order to implement the most effective assessments in their teaching practices for all students, especially English Language Learners, in elementary schools based on age-appropriate tools.

**LTL 606B S-B Assessment: Sec Schs**  
Examines and applies the theory of assessment and specific approaches and techniques of standards-based assessment and use of materials including tests for Single Subject Teaching Credential (CAHSEE, SHSP, PSAT and vocational assessment), in order to implement the most effective assessments in their teaching practices for all students, especially English Language Learners, in middle and secondary schools based on age-appropriate tools.

**LTL 608 Culturally Responsive Inst**  
Examines culturally responsive and inclusive instruction through historical, sociological and psychological perspectives. Emphasizes the development of successful family and community involvement. Includes an overview of multicultural and multilingual curricula and inclusive approaches to teaching.

**LTL 612S Culture: Experiences in U.S.**  
Examines Latino historical and cultural information about 1) geographic and demographic features of countries of origin and immigration and migration patterns within the United States; 2) Latino historical eras, movements, and developments; 3) United States and countries of origin socioeconomic and socio-cultural features, and 4) diversity within countries of origin and in the United States.

**LTL 614S Bilingual Methods & Material**  
Foundations of bilingual education, bilingualism and bi-literacy. Implications of school, home and community collaboration as well as language and literacy instruction and assessment. Applications of language teaching styles, materials, assessment and the use of technology in bilingual education settings. Strategies and methodologies to teach Spanish language in the classroom and application of higher order thinking.

**LTL 615S Language & Comm: Spanish**  
Literal comprehension, inferential, interpretive and critical analysis of the following forms of communication: written expression, and oral communication. Students will demonstrate proficiency in reading, writing, listening and speaking Spanish for a variety of purposes in authentic contexts.

**LTL 618S Program Design & Advocacy**  
Philosophical, theoretical, and research bases for second language programs and bilingual education, including the theoretical foundations, practices, limitations, and effects of the subtractive and additive perspective of secondary language, bilingual and dual language education. Literacy learning, native and simultaneous literacy development in the context of various approaches to program management, governance and school and community advocacy.

**LTL 620S Contrastive Analysis: Sp & Eng**  
Examines and applies the linguistic and cultural structures and functions of Spanish and English, and provides a contrastive analysis and comparison of the two languages. Candidates will analyze the evolution of Spanish and English, as well as language variations and levels of language.

**LTL 622S Cultural Texts & Traditions**  
Literary and cultural history and traditions of Spain and Latin America. Examination of historical, social, and political influences on
Spanish and Latin American literary movements and cultures. Comparison of Spanish and Latin American cultural traditions, perspectives, products, and practices.

**LTL 690 Applied Research**
Knowledge, skills and dispositions required to locate, evaluate and generate research on language teaching and learning. Construction of an Applied Research Project that includes 1) the preparation of a written document ready for publication that reports findings from an applied research and 2) the preparation of a presentation that situates the research project’s findings within the field of research on language teaching and learning and within the practices of professional educators.

**MAT – Master of Arts in Teaching**

**MAT 635 Contemporary Issues/Challenges**
Provides advanced study in mathematics education with emphasis on contemporary issues and challenges confronting K-12 mathematics education at the K-12 levels. Focus on applying the mathematics principles and standards to improve curriculum, teaching and learning, assessment, technology usage and equity.

**MAT 636 Algebra and Number Theory**
*Prerequisites: MAT 635*
Provides K-9 advanced study in teaching and learning algebra and number theory content. Presents effective strategies and models of instruction to improve pedagogy and assessment in mathematics classrooms.

**MAT 637 Geometry and Measurement**
*Prerequisites: MAT 635, MAT 636*
Provides K-9 advanced study in teaching and learning geometry and measurement content. Presents effective strategies and models of instruction to improve pedagogy and assessment in mathematics classrooms.

**MAT 638 Probability and Statistics**
*Prerequisites: MAT 635, MAT 636, MAT 637*
Provides K-9 advanced study in teaching and learning probability and statistics content. Presents effective strategies and models of instruction to improve pedagogy and assessment in mathematics classrooms.

**MAT 640 Applications of Research**
The purpose of MAT640 is to provide classroom educators with practical knowledge and skills required to understand, design, and write about research that is relevant to their lives as professional educators.

**MAT 640C Action Res for the Read Spec**
*Prerequisites: MAT 645, MAT 646, MAT 647A, and MAT 647B*
Fifth course of the Reading Specialization course sequence. Serves as an introductory educational research course designed to provide knowledge, skills, and dispositions required for candidates to understand, interpret, and evaluate research completed in MAT 647B. Candidates prepare an Action Research Report and utilize library and computer skills to locate research.

**MAT 641 Education & Social Pluralism**
Exploration of the principles of multiculturalism. Examination of ways to evaluate curricular content, adapt instruction, interact with parents and guardians, and create a classroom environment that accommodates the needs of learners in a culturally pluralistic society.

**MAT 642 Program Design**
This course will examine the underlying principles that have shaped standards, assessments, accountability and the need for educational reform. The course will emphasize evaluation of school programs, student assessment and program design using appropriate review criteria.

**MAT 643 Models of Teaching**
This course explores how a variety of teaching models and learning theories are applied in the instructional contexts. Specific application of some models and theories will be discussed in this course and presented in student-designed curriculum projects.

**MAT 644 Foundations of Curriculum**
This course surveys the field of curriculum with specific emphasis on foundations, principles, and issues for public educators in California’s linguistically and culturally diverse society. The course identifies various approaches to curriculum and the development, design, implementation, and evaluation of curriculum. Application of curriculum approaches will be provided through student-designed analyses of curriculum.

**MAT 645 Dev. Fluency in Reading**
Research-based analysis of English phonology, morphology and orthography, with attention to teaching students to become proficient readers through recognizing sound-print relationships. Incorporates current approaches to phonemic awareness, explicit phonics instruction, recognition of high-frequency words and spelling patterns for both English speakers and English language learners.

**MAT 646 Comprehension Strategies**
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.

**MAT 647A Lang Arts Assess and Instruc I**
*Prerequisites: MAT 645, and MAT 646*
Develops the ability to assess the strengths and needs of students in reading, writing, and oracy through multiple measures. Includes classroom-based formal and informal, group and individual assessment. Also emphasizes assessment-based instruction, particularly early intervention strategies using flexible grouping, small groups, and one-on-one tutoring.

**MAT 647B Fld St: Lag Art Assess & In II**
*Prerequisites: MAT 645, MAT 646, and MAT 647A*
This field-experience course is the fourth course of the Reading specialization course sequence. It serves to offer the candidate the opportunity to implement research-based theory, assessment, and instructional strategies with a diverse student population. Candidates must complete a field experience requiring assessment and instruction of students, including non-readers and English Language Learners. Candidates work with English Language Learners and struggling readers at early and intermediate levels in one-on-one, small group and whole class settings. The field experience component of this course is a supervised application of theoretical concepts in a practical setting.

**MAT 650 Teaching English Learners**
The course focuses on and applies current theories, research, and strategies in language structure and use, as well as in ESL teaching and learning. Factors such as social, political, cultural, legal, psychological, and pedagogical are addressed within the context of elementary, middle and secondary schools.

**MAT 651 Assessing Educational Leaders**
This is the foundation course for the Teacher Leadership Specialization and involves a self-assessment and the creation of a personal learning plan. Upon completion of the course, candidates will develop a clear sense of their strengths and challenges as educational leaders. In addition to developing a plan for their own professional learning, participating candidates will all learn the skills for assessing and developing other educational leaders within their organization.

**MAT 652 Leadership Accountability**
This course focuses on the role of the leader in educational accountability and contains an exploration of the “antecedents of excellence” which are measurable activities in teaching, curriculum, leadership, parent involvement, extracurricular activities, and other factors that are the antecedents of student achievement. Candidates learn to create...
accountability systems for their personal and professional responsibilities going beyond the consideration of test scores as the sole vehicle for educational accountability.

**MAT 653 Motivational Leadership**
This course focuses on the current state of teacher leadership, emerging proposals for reframing teacher leadership, and examines emotion intelligence research and its impact on morale and motivation of staff within organizations. Through completion of a triangulation assessment, and the creation of a personal action plan to improve emotional intelligence, candidates will better understand their organization and develop a clear sense of their own strengths and challenges as leaders.

**MAT 654 Seminar in Social Issues**
This course examines the issues of Poverty, Race and Class in terms of demographics, instructional, and structural influences associated with variations in student achievement. A thorough review of historical and emerging research around these issues will be examined within the lens of standards, accountability, and leadership policies.

**MAT 655 Leadership Impact Seminar**
This course requires candidates to apply their accumulated knowledge to a specific professional challenge addressing student equity and achievement. This is an individualized course involving the reading of one required textbook and one additional text of the candidate’s choice on the topic of leadership or organizational effectiveness. An important component of this course is connecting leadership theory with practical application.

**MAT 670 Theory Best Practice Teaching**
Covers theories and research on Best Practices in education. Best Practice research on effective schools emphasizes: classroom instructional practices, classroom management, school organization and planning, strategies for linguistically and culturally diverse students to access the core curriculum, instructional leadership, teaching environment, teaching strategies, peer assistance, peer review process and parent and community support.

**MAT 671 Appl Best Practice Strat in CI**
Upon completion of this course, participants will possess the knowledge, skills and abilities identified in the California Standards for the Teaching Profession. The emphasis is on developing a repertoire of Best Practice Teaching Strategies that can be applied to classroom instruction and assessment of diverse learners.

**MAT 674 Differentiated Instruction**
Participants in this course learn how to increase student achievement by improving the match between the learner’s unique characteristics and various curriculum components; how differentiation involves changes in the depth or breadth of student learning; and how differentiation is enhanced through the use of appropriate classroom management, pre-testing, flexible small groups, tiered assignments, target teaching, and the availability of appropriate resources.

**MAT 675 21st Century Multimedia & Tech**
Students in this course will learn how to integrate, differentiate, align and individualize instruction using technology and multimedia technologies.

**MCW – Creative Writing**

**MCW 600 Pedagogy of Creative Writing**
Examines the practical and theoretical models of teaching and learning creative writing with particular attention to the developments of the last twenty years. An introduction to and overview of contemporary theories, practices, texts, professional organizations and web sites will be the primary focus of this course.

**MCW 610 Textual Strategies**
Introduction to the craft of writing focusing on: narrative and alternative structures; developing language and style; and the importance of active reading in enhancing one’s own craft. In addition to reading and writing exercises, students produce a creative work which reflects their mastery of these tenets.

**MCW 630 Seminar in Fiction**
Students write and critique each other’s work in a workshop-style format. Through presentation and critique of published and student-generated work, students will advance their understanding of the genre’s many forms and styles, strengthen their own writing, and broaden their understanding of literature and various modes of literary writing.

**MCW 630A Advanced Workshop in Fiction**
Prerequisites: MCW 630
Intensive writing workshop in which students work closely with an established writer to further their development as creative writers and critical thinkers. Students will read classic and contemporary works of fiction, submit original manuscripts for peer and faculty review, and critique the manuscripts of peers.

**MCW 630B Adv Workshop in Fiction**
Prerequisites: MCW 630
Intensive writing workshop in which students work closely with an established writer to further their development as creative writers and critical thinkers. Students will read classic and contemporary works of fiction, submit original manuscripts for peer and faculty review, and critique the manuscripts of peers.

**MCW 635 Writing for Young Adults**
Two-month advanced writing workshop for students interested in writing for younger audiences. Students will write original works for young adult audiences and survey the history of young adult literature with an emphasis on learning the craft of writing for young adult audiences.

**MCW 640A Advanced Workshop in Poetry**
Prerequisites: MCW 645
Intensive workshop on the practice of poetry that includes reading a selection of contemporary poems, doing exercises to generate original poems, critiquing each other’s writing in a workshop setting, and creating a portfolio of original poetry.

**MCW 640B Advanced Workshop in Poetry**
Prerequisites: MCW 645
Intensive workshop on the practice of poetry that includes reading a selection of contemporary poems, doing exercises to generate original poems, critiquing each other’s writing in a workshop setting, and creating a portfolio of original poetry.

**MCW 645 Seminar in Poetry**
A poetry workshop where students will learn the craft of poetry by writing their own original work and offering feedback to their peers. Students will be introduced to contemporary poetry through readings and discussions of poems from a poet’s point of view.

**MCW 650 Seminar in Creative Nonfiction**
Students write and critique each other’s original work in a workshop-style format. Through presentation and critique of published and student-generated work, students will advance their understanding of the genre’s many forms, including memoir, autobiography, nature writing, literary journalism, and the personal essay, while strengthening their own writing.

**MCW 650A Adv Workshop in Lit Nonfiction**
Prerequisites: MCW 650
This intensive writing workshop will explore the artist’s quest for truth and address the question: how do we as writers in a post-modern age where memory, image and testimony are all suspect, know what we know. This course includes reading a selection of classic and contemporary literary nonfiction with selections from memoir, personal essay, travel writing, and literary journalism. Students will submit original manuscripts, critique the manuscripts of peers, and will submit revised work for peer and faculty review. (May not duplicate content of MCW 50B)

**MCW 650B Adv Workshop in Lit Nonfiction**
Prerequisites: MCW 650
Intensive writing workshop that includes reading a selection of classic and
contemporary literary nonfiction, with selections from memoir, personal essay, travel writing, and literary journalism. Students will submit original manuscripts, critiquing the manuscripts of peers, and will submit revised work for peer and faculty review.

MCW 660 Thesis I (Practicum)
Prerequisites: Requires completion of MEA CW portfolio all core, specialized study and elective courses
Students are required to work one-on-one with a faculty mentor in their particular field to develop their thesis proposal and an initial first draft of a full-length, publishable manuscript. Grading is by S or U only. Course is eligible for an “IP” grade.

MCW 670 Thesis II (Revision)
Prerequisites: MCW 660
Capstone course, each student will submit a body of original work of publishable quality, appropriate length to the chosen genre, along with a preface in which the writer discusses her/his evolution as an artist and the evolution of the work. Grading is by H, S, or U only. Course is eligible for an “IP” grade.

MCW 680A Adv Workshop in Screenwriting
Prerequisites: MCW 685
Intensive writing workshop designed for students to use professional screenwriting techniques in the creation of their own original screenplay. Readings of both classic and contemporary films reinforce students' knowledge of three-act structure and cinematic storytelling. Peer review and instructor feedback provide writers a mode of creative support. Provide writers a mode of creative support.

MCW 680B Adv Workshop in Screenwriting
Prerequisites: MCW 685, and MCW 680A
Intensive writing workshop designed for students to use professional screenwriting techniques in the creation of their own original screenplay. Readings of both classic and contemporary films reinforce students' knowledge of three-act structure and cinematic storytelling. Peer review and instructor feedback provide writers a mode of creative support. Provide writers a mode of creative support.

MCW 685 Basics of Screenwriting
Introduction to the craft of screenwriting, particularly in regards to the principles of narrative and storytelling, traditional three-act structure, character, and dialogue. Through intensive reading and writing exercises, along with workshop critiques, students produce a finished treatment and the beginning of a feature-length screenplay.

MDC – Digital Cinema

MDC 650 Producing Digital Cinema
This course focuses on the process of producing and distributing digital cinema content. The course provides students with hands-on experience developing digital content in the form of a digital short based on a personal narrative with archival images and found footage. Students develop individualized distribution strategies based on independent research into current and emerging exhibition media available to independent digital cinema producers, including technical specifications, digital content management and legal considerations.

MDC 651 Digital Cinematography
Prerequisites: MDC 661
Corequisites: MDC 651P
This workshop focuses on digital cinematography and the aesthetic aspects of cinematic practice. Students evaluate core concepts of cinematography: composition, lighting, camera movement, lens selection and the technical limitations and advantages of digital cinematography. Taken concurrently with MDC 651P "studio practicum," students apply cinematic techniques using digital still and video cameras.

MDC 651P Cinematography Practicum (2.25 quarter units)
Corequisites: MDC 651
In this independent "studio practicum" taken concurrently with MDC 651, students apply cinematic techniques and theory using digital still and video cameras based on practical assignments developed by the instructor. Practical assignments will receive individual and peer critiques.

MDC 652 Digital Editing
Corequisites: MDC 652P
This workshop covers the history, theory and practice of motion picture editing and post-production workflow. Students evaluate and apply editing techniques and theory using digital still and video cameras based on practical assignments developed by the instructor. Practical assignments will receive individual and peer critiques.

MDC 652P Digital Editing Practicum (2.25 quarter units)
Corequisites: MDC 652
In this independent "studio practicum" taken concurrently with MDC 652, students apply professional editing theory and techniques using non-linear editing systems on practical assignments developed by the instructor. Practical assignments will receive individual and peer group critiques.

MDC 653 Film Directing
Prerequisites: MDC 651, MDC 660, and MDC 662
Focusing on the theory and practice of directing films, the course covers the director’s responsibility for developing the vision and objectives of a production. Students analyze and break down scripts and evaluate aesthetic choices necessary for effective dramatic and visual storytelling.

MDC 660 Narrative Structure in Film
This seminar examines the characteristics of cinematic storytelling found in popular genre and independent films, including the conventional three-act structure and variations on those structural elements.

MDC 661 Cinematic Design
This seminar covers the application of visual aesthetic theory in the design of contemporary cinema and visual communication. Topics include the physiological and psychological basis of visual design such as perception of light and color, and the use of compositional elements and principles of cinematic design to construct meaning in film.

MDC 662 Sound Design
Prerequisites: MDC 652
Covers the role of sound in contemporary filmmaking, including the development of sound design as a part of contemporary cinema and essential aspects of field production audio recording, post-production workflow, studio mixing, audio effects, ADR, music and media asset management.

MDC 670 Producing Documentaries
Prerequisites: MDC 650, and MDC 683
Corequisites: MDC 670P
This workshop covers the planning, stylistic and logistical requirements unique to documentary production as well as the aesthetic and stylistic considerations of documentary subjects. Students prepare production plans for documentary film projects that would qualify for grants and funding.

MDC 670P Documentary Practicum (2.25 quarter units)
Prerequisites: MDC 650, and MDC 683
Corequisites: MDC 670
In this independent "studio practicum" taken concurrently with MDC 670, students develop a documentary funding package based on practical assignments developed by the instructor. Practical assignments will receive individual and peer group critiques.

MDC 680 Screenwriting
Corequisites: MDC 680P
An introductory screenwriting workshop that provides a foundational study of the theory and practice of writing for feature film. The course is designed to enable students to complete an outline for a full-length feature screenplay and a first draft of a feature script based on their own original ideas. Through this course students will sharpen critical and analytical skills, develop a critical vocabulary to talk and write perceptively, articulately,
and precisely about professional and student-generated screenplays, and to articulate their own aesthetic tastes and artistic goals. As a result of taking this course students should understand the need to take risks in order to explore and develop one's creative potential to discover and develop original work from one's personal vision.

MDC 680P Screenwriting I Practicum (2.25 quarter units)
Corequisites: MDC 680
In this independent “studio practicum” taken concurrently with MDC 680, students develop a “first draft” of an original screenplay guided by practical assignments developed by the instructor. The original draft screenplay will receive a minimum of two individual critical reviews.

MDC 681 Screenwriting II
Prerequisites: MDC 680
Corequisites: MDC 681P
In this workshop, students complete a second draft revision and “final polish” of an original screenplay. The course is designed to enable students to advance their analytical skill and apply them to professional and student-generated screenplays. Taken concurrently with MDC681P “studio practicum.”

MDC 681P Screenwriting II Practicum (2.25 quarter units)
Corequisites: MDC 681
In this independent “studio practicum” taken concurrently with MDC 681, students develop a second “polished draft” of an original screenplay guided by critical feedback provided by the instructor. The original screenplay will receive a minimum of two individual critical reviews.

MDC 683 Production Management
Prerequisites: MDC 650, MDC 651, MDC 652, MDC 662, and MDC 653
Corequisites: MDC 683P, MDC 688, and MDC 689
Working collaboratively as director, director of photography, assistant director, or production manager, students develop a film production from pre-production through production and post-production. Includes script breakdowns for budget, schedule, casting, location, cinematography and production design, on-set procedures, and post-production work-flow.

MDC 683P Production Management Practicum (2.25 quarter units)
Corequisites: MDC 683
In this “independent studio practicum” taken concurrently with MDC 683, students apply industry practices to develop a production plan and pre-production documentation needed to execute a professional production. Practical assignments developed by the instructor will receive individual and group critiques.

MDC 688 Production
Prerequisites: MDC 651, and MDC 653
Corequisites: MDC 683
Collaborative production of short film projects using professional equipment. Includes masters production workshops and production of a short film in an authentic production environment. Must be taken on site at a National University campus and concurrently with MDC 683P. See the program catalog description for residency information. A materials fee for production expenses applies.

MDC 689 Digital Cinema Post-Production
Prerequisites: MDC 650, and MDC 652
Corequisites: MDC 683
Students work collaboratively editing digital cinema projects shot during MDC 688 using professional editing and audio post-production systems. Must be taken onsite at a National University campus. Must be taken concurrently with MDC 683P, unless approved by lead faculty. See the program catalog description for residency information. (A materials fee applies.)

MDC 691 Thesis Production
Prerequisite: all other MDC core courses
The MFA in Digital Cinema Thesis consists of a short subject digital motion picture, a written component that demonstrate the student’s ability to communicate coherently, critically, and creatively and a selected professional digital reel/ portfolio. The written components of the thesis include a project proposal, treatment/synopsis, shooting script, budget and production documentation, a critical analysis of the project and research on relevant genre influences, and a personal evaluation of the candidate’s portfolio work and evolution as a filmmaker. Initially, MFA candidates work with their thesis advisor to develop a thesis proposal. Once a proposal is accepted, a grade of IP is assigned. Milestones established in the proposal include a shooting script or documentary shooting treatment, preproduction planning, production and post-production phases. A rough cut of the project must be submitted to the committee on DVD as specified by the thesis advisor for committee comment prior to completion of the project. Candidates have one-year from the awarding of the IP grade to submit a thesis. The completed thesis consists of the digital motion picture short, written thesis and digital portfolio on DVD in formats specified by the thesis advisor. The thesis committee evaluates the short subject motion picture project, written thesis and digital portfolio to determine whether the student has mastered the requirements for the MFA in Digital Cinema. Grading is by H, S, or U only. Course is eligible for an “IP” grade.

MDC 692 Thesis Development
Prerequisites: Satisfactory completion of all MDC core requirements.
MFA candidates work independently with a thesis advisor to develop a story and proposal for a digital cinema short suitable for funding through grants or other sources. This is a 16-week course. For unsatisfactory graded proposal, the course must be repeated. Grading is by H, S, or U only.

MDC 693 Thesis Production
Prerequisites: MDC 692
MFA Candidates work independently in consultation with the thesis production advisor during the pre-production and production phases. Production deliverables include a production plan, final budget and schedule, production documentation and dailies. This is a two-month course. Grading is H, S, or U only. Unsatisfactory graded course must be repeated.

MDC 694 Thesis Postproduction
Prerequisites: MDC 693
Development of a digital asset management plan, post-production workflow and schedule and an editing script or outline and editing the thesis short subject film independently under the guidance of a postproduction advisor. Includes submission of multiple cuts of the film based on advisor and thesis committee critiques. This is a three-month course. Grading is H, S, or U only. The course must be repeated for an unsatisfactory grade.

MDC 695 Thesis Qualification
Prerequisites: MDC 694
Final review and critique of a completed thesis film and written thesis. The candidate is allowed a maximum of three reviews to meet the qualification standard for the MFA. This is a two-month course. Grading is H, S, or U only. The course must be repeated for an unqualified project.

MGT – Management

MGT 309C Prin. of Mgmt & Organizations
This course is a survey of the theories, techniques, and concepts of management in organizations and the role of the manager in a technologically-oriented society.

MGT 400 Ethics in Law, Business & Mgmt
This course is an exploration of values and ethics in American business utilizing debate and written exercises. It also considers ethical issues arising in the global business environment.

MGT 422 Team Bldg, Interpers Dynamics
An overview of the issues of quality applied to human resources management, topics include the delegation of authority and empowerment, work groups, team building, and employee involvement, reward/recognition programs and employee
morale, and the importance of written and oral communication skill in the delegation, sharing, and execution of work. Students gain a clearer understanding of the ways the workplace is changing to improve productivity and profitability.

MGT 430 Survey of Global Business
Prerequisites: ECO 203, and ECO 204
A study of the accelerating internationalization of all business, this course introduces upper-division undergraduate students to all facets of international business within three broad subject areas: (1) the economic framework of international business, (2) the operating frameworks of multinational corporations, and (3) a framework for global strategic management. It uses case studies to illustrate concepts and methods.

MGT 442 Strategic Business Management
A study of the application of strategic management principles to the developing, organizing, financing, and operating of a business enterprise, this course integrates and applies skills and knowledge gained in other business courses, especially those in management, marketing, accounting, and finance. To enroll in MGT 442, students must first complete all "Preparation for the Degree" courses and at least four of the courses listed as upper-division BBA requirements.

MGT 451 Production & Ops Management I
A survey of the fundamental concepts of production and operations management, the course covers the use of quantitative methods and computer applications for forecasting, resource allocation, decision theory, capacity planning, project management, inventory management, and quality assurance.

MGT 481 Foundations of Entrepreneurship
A study of entrepreneurship with particular reference to creating and starting a new venture. Emphasis on historical development of entrepreneurship, risk taking and entrepreneurship, innovation and marketing the plan, financial plan, organizational plan, going public, and legal issues for the entrepreneur.

MGT 482 Small Business Management
An in-depth study of small to mid-sized companies with a view to preparing students for leadership roles. Emphasis on building and managing companies from the start-up phase to their growth and efficient operation. Problem solving strategies of managerial, legal and ethical issues and dilemmas particularly relevant to small business.

MGT 483 E-Business
Creating, integrating and maintaining successful e-business through a business plan. Emphasis on origin and growth of e-business, security concerns of e-business, entrepreneurial aspects of business-to-business e-commerce, e-tailing and supply chain management. Students are encouraged to develop business plans through their own website.

MGT 484 Family Business Management
Planning and operation of an established family business for maximization of profit. Emphasis on succession to next generation, evaluating then existing business plans, marketing strategies, conflict resolution, estate planning, legal and financial aspects.

MGT 490 Guided Study (variable units)
This course is individual study under direction of instructor. It requires prior approval of appropriate academic department.

MGT 601M Principles of Management
Examination of management theory and provide opportunities for application of these ideas in real world situations. This examination focuses on the managerial functions of Assessing, Planning, Organizing, and Controlling. Both traditional and cutting-edge approaches are introduced and applied. Specific attention is paid throughout the course to the ethical implications of managerial action and inaction.

MGT 602 Strategic Decision-Making
A capstone course for MBA students. An in-depth study of general management functions as organizations adapt to the global environment, this course emphasizes environmental characteristics that make strategic management critical to organizational success, including assessment of organizational strengths and weaknesses, identification of opportunities and threats, optimum response to unanticipated events, and strategic analysis in turbulent environments. It also analyzes the socio-cultural, political, economic, ethical, technological, and regulatory environments that have an impact on businesses in multicultural settings. The course places special focus on the impact of NAFTA and GATT upon the strategic management of business enterprises. Explores global business opportunities provided through new technologies for both small firms and large corporations.

MGT 603 Business Operations Management
This course presents a customer-oriented view of operations within an organization. Guided by the organization’s strategic plan, operations deliver the products and services to the customers. This course explores how this delivery is accomplished with efficiency and effectiveness. Components of the course include issues of quality, physical design, and systems management.

MGT 604 Project and Program Management
This course provides a foundation of theory and practice for managing the successful use of project or program approaches to complete work in organizations. Students explore a wide-variety of projects and programs. Specific topics include the definition and application of these approaches, development of work plans, and measurement and evaluation of results.

MGT 605 Organization Mgmt & Leadership
This course distinguishes the fundamental practices of sound management functions to the understanding of effective leadership. Organizations need both leadership and management understanding to function effectively in creating the learning organization. Students will learn to analyze and create plans for strategic management, and apply leadership concepts and approaches.

MGT 606 Service Management
This course provides a survey of the different types of services provided by organizations. Topics include similarities and differences between production of services and production of products, the wide variety of services produced, proportion of organizations’ offerings that are services, and accountability and quality of services.

MGT 607 Performance Management
This course provides an introduction to the connection between individual performance and organizational achievement. Topics include aligning individual objectives with organizational objectives, motivation, performance appraisal, coaching, and rewarding successful performance.

MGT 608 Managerial Support systems
Survey of the principal information systems applications and how business decisions are facilitated by these applications, including information as a competitive resource. Also covered are supply chain management, enterprise resource planning, and knowledge management. Topics are approached from a systems standpoint, emphasizing effective managerial use of such systems.

MGT 610C Graduate Business Project
Prerequisites: Specific prerequisites for each program are indicated below: MBA students: completion of 311.5 quarter units in the MBA program.
A project where students work in teams or as individuals under the guidance of an assigned faculty advisor. Students clarify research topics and identify data sources in preparation for the project. Students then gather data and present their research in both written and oral form to faculty and classmates. Grading is H, S, or U only. MGT 610C is two months in length.

MGT 612 Global Strategic Project
This course is the capstone for the Master of Global Management. It provides a foundation
Course Descriptions

in the creation and execution of organizational strategy. In this context, students are expected to draw on the content from program to successfully complete this project that has global strategic impact. This project should conclude with a set of actionable recommendations.

MGT 625 Managerial Communication
This course explores the important roles that communication plays in managers/leaders being effective in their tasks as they exchange meaning with supervisees, peers, supervisors, the larger organization, and the community. Both formal and informal communication will be addressed. Additionally, issues such as cross-cultural communication, ethics, conflict resolution, crisis communication, and developing organizational communication competencies will be investigated.

MGT 630 Global Business Environment
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.

MGT 635 The Org Consulting Process
A survey of the history, values, assumptions, methods, and limitations of the organization consulting process, the course discusses both internal and external consulting as well as roles of managers as both consultants and administrators of the consulting process.

MGT 637 Comparative Int'l Management
This course studies the impact of country-specific cultural, economic and legal factors on the theory and practice of managing multinational corporations. Case studies focusing on North American, Latin American, European and Asian settings are used to illustrate the feasibility of adapting and combining different national management styles in the operations of domestic and multinational corporations.

MGT 640 Operation Planning and Implement
This course presents the connection between the operations management of an organization and its productivity. Issues of 1) supply chain management, 2) production planning, processes, locations, and quality, 3) human resources, and 4) project management are explored from an operations management perspective. The course identifies the impact of the internet and intranets on operations management as well as the operations management issues resulting from the continued growth of e-commerce.

MGT 651 Managing Safety Issues & Regs.
An analysis of current issues manifested by major legislation and the significant health and hygiene regulations faced by health safety managers, the course covers safety program models including workers’ compensation insurance, fire protection, product liability, and other casualty risks involved in safety and health programs.

MGT 652 Business Simulation
Prerequisites: MGT 602 MGT652 is a simulation of strategic decision-making, and a thorough knowledge of business strategy theory and models is required to participate productively in this simulation.
A thorough exercise in strategic decision-making at the functional and corporate levels. Students make strategic choices on key marketing, finance, accounting, human resources and operations management issues, and deal with the effect of changes in the economic and political environment on consumer demand, the exchange rate and tariffs. They take corrective action after each round, evaluating results in terms of a cumulative balanced scorecard.

MGT 680 Topics in Int'l Business
This is a graduate seminar covering new trends and areas of interest in international business with a focus on regional business environments. Examples of topics treated in the course are: doing business in emerging markets; economic integration in Europe and Latin America; emergence of new global firms and industries; offshoring; outsourcing; etc.

MGT 690 Guided Study (variable units)
This is individual study under direction of instructor. It requires prior approval of appropriate academic department.

MKT – Marketing

MKT 200 Basic Marketing
Introduction to contemporary marketing and its application in the marketing implementation process. It places special focus on the use of the four P’s (Price, Promotion, Product and Place) as well as market opportunities, product development, promotion planning, pricing decisions, and channels of distribution.

MKT 210 Intro to Consumer Behavior
Prerequisites: MKT 200
A study of the dynamics of human behavior and how it relates to the purchase decision, the course provides an in-depth view of the many factors that influence the consumer’s decision-making process including personality, social groups, culture, values structure, perception, and learning. Course material is related to market strategy development through lecture, case, and field study.

MKT 220 Intro to Personal Selling
Prerequisites: MKT 200
Overview of the elements of success in sales, including researching products and competitors, handling objections, making sales through in-person interviews or over the phone, identify different types of customers and how to sell best to each type, and selling to corporations.

MKT 230 Basic Advertising Concepts
Prerequisites: MKT 200
Introduction to the principles of advertising where students learn how to select and use the various advertising media to meet specific marketing problems and opportunities. It encompasses an overview of radio, television, print media, outdoor advertising, and media budgets.

MKT 302A Marketing Fundamentals
This course is the introduction to contemporary marketing theory and its application in the marketing implementation process. It places special focus on identifying market opportunity, product development, promotion planning, pricing decisions, and channels of distribution.

MKT 420 Principles of Consumer Behavio
Prerequisites: MKT 302A
A study of the dynamics of human behavior and how it relates to the purchase decision, the course provides an in-depth view of the many factors that influence the consumer’s decision-making process including personality, social groups, culture, values structure, perception, and learning. Course material is related to market strategy development through lecture, case, and field study.

MKT 430 Intro to Global Marketing
Prerequisites: MKT 302A
An introduction to the fundamentals of trade, finance, and investment in the international context, the course discusses the international monetary framework and foreign exchange in detail. It reviews theory and history of international trade, including exporting and importing, regional economic integration, and international marketing.

MKT 434 Intro to Market Research
Prerequisites: MKT 302A
A course that gives the student an overview and practical application of contemporary methods for gathering, analyzing, and preparing market research for use in marketing decision making. It focuses on defining organizational information needs and designing appropriate research methods to obtain it. Specific topic areas include qualitative and quantitative research methods, secondary research, internal market intelligence systems, and data analysis.

MKT 440A Sales Techniques & Methodology
Prerequisites: MKT 302A
A survey of the essential principles of salesmanship and selling techniques, the course includes the approach to non-manipulative selling and benefit
identification. Also covered is how to identify the right market segment, prospect, and plan for personal selling. It introduces direct selling and provides exercises that enhance the direct selling process.

MKT 441 Channel and Value Networks
Prerequisites: MKT 302A
A study of all phases of management skills in the field of physical distribution with emphasis on customer service and international distribution strategies, the course covers distribution strategies for products and services. It pays specific attention to direct distribution (from manufacturing to retail), indirect distribution (agents, independent representatives, and VARs), and direct marketing (fulfillment centers).

MKT 442A Intro to Public Relations
An exploration of the various methods for dealing with three of the most critical audiences for business information: investors, government agencies and the public.

MKT 443 Introduction to Advertising
Prerequisites: MKT 302A
A survey of effective advertising techniques in multiple media (virtual, visual, radio, television) and advertising campaign allocation methods.

MKT 445 e-Marketing
Prerequisites: MKT 302A
An introduction to the interactive methods of marketing using a digital platform including social media, web-based and advanced global marketing techniques.

MKT 446 Introduction to Services Mkt
Prerequisites: MKT 302A
This course examines services marketing as distinct and separate from product marketing. Discussions focus on the theory and practice of designing and developing service marketing strategies for segmented populations. Emphasis is placed on positioning various types of services through added value and immediate response using technology to communicate effectively in a global market.

MKT 447 Marketing for Entrepreneurs
Prerequisites: MKT 302A
A discussion of the strategies and ideas for building a business in the global economy for the entrepreneurial business owner taking a hands on approach to managing a company. This course focuses on innovation and creativity, global thinking, service support, and the importance of the internet in developing marketing strategy in both large and small companies.

MKT 449 Advanced Market Research
Prerequisites: MKT 434
Data is everywhere, but knowledge is precious. Organizations require extensive information to identify new markets and new ways of addressing existing markets. Students will learn how to use software to extract and analyze data, find patterns and interpret the results to develop marketing strategies and messages for traditional and Web 2.0 media.

MKT 480 Marketing Capstone
Prerequisites: Completion of three 1.5 quarter units of upper-division core requirements, MKT 302A
A synthesis of the marketing knowledge gained in the undergraduate program as expressed through a professional research- or internship experience-based writing project overseen by a faculty member.

MKT 602 Marketing Management
An in-depth examination of marketing environments and the impact marketing activities have on organizational operations in competitive, global, multicultural business settings, the course discusses both domestic and international frameworks of the fundamental marketing functions of product, pricing, distribution, and promotion. It explores and analyzes modern marketing problems and solutions from conceptual, legal, and ethical perspectives. It explains marketing information systems and the use of advanced technologies in marketing decision making.

MKT 620 Consumer Behavior
Prerequisites: MKT 602
An in-depth study of how psychological, sociological, and cultural variables influence buying behavior and marketing strategy development. It focuses on identifying the relevant behavioral variables in a given product purchase situation and determining how marketing strategy can be adapted to meet the ways in which consumers perceive, select, and buy. It uses advanced cases and a field study project.

MKT 631 Global Marketing
Prerequisites: MKT 602
A study of strategic planning and organizing for international marketing, researching global markets, marketing consumer products, industrial products, and services in the world market, the course explores the international advertising and promotion effort, personal selling and personnel management, pricing, distribution systems, export trade mechanics and logistics, financial requirements for international marketing, and coordinating and controlling global operations. It also discusses the effect of trade agreements on international business.

MKT 633 Sales Management
Prerequisites: MKT 602
This course is a survey of all facets of sales management, including estimating sales potential and forecasting sales, manning territories, selecting, training, motivating, supervising and compensating the sales force, and interfacing with other company functions. Also covered are typical sales management problems and potential solutions.

MKT 634 Market Research
Prerequisites: MKT 602
An examination of principles and techniques of market research with emphasis on quantitative applications, this course focuses on defining organizational information needs and designing appropriate research methods to obtain information. It covers qualitative and quantitative research methodologies, secondary research, internal market intelligence systems, and data analysis.

MKT 635 Ad Management & Marketing
Prerequisites: MKT 602
An analysis of marketing communications from business, social, economic, and political perspectives, this course provides an in-depth discussion of advertising and promotion as key tools in marketing new and established products. It examines advertising planning and management, research, creative development, media selection, direct response, and advertising agencies. Emphasis is on new media technologies and the growing use of alternative media in communicating with selected publics.

MKT 651 Mobile Marketing
This course covers how mobile marketing is defining business today, including strategy, tracking ROI, advertising, applications and mobile websites. From text messaging to QR codes, consumer interactions with mobile devices, and the laws and ethics of mobile marketing are explored in this course.

MKT 652 Adv Mobile Mkt Strategies
Prerequisites: MKT 651
This course will present a strategic focus for marketing in the mobile world. Students will cover the 3 C’s: Communication, Content, and Commerce as it relates to mobile marketing. Students will be exposed to the most current cases in mobile marketing, and will be challenged to validate the ROI of mobile marketing in business globally. This course will include use of QR codes, Near Field Technology (NFT) and Location Based Services (LBS).
Course Descriptions

**MKT 653 Social Media**
This course gives a foundation to the practical business applications of social media in a marketing world. Through Facebook, LinkedIn, blogs, YouTube, Pinterest and other platforms, students discover that social media is for more than just making friends and that there are now only a few degrees of separation globally. Students learn that social media is about marketing at the right time, place and with the right message for existing as well as prospective customers with both legal and ethical behaviors.

**MKT 654 Adv Social Media for MKT**
*Prerequisites: MKT 653*
Mastering business using social media is about sustaining relationships with customers and tracking them throughout the supply chain. Customer Relationship Management and the three M’s will be covered: Monitoring, Measurement, Metrics. Case studies will be used throughout the course to illustrate the mastery of the subject.

**MKT 655 Mobile MKT SocialMedia Project**
*Prerequisites: MKT 654, MKT 652*
Students work in teams or as individuals under the guidance of an assigned faculty advisor. Students gather intelligence and then create a strategic Mobile Marketing/Social Media Plan for an existing or new company. Students present their plans in both written and oral forms to faculty, industry experts and classmates. Presentations include how to implement and evaluate their plan’s effectiveness for products or services in a global marketplace.

**MKT 660 Strategic Operational Marketing**
*Prerequisites: MKT 602, MKT 620, MKT 631, and MKT 634*
Students clarify research topics and identify data sources in preparation for the development, implementation and evaluation of a Marketing Plan for a product or service. Students will gather data and present their research in both written and oral form to faculty and classmates.

**MKT 670 Selected Topics in Marketing**
*Prerequisites: MKT 602*
This course is offered on request from regional centers to serve specific regional educational and business needs. Potentially it covers topics such as telecommunications, computers, health care services, marketing communications, retail management, and/or industrial marketing.

**MNS – Management Science**

**MNS 205 Intro to Quantitative Methods**
*Prerequisites: Placement Evaluation*
An examination of advanced algebra techniques in the business setting, including linear systems, polynomials, exponential and logarithmic functions, as well as introduction to probability and statistics. The primary quantitative course required for MNS 407. (Students who have taken college algebra (MTH 213) within the last three years are exempt from this course.)

**MNS 407 Management Science**
*Prerequisites: MNS 205*
A survey of the fundamentals of management science. Emphasizes the concepts and mathematical techniques most useful in business and finance.

**MNS 601 Statistics for Business**
An examination of the increasing complexity of business problem-solving confronting today's managers, this course covers the role statistics and forecasting play in the business decision-making process, as well as the principles and steps involved in planning and conducting business research. Within the context of this course, students propose to study a situation that exists within an organizational setting and identify a faculty research advisor with knowledge in the focus area.

**MNS 606 Decision Systems for Managers**
Focus on major corporate applications of information technology, learning how business decisions are facilitated by these applications, including information as a competitive resource, supply chain management, enterprise-wide systems, knowledge management, and data mining. Topics are addressed from a systems approach, emphasizing effective managerial use of such information systems.

**MRA – Clinical Regulatory Affairs**

**MRA 600 Intro to Regulatory Affairs**
This course is designed to present an introduction to the regulations and documents necessary for FDA approval of a new medical device or pharmaceutical product. The student will be introduced to federal regulations (CFR), human subject regulations, clinical trials and evidence based documents, clinical protocols, data management, clinical trial data, investigational review board and submissions of drug and device approval documents. An introduction to clinical and manufacturing process and standard operating procedure documentation will also be included.

**MRA 601 Clinical Documentation**
This course will focus on the laws and regulations, documents and process imposed by the Federal government especially the Food and Drug Administration related to pharmaceutical and medical device approval and the clinical trials associated with the approval process. Emphasis is placed on designing and implementing appropriate clinical trial protocol documents as well as all forms associated with the clinical trials used for evidence based documentation of the trial(s). Statistical justification will also be introduced for use as to methodology and analysis of the trial.

**MRA 602 Human Subjects in Clinical Tri**
This course is designed to give the student the fundamental knowledge in the protection of human subjects in a clinical trial. The course will emphasize federal, state and local regulations in protecting the health and welfare of human subjects in a clinical trial. Proper documentation, HIPAA regulations, IRBs, international codes of conduct, Declaration of Helsinki, Informed Consent, adverse events CFRs and all other pertinent documents and codes will be covered.

**MRA 603 Medical Device and Pharmaceuti**
This course will focus on the laws and regulations, documents and process imposed by the Federal government especially the Food and Drug Administration related to pharmaceutical and medical device approval. The course will provide students with detailed knowledge and practical application as it applies to appropriate documentation and process of approval for pharmaceutical and medical devices. The students will understand the nomenclature of the regulatory agencies; have a thorough knowledge of the code of Federal Regulations as it applies to medical devices and pharmaceutical products.

**MRA 604 Coordinating and Monitoring CI**
This course is designed to give the student comprehensive knowledge in coordinating and monitoring clinical trials and clinical trials research. Emphasis is placed on understanding regulations, good clinical practice, an overview of research, standard operating procedure, data documentation, preparing and working with subjects, monitoring clinical trials and study closure.

**MRA 605 Analytical Methods for Regulat**
This course will give the student the fundamental knowledge of statistical concepts and analytical methods as applied to biomedical science and clinical trials. It will emphasize basic concepts of methodology and experimental design, quantitative analysis of data and statistical significance. A case study approach will be used to cover the basic designs of clinical trials with emphasis on appropriate methodologies, endpoint variables, control groups, blinded studies, eligibility criteria and placebo control. The course will cover statistical analysis including probabilities and variables. Students will be required to design and implement a full protocol for a fictitious drug or medical device elucidating the data for approval.

**MRA 606 FDA Regulations & Submissions**
This course will give the student the fundamental knowledge of FDA regulations as they apply to medical devices and
pharmaceutical products and the documentation needed for such approval. The code of Federal Regulations will be utilized with emphasis on CFR 21, FDA compliance, ICH guidelines for international harmonization and Good Clinical Practice (GCP), investigator study files, FDA audits and Adverse Event reporting.

MRA 610A Regulatory Affairs Capstone
A two month course that meets on a once a week basis, this course is designed to have the student develop and implement a research document that integrates all facets of a clinical trial including regulations, documentation, clinical evidence, data management, statistical analysis of the data and other principles taught throughout the entire program. Grading is by S or U only. Course is eligible for an "IP" grade.

MRA 610B Regulatory Affairs Internship
This course is designed to give the student a "hands on" real world experience working in a clinical trial environment. The student will acquire fundamental knowledge in evidence based clinical data, statistical analysis and documentation of clinical results. The student will be required to write a critical evaluation of the clinical trial a complete analysis of methodology, clinical forms, FDA regulations and data management. Grading is by S or U only. Course is eligible for an "IP" grade.

MTH – Mathematics

MTH 12A Algebra I
First of a two-course sequence covering methods of simplifying formulas and expressions, solving equations and inequalities, operating with exponents, and translating statements to symbols. Calculator use is highly recommended. Grading is S or U only. (This course is remedial in nature and does not award collegiate credit)

MTH 12B Algebra II
Second of a two-course sequence extending skills and logical analysis begun in MTH 12A. Course covers rational expressions, linear equations in two variables, algebraic and graphical solutions of systems of equations, scaling and variations, quadratic and rational equations with emphasis on practical applications. Calculator use is highly recommended. Grading is S or U only. (This course is remedial in nature and does not award collegiate credit)

MTH 204 Mathematics for Science
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
Prerequisites: Accuplacer test placement evaluation, or MTH 12A, and MTH 12B
A study of the real number system and its subsystems, ancient and modern numeration systems, problem-solving and simple number theory. Includes teaching materials and discussion of today’s professional organizations. This is a content course, not a methods course.

MTH 209B Fundamentals of Mathematics II
Prerequisites: MTH 209A, or Accuplacer test placement, or evaluation by a lead faculty
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.

MTH 210 Probability and Statistics
Prerequisites: Accuplacer test placement evaluation, or MTH 12A, and MTH 12B
An introduction to statistics and probability theory. Covers simple probability distributions, conditional probability (Bayes Rule), independence, expected value, binomial distributions, the Central Limit Theorem, hypothesis testing, sampling and analysis of variance. Assignments may utilize the MiniTab software, or text- accompanying course-ware STATDISK for DOS PCs. Computers are available at the University’s computer lab. Calculator with statistical functions is required.

MTH 214 Modeling of the Environment
Prerequisites: Placement Evaluation
A course offering a thorough and useful beginning-level understanding of mathematical modeling. Examines diverse applications from the physical, biological, business, social and computer sciences. Discusses the limitations, as well as the capabilities, of models applied in understanding the real world and its inhabitants.

MTH 215 College Algebra & Trigonometry
Prerequisites: Accuplacer test placement evaluation, or MTH 12A, and MTH 12B
Examines higher degree polynomials, rational, exponential and logarithmic functions, trigonometry and matrix algebra needed for more specialized study in mathematics, computer science, engineering and other related fields. Computer and/or graphing calculator use is highly recommended.

MTH 216A College Algebra I (3 quarter units)
Prerequisites: Accuplacer test placement evaluation, MTH 12A, and MTH 12B
The first part of a comprehensive two-month treatment of algebra and trigonometry preliminary to more specialized study in mathematics. The course covers higher degree polynomials, rational functions, exponential and logarithmic functions, transformations and the algebra of function, matrix algebra and basic arithmetic of complex numbers.

MTH 216B College Algebra II (3 quarter units)
Prerequisites: MTH 216A
The second month of a comprehensive two-month treatment of algebra and trigonometry; this course is a continuation of MTH 216A. Topics include trigonometric functions, analytic trigonometry and application, parametric equations, matrix algebra, sequences and series, and applied problems. Graphing calculator may be required.

MTH 220 Calculus I
Prerequisites: MTH 215, or Accuplacer test placement, or evaluation by a lead faculty
(Cross listed and equivalent to CSC 208) 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 MTH 220 and CSC 208.

MTH 221 Calculus II
Prerequisites: MTH 220
A discussion of differentiation and integration concepts of the natural logarithm, exponential and inverse trigonometric functions and applications to volumes of revolution, work and arc length. Covers improper integrals and highlights ideas and contributions of Napier, Huygens and Pascal. Graphing calculator is required.

MTH 222 Calculus III
Prerequisites: MTH 221
A study of sequences, Taylor Polynomials, infinite series, and tests for convergence, and the power series. An overview of ordinary differential equations; the initial-value Problem; exactness and integrating factors; and Bernoulli and higher-order equations with forcing functions. Graphing calculator is required.

MTH 223 Calculus IV
Prerequisites: MTH 222
A study of functions of several variables: extrema and Lagrange Multipliers, with application to today’s optimization-problems in engineering, business, and ecology. Vector algebra and space geometry; Kepler’s Laws with application to satellite orbital velocity problems and the rendezvous phenomenon, iterated integrals and applications, the Jacobian transformation will be studied. A graphing calculator is required.

MTH 301 Fundamentals of Mathematics II
Prerequisites: MTH 209A, or Accuplacer test placement evaluation
This continuation of MTH 209A includes concepts of measurement, geometry, probability and statistics, elementary synthetic and Euclidean Geometry. Computer programming in BASIC is introduced. Methods are incorporated whenever possible.
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However, both MTH 209A and MTH 301 are content/concept courses as prescribed by State regulations, not methods courses. Calculator may be required.

MTH 304 Math Practicum and Portfolio
Prerequisites: MTH 215, or MTH 216A, and MTH 216B, or placement evaluation
*Should be taken as early as possible in the student's program. Students observe and reflect on the actual work of public secondary school mathematics teachers (at least 28 hours in public middle or secondary school mathematics classrooms and at least 3.5 hours of student activities and administrative meetings). Grading is by S or U only. Course is eligible for an "IP" grade.

MTH 311 Topics from Geometry
Prerequisites: MTH 215
A survey of main concepts of Euclidean geometry with the emphasis on the axiomatic approach, constructions, logic of proof, and some ideas from non-Euclidean geometry including historical aspects. A study of axioms of Euclidean Geometry, inference rule, some basic theorems of Euclidean Geometry, and rigorous proofs will be offered.

MTH 325 Discrete Mathematics
Prerequisites: MTH 215, or MTH 216A, and MTH 216B
(Cross listed and equivalent to CSC331) This course studies combinatory and graph theory as the theoretical foundation for today's advanced technology. It analyzes algorithms, logic, circuits, number bases, and proofs. Ample applications (graphs, counting problems, Turing Machines, codes) examine the ideas of Euler, Boole, Floyd, Warshall, Dijkstra, Church and Turing, Shannon, Bernoulli. Graphing calculator is required. Students may not receive credit for both MTH325 and CSC331.

MTH 401 Technology in Math Education
Prerequisites: MTH 215, or MTH 216A, and MTH 216B, or MTH 301
Computer Technology in the Mathematics Classroom An overview of the computer-based technology in the mathematics classroom. Evaluates graphing calculators, and computer software such as Maple, Scientific Workplace, Geometer's Sketchpad, MiniTab, SPSS, and others to determine their value in illuminating concepts in the curriculum.

MTH 411 Number Theory
Prerequisites: MTH 215, MTH 216A, MTH 216B, or MTH 301
An examination of fundamental concepts of numbers, including divisibility, congruencies, the distribution of Primes, Pythagorean triples, the Euclidean Algorithm, the Fundamental Theorem of Arithmetic, Diophantine equations, and Goldbach's conjecture. Emphasizes active student involvement in posing and testing conjectures, formulating counter examples, logical arguments and proofs.

MTH 412 History of Mathematics
Prerequisites: MTH 215, or MTH 301, or MTH 216A, and MTH 216B
Examines currents in the development of mathematics and throughout ancient Egypt, Babylon, China, and the Middle East. It studies math's influence on society through the major events of Europe, contemporary developments, and some projections into the future, including the women and men who played key roles in evolution of mathematics.

MTH 416 Algebraic Structures
Prerequisites: MTH 435, and MTH 325
A look at groups, rings and fields, as well as applications of these systems. Discusses equivalence relations, Lagrange's Theorem, homomorphisms, isomorphisms, Cayley's Theorem and quaternions. Also examines error correcting codes and issues of cryptography. Graphing calculator may be required.

MTH 417 Foundations of Geometry
Prerequisites: MTH 216A, and/or MTH 216B, or MTH 215, and MTH 311
A discussion of fundamental ideas and processes common to Euclidean and Non-Euclidean Geometries: projective, affine and metric geometry. Examines the interplay between inductive and deductive reasoning and formal and informal proof. Addresses uses in science (transformations, scaling), art (Escher-type tessellations, projections), architecture (three-dimensional figures) and computer science (fractals, computer-aided design).

MTH 418 Statistical Analysis
Prerequisites: MTH 210, and MTH 220
An examination of statistical applications to business, computer science, psychology, education, social sciences, and mathematics with fundamental concepts of probability distribution, mathematical models relating independent and dependent random variables, hypothesis testing and experimental design. Includes fundamental analysis of variance, various distributions and methods of regression, analysis and scaling.

MTH 432 Advanced Calculus
Prerequisites: MTH 223
A look at sets, functions and the real numbers. Topics include the Completeness axiom, cardinality and Cantor’s Theorem, LimSup and LimInf; the topology of R1 and R2, open sets, limit points, compactness and the Heine-Borel Theorem, continuous functions properties, uniform continuity, the Mean-Value theorem; the Riemann integral and the Lebesgue Measure.

MTH 433 Differential Equations
Prerequisites: MTH 223, and MTH 345
Examines systems of linear equations and matrices, elementary vector-space concepts, and geometric interpretations. Discusses finite dimensional vector spaces, linear functions and their matrix representations, determinants, similarity of matrices, inner product, rank, eigenvalues and eigenvectors, canonical form, and Gram-Schmidt process.

MTH 435 Linear Algebra
Prerequisites: MTH 220, and MTH 325
An examination of systems of linear equations and matrices, elementary vector-space concepts and geometric interpretations. Discusses finite dimensional vector spaces, linear functions and their matrix representations, determinants, similarity of matrices, inner product, rank, eigenvalues and eigenvectors, canonical form and Gram-Schmidt process. Computer software will demonstrate computational techniques with larger matrices. Graphing calculator or appropriate software may be required.

MTH 438 Applied Mathematical Modeling
Prerequisites: MTH 433, MTH 416, and MTH 432
A capstone course intended to culminate the core mathematics major studies and should be taken at or near the end of the program. Discusses principles and methods of constructing, analyzing, interpreting, evaluating, and refining mathematical models. Compares analytic and simulation, discrete and continuous, deterministic and stochastic models.

MTH 440 Numerical Analysis
Prerequisites: MTH 220
An introduction to numerical computation. Discusses errors in numerical computation, truncation and discretization, and machine storage restrictions as well as function approximation, roots of nonlinear equations, systems of linear equations, algebraic eigenvalue problems, polynomial interpolation, and cubic spline interpolations, quadratures, numerical differentiation, initial and boundary-value problems.

MTH 441 Abstract Algebra
Prerequisites: MTH 416
This course continues and advances the work done in MTH 416 Algebraic Structures, discussing selected fundamental algebraic
structures. The main concepts of Sylow Theory of finite groups, finite permutation groups (Cayley’s Theorem), Galois Theory, Lattices Theory, Coding Theory and Cryptography, Boolean Algebra and Switching Theory are studied.

MTH 442 Functions of Complex Variables
Prerequisites: MTH 223
This course is a study of functions of complex variables and their applications to other mathematics branches, sciences, and engineering. The following topics will be examined: the complex plane, analytic functions, integration and Cauchy’s Theorem, sequences and series, residue calculus, Fourier and Laplace transforms, and applications.

MTH 450A Mathematics Project Course I
Prerequisites: Completion of Mathematics Core for B.S. and interview with Department Chair. The project courses are not independent study. They are directed student team projects or internships in mathematics. Requires utilization of previously acquired skills and knowledge to complete the project. Students can select project topics from industry, government, business, education, or research. Grading is S or U only.

MTH 460 Problem Solving Strategies
Prerequisites: MTH 416, and MTH 417
The aim in the course is not to impart any specific body of knowledge, but rather to foster the students’ understanding that mathematics is a science of identifying, solving problems and generalizing. The course includes the description of main approaches to solving standard and challenge math problems.

MTH 461 Methods of Teaching Math
Prerequisites: MTH 311, MTH 325, MTH 412, and MTH 460
A critical inquiry into present-day tendencies in teaching mathematics in order to help prospective mathematics teachers to acquire their professional skills in the teaching of mathematics in secondary school. Fundamental concepts of mathematics and effective approaches to their teaching will be discussed.

MTH 490 Guided Study (variable units)
Individual study under direction of a faculty member. Requires prior approval of appropriate academic department and school dean. Requests should be made well in advance.

MUL - Digital Entertainment and Interactive Arts

MUL 200 Communication Tools
Prerequisites: ENG 100, ENG 101, and COM 100, or COM 103
An overview of digital communication tools and techniques used in today’s workplace, as well as an introduction to message design and the social and ethical responsibilities within the digital communication field. Through intensive practice, students learn how to write for various business, education and entertainment purposes, such as analytical, descriptive, procedural, summative and technical. They learn foundations of web design, web animation, copy editing and formatting techniques in conjunction with traditional and online research skills. Software instruction includes Macromedia Studio MS Word, PowerPoint, Internet browsers, compression utilities, and FTP programs.

MUL 205 Principles of Graphic Design
Prerequisites: ENG 100, ENG 101, and COM 100, or COM 103
A hands-on introduction to the principles and techniques of graphic design for print and digital media that covers print vs. digital production, resolution and size considerations, vector vs. raster formats, color theory and layout principles, typography, file formats, output, and management. Software instruction is in Adobe Photoshop.

MUL 245 Principles of Web Design
Prerequisites: ENG 100, ENG 101, and COM 100, or COM 103
Introduces the terminology, history and evolution of web design and the use of hypertext. Provides an overview of effective web page design and efficient site architecture. Covers content development, navigation, and usability. Software instruction is in Dreamweaver.

MUL 255 Interactive Design
Prerequisites: ENG 100, ENG 101, and COM 100, or COM 103
Provides a hands-on introduction to the basics of web presentation. Students apply aesthetic and usability criteria to produce web presentations, movies, and other animated components for placement into websites. Covers technological constraints of web presentation and animation, appropriate uses of motion in a web page, game design, and digital asset management for optimal delivery of animated content. Software instruction is in Macromedia Flash.

MUL 265 Digital Audio and Video
Prerequisites: ENG 100, ENG 101, and COM 100, or COM 103
This course provides an introduction to the basic application skills and concepts of non-linear editing. Students learn the basic properties of audio, video and still assets, and practice importing, logging, and basic insert assembly editing. They also develop a sensitivity to the unique aesthetic and usability criteria of digital video in application environments. Software instruction is in Adobe Premiere, Sonic Foundry Sound Forge and Acid Pro.

MUL 275 3-D Modeling and Rendering
Prerequisites: ENG 100, ENG 101, and COM 100, or COM 103
Provides a hands-on introduction to the basics of 3-D graphics in still and animated formats. Students produce basic 3-D elements and apply aesthetic and usability criteria to their placement in digital and print media applications. Covers technological constraints of 3-D applications; appropriate uses of still and motion 3-D elements to enhance message delivery; and the management of digital assets for optimal delivery of media. Software instruction is in 3-D Studio Max.

MUL 295 Professional Project
Prerequisites: MUL 200, MUL 205, MUL 245, MUL 255, MUL 265, MUL 275
Professional project is a course dedicated to the finishing and composition of a print and digital portfolio to represent the successful work of each student. Professional project gives each student an opportunity to reflect on their courses and projects that have been created and the ability to practice with theory and technologies that will be used in the workplace. Professional project gives the student the added benefit of having a professionally organized print and online presence to best represent themselves and the program in the marketplace.

MUL 300 Convergence Media
Prerequisites: COM 100, or COM 103, and COM 220
An integration of digital communication tools and techniques used in today’s workplace. Through intensive project practice, students learn how to create multimedia products for various business, education, and entertainment purposes. Software instruction includes Macromedia and Adobe authoring tools, and creative applications.

MUL 305 Graphic Design and Artistry
Prerequisites: COM 100, or COM 103, and COM 220
Hands-on application of principles and techniques of graphic design for print, video and digital media. Covers concepts including color theory, composition, photo manipulation and special effects in digital production. Additionally, the class focuses on understanding and defining a personal style in the digital visual medium.

MUL 309 Camera and Image
Prerequisites: COM 100, or COM 103, and COM 220
Hands on, project based class exploring the use of still and video cameras in production. Focus will be on a balance between the technical and the aesthetic. Essential camera functions are well know and timeless. The technologies utilized in cameras are rapidly advancing. This intersection will be our focus.
MUL 310 Introduction to Video Gaming
Prerequisites: ENG 100, ENG 101, COM 100, or COM 103
An overview of video gaming and its applications: the current soft- and hardware tools used to build and deliver video games; the history and evolution of the field; and its social and ethical implications. Students learn the fundamentals of how a video game is created from its inception to release and become familiar with the roles of programmers, designers, artists, and writers in developing the product. Includes an overview of the basics of mathematics and physics used in video game development, as well as the computer languages appropriate for the various game genres: action, role-playing, adventure, simulation, etc.

MUL 315 Video Game Design
Prerequisites: COM 100, and COM 103, or COM 220
An in-depth review of video game development, with emphasis on game design theory and practice. Students learn fundamental principles and strategies of game design to transform a story or game vision into a virtual environment prototype that integrates player activity, interface, and graphics. They become familiar with basic algorithms that control interactivity and representation, and learn about the various tools available to designers, such as prototyping software and game engines. Software instruction is in Anark and Genesis3D.

MUL 318 Video Game Production
Prerequisites: All general core courses.
A survey course in the fundamental principles and strategies of video game production. Students assume the role of producer, as they learn game assembly, project management and tracking. The course introduces the challenges posed by the ever-changing technologies used to make and deliver video games, and students become familiar with the many different game engines available to developers. Software instruction is in Anark, Genesis3D, MS Project, and Concurrent Version System/Revision Control System (CVS/RCS).

MUL 318A Video Game Production Lab (1.5 quarter units)
Prerequisites: MUL 315
This laboratory course provides students with an opportunity to use tools and methods of video game production. While not intended to be an extensive and comprehensive course on the game production process, the lab introduces the student to the basic tools while providing hands-on experience on how they are used to produce the final product. This will include teaching the student the fundamental parts of a video game engine and providing examples of how the professional community makes modifications to these engines to achieve specific objectives. The student will also use tracking software during game production. Software instruction is in Anark, Genesis3D, MS Project, and Concurrent Version System/Revision Control System (CVS/RCS).

MUL 325 Psychology of Video Games
Prerequisites: All general core courses, and PSY 100
An overview of the psychological aspects of game playing, with particular emphasis on video gaming. The course presents the historical foundations of research into human play activity, as well as current research into video gaming and its impact on individuals and society. Students learn about the interaction between people and video games in terms of individual sensory response, personality, and social behavior. Covers human-computer interaction issues specific to video gaming, such as cognitive processing, reaction time, idiosyncratic navigation, and non-traditional interface design. Topics include motivation, addiction, fantasy escapism, conflict, aggression, reward, player prestige, and alienation.

MUL 332 Electronic Design and Layout
Prerequisites: ENG 100, ENG 101, COM 100
An introduction to layout design for print and Web publishing that covers typography, layout theory, prepress production methods and project management. Emphasizes practical development techniques to produce digital visual images efficiently. Software instruction is in Adobe Illustrator.

MUL 335 Digital Design for Print
Prerequisites: ENG 100, ENG 101, COM 100, or COM 103
This course covers the stages of publishing in print media from the inception of a project through to the distribution of a finished product. It provides students with the opportunity to put their theoretical and classroom knowledge to practical use in the design, creation and printing of a project. Topics include: typography, layout theory, pre-press production and project management. Students learn through intensive practice layout techniques for digital and print delivery. Software instruction is in QuarkXPress and InDesign.

MUL 336 2-D Graphic Imaging
Prerequisites: MUL 200, MUL 205, MUL 245, MUL 255, MUL 265, MUL 275
An intermediate course in computer-aided photographic manipulation and the merging of vector and raster graphic files used in web authoring and print design. Students produce images in a variety of digital formats, applying aesthetic and composition design principles. Covers technological limitations of Internet graphics. Software instruction is in Adobe Photoshop and Illustrator.

MUL 345 Applied Web Design
Prerequisites: COM 100, and COM 103, or COM 220
This course provides hands-on application of principles and techniques of web design for digital media. Provides an in-depth study of effective web page design and efficient site architecture. Covers projects in content development, navigation, and usability. Software instruction is in Dream Weaver.

MUL 355 Game Scripting
Prerequisites: COM 100, or COM 103, and COM 220
Provides hands-on in-depth application of web programming, game scripting, and web presentation. Students apply aesthetic and usability criteria to produce web presentations, “movies” and other animated components for placement into student projects. Covers applied technological constraints of web presentation and animation, game design, game scripting, appropriate uses of motion in a web page, and digital asset management for optimal delivery of animated content. Software instruction is in Macromedia Flash.

MUL 365 Digital Video Editing
Prerequisites: COM 100 and COM 103 or 220
In this course, students develop hands-on experience in advanced nonlinear editing. Students assess the aesthetic impact of editing decisions and demonstrate proficiency with timing, continuity, music cueing, transitions, and the use of color. Focus is placed on the role of editing in telling a compelling story.

MUL 370 Digital Interactivity
Prerequisites: COM 100, and COM 103, or COM 220
Provides a hands-on introduction to the basics of Web interactivity and its potential for e-business, entertainment and education. Students apply aesthetic and usability criteria to visual, textual and aural components integrated into interactive presentations, games and instructional media. Covers technological constraints of Web delivery, interactive design and composition and media integration techniques. Software instruction is in Macromedia Director.

MUL 375 3-D Modeling for Game Art
Prerequisites: COM 100, or COM 103, and COM 220
Provides a hands-on application of 3-D graphics in still and animated formats. Students produce basic 3D elements and apply aesthetic and usability criteria to their projects in digital, animated sequence, video, and print media applications. Students compare technological constraints of 3D applications, appropriate uses of still and motion 3D elements to enhance message delivery, and the management of digital assets for optimal delivery of media. Software instruction is in 3-D Studio Max.

MUL 381 Video Game Art
Prerequisites: All general core courses.
A hands-on course to learn video game art
and its design for entertainment, military, and education; the course presents the current software tools used to build and deliver video game art. Students learn the fundamentals of how video game art is created from its inception to incorporation into a video game; they learn the role of artists in the video game development team; and also the current tools used to create game art.

**MUL 385 Video Game Animation**  
**Prerequisites:** All general core courses  
Provides a hands-on introduction to the basics of 3-D and character animation for video game development. Students produce basic 3D environments and animation, as well as animated characters for use in video games and simulations. They apply aesthetic and usability criteria specific to video games. The course covers technological constraints of 3D and character animation; appropriate uses of animated 3D characters and elements to enhance game message delivery and interactivity; and the management of digital assets for optimal delivery of media. Software instruction is in 3-D Studio Max.

**MUL 399 Emerging Technologies**  
**Prerequisites:** COM 100, or COM 103, and COM 220  
Topical lectures and investigations into new trends and technologies in the Digital Entertainment field. The class explores developing technological trends and the strategies for utilizing them in the production of content. The focus will be on integrating the new tools and trends into multimedia production.

**MUL 401 Advanced Video Game Design**  
**Prerequisites:** All general core courses.  
Students learn advanced video game design techniques. They become familiar with advanced techniques for game production management, game asset management, and advanced prototyping tools. The advanced design documents and prototype developed in this class will be used to further produce and/or further modify a video game in the follow-on course, MUL 411 (Video Game Production Project).

**MUL 410 Authoring Corporate Training I**  
**Prerequisites:** ENG 100, ENG 101, and COM 100  
Provides an introduction to instructional design for corporate training through e-learning and multimedia. Students evaluate digital training packages according to instructional design theory and learn multimedia authoring skills to apply to instructional modules they produce. Covers learning theories, authoring tools, multimedia development and usability criteria applied to instructional media. Software instruction is in Macromedia Authorware.

**MUL 411 Video Game Production Project**  
**Prerequisites:** All general core courses, MUL 325, MUL 318, and MUL 401  
Students apply advanced theory and practice to create a professional video game design and production product. They develop the game concept they evolved in prior classes into a commercial quality set of game production documents together with a high quality prototype or game engine modification suitable for a commercial pitch of a game to a client.

**MUL 420 Multimedia Arts Portfolio Proj**  
**Prerequisites:** All general core courses and concentration courses.  
In this two-month capstone course, students assemble a portfolio of their best work from previous Multimedia Arts courses and edit and/or improve those pieces. Suitable to show a prospective employer, the portfolio will include digital presentations and graphics, websites and animations, and printed samples, as well as multimedia documentation, such as creative briefs, proposals, flow charts, executive summaries and descriptive critiques. Grading is S or U only.

**MUL 430 Advanced Design Project**  
**Prerequisites:** COM 100, or COM 103, and COM 220  
An advanced course in digital graphic manipulations. Students produce a portfolio of images, applying aesthetic and composition design principles. Covers strategies to create focused and clear imagery that conveys a clearly defined message. Students continue to work on the visual themes they have developed in earlier courses.

**MUL 430 Advanced Design Project**  
**Prerequisites:** COM 100, or COM 103, and COM 220  
A hands-on course on advanced techniques of web graphics production. The course presents the current software tools and techniques for the creation and production of web graphics intended to create identity, atmosphere, and navigation on websites. Students will be exposed to advanced techniques of web graphics, including working with layers, slicing, hotspots, rollovers, using graphics as framing devices on websites and the use of graphics for content. Students will use current industry software to master the skills of print production, including Photoshop, ImageReady and Dreamweaver.

**MUL 432 Print / Web Production**  
**Prerequisites:** All general core courses, MUL 336, MUL 430, and MUL 431  
This is a hands-on course on print production. The course presents the current software tools and techniques for print production of a wide variety of projects and materials. Students will be exposed to the concepts and techniques of print production, including digital pre-press, color management, and the steps required to prepare printed pieces for final output. Students will use current industry software to master the skills of print production, including learning the Adobe Acrobat PDF workflow for digital pre-press and the latest digital production tools.

**MUL 440 Multimedia Design for the Web**  
**Prerequisites:** All general core courses.  
Intermediate Web page authoring and site design. Students compile graphics, animation and text to produce sites that demonstrate e-business, entertainment and distance education uses of the Internet. Students apply aesthetic and usability criteria to websites developed according to industry practice. Software instruction is in Macromedia Dreamweaver Certified Internet Webmaster (CIW) curriculum included.

**MUL 445 Digital Project Management**  
**Prerequisites:** COM 100, or COM 103, and COM 220  
Advanced course in understanding and planning the production of a multimedia project. Covers the concept of the production pipeline and sets the basis and timeline for the final project. Students plan and present ideas for a major digital entertainment project.

**MUL 450 Advanced Web Presentation**  
**Prerequisites:** MUL 440, All general core courses.  
Provides hands-on training in advanced Web presentation techniques. Students learn media integration techniques for quick-loading websites that use streaming vector animation and sound. Covers conceptual approaches to building interactivity into Web presentations; advanced usability testing for user satisfaction; and digital asset management theory and practice. Software instruction is in Macromedia Flash.

**MUL 460 Advanced Digital Audio & Video**  
**Prerequisites:** MUL 365  
Advanced digital audio and video production techniques. Students write scripts, create storyboards and program a/v clips for business, entertainment and educational purposes. Covers advanced Web casting techniques and strategies to overcome technological limitations of Web video and sound. Software instruction is in Sonic Foundry Sound Forge, Adobe Premiere and Terran Media Cleaner.

**MUL 461 Motion Graphics**  
**Prerequisites:** COM 100, or COM 103, and COM 220  
A hands-on course on motion graphics for broadcast, video, and film; the course presents the current software tools used to build and deliver motion graphics. Students will apply concepts and techniques of compositing layers of computer-generated imagery and live action video, special effects, camera movements and cinematic points of view, as well as the design of titling and
motion imagery. The course surveys works of professional animators, directors, and producers to demonstrate industry-standard techniques.

MUL 462 Digital Audio Creation  
**Prerequisites:** COM 100, or COM 103, and COM 220  
An advanced course in computer-aided digital audio creation used in CD, DVD, video, and Web authoring. Students learn basic music theory and composition practices applied to digital audio production, utilizing professional software tools used in the field, as well as hardware applications such as MIDI controllers. Covers file management and compression for specific delivery mediums. Software instruction is in Adobe Audition, Acid Pro, and Pro Tools.

MUL 463 Digital Video Production Proje  
**Prerequisites:** All general core courses; MUL 460, MUL 461, MUL 462  
Students apply advanced theory and practice to create a professional video production. They develop a concept into a script and manage all phases of production, such as field lighting, videography, sound recording, editing, and producing to DVD and tape. Software instruction is Premiere Pro, Acid Pro, Pro Tools, and Audition.

MUL 470 Interactive Multimedia  
**Prerequisites:** All general core courses.  
Provides hands-on training in the production of interactive products for e-business, entertainment and education. Students conduct needs assessments for a variety of potential interactive presentations, games and instructional media and apply project management skills to a product they produce. Covers strategies to overcome the technological constraints of Web and CD-ROM delivery; interactive design theory and practice; needs assessment procedures; and methods of project management. Software instruction is in Macromedia Studio and MS Project.

MUL 471 Adv Digital Interactivity Proj  
**Prerequisites:** COM 100, or COM 103, and COM 220  
Provides advanced training in the production of interactive products using computer-based authoring tools for e-business, entertainment, and education. Students conduct extensive reviews of interactive presentations, games, and instructional media and apply lessons learned to programming interactive models in real-time virtual environments. Covers advanced techniques to overcome the technological constraints of web and CD-ROM delivery; interactive design theory and practice; and methods of project management. Software instruction in Macromedia Studio and MS Project.

MUL 480 Character Animation  
**Prerequisites:** All general core courses.  
Provides a hands-on introduction to the basics of 3-D animation. Students produce basic 3-D animation and apply aesthetic and usability criteria for appropriate and effective use. Covers technological constraints of 3-D animation; appropriate uses of animated 3-D elements to enhance message delivery; and the management of digital assets for optimal delivery of media. Software instruction is in 3-D Studio Max.

MUL 481 Advanced Animation Project  
**Prerequisites:** All general core courses; MUL 381, MUL 385, MUL 481  
A hands-on course to learn video game art and its design for entertainment, military, and education; the course presents the current software tools used to build and deliver video game art. Students learn the fundamentals of how video game art is created from its inception to incorporation into a video game; they learn the role of artists in the video game development team; and also the current tools used to create game art projects.

MUL 490 Guided Study (variable units)  
**Prerequisites:** Faculty Determined.  
Courses require individual study under direction of instructor. Furthermore, course requires proper approval of appropriate academic department.

MUL 495 Internship (variable units)  
**Internship**

MUS – Music  

MUS 100 Fundamentals of Music  
An examination of the basic structure of Western music, musical styles, form, different periods and their chief representatives and the dynamics of musical expression and appreciation. Introduces students to elements of music theory common to many cultures.

MUS 326 American Music  
**Prerequisites:** ENG 100, and ENG 101  
A survey of American music from the Colonial period to the present. Emphasizes political, social and economic developments as related to the evolution of American music, including popular, religious and art music in a broad array of styles.

MUS 327 World Music  
**Prerequisites:** ENG 100, and ENG 101  
An exploration of musical traditions and techniques in a variety of cultures, including Japan, India, Native America, South America, and Africa. Broadens students’ cultural understanding of music.

NSG – Nursing  

NSG 200 Foundations of Nursing  
**Prerequisites:** “C” or better in, NSG 211T and “S” in, NSG 211A  
**Corequisites:** NSG 200A  
Using the nursing process, this course focuses on meeting basic human needs through planning and implementing nursing. This course covers beginning knowledge and skills required for nursing care of patients with commonly occurring health problems. Basic concepts of therapeutic communication are discussed. Concurrent enrollment in NSG 200A is required.

NSG 200A Foundations Clinical Lab  
**Prerequisites:** “C” or better in NSG211T and “S” in NSG 211A  
Using nursing language, students devise basic plans of care for patients. Practical application of beginning knowledge and skills required for nursing care of patients is demonstrated in both Lab and clinical settings through simulation and patient interaction. Concurrent enrollment in NSG 200 is required unless. Grading is by S or U only.
NSG 202 Nursing Pharmacology Concepts
Students will learn basic pharmacological concepts related to pharmacotherapeutics, pharmacodynamics, and pharmacokinetics. The course is organized using major drug classifications, and prototypes to illustrate drug actions, side effects, contraindications, precautions and nursing implications. The nursing process is introduced in the context of drug therapy. Other special considerations will be discussed.

NSG 204 Nrs Found & Health Assess
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
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 on successful completion of the course requirements. Concurrent enrollment in 204A is required. (Nevada only)

NSG 205 Medical-Surgical Nursing I
Prerequisites: NSG 200, and NSG 200A, or NSG 204, and NSG 204A
The course focuses on concepts relating to care of the adult in the acute care setting with commonly occurring medical-surgical problems. Emphasis of this course is on the use of the nursing process and in developing competence in providing and coordinating nursing care. Concurrent enrollment in NSG 205A is required.

NSG 205A Medical-Surgical I Clinical
Prerequisites: NSG 200, and NSG 200A, or NSG 204, and NSG 204A
Practical application of knowledge and skills required for nursing care of adult patients with commonly occurring medical-surgical problems is demonstrated in both Lab and clinical settings. Using the language of nursing, students will devise and implement care plans and teaching plans. Concurrent enrollment in NSG 205 is required unless approved by the Department Chair. Clinical Lab is graded on a Satisfactory/Unsatisfactory basis on successful completion of the course requirements.

NSG 211A Health Assessment Clinical (1.5 quarter units)
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 lab and diagnostic procedures. Concurrent enrollment in NSG 211T is required. Grading is by S or U. This course is 45 contact hours.

NSG 211T Health Assessment (3 quarter units)
Prerequisites: Admission to nursing program and completion of required general education preparation with a minimum GPA 2.75
Recommended Preparation: Nursing Student Group
This course covers holistic health assessment as the basis for nursing intervention and practice, interviewing skills, health history, physical examination, cultural variations and lab and diagnostic procedures. Concurrent enrollment in NSG 211A is required. This course is 30 contact hours.

NSG 304 Pharmacology in Nursing
Recommended Preparation: Nursing Student Group
This course will present an overview of pharmacokinetics and pharmacodynamics of drugs, as well as drug classifications. Current issues in drug legislation, design, manufacturing and marketing will be explored. Emphasis will be placed on the role of the professional nurse in medication administration, including both expected and unexpected effects of drugs on patients.

NSG 310 Professional Nursing Values
Recommended Preparation: Nursing Student Group
This course provides an introduction to fundamental values as a foundation for professional nursing practice. It provides an understanding of key components necessary for demonstration of professional value-based behaviors. The concept of caring will be examined through the values of altruism, autonomy, human dignity, integrity and social justice.

NSG 314 Child-bearing Family Nursing
Prerequisites: “C” or better in NSG 205 and “S” in NSG 205A
Recommended Preparation: Nursing Student Group
This course focuses on the health care needs of parents and newborns during the childbearing experience. Introducing the concept of the family as a unit, emphasis is placed on the variations in health care due to behavioral, life cycle, physiological, cultural, and environmental factors. Concurrent enrollment in NSG 314A is required.

NSG 314A Child-bearing Family Clinical
Prerequisites: “C” or better in NSG 205 and “S” in NSG 205A
Recommended Preparation: Nursing Student Group
This course covers practical application of knowledge and skills required for nursing care of families in the childbearing period. Using the language of nursing, students will care for the family as a unit, considering behavioral, life cycle, physiological, cultural and environmental factors. Concurrent enrollment in NSG 314 is required unless approved by the Department Chair. Clinical Lab is graded on a Satisfactory/ Unsatisfactory basis on successful completion of the course requirements.

NSG 315 Pediatric Nursing
Prerequisites: NSG 314, and NSG 314A
Continuing examination of the family as a unit, this course focuses on the health care needs of families with children. Emphasis is placed on the variations in health care due to behavioral, life cycle, genetic, cultural, and environmental factors. Concurrent enrollment in NSG 315A is required unless approved by the Department Chair.

NSG 315A Pediatric Nursing Clinical
Prerequisites: NSG 314, and NSG 314A
This course covers practical application of knowledge and skills required in nursing care for families with children. Using the language of nursing, students will care for the family with children as a unit, considering behavioral, life cycle, genetic, cultural and environmental factors. Concurrent enrollment in NSG 315 is required unless approved by the Department Chair. Clinical Lab is graded on a Satisfactory/ Unsatisfactory basis on successful completion of the course requirements.

NSG 320 Medical-Surgical Nursing II
Prerequisites: “C” or better in NSG 315 and “S” in NSG 315A
Recommended Preparation: Nursing Student Group
This course focuses on concepts relating to care of the adult in the acute care setting with medical-surgical problems. In addition, urgent and critical nursing care responses to symptomatology are addressed. Emphasis is on refining use of the nursing process to
provide nursing care for individuals with specific health care needs/problems. Concurrent enrollment in NSG 320A is required unless approved by the Department Chair.

**NSG 320A Medical-Surgical II Clinical**
**Prerequisites:** C" or better in NSG 315 and "S" in NSG 315A  
**Recommended Preparation:** Nursing Student Group  
Practical application of knowledge and skills required for nursing care of adult patients with commonly occurring acute/critical medical-surgical problems is demonstrated in both Lab and clinical settings. Concurrent enrollment in NSG 320 is required unless approved by the Department Chair. Clinical Lab is graded on a Satisfactory/Unsatisfactory basis based on successful completion of the course requirements.

**NSG 325 Psychosocial Nursing**
**Prerequisites:** C" or better in NSG 320 and "S" in NSG 320A  
**Recommended Preparation:** Nursing Student Group  
This course demonstrates the relevance of psychosocial nursing concepts to all areas of professional practice. It provides a conceptual integration of the nursing process, theories, and research from the biopsychosocial sciences and humanities to promote mental health and provide care to elderly people and people with mental disorders. Concurrent enrollment in NSG 325A is required.

**NSG 325A Psychosocial Nursing Clinical**
**Prerequisites:** "C" or better in NSG 320 and "S" in NSG 320A or see specific degree  
**Recommended Preparation:** Nursing Student Group  
Practical application of knowledge and skills required for nursing care of older adult and mentally ill patients with commonly occurring problems is demonstrated in both Lab and clinical settings. Concurrent enrollment in NSG 325 is Clinical Lab is graded on a Satisfactory/Unsatisfactory basis based on successful completion of the course requirements.

**NSG 332 Evidence-Based Practice**
**Prerequisites:** BST 332  
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 340 Nursing Leadership/Management**
**Prerequisites:** "C" or better in NSG 325 and "S" in NSG 325A  
**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. Concurrent enrollment in NSG 340A is required unless approved by the Department Chair.

**NSG 344A Nursing Leadership Practicum**
**Prerequisites:** 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. The student will analyze organizational, legal, and interpersonal principles within the health care setting.

**NSG 410 Community: Population Focus**
**Prerequisites:** NSG 411  
A study of community health nursing concepts as they apply to the health of individuals. Explores the nursing care of individuals in the community using primary, secondary and tertiary models of therapeutic intervention. This course includes a required clinical practicum.

**NSG 411 Community Health Frameworks**
**Prerequisites:** NSG 412  
A study of providing nursing care to families in the community using community health nursing concepts. Explores nursing care using primary, secondary and tertiary models of intervention. This course includes a required clinical practicum.

**NSG 432 RN-BSN Nursing Management**
**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 area.**

**NSG 440 Pharmacology for Nurses**
**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 442 Nursing Research**
**Prerequisites:** NSG 322
This course introduces students to quantitative and qualitative research in nursing by reviewing, evaluating and critiquing current research studies which use a variety of designs. Throughout the course, an emphasis will be placed on the philosophical underpinnings of the quantitative and qualitative research paradigms as well as the use of research in nursing practice.

**NSG 435 Cooperative Clinical Practicum**
Prerequisites: 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, NSG 211T, NSG 211A, NSG 304, NSG 200, NSG 200A, NSG 205, NSG 205A, NSG 320, and NSG 320A.
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**
This course introduces nursing professional issues. Key concepts include: Scope and standards of nursing practice, social policy in nursing, ethics, regulation and legal issues in professional practice. Students begin study of patient safety, holistic and patient centered care concepts, and are guided to begin their development of a professional identity.

**NSG 445 Quality Improvement/Proj Mgmt**
Prerequisites: 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**
Prerequisites: BST 322, NSG 332
Corequisites: 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.

**NSG 600 Advanced Practice Nursing**
This course explores the role of the Advanced Practice Nurse within a changing health care environment, focusing on role theory and role development related to advanced practice. Leadership skills are developed for independent practice and collaboration within multidisciplinary professional and organizational frameworks.

**NSG 601 Issues & Trends in Healthcare**
This course analyzes current issues and trends in healthcare organization, management and delivery. Managed care concepts and integrated delivery models within the continuum of care and the community are evaluated. Influences of human diversity, social and ethical issues are considered in relation to the advanced practice nurse and the recipient of care.

**NSG 620 Theory in Advanced Practice**
Recommended: Prior completion of: NSG 601
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 use inductive and deductive strategies to develop a theoretical framework linking relevant phenomena within their advanced practice setting.

**NSG 650 Foundations of Informatics**
This course applies health information systems (IS) and information technology (IT) to advanced practice nursing, including how IT/IS may be utilized to impact clinical outcomes and the delivery of care through knowledge acquisition, processing, generation, dissemination and feedback.

**NSG 651 Innovations in Health IT**
This course introduces technology innovation in healthcare, emphasizing factors necessary to choose and implement the technology.

**NSG 652 Informatics/EHR Meaningful Use**
This course introduces electronic health record (EHR) and communication systems and the application of Meaningful Use criteria to optimize care coordination and nursing processes. Students explore care delivery innovations through nursing practice across multiple care settings and specialties using a patient-centric model.

**NSG 653 Clinical Decision Support**
This course presents effective strategies for the identification, acquisition, analysis, application and evaluation of clinical decision support (CDS) tools and interventions.

**NSG 654 Nursing Quality Improvement**
This course presents the systems approach to principles and methods of healthcare quality management practice, including issues, tools, models, data analysis, strategic planning, continuous quality improvement process, healthcare quality initiatives and standards.

**NSG 655 Nursing Informatics Leadership**
This course presents strategies for leading nursing staff in the use of Information Technology in nursing practice. Processes for initial and ongoing IT utilization will be examined from needs assessment through continuous quality evaluation.

**NSG 690 Research and Evaluation Method**
This course develops advanced research and evaluation knowledge and skills to answer clinical questions arising in the role of the advanced practice nursing. Research designs using qualitative, quantitative, action research and evaluation methodologies are presented. Students learn to incorporate new knowledge to improve health care, initiate change, and advance nursing practice. Students will develop a proposal to address a research problem/question related to practice.

**NSG 691 Nursing Capstone**
This capstone project addresses a relevant problem in advanced practice nursing. Planning and completion of either a data-based research project or a scholarly and creative activity related to a relevant specialization within advanced practice nursing. The course will be offered over a 2-3 month period.

**ODV – Organizational Development**

**ODV 410 OD, Career Systems, & Training**
A survey of organizational development, career systems, and training and development practices. The course explores and defines the origin and interrelationship of the three areas under the auspice of Human Resource Development. The exploration examines these areas as they relate to helping practitioners achieve organizational goals and increase effectiveness. Students learn about both theory and practice as it relates to their ability to assist individuals while seeking greater consonance between individual, group, and organizational change and growth.

**ODV 420 Intro to Organizational Behavi**
An introduction to the impact that individuals, groups, and structure have on behavior within organizations for the purpose of applying such knowledge toward improving an organizations effectiveness. The course will focus on work-related behavior with an emphasis on individual and group performance as it relates to organizational productivity and processes. A central theme will be the development of “people” skills to help all employees- staff, front-line supervision, and management- improve their effectiveness.

**ODV 600 Theory & Practice of OD**
The course overviews how, why, and when to integrate the behavioral sciences with human resource management principles to increase individual and organizational effectiveness. Students will analyze, evaluate, and design relevant theories as they relate to practical application in the workplace.

**ODV 601 Integrating Performace Mgt, Te**
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 & Development**

Employee development is the responsibility of the line manager, the human resources professional, and the employee. This course provides essential managerial-level comprehension of training theory and its practical applications in the business and management environment. Students learn the functions and duties of training: trainer/developer, the identification and assessment of training needs, program design and development, selection of delivery methods and means of instruction, the implementation of training programs, and evaluation. The course integrates training and development, organizational development and career development, critical components of Human Resource Development.

**ODV 608 Research Sem in Current Issues**

This course is focused on a selected combination of published empirical research and current issues in organizational development interventions and strategies. Articles for discussion will be drawn from journals and popular press in several fields, including economics, the behavioral sciences, management science, business administration, and elsewhere as they relate to the practice of organizational development interventions and techniques. Faculty will guide students through written review of research and current practices, and seminar discussions in order to assist the HRM and ODV Professional in their service as a change agent to company management.

**ODV 610 Adv Studies in Org Behavior in**

An in-depth review of current organizational behavior issues in the areas of workforce planning and performance management is covered as it relates to employee diversity. Using case studies, the course provides an integrated perspective of theory and practical aspects of interpersonal and group communication, organizational structures and system, and employee performance in the diverse workplace.

**PAC – Patient Advocacy**

**PAC 600 Seminar in Patient Advocacy**

Analyze developments in U.S. healthcare, specifically the growth of medical professions and institutions and current practice and ideology in healthcare. Investigate disease definitions, treatments, and how disease outbreaks expose societal beliefs, biases.

**PAC 670 Patient Advocacy in Action**

*Prerequisites: PAC 600*

Develop assessment and planning skills to problem-solve and utilize information and research for patient advocacy. Participate in field visits and develop an advocacy project designed to advance understanding of health-related needs in a community or population of interest. Analyze how allied health professionals collaborate to improve health care. Two-month course.

**PAD – Public Administration**

**PAD 100 Public Policy & Admin Basics**

A survey course of the crucial elements of the contemporary field of public administration. It includes vocabulary, critical concepts, history and development and the field, major theories and theorists and principal sub-fields of public administration. It presents the student to program resources: develop critical thinking, reasoning skills, and permit students to investigate this field.

**PAD 115 Leadership Skills in the Public**

This course examines the theories of administrative leadership and the strategic application of leadership skills in an urban-government environment. In addition, students will review current approaches to organizational excellence and its applicability to urban-government leadership.

**PAD 205 Research Methods in Public Adm**

The purpose of this course is to acquaint students with major research and analytical techniques used in public policy and administration. The course is intended to both promote an understanding of the theories and approaches to public administration research and to assist the student to acquire a working knowledge of the skills involved in research analysis.

**PAD 400 Intro to Public Administration**

A general survey course of the theory and practice of public administration, its legal and constitutional foundation and the role of the public administrator in public policy. The context of the discussions are based on the current issues facing administrators.

**PAD 401 Public Policy Development**

This course discusses the public policy issues facing communities and the role of the public administrator in implementing policy. Examines the role of community action groups in developing and influencing policies. Evaluates the impact of policy decisions on communities and the ethical issues surrounding decisions.

**PAD 402 Urban Environments**

This course explores the role urban environments play in a nation. Discusses the issues unique to cities and large metropolitan areas and the role of governments and public agencies in addressing the issues. Discusses the ethical issues facing public administrators in dealing with urban and rural environments.

**PAD 403 Government Relations**

This course is an exploration of how to communicate with citizens in a positive and helpful fashion. Discusses how to interact with community groups and the press and how to promote public understanding of, and support for, government activities.

**PAD 404 Nonprofit Management**

The course discusses the theories and roles of nonprofits in public administration. It explores the relationships between nonprofits and the public sector, and sources of revenue. Discusses the public policies towards the nonprofit sector and the social issues surrounding the sector.

**PAD 405 Senior Research Project**

*Prerequisites: Satisfactory completion of 36qu of BPA major coursework*

Supervised senior project undertaken by students of public administration when they have completed all core courses in the program. Coordinated by full-time faculty and chaired by a public administration faculty member chosen by the student from previous courses taken within the program. Students select a viable topic in public administration and research and then meet with their chair once a week for two months. Upon completion, students present their project to chair, other faculty and peers in an open forum. Accelerated study is not permitted with this course. PAD405 is two months in length. Students who do not complete the Senior Project within the two-month period are eligible, at the discretion of the instructor, to receive a grade of “IP” with a maximum of a one-time, six-month extension. Students who do not complete the project at the end of the extension period will need to retake the course. Grading is by H, S, or U only. Course is eligible for an “IP” grade.

**PAD 620 Foundations of Public Admin**

A general survey course covering the role of the public sector manager in American society today. Studies current issues and leading concepts in the field of non-profit management.

**PAD 622 Seminar in Urban Affairs**

An examination of influences affecting decisions in the urban political arena. Covers segments of the community that impact the decision-making process (i.e., employee
groups, labor influences, community groups, media and other special interests). Examines the relationship between intergovernmental agencies.

**PAD 625 Public Personnel Policy**
An examination of the important aspects of personnel management in government, including civil service procedures, affirmative action, employee motivation and organizational development.

**PAD 627 Quantitative Methods**
A practical study of graphical methods and statistical procedures specifically aimed at presenting, interpreting and solving problems related to public administration.

**PAD 628 Ethics**
Role, values, and issues of public management in democratic governance, citizen participation, power structures, and professional codes of conduct.

**PAD 631 Urban Planning & Redevelopment**
An examination of historical development of urban planning practices and concepts, general plans and their elements in the urban community. Also discusses the use of technology in planning. Students must complete a minimum of five Public Administration courses prior to taking this course.

**PAD 632 Finance Mgt & Grant Admin**
An exploration of current governmental fiscal management techniques and issues. Examines various types of financial and technical assistance to quasi-governmental and non-profit management organizations.

**PAD 640 Public Finance**
An overview of the fundamental microeconomic analysis of policy issues in public finance, emphasizing taxation. Major topics include public good and externalities, tax incidence and equity and fiscal federalism.

**PAD 641 Local Government Budgeting**
A comprehensive, straightforward look at local government budgeting. Topics deal with include the advantages and disadvantages of various approaches to revenue projection, the collection and review of departmental proposals, the development of capital budgeting policy and other budgeting tasks. Also considered are budget implementation, accounting and financial reporting. A variety of methods for maintaining budgetary balance, preventing overspending and dealing with contingencies are presented and discussed.

**PAD 642 Public-Private Financing**
An examination of financing partnerships between private businesses and public agencies such as school districts, college and university institutions and city and state governments. The course focuses on the design and construction of needed public facilities and the sponsoring of commercial redevelopment projects. Case studies provide detailed coverage of the complex process involving in taking a real estate project from conceptualization through construction.

**PAD 643 Contract Negotiations**
An analysis of bargaining and negotiation principles and practices in the public sector. The course focuses on the financial issues of contract negotiations and labor relations. Case studies, simulation exercises, research projects and group discussions complement the presentation of theory and practical experience in developing effective negotiation skills.

**PAD 644 MPA Project**
A project where students work in teams or individually under the guidance of an assigned faculty advisor. Students clarify research topics and identify data sources in preparation for the project. Students then gather data and present their research in both written and oral form to faculty and classmates. Grading is H, S, or U only. PAD 644 is two months in length.

**PED – School Psychology**

**PED 504 School Psychology Orientation (1.5 quarter units)**
An exploration of the field of School Psychology and its suitability as a personal career choice. Emphasis is on an understanding of the multiple roles of school psychologists that includes counseling, coordination and collaboration. Field experiences, using interviews and observations, will give students insight into their future vocations. Emphasis is placed on oral and written communication, and observational skills. Practicum experience is required. Grading is by S or U only.

**PED 625 Research Methods in Education Prerequisites: PED 665**
An introductory educational research course designed to provide knowledge, skills, and dispositions required for students to understand and demonstrate quantitative and qualitative research. Emphasis is on the knowledge and skills required to be a competent consumer and producer of educational research.

**PED 637 School Psychology Research Prerequisites: PED 625**
This course will provide knowledge and skills required to generate and evaluate research relevant to School Psychology. School Psychology candidates prepare a research proposal, obtain appropriate approval, conduct the study and prepare an oral and written report. Maximum length of time is 12 months. Grading is by H, S, or U only. Course is eligible for an “IP” grade.

**PED 652 Child Psychopharmacology Prerequisites: PED 666**
Evaluates and lists the primary medications in use today; critiques pertinent research in psychiatric intervention as it relates to psychotherapy; analyzes selected issues in resolving possible conflict in treatment goals. School Psychology candidates learn to recognize signs and symptoms that might be amenable to medication. Many disorders are discussed.

**PED 665 Test and Measurements Prerequisites: PED 504**
Covers concepts of validity, reliability, norms, item analysis, and standardization; selection, administration, and interpretation of published psychological and educational tests; development of measurable goals by decision makers for various evaluation purpose, and the development and/or selection of tests, and collection of data.

**PED 666 Human Neuropsychology Prerequisites: PED 504**
Explores the theories and analysis of brain function, structure, and brain behavior relationships.

**PED 667 Developmental Psychopathology**
Addresses emotional and behavior pathology most likely to be encountered by school psychologists and School Counselors working in school settings. It examines human development, and the biological, psychosocial, and cultural variables in the etiology of these disorders. Students will become familiar with characteristics, classification, assessment and diagnosis of such disorders, as well as developmental theories and stages of human development.

**PED 670 Advanced Social Psychology**
Focuses on how individuals are affected by, in turn affect social processes. Topics include social cognition; social influences on beliefs, attitudes, attributions and identity; conformity, obedience and persuasion; culture and gender; small group influences and processes; stereotyping, prejudice, conflict, aggression and genocide; interpersonal attraction and love.

**PED 671 Cognitive Assessment Prerequisites: PED 665, PED 680**
Practice in administration, interpretation and communication of results from the assessment of cognitive abilities. Emphasis is placed on interviewing, behavioral observation, interpretation, and integrating results into case studies, as well as implementing interventions and evaluating outcomes.
PED 672 Psycho-Academic Assessment  
**Prerequisites: PED 671**  
The course introduces School Psychology candidates to the administration, interpretation, and communication of results from psycho-academic tests. Focus is on achievement and process measures, as well as the development of curriculum-based assessment. Continued emphasis on interviewing, behavioral observation, interpretation, integration of results, implementing interventions, and follow-up.

PED 673 Social/Emotional Assessment  
**Prerequisites: PED 672**  
This course will support understanding in the knowledge and competencies that are required for proper administration and interpretation of standardized measures and other research-based evaluations of emotional and behavioral conditions.

PED 674 Special Populations Assessment  
**Prerequisites: PED 673**  
Emphasizes eligibility for special education that includes assessment of preschool children, diagnosis of disabling conditions, remediation and IEP development. The course provides an introduction to the assessment of low incidence populations such as Visually Impaired, Deaf and Hard of Hearing, Autistic Spectrum Disorders, Physically Impaired, Traumatic Brain Injured and Dual Sensory Impaired.

PED 675 Alternative Assessment  
**Prerequisites: PED 674**  
The course focuses on alternative assessment techniques, diagnosis of disabling conditions, and eligibility for special education, remediation and IEP development. School Psychology candidates will discuss the role of primary language and socio-cultural variables on cognitive development, the implications of assessment on placement and integrating assessment materials for the purpose of writing psychological test reports.

PED 676 Applied Behavior Analysis  
Applied Behavior Analysis is a scientific based method of understanding human behavior and using that understanding to change socially significant behaviors. This course provides an overview of the major components – philosophical as well as applied – of Applied Behavior Analysis, including assessment and intervention design.

PED 677 Curriculum Interventions (1.5 quarter units)  
The focus of this class is to introduce School Psychology School Psychology candidates to a conceptual framework for assessing and evaluating a wide range of academic concerns within a problem solving approach using nontraditional academic assessment techniques and an RTI model.

PED 678 Practicum in School Psychology  
**Prerequisites: PED 673, PED 671, PED 672**  
The purpose of the school-based practicum is to provide School Psychology candidates with an orientation to school and community professionals as well as to clarify the role of the school psychologist. Candidates are placed in a school setting and attend a university-based seminar. Placement consists of 450 hours. Grading is by S or U only.

PED 680 Roles, Issues and Ethics  
Introduction to professional, ethical, legal, theoretical, and practical aspects of School Psychology. School Psychology candidates will examine the roles and responsibilities of school psychologists, professional organizations, and associations. Historical and social context along with emerging professional issues and directions are included. National Standards and ethical guidelines for practice are examined.

PED 682 Program Evaluation  
This course focuses on history and foundations of program evaluation, to perform a needs assessment, variety of program evaluation methodologies, and evaluation of current empirically-based programs that address student needs. School Psychology candidates will learn skills necessary to implement a program to meet the needs of the schools they are servicing.

PED 685 Internship Seminar  
**Prerequisites: Students must have completed all program prerequisites, completion of PED coursework, 450 hours of practicum and have permission of the faculty advisor**  
Students will review the knowledge, skills, and standards of the graduate program in school psychology in final preparation for their employment as professional school psychologists. Students will prepare for the ETS Praxis examination, complete their program portfolios, and present their school project as part of this course. Grading is H, S, or U only.

PED 687 School Psych Internship I  
**Prerequisites: Students must have completed all program coursework, must be enrolled in their internship and have permission of the faculty advisor**  
Students will review the knowledge, skills, and standards of the graduate program in school psychology in final preparation for their employment as professional school psychologists. Student will prepare for the ETS Praxis examination, complete their program portfolios, and present their school project as part of this course. Grading is H, S, or U only.

PED 688 School Psych Internship II  
**Prerequisites: Students must have completed all program coursework, must be enrolled in their internship and have permission of the faculty advisor**  
Students will review the knowledge, skills, and standards of the graduate program in school psychology in final preparation for their employment as professional school psychologists. Student will prepare for the ETS Praxis examination, complete their program portfolios, and present their school project as part of this course. Grading is H, S, or U only.

PED 689 School Psychology Intern II  
**Prerequisites: Students must have completed all program coursework, must be enrolled in their internship and have permission of the faculty advisor**  
Students will review the knowledge, skills, and standards of the graduate program in school psychology in final preparation for their employment as professional school psychologists. Student will prepare for the ETS Praxis examination, complete their program portfolios, and present their school project as part of this course. Grading is H, S, or U only.

PED 690 School Psychology Intern II  
**Prerequisites: Students must have completed all program coursework, must be enrolled in their internship and have permission of the faculty advisor**  
Students will review the knowledge, skills, and standards of the graduate program in school psychology in final preparation for their employment as professional school psychologists. Student will prepare for the ETS Praxis examination, complete their program portfolios, and present their school project as part of this course. Grading is H, S, or U only.

PED 694 Thesis  
**Prerequisites: ILD 625 and an undergraduate or graduate statistics course. Students must have written permission of lead faculty to enroll in the course**  
This course is a supervised experience culminating in the completion of a thesis. The student prepares a research proposal, obtains Institutional Review Board (IRB) approval, conducts the study and prepares the written thesis. This class is scheduled for 2 months, meets once a week and at the end of that time a grade of “IP” will be posted then the maximum length of time is 10 additional months. Grading is H, S, or U only.

PGM – Professional Golf Management

PGM 100 History of Sport  
A survey of the history of 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.

PGM 101 Philosophy of Coaching  
A survey of basic coaching philosophies in sports. The concepts of motivation, planning,
player development, and training will be explored. Historical examples will be used to highlight the importance and development of coaching techniques.

PGM 102 Facility Operations
A survey of the principles of facility planning and operations. Analysis and discussion of the steps involved in the creation of a facility mission and the techniques and methods to develop financial forecasts and budgets will be discussed. Effective business practices and their differences in private, semi-private, and municipal facilities will be explored.

PGM 103 Acctg and Business Practices
A survey of basic accounting theory and the application of accounting principles, including the recording of business transactions and preparation of financial statements within the golf industry. Analysis and interpretation of financial data will be used to assist users in decision-making. Case studies involving financial situations presently facing golf club management will be presented.

PGM 104 Tournament Operations
An exploration into the operational development of tournaments and the rules of golf, planning and operations of tournaments, including budget, purpose, staff, facility, function, format, players, tickets, marketing, golf course preparation, prizes, media coverage, evaluation, and other logistical concerns. The history of the rules of golf and their application in tournaments and regulation play will be introduced and applied.

PGM 200 Personnel Dev & Human Relation
Prerequisites: (may only be taken by students in the Associate programs in Professional Golf Management)
Overview of human resources management and organizational development activities including employment, interviewing, career systems, compensation, benefits, training, organizational change, performance evaluation, discipline and employee assistance, labor relations, affirmative action and equal employment opportunity considerations, and health and safety.(may only be taken by students in the Associate of Arts, Concentration in Professional Golf Management)

PGM 201 Hospitality & Resort Mgmt
Planning for the management of personnel, including the recruitment, selection, and evaluation of employees in the hospitality industry. This course will discuss resort management in the golf industry and how to address situations in day to day business.

PGM 202 Sustainable Golf & Turf Mgmt (6 quarter units)
Prerequisites: (may only be taken by students in the Associate programs in Professional Golf Management)
A survey of basic science behind turf management and the application of sustainable technologies in golf facility management.

PGM 203 Instruction & Player Dev
An advanced look at the techniques employed by instructors to develop advanced players. This course will focus on mechanics, learning style, habits, fitness, and motivation utilized by the world’s best teachers and players.

PGM 204 Sports Marketing and Promotion
Principles of sports marketing and the application of these principles to sports related organizations. The primary focus is on planning, with additional emphasis on promotions management.

PGM 210 Modern Swing Concepts
Survey on major concepts of the golf swing. Topics will range from exploring the philosophy of teaching, on course management, how fitness relates to the golf swing, and the use of technology to improve teaching.

PGM 213 Merchandising & Invent Mgmt
A survey of basic accounting, marketing, and inventory management theory. The course includes an analysis of an open-to-buy plan, the value of inventory management systems, successful marketing and pricing strategies, and the importance of merchandising benchmarks to evaluate financial performance.

PGM 214 Supervising & Delegating
A survey of basic managerial and leadership theory, with an emphasis on training for managers and development of leadership skills to help provide a teamwork philosophy in the workplace.

PGM 215 Facilities Ops & Green Apps
A seminar in the organizational challenges and opportunities of facility operations and environmentally sensitive practices. An examination of business practices, personnel and human resources issues, organizational behavior, technology, and current research and practices in ecological golf course management.

PGM 216 Mental Prep & Short Game
An overview of basic concepts from sports psychology as they apply to the game golf and the implementation of these concepts in all aspects of the game. An extensive exploration of the short game, including drills, mechanics, and the importance of mental preparation.

An advanced seminar into the instruction and development of intermediate and advanced players. Player development theory: the application of player development principles in teaching, and the mental aspects of the game of golf will be discussed.

PGM 444 Instruction/Player Develop.
Prerequisites: satisfactory completion of 8 core courses
Survey of major concepts on coaching, instruction, and player development. Topics will range from exploring the philosophy of teaching, how fitness relates to the golf performance, and the use of technology to improve teaching and performance.

PGM 445 Player Development II Seminar
Prerequisites: PGM 447
An advanced seminar into the development of instruction and player development. Focus of the course is on the application of instruction and player development principles, including the integration of applied sport psychology principles.

PGM 447 Prof. Golf Management Seminar
Prerequisites: PGM 444
A seminar in the principles of facility planning, operations, and management. Analysis and discussion of basic accounting theory and the application of accounting principles. The use of ethical business planning in the creation of a facility mission and the techniques and methods to develop financial forecasts and budgets will be discussed. Effective business practices and their differences in private, semi-private, and municipal facilities will be explored.

PGM 448 Senior Project in PGM
Prerequisites: satisfactory completion of ALL Major requirements
A two-month course in professional golf management. Students will use real-world experiences as a laboratory for understanding, developing, and advancing the principles of professional golf management.

PGM 483 Coaching, Instruction, and Pla
This class will survey the major concepts on coaching, instruction, and player development. Topics will range from exploring the philosophy of teaching, on course management, how fitness relates to the golf performance, applied sport psychology, and the use of technology to improve teaching and performance.

PGM 600 General Management
An exploration of common managerial challenges in the oversight of a golf facility. This course provides students with knowledge to recruit, select, train, evaluate and compensate employees. Students construct inventory management systems,
successful marketing and pricing strategies, and merchandising benchmarks to evaluate financial performance in changing market environments.

**PGM 610 Turfscience and Sustainability**
This course explores advances in systems to manage a “green” facility and the importance of sustainability in the profitability of a public, private, resort, or municipal facility. Students will critique complex decisions related to the proper maintenance of the golf facility and evaluate issues of zoning and community relations in the development and successful operation of a facility.

**PGM 620 The Business of Instruction**
This course explores the role of the instructor at a golf facility and the best practices of world class instructors. Students will apply business planning strategy and theory in designing a teaching program, recognizing the importance of technological systems that advance the teaching agenda, grant opportunities, and the core competencies of instruction.

**PGM 630 Marketing and Profitability**
This course explores the principles of sports marketing, organizational efficiency, product placement, and the role of industry and larger economic trends as they influence an organization’s marketing and operations. Students will evaluate the role of the golf industry and its core areas of equipment, instruction, real estate, tourism, food and beverage, and hotel and resort management in business decision. Students will choose a core area of the golf industry and develop a marketing strategy that incorporates sales, product/service positioning, a SWOT analysis, and the typical budget of a model facility or business.

**PGM 690 PGM Project**
A project where students work in teams or individually under the guidance of an assigned faculty advisor. Students clarify research topics and identify data sources in preparation for the project. Students will select a core area of the golf industry (equipment, instruction, real estate, tourism, food and beverage, or hotel and resort management), apply knowledge of management, financial planning and strategy, marketing, and sustainability and present their research in both written and oral form to faculty and classmates. PGM Project is two months in length.

**PHL – Philosophy**

**PHL 100 Introduction to Philosophy**
*Prerequisites: ENG 100, and ENG 101*
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 Real-World Critical Thinking**
*Prerequisites: ENG 100, and ENG 101*
This is an introductory course in formal logic. Course content focuses on syllogistic reasoning in the formulation and evaluation of deductive arguments as well as several varieties of inductive reasoning including Mill’s Methods and standard forms of scientific and causal reasoning. In addition to covering the basic concepts and practice of deductive and inductive reasoning, the course provides an introduction to the skills needed to rationally and critically evaluate common forms of fallacious thinking, verbal sleights of hand, and the use of language to distort and confuse.

**PHL 239 Study of a Major Philosopher**
*Prerequisites: ENG 100, and ENG 101*
An in-depth analysis of the writings of a major figure in the history of philosophical thought. The particular emphasis will be determined by the instructor in the context of the specific thinker chosen.

**PHL 320 World Religions**
*Prerequisites: ENG 100, and ENG 101*
Major world religions, including Hinduism, Buddhism, Confucianism, Taoism, Judaism, Christianity, and Islam, are surveyed in their historical, literary, and historical contexts. The sociology of religion is extensively addressed, and parallels in myths, rituals, conversion, and rites of passage are compared. Recent and contemporary religious trends are also addressed.

**PHL 326 Chinese Thought**
*Prerequisites: ENG 100, and ENG 101*
History of Chinese thought and religion from 5th B.C until 10th century A.D., with an emphasis on the continuing relevance of these traditions in China today. The course will focus on the following schools of thought and related religions: Confucianism, Moism, Daoism, Legalism, Buddhism.

**PHL 327 Religion of Islam**
*Prerequisites: ENG 100, and ENG 101*
This course will deal with religion of Islam and its cultural influence in Central and South Asia, Africa, and the Near East. The course will examine the roots of Islam since Mohammed and its practices, literature, social and political movements of Islam later on. The issue of gender, treatment of other religions, and current Islam will be of special emphasis.

**PHL 328 Philosophy of Science**
*Prerequisites: ENG 100, and ENG 101*
A survey of major theories of science. Considers the nature of scientific knowledge, the roots of science in our everyday cognition and behavior, the relation of theory to experimentation, the social implications of science, the relation of physical to social science and the relation of science to technology.

**PHL 330 Ethics**
*Prerequisites: ENG 100, and ENG 101*
An examination of theories of value and ideological differences in practical applications to clarify ethical differences. Course emphasizes the dilemmas of personal and professional responsibility, including business and workplace circumstances, social relationships, and political practice.

**PHL 332 Religion of Islam**
*Prerequisites: ENG 100, and ENG 101*
Mohammed and its practices, literature, social and political movements of Islam later on.

**PHL 333 Ethics**
*Prerequisites: ENG 100, and ENG 101*
An examination of theories of value and ideological differences in practical applications to clarify ethical differences. Course emphasizes the dilemmas of personal and professional responsibility, including business and workplace circumstances, social relationships, and political practice.

**PHL 334 Religion of Islam**
*Prerequisites: ENG 100, and ENG 101*
Mohammed and its practices, literature, social and political movements of Islam later on.

**PHL 335 Ethics**
*Prerequisites: ENG 100, and ENG 101*
An examination of theories of value and ideological differences in practical applications to clarify ethical differences. Course emphasizes the dilemmas of personal and professional responsibility, including business and workplace circumstances, social relationships, and political practice.

**PHL 336 Philosophy of Science**
*Prerequisites: ENG 100, and ENG 101*
A survey of major theories of science. Considers the nature of scientific knowledge, the roots of science in our everyday cognition and behavior, the relation of theory to experimentation, the social implications of science, the relation of physical to social science and the relation of science to technology.
includes interactive illustrations, explorations, and problems in major parts of General Physics: Kinematics, Dynamics, Electric current and Optics.

PLA 171 General Physics 1
Prerequisites: MTH 215, or MTH 216A, and MTH 216B
Non-calculus based general physics course. Intended for Science majors. Study of one-dimensional and two – dimensional kinematics, dynamics, statics, work, energy, linear momentum, circular motion and gravitation.

PLA 172 General Physics 2
Prerequisites: PLA 171
Non-calculus based general physics course for Science majors. Study of temperature, kinetic theory, gas laws, heat, oscillatory motion and waves, and electricity.

PLA 173 General Physics 3
Prerequisites: PLA 171, PLA 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.

PLA 181 Physics for Non-Sci Majors I
Prerequisites: 2 years of high school algebra, and MTH 204, or MTH 215, or MTH 216A, or MTH 216B
Non-calculus based general physics course for non-science majors. Study of one-dimensional and two – dimensional kinematics, dynamics, statics, work, energy, linear momentum, solids and fluids, temperature and kinetic theory, heat, vibrations and waves, and electrostatics.

PLA 182 Physics for Non-Sci Majors II
Prerequisites: PLA 181
Non-calculus based general physics course for non-science majors Study of electric current and resistance, magnetism, electromagnetic induction, optics, relativity, quantum physics, quantum mechanics and atomic physics, and nuclear physics.

PLA – Paralegal Studies

PLA 200 Legal Theory & Ethics
Introduces the law and legal system and an overview of the major areas of legal practice. Focuses on legal problem-solving, case analysis, fact pattern analysis, selected topical surveys of law, and legal ethics and professional responsibility for the paralegal.

PLA 201 English for Professionals
Teaches legal professionals to write well by examining English, composition, grammar, punctuation, and writing mechanics in the context of good legal writing. Students complete focused exercises designed to build their legal vocabulary and enable them to draft discourses.

PLA 202 Property
Examines the law relating to the various types of real-property interests and estates, methods of transferring title, recording statutes and title searches, the nature and scope of easements, leasehold interests, the rights and obligations of landlords and tenants, the law of adverse possession, and covenants regarding title.

PLA 203 Leg Res Wrtg-Persuasive Wrtg.
Develops legal research skills through focused exercises using print and computerized research. Exposes students to primary and secondary legal authorities, with an emphasis on practice and ethical rules. Develops legal writing skills by implementing the IRAC method, synthesizing various legal authorities, and applying proper legal citation.

PLA 303 Law Office Administration
Explores the organization and functioning of a law office. Topics include financial planning and management, problem-solving techniques, personnel administration, job descriptions, hiring practices, new employee orientation and training techniques, salary administration, productivity measurement, and interpersonal considerations.

PLA 311 Internship
Provides students with on-the-job experience in a private law firm, government agency, judicial setting, or corporate law department. Placements are available in a range of legal specializations. Ninety hours of fieldwork are required. Students unable to enroll in the credit course may apply for consideration as a non-credit intern.

PLA 314 Workers’ Compensation
A study of the basic principles of California Workers’ Compensation law, including eligibility, compensation coverage, medical treatment, compensation payments, permanent disability, death benefits, settlement, vocational rehabilitation, benefits, procedural matters, and the preparation of documents and forms from both the applicant and defense positions.

PLA 315 Bankruptcy Law & Procedure
A study of the substantive law of bankruptcy and its application, including voluntary and involuntary liquidations, discharge of debts, exemptions, creditors’ claims, bankruptcy courts, officers and trustees, reorganizations, Chapter 13 plans, and alternate insolvency proceedings. Emphasis is on the preparation of documents and forms.

PLA 316 Entertainment Law
A course designed to familiarize students with the legal aspects of the entertainment industry, emphasizing the role of the legal assistant in preparing and monitoring legal documents. Material covered includes documents used in the acquisition of music rights, agreements used during the production of a motion picture, analysis of distribution and exhibition contracts, financing agreements, and complete review of the “old” and “new” copyright laws.

PLA 317 Immigration Practice
This course introduces students to the law regarding citizenship, naturalization, and immigrant and nonimmigrant categories. The course also examines the grounds for removal prior and subsequent to entry, as well as relief from removal. After acquiring a foundation in the substantive law, students complete assignments designed to give them practical exposure to immigration forms and documents.

PLA 318 Remedies & Dispute Resolution
Prerequisites: PLA 202, PLX 1000X, and PLX 1002X
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, restitutory, 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
Explores civil procedure in both state and federal courts, including jurisdiction, venue, parties, pleadings, motions, and an analysis of civil-litigation strategies. Emphasizes the role of the paralegal in discovery and includes discussions of various types of discovery (including depositions, interrogatories, and demands for production of documents), the attorney-client privilege, the work product doctrine, and trial-setting matters.

PLA 329 Corporations
Covers the formation and structure of corporations, analysis of common corporate documents, initial and amended articles of incorporation, by-laws, meetings and minutes, initial stock-issuance documents, documents relating to internal management of corporate affairs, stock options, buy/sell agreements, resolutions, stock dividends and splits, and liquidation and dissolution.

PLA 333 Criminal Law
Examines criminal law, including the criminal legal system, what constitutes a crime, the elements of crimes, inchoate crimes, and criminal defenses.
PLA 335 Employment Law
This course is designed to provide the student with an introduction and understanding of the laws concerning the employment relationship including what constitutes an employee, at-will employment, termination of employees, employee rights, wage and hour regulations and employee privacy issues. This course will also provide the student with an introduction to employment discrimination laws and regulations concerning sexual harassment, race discrimination, disability discrimination and age discrimination.

PLA 404 Wills, Trusts, & Estate Planning
A study of the laws concerning intestate succession, wills, and trusts (with an emphasis on California law), the principles of federal estate and gift taxation, and the relationship of succession and taxes. Students learn how to draft wills, trusts, codicils, and trust amendments and how to do death tax projections.

PLA 407 Family Law I
The law of family relations, including the law of marriage, annulment, dissolution, judicial separation, spousal and child support, legitimacy of children, custody, adoption, the classification of separate and community property, and problems arising from the dissolution of the marital community.

PLA 413 Juvenile Law and Procedure
A study of procedural law and substantive law relating to the special status of minors in our society. The emphasis of this course is Juvenile Jurisdiction in three areas: Ineligibility, Dependency, and Delinquency. Students learn the unique aspects of representation of juveniles, including interviewing, preparation of disposition reports, and development of files of alternative treatment programs. A term project and field trips to court and various juvenile facilities develop the skills needed for a legal assistant to work in this field.

PLA 421 Family Law II
This course covers advanced issues of family law including marital settlement agreements, domestic violence, enforcement techniques, tax issues, prenuptial agreements, paternity law, the Uniform Child Custody Jurisdiction Act and the Uniform Interstate Family Support Act. Emphasis will be placed on familiarization with California Judicial Council Forms, pleading preparation, research, and internet tools.

PLA 426 Litigation II
Prerequisites: PLA 325
Focuses on the trial process in civil litigation, with a discussion of the law of evidence. Includes a review of civil procedure before trial. Students examine the role of the paralegal at trial, analyze the use of testimony by expert witnesses, and discuss the practical problems associated with the use of documentary evidence at trial. Covers settlement and negotiation strategies, trial briefs, motions in limine, and other related documents, and includes a brief overview of the law of judgments and the process of appeals.

PLA 427 Probate and Estate Planning I
Recommended: Prior completion of: PLA 404
This course covers the following: basic property concepts (the basic differences of community, quasi-community, and separate property; recognition of probate assets and non-probate assets; the differences between joint tenancy and tenancy-in-common; trust assets; fringe benefits; insurance proceeds); non-probate procedures (clearing title to joint tenancy, the various summary administration procedures, and spousal property petitions); and probate procedures (initiating administration; jurisdiction and venue; intestate succession; preparation of petition and other documents; review of will, notice requirements, Independent Administration of Estates Act, ancillary probate; and the necessity of maintaining a calendar or tickler system).

PLA 428 Probate and Estate Planning II
This course covers the following material: Asset accumulation, management, and creditors’ claims, location and marshaling of assets of the estate; preparation of inventories; function of probate referee; review of procedures for payment of debts and creditors’ claims; study of management of estate assets; sales of real businesses; and family allowance. This course also covers miscellaneous court proceedings and termination of proceedings: will contests, contract to make a will, quiet title actions, buy-sell agreements, options, redemptions, and partition. Preparation of a court accounting and petition for final distribution, discharge of representation, and statutory fees. In addition, the course will review special petitions: Petition under Probate Code Sec. 9860, petition for instructions, petition to determine distribution rights, nunc pro tunc orders, settlements, preliminary distributions, and report of status of administration of estate.

PLA 430 Corporations II
Prerequisites: PLA 329
Examines the regulation of the sale of securities (analysis of the requirements regarding the forms and supporting materials for the registration of securities for California, preparation of California exemption forms, and an overview of federal securities laws), and acquisition and merger agreements (analysis of different types of acquisitions and mergers, statutory requirements of such transactions, and the customary range of provisions that appear in such agreements).

PLA 431 Real Estate I
Recommended: Prior completion of: PLA 202
The course covers ownership of real-estate leasing (extensive analysis and preparation of residential, commercial, and industrial leases); purchase and sale of real estate (analysis and study of common documents relating to the purchase and sale of real estate, including standard broker listing agreements, deposit receipts, offers to purchase, escrow instructions, deeds, title insurance, and surveys); financing and secured transactions (study of types and provisions of security devices, including deeds of trust and land-sale contracts; review of various methods of financing, including all-inclusive deeds of trust; analysis of various provisions of security devices, including due-on-sale, subordination, reconveyance, and prepayment; and the remedies available to holders of securities devices).

PLA 432 Real Estate II
Prerequisites: PLA 431
This course covers condominiums, planned-unit developments and cooperatives (analysis of the basic law relating to these forms of ownership, the basic constituent documents and regulations by the Department of Real Estate); land-development regulation (study of zoning laws, Subdivided Lands Act and Subdivision Map Act, and the several forms relating to these regulatory schemes); and miscellaneous topics, such as mechanics’ liens, the impact of the bankruptcy laws on lenders, landlord remedies, and toxic hazardous waste considerations.

PLA 434 Criminal Law II
Prerequisites: PLA 333
Covers criminal procedure, including search and seizure, confessions and pretrial identification procedures, initial appearance, extradition, grand jury, pretrial conference, constitutional rights, sentencing, punishment, and review.

PLA 495 Objective Writing Capstone
Prerequisites: All other courses required for the major (except PLA 496) must be completed prior to enrolling in this course.
Allows students the opportunity to conduct in-depth legal research using both print and online resources. Focuses on creating an objective legal document, such as an office memorandum or scholarly legal article, suitable for publication or use as a writing sample on a job interview.

PLA 496 Persuasive Writing Capstone
Prerequisites: All other courses required for the major must be completed prior to enrolling in this course.
Allows students the opportunity to conduct in-depth legal research using both print and online resources. Focuses on creating a persuasive legal document, such as a motion, mediation brief, or appellate argument, suitable for publication or use as a writing sample on a job interview.
**PMB – Project Management**

**PMB 400 Project Management Essentials**
*Prerequisites: MGT 451*
Introduction to the concept of project management, covering the essential elements of planning a project, initiating the project, implementing the project, and the termination of the project, while emphasizing the importance of team building and leadership, as well as incorporating cost, scheduling and budgetary principles according to contractual terms.

**PMB 410 Project Planning and Control**
*Prerequisites: MGT 451, PMB 400*
Examination of the elements of project planning and control by studying each element in depth. Addresses topics such as work breakdown structure, budgets, costs, resource planning and allocation, project monitoring and reporting, and project and process control methods, as well as the termination and audit of a project.

**PMB 420 Program Management**
*Prerequisites: MGT 451, PMB 400*
Study the management of a portfolio of projects leading to organizational change, creation of a model that compares the program with other segments in an organization using benchmarks, and develops a plan that builds an infrastructure of critical chains for parallel projects.

**PMB 430 Project Accounting Fundamentals**
*Prerequisites: MGT 451, PMB 400*
Explanation of the application of cost accounting concepts to a project according to its contractual parameters. It develops alternative cost methods and outlines an approach to track and measure the progress of any project according to its contractual or planned milestones and measurement of value.

**PMB 440 Contract Management**
*Prerequisites: MGT 451, PMB 400*
Overview of the management of contracts made with customers, vendors, or partners. Contract management includes negotiating the terms and conditions in contracts and ensuring compliance, as well as documenting and agreeing to changes that may arise during its implementation of execution.

**PME – Advanced Project Management**

**PME 601 Advanced Project Management**
*Prerequisites: ENM 600, ENM 601, and ENM 602*
Introduction to the in-depth theory and practice involved in the design and management of projects. It guides students through Concept, Study, Design, and Implementation. The latest developments in the field such as intricate framework of organizational behavior and structure, global project management, project management maturity model will be covered.

**PME 602 Skills Management**
Focus on modern concepts and practical guidelines for leading people effectively and confidently towards challenging project and organizational objectives. The concepts behind dealing with diverse project teams, issues of delegation, empowerment, accountability, control, commitment, organizational linkages, alliances and intricacies of matrix management will be studied.

**PME 603 Product Management**
*Prerequisites: ENM 600, ENM 601, and ENM 602*
Coverage of three major tasks facing today’s product managers namely analyzing the market, developing objectives and strategies for the product or service in question, and making decisions about price, advertising, promotion, channels of distribution and service.

**PME 604 Project Financing Management**
*Prerequisites: ENM 600, ENM 601, and ENM 602*
Discussion of essential concepts in finance related to project management such as accounting statements and their interpretation, forecasting, risk and return, time value of money, project budgeting, and project finance management such as working capital, cash flow management, account receivables and inventory and global finance management.

**POL – Political Science**

**POL 100 Introduction to Politics**
*Prerequisites: ENG 100, and ENG 101*
A broad overview of the field of political science including main issues and central questions 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**
*Prerequisites: ENG 100, and ENG 101*
A critical introduction to the structure of American government. Topics include classical and modern democratic theories, constitutionalism and federalism; the political process, including the mass media, voting behavior and political parties and interest groups; the institutions of government; the courts, civil liberties and civil rights; and public policy. (Includes study of the Constitution)

**POL 320 Politics of Social Movements**
*Prerequisites: ENG 100, and ENG 101*
Introduction to social movements and political action, covering several theoretical perspectives on how to understand and analyze social movements in recent global history, from their origins to their demise; a global survey of the processes of social and political awareness, mobilization and development of such movements.

**POL 330 Political Theory**
*Prerequisites: ENG 100, and ENG 101*
Survey of political theory and major figures in the history of political philosophical thought. Questions concerning the role of government and the relationship between government and individuals are explored.

**POL 340 Comparative Politics**
*Prerequisites: ENG 100, and ENG 101*
A study of selected foreign states from among industrial, developing, and under developing states, and their development, organization, administration, and politics; introduces students to analytical methods used to compare political systems and governments; explores several issues, including democratization, economic development, political culture and political change.

**POL 350 International Relations**
*Prerequisites: ENG 100, and ENG 101*
A survey of the nature of the international system and the theoretical framework used by political scientists to examine it; in particular, this course focuses on the decision-making process within the international arena. International negotiation and decision-making are utilized.

**POL 360 Public Policy**
*Prerequisites: ENG 100, and ENG 101*
An introduction to the public policy process in the United States, theory and practice of process of formulating public policy, why some problems reach the public agenda and why others are rejected, examination of policy making at the national, state and local level, and public policy in foreign political systems.

**POL 400 European Politics**
*Prerequisites: ENG 100, and ENG 101*
This course provides an introduction to European politics, with emphasis on political institutions and politics of Western and Eastern European states, as well as the institutions and policies of the European Union (EU).

**POL 410 Middle Eastern Politics**
*Prerequisites: ENG 100, and ENG 101*
Historical examination of the Middle East region, focusing on the key social forces and the sources of conflict; exploration of the Israeli-Palestinian conflict in-depth and the peace process; exploration of the U.S. involvement in Iraq and elsewhere in the Middle East.
PSY 426 History of Psychology
Prerequisites: ENG 100, ENG 101, and PSY 100
Contemporary psychology derives from two main sources: (1) the rise of the scientific method and worldview in Western Europe during the modern era and (2) perennial issues in philosophy throughout its entire history in the West. This course reviews influences from both sources on the development of psychology, especially in America.

PSY 427 Biological Psychology
Prerequisites: ENG 100, ENG 101, and PSY 100
A study of the way in which the brain mediates behavior, emotion, and cognition. Topics include sensory systems, neural development, emotion, learning, memory, consciousness, reproduction, and neurological and psychological disorders.

PSY 428 Developmental Psychology
Prerequisites: ENG 100, ENG 101, and PSY 100
An examination of the developing personality, including personal identity, cognition, language, social skills, relational capacities, gender and role learning and socialization for the entire life span.

PSY 429 Intro to Personality Theory
Prerequisites: ENG 100, ENG 101, and PSY 100
The study of psychological characteristics of the individual that endure in stable form for substantial periods of time. Examines influential theories of personality and supporting research.

PSY 430 Intro to Psychopathology
Prerequisites: ENG 100, ENG 101, and PSY 100
An overview of sociocultural views and scientific theories of normalcy and deviance. The major psychological, cognitive, and behavioral disorders and their classification are examined.

PSY 431 Psychological Testing
Prerequisites: ENG 100, ENG 101, and PSY 100
An introduction to theories and principles of psychological testing and measurement and to a variety of standardized tests of intelligence, personality, achievement, interest, neuropsychology and other areas. Emphasizes the principles by which tests are constructed and validated. Also examines controversies regarding the valid, appropriate and fair use of psychological tests.

PSY 432 Social Psychology
Prerequisites: ENG 100, ENG 101, and PSY 100
A study of the responsiveness of individuals...
to various sources and forms of social influence. Major areas of study include persuasion, conformity, obedience, prejudice, attitude formation and change, social behavior, altruism, aggression and the influence of the mass media. Emphasizes social circumstances rather than variations in personal characteristics, as in personality theory.

**PSY 433 Cognitive Psychology**  
*Prerequisites: ENG 100, ENG 101, and PSY 100*  
The study of psychological functioning in the area of mental operations, largely uninfluenced by individual differences in personality or motivation. This encompasses the areas of attention, pattern recognition and other perceptual achievements, memory, problem solving, categorization and concept formation, language acquisition and use, textual interpretation and decision making.

**PSY 434 Psychological Research**  
*Prerequisites: PSY 435*  
A survey of core issues involved in scientific psychological research. Includes the study of the nature of explanation in psychology, the role of theory in research, the connection between research findings and theory, the distinction between experimental and other forms of research, the design of experiments, threats to the validity of research findings, operationalizing psychological concepts in a manner that yields quantitative data and ethical considerations in terms of confidentiality, informed consent and the possibility of doing harm to subjects.

**PSY 435 Analysis of Data in Research**  
*Prerequisites: MTH 210, PSY 100, ENG 100, and ENG 101*  
A study of how conclusions are made on the basis of submitting research data to statistical tests. The general area is called inferential or inductive statistics. Covers methods for analyzing parametric and non-parametric data, single-group and multiple-group sources of data and data derived from one source of information and multiple sources of information.

**PSY 436 Computer Apps in Psychology**  
*Prerequisites: I LR 260, and PSY 435*  
A survey of the uses of computers in psychology, including the application of computers in psychological research and the analysis of statistical packages for the social sciences. Also considers computer-aided instruction. Lecture and laboratory format.

**PSY 437 Theories of Psychotherapy**  
*Prerequisites: ENG 100, ENG 101, and PSY 100*  
A presentation of clinical theories of treatment that correspond to theories of psychopathology, personality and development already encountered in courses under such titles. Topics include specific treatment approaches, the nature of the therapeutic relationship and how it affects change and therapeutic interventions.

**PSY 438 Intro to Group Counseling**  
*Prerequisites: PSY 340A, and PSY 340B*  
A basic examination of the dimensions of group process, dynamics, and practice is the emphasis in this course. Focus is on effective strategies and procedures for facilitating group process practiced by clinicians in the counseling as well as practitioners in human services, criminal justice, behavioral analysis, business and education. Opportunities to practice effective strategies with children, adolescents, adults and the elderly will be part of classroom experiences.

**PSY 439 Counseling Diverse Populations**  
*Prerequisites: PSY 340A, PSY 340B, and PSY 438*  
An introduction to diversity and multicultural perspectives in psychology, and their impact on counseling practices. Focus will be on dimensions of culture, ethnicity, life style, religion, gender, identity development models and the effects of privilege and oppression on individuals and groups. Basic multicultural counseling competencies will be presented, with opportunities for student self-examination and practice of strategies and techniques.

**PSY 440 Sport Psychology for Coaches**  
*Prerequisites: PSY 100, PSY 302*  
This course looks at the significant developments in the history of coaching and sport psychology. Contemporary research on successful coaching will be discussed and applied to athletic performance.

**PSY 441 Global Psychology**  
*Prerequisites: PSY 100*  
Covers the history, current status and future direction of cultural psychology theory and practice in the context of globalization. A critique of the Western bias of the field of psychology and of the effects of its application to non-European-originated populations within the United States and around the world.

**PSY 442 Sem Applied Sport Psychology**  
*Prerequisites: satisfactory completion of 10 courses in the major*  
An advanced course in the application of psychological theories and research to sports and exercise behaviors. The seminar will focus upon skills in assessment, interviewing, case formulation, and interventions with athletes.

**PSY 443 Culture and Sport Psychology**  
*Prerequisites: PSY 100, PSY 302*  
This course looks at the importance of culture on the development of sports, performance, and sport psychology. Research and case studies will be used to study the importance of integrating a multicultural perspective when working with athletes.

**PSY 444 Wellness and Peak Performance**  
*Prerequisites: ENG 100, ENG 101, PSY 100*  
This course looks at the role of wellness and peak performance in athletic performance. Topics include fitness, physiology, weight management, stress management, personality, self-esteem, and motivation.

**PSY 445 Applied Sport Psychology**  
*Prerequisites: PSY 100, PSY 302*  
This course examines the application of psychological theories and research to sports and exercise behaviors. Case studies from a variety of sports will be explored to develop a set of psychological skills that can be applied across sports.

**PSY 446 Positive Psychology**  
*Prerequisites: ENG 100, ENG 101, and PSY 100*  
Historical development of positive psychology and its applications to the practice of wellness, health, and peak performance. Topics include self-esteem, relationship building, happiness, and mindfulness.

**PSY 448 History of Sport & Sport Psych**  
*Prerequisites: PSY 100, PSY 302*  
This course looks at the interrelated historical development of psychology, applied psychology, and sport psychology. Topics include the role of the scientific method and applied methods in research and practice, the role of culture in sport and sport psychology, the history of sports, and current trends in sport and applied psychology.

**PSY 449 Group Dynamics in Sport**  
*Prerequisites: ENG 100, ENG 101, and PSY 100*  
This course looks at group dynamics in team sports and coaching relationships. Topics include the use of self in groups, leadership styles in the team setting, features of a successful group or team environment, and the role of motivation in team sports.

**PSY 454 Psychology of Religion**  
*Prerequisites: PSY 100, ENG 100*  
The relationship between psychology, spirituality, and religion. Exploring the nature of religious experience, how religion and spirituality influence social and societal behaviors, and how religion and spirituality affects psychological and physical health will be examined.

**PSY 455 Psychology of Bereavement**  
*Prerequisites: ENG 100, ENG 101, and PSY 100*  
An exploration of the basic psychological concepts associated with death, dying, and bereavement. Course work will include lectures, discussions, exams, research, and experiential exercises.
**Course Descriptions**

**PSY 457 Forensic Psychology**  
*Prerequisites: ENG 100, PSY 100*  
Survey of the application of psychological knowledge or methods to a task faced by the legal system. General areas to be covered include, but are not limited to, eyewitness testimony, trial consultation and syndrome evidence.

**PSY 458 Health Psychology**  
*Prerequisites: ENG 100, ENG 101, PSY 100*  
An examination of the relationship between behavior, psychological variables, and physical illness and health. A strong emphasis is placed on health psychology theory, research and applications focused on wellness promotion and the prevention and behavioral treatment of illness.

**PSY 460 Intro to Addictive Disorders**  
*Prerequisites: ENG 100, ENG 101, and PSY 100*  
An overview of the nature of addictive disorders, including the various theories regarding etiology, development and psychopathology of such disorders. Also covers the etiology, diagnosis, assessment and treatment of compulsive gambling and nicotine addiction.

**PSY 480 Senior Project**  
*Prerequisites: All other courses required for the major must be completed prior to enrolling in this course.*  
Development of a major cumulative paper integrating what students have learned in the program with an applied area of student interest. Covers empirical or theoretical study of specific topics in psychology with an emphasis on independent and creative activity. Students will be required to submit a portfolio for evaluation at the onset of the course. Students must earn a grade of “C” or better or must repeat the course.

**PSY 485 Sport Psychology Sr. Project**  
*Prerequisites: satisfactory completion of ALL Major requirements*  
A two-month course in applied sport and peak performance psychology. An applied exploration of how the mind influences performance in sports, business, health, and wellness. Students will use real-world experiences as a laboratory for understanding, developing, and advancing the principles of applied sport psychology.

**PSY 491 Guided Study for Honors Studen**  
*(variable units)*  
*Prerequisites: Satisfactory completion of core courses with a GPA of 3.75 or higher*  
In this capstone course students will design a research project under the direction and supervision of a faculty member. The research project will include data gathering, data analysis and interpretation of data and will be written in APA style and format. Grading is H, S, or U only.

**PSY 501A Foundations in Counseling I**  
*Prerequisites: Bachelor’s Degree in Psychology, or PSY 501A, and PSY 501B*  
A study of the essential principles and theories of psychology. Topics include social, developmental, and cognitive psychology. Grading is S/U only.

**PSY 501B Foundations in Counseling II**  
*Prerequisites: Bachelor’s Degree in Psychology, or PSY 501A, and PSY 501B*  
A study of the essential principles and theories in psychology. Topics include an overview of biological psychology, personality theory, and abnormal psychology. Grading is S/U only.

**PSY 602 Sport/Performance Psychology**  
*Prerequisites: Bachelor’s Degree in Psychology, or PSY 501A, and PSY 501B*  
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**  
*Prerequisites: Bachelor’s Degree in Psychology, or PSY 501A, and PSY 501B*  
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**  
*Prerequisites: Bachelor’s Degree in Psychology, or PSY 501A, and PSY 501B*  
This course examines how the principles of performance psychology can be applied to corporate settings. Themes include proper employee selection, training and development, guided change, leadership, morale, organizational behavior, and work/family issues.

**PSY 605 Lifespan Development**  
*Prerequisites: Bachelor’s Degree in Psychology, or PSY 501A, and PSY 501B*  
This course examines the theories of development as applied to the clinical assessment, diagnosis, and treatment of children, adolescents, adults, and older adults. Areas considered will include diversity, gender, and multi-cultural issues as well as identifying normative developmental transitions and their differentiation from deviant developmental patterns.

**PSY 606 Motor Behavior**  
*Prerequisites: Bachelor’s Degree in Psychology, or PSY 501A, and PSY 501B*  
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 608 Evidence-Based Practice**  
*Prerequisites: Bachelor’s Degree in Psychology, or PSY 501A, and PSY 501B*  
Examination of the concepts and controversies in evidence-based practice approaches to the evaluation of the effectiveness of psychotherapy. It covers the methods of assessing effectiveness, information research skills, and integration of various kinds of evidence relevant to the conduct of psychotherapy using critical thinking skills.

**PSY 609 Psychopathology**  
*Prerequisites: Bachelor’s Degree in Psychology, or PSY 501A, and PSY 501B*  
This course explores relevant theory and research on the etiology and treatment of psychological disorders. Students are encouraged to critically evaluate the role of neurobiology, culture, and social context in the evaluation of mental disorders.

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

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

**PSY 611B Counseling Paradigms II**  
*Prerequisites: Bachelor’s Degree in Psychology, or PSY 501A, and PSY 501B*  
This course focuses on integrating and applying the full range of theoretical models used in psychotherapy. Students gain practical experience with both process and content issues through in-class role playing and demonstrations and receive both instructor and peer feedback. Grading is H, S, or U only.

**PSY 612A Clinical Assessment I**  
*Prerequisites: Bachelor’s Degree in Psychology, or PSY 501A, and PSY 501B*  
This course covers the assessment and diagnosis for Anxiety, Psychotic, Personality, Dissociative, and Sexual and Gender Identity 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 614 Counseling in Performance Psy**
This course offers an overview of major theoretical counseling orientations and techniques and their application in performance psychology settings. Emphasis is on basic interviewing, assessment, and counseling skills that facilitate the helping process through integration of various theoretical models.

**PSY 615 Fieldwork**
The fieldwork experience or internship provides practical application of performance psychology principles in a professional setting. A thesis consisting of the written report of an investigation or of a successful fieldwork project is required. This project must be initiated, executed, and reported by the student under the supervision of the faculty. The student must consult the lead faculty prior to beginning the fieldwork experience.

**PSY 616 Counseling Theories**
Overview of major theories of counseling as they are applied to psychotherapy. Students are expected to acquire and practice knowledge and skills related to development of a good therapeutic relationship and the therapist’s role in promoting communication, insight, and behavior change within the therapeutic setting.

**PSY 617A Family Systems**
Part one of a two-part sequence. A comprehensive examination of the family as a social institution and how it shapes the course of human development. The student is exposed to models and systems of family development, the multifaceted dynamics of intrafamily relationships, and interactions of the family with various elements of the sociocultural environment. Attention is also focused on family interaction patterns, including communication processes, power relationships, open and closed family systems, parent-child relationships, and conflict resolution processes.

**PSY 617B Advanced Family Systems**
Prerequisites: PSY 617A
Part two of a two-part sequence. Examines the various structures and roles of families, and explores what kinds of supports families need to optimize their successful functioning. Students increase efficacy in utilizing genograms as a clinical assessment and intervention tool in helping to strengthen families. Students examine cultural context in which relationship problems are understood and from which solutions emerge. Emphasis will be on creating, selecting, and applying appropriate intervention tools from across the micro-macro spectrum, including those developed in other parts of the world.

**PSY 623 Diagnosis and Assessment**
Explores the realm of mental illness from the perspectives of etiology, diagnosis, and treatment. Covers relevant contextual issues often considered to be related to etiology and treatment. These include neurobiology, culture, family and development. Also covers post-modern considerations regarding pathology and treatment.

**PSY 623A Clinical Assessment I**
Recommended Preparation: MA Counseling Psychology Student Group
Explores the realm of mental illness from the perspectives of etiology, diagnosis, classification and treatment. Covers relevant contextual issues often considered to be related to etiology and treatment. These include neurobiology, culture, family and development. Also covers post-modern considerations regarding pathology and treatment. These two courses introduce students to central features of psychotherapy and assessment, with a particular focus on adult psychotherapy. Students are expected to acquire and practice knowledge and skills related to development of a good therapeutic relationship, assessment, including DSM diagnoses and case formulation; treatment planning which links case formulation, theory, and clinical research outcomes to the methods and goals of psychotherapy; and the therapist’s role in promoting communication, insight, and behavior change within the therapeutic setting.

**PSY 623B Clinical Assessment II**
Prerequisites: PSY 623A
Explores the realm of mental illness from the perspectives of etiology, diagnosis, classification and treatment. Covers relevant contextual issues often considered to be related to etiology and treatment. These include neurobiology, culture, family and development. Also covers post-modern considerations regarding pathology and treatment. These two courses introduce students to central features of psychotherapy and assessment, with a particular focus on adult psychotherapy. Students are expected to acquire and practice knowledge and skills related to development of a good therapeutic relationship, assessment, including DSM diagnoses and case formulation; treatment planning which links case formulation, theory, and clinical research outcomes to the methods and goals of psychotherapy; and the therapist’s role in promoting communication, insight, and behavior change within the therapeutic setting.

**PSY 624 Assess Techniques for MFT**
Recommended Preparation: MA Counseling Psychology Student Group
Acquaints students with the various information-gathering techniques used in clinical practice for the purposes of diagnosis and treatment planning. Emphasizes building conceptual and practical bridges between initial presenting symptoms, diagnosis and treatment planning.

**PSY 624A Testing and Assessment**
Acquaints students with the 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 625 Counseling Techniques and Prac**
Overview of major theoretical concepts, techniques, and their applications the therapeutic setting. Emphasis is on basic interviewing, assessment, and counseling skills that facilitate the helping process through integration of various theoretical models.

**PSY 626 Human Sexuality**
An exploration of human anatomy, physiology, sexual response cycle and the current theories and techniques used to treat sexual dysfunction. Provides students an opportunity to develop skills with these techniques and confront personal biases. Covers issues such as lifestyle, gender choice, gender roles, stereotyping, religion, contraception, HIV, AIDS and physical challenges.

**PSY 627 Legal & Ethical Issues**
This course examines the laws and professional codes of ethics pertaining to the practice of counseling and psychotherapy: How legal and ethical issues impact the profession of counseling with an emphasis on current California law is discussed.

**PSY 627A Legal and Ethical Issues**
Examines the professional laws and ethics pertaining to the practice of counseling and psychotherapy, with an emphasis on the laws and ethics pertaining to the practice of professional counseling, the content of these legal and ethical codes, and the underlying principles involved.

**PSY 628 Group Therapy**
A comprehensive study of the major approaches, techniques and interventions used in group psychotherapy. Also emphasizes dynamics of group process including the types, stages and formation of groups.

**PSY 629 Lifespan Development**
An examination of developmental theories from childhood through old age as they relate to the practice of psychotherapy. Areas considered will include diversity, gender, and
multi-cultural issues as well as identifying normative developmental transitions and their differentiation from deviant developmental patterns.

PSY 629A Adulthood and Aging
An opportunity to examine major topics in adult development and aging as they relate to the practice of psychotherapy. Includes developmental challenges and tasks unique to adult life, theories which assist in understanding the adult xperience, issues related to work and career and the impact aging has on individuals and society.

PSY 632A Family Therapy
This course provides a comprehensive review of the theories, strategies, techniques, and critical issues involved in clinical work with families. This course will discuss various treatment approaches including an emphasis on evidence-based, recovery, and resilience-based approaches. Students will have the opportunity to role play family sessions.

PSY 632B Couples Therapy
This course provides a comprehensive look at the theories, techniques, and critical issues involved in treating couples. It will provide a focus on major approaches to the treatment of married and unmarried couples, including resilience and recovery models, as well as a survey of research on marriage and marital therapy. Students will have an opportunity to practice counseling sessions with couples in a role-play format.

PSY 635 Childhood and Adolescence
A seminar focusing on the application of developmental theories and research to the clinical practice of assessment, diagnosis and treatment of children and adolescents. Considers all areas of the developmental process will be considered in addition to issues surrounding diversity, gender and other relevant contexts. Addresses differences between normal developmental transitions, adjustment reactions to life events and/or trauma and deviations in development.

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

PSY 637 Cultural Competencies
Exploration of the role of culture in concepts of mental health practice. Students will examine how their own cultural background frames their understanding of themselves and others. Family heritage, culturally informed assessment and treatment, and the limitations of the dominant Eurocentric psychological world view to diverse populations is explored.

PSY 642 Relational Violence
An examination of child abuse, battering partners and abuse of the elderly as issues rooted in relationships of one form or another. This course covers classical, modern and post-modern identification, assessment and treatment of relational violence as well as preventive intervention. Addresses relevant cultural and gender issues.

PSY 643 Crisis Counseling
Prerequisites: Permission from lead faculty
A multidisciplinary resilience-based approach to crises, emergencies, or disasters, including principles of intervention for individuals with mental or emotional disorders during times of crisis. Course covers cognitive, affective, behavioral, neurological effects associated with trauma and the use of culturally appropriate brief, intermediate, and long-term counseling approaches to clients and communities dealing with crisis events, emergencies, and disasters.

PSY 650A School Counseling Practicum I (3 quarter units)
Prerequisites: Regional Lead Faculty Approval
Students are placed in a school setting ranging from elementary to high school and expected to perform a variety of counseling related activities for a minimum of 100 hours of supervised practice to be scheduled over a three month period. Students also participate in an academic seminar at the University. This three-month seminar may meet in the late afternoon outside of regular class hours Students must maintain a grade of satisfactory throughout the internship series. Grading is by H, S, or U only. Course is eligible for an “IP” grade.

PSY 650B School Counseling Practicum II (3 quarter units)
Prerequisites: Regional Lead Faculty Approval
Students are placed in a school setting ranging from elementary to high school and expected to perform a variety of counseling related activities for a minimum of 100 hours of supervised practice to be scheduled over a three month period. Students also participate in an academic seminar at the University. This three-month seminar may meet in the late afternoon outside of regular class hours Students must maintain a grade of satisfactory throughout the internship series. Grading is by H, S, or U only. Course is eligible for an “IP” grade.

PSY 650C School Counseling Practicum III (3 quarter units)
Prerequisites: Regional Lead Faculty Approval
Students are placed in a school setting ranging from elementary to high school and expected to perform a variety of counseling related activities for a minimum of 100 hours of supervised practice to be scheduled over a three month period. Students also participate in an academic seminar at the University. This three-month seminar may meet in the late afternoon outside of regular class hours Students must maintain a grade of satisfactory throughout the internship series. Grading is by H, S, or U only. Course is eligible for an “IP” grade.

PSY 651A Counseling Practicum I (3 quarter units)
Prerequisites: Regional Lead Faculty Approval
Part one of a four part field practicum in which students work as counselor trainees under the supervision of a licensed therapist. Students also participate in an academic seminar at the University. Students select an approved practicum site and accumulate 100 hours of counseling experience that includes 75 hours of face-to-face work with clients during a three-month period. Regular course work continues during this period. The academic seminar meets one and one half hours per week and runs concurrently with onsite work. Seminar work focuses on professional and training issues, including process issues, case conceptualization, oral, written and videotaped presentations and integration of relevant research. On-site psychotherapy and supervision hours may be used as partial fulfillment of required licensing hours. Grading is Satisfactory or Unsatisfactory only. This three-month seminar may meet in the late afternoon outside of regular class hours. Grading is by S or U only. Course is eligible for an “IP” grade.

PSY 651B Counseling Practicum II (3 quarter units)
Prerequisites: Regional Lead Faculty Approval
Part two of a four part field practicum in which students work as counselor trainees under the supervision of a licensed therapist. Students also participate in an academic seminar at the University. Students select an approved practicum site and accumulate 100 hours of counseling experience that includes 75 hours of face-to-face work with clients during a three-month period. Regular course work continues during this period. The academic seminar meets one and one half hours per week and runs concurrently with onsite work. Seminar work focuses on professional and training issues, including process issues, case conceptualization, oral, written and videotaped presentations and integration of relevant research. On-site psychotherapy and supervision hours may be used as partial fulfillment of required licensing hours. Grading is Satisfactory or Unsatisfactory only. This three-month seminar may meet in the late afternoon outside of regular class hours. Grading is by S or U only. Course is eligible for an “IP” grade.
PSY 651C Counseling Practicum III (3 quarter units)
Prerequisites: Regional Lead Faculty Approval
Part three of a four part field practicum in which students work as counselor trainees under the supervision of a licensed therapist. Students also participate in an academic seminar at the University. Students select an approved practicum site and accumulate 100 hours of counseling experience that includes 75 hours of face-to-face work with clients during a three-month period. Regular course work continues during this period. The academic seminar meets one and one half hours per week and runs concurrently with onsite work. Seminar work focuses on professional and training issues, including process issues, case conceptualization, oral, written and videotaped presentations and integration of relevant research. On-site psychotherapy and supervision hours may be used as partial fulfillment of required licensing hours. Grading is Satisfactory or Unsatisfactory only. This three-month seminar may meet in the late afternoon outside of regular class hours. Grading is by S or U only. Course is eligible for an “IP” grade.

PSY 651D Counseling Practicum IV (3 quarter units)
Prerequisites: Regional Lead Faculty Approval
Part four of a four part field practicum in which students work as counselor trainees under the supervision of a licensed therapist. Students also participate in an academic seminar at the University. Students select an approved practicum site and accumulate 100 hours of counseling experience that includes 75 hours of face-to-face work with clients during a three-month period. Regular course work continues during this period. The academic seminar meets one and one half hours per week and runs concurrently with onsite work. Seminar work focuses on professional and training issues, including process issues, case conceptualization, oral, written and videotaped presentations and integration of relevant research. On-site psychotherapy and supervision hours may be used as partial fulfillment of required licensing hours. Grading is Satisfactory or Unsatisfactory only. This three-month seminar may meet in the late afternoon outside of regular class hours. Grading is by S or U only. Course is eligible for an “IP” grade.

PSY 653 Research: Paradigms & Critique
An overview of how to read and critically analyze psychological research. Discusses both modern and post-modern paradigms. Techniques of behavioral writing will also be discussed including process-notes, treatment goals and objectives, and other forms of clinical writing.

PSY 654 Career & Lifestyle Development
Overview of career and lifespan development theories and skills, including how personal growth and life stages impacts individuals and society. Emphasis is on understanding career and job choices and personal strategies for career decision-making. Students become acquainted with print and electronic resources, counseling techniques, and assessment instruments.

PSY 655 Psychopharmacology
An examination of the biological basis of major psychoactive drugs used in the treatment of psychological and behavioral disorders. Special consideration is given to the integration of drugs and psychological therapies, the identification of drug interactions, and empirical evidence regarding the effectiveness of psychotropic drug therapies.

PSY 678 Clinical Biopsychology
This course explores the biological basis of human behavior as it pertains to professional counselors. An emphasis is placed on drugs used in the treatment of psychological disorders. Functional neuroanatomy and experience-dependent brain plasticity are explored.

PSY 679 Psychology of Trauma
This course is an examination of trauma with a focus on the sources of trauma and the distinctions between them. Relational violence is studied as a specific example of trauma. An emphasis is placed on empirically-based assessment and intervention of the different trauma-related disorders. Crisis counseling and multi-disciplinary treatment is also covered.

PSY 680A Counseling Practicum I
Prerequisites: PSY 612B
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 Prac II for MFTs
Prerequisites: PSY 680A
Second of a two-course field practicum where students work as MFT trainees. Students participate in a four-month academic seminar at the university. Students must complete a minimum of 100 hours of face-to-face work with clients in a community agency. This course will meet outside of regular class hours.

PSY 680C Counseling Prac II for LPCCs
Prerequisites: PSY 680A
Second of a two-course field practicum where students work as LPCC trainees. Students participate in a six-month academic seminar at the university. Students must complete a minimum of 155 hours of face-to-face work with clients in a community agency. This course will meet outside of regular class hours.

PSY 690 Guided Study (variable units)
Individual study under direction of instructor. Requires prior approval of appropriate academic department.

RTT 200 Introduction to Radiation Ther
Foundations in radiation therapy and the practitioner’s role in the health care delivery system. Principles, practices and policies of the educational program, health care organizations, principles of radiation and health safety and professional responsibilities of the radiation therapist.

RTT 201 Introduction to Radiation Ther (2.25 quarter units)
Foundations in radiation therapy and the practitioner’s role in the health care delivery system. Principles, practices and policies of the educational program, health care organizations, principles of radiation and health safety and professional responsibilities of the radiation therapist.

RTT 300 Medical Imaging
Prerequisites: RTT 201, Acceptance into the Radiation Therapy Program.
Designed to establish a knowledge base in factors that govern and influence the production and recording of radiographic images for patient simulation, treatment planning and treatment verification in radiation oncology. General radiography, computerized tomography, sonography and nuclear medicine imaging modalities and equipment will be emphasized. An overview of radiation protection will be provided.

RTT 305 Patient Care I (3 quarter units)
Prerequisites: BIO 201, and BIO 202, and BIO 203, and RTT 300
Corequisites: RTT 320
Foundation in terminology, concepts and competencies in assessment and evaluation of the patient for service delivery. Examination of the psychological and physical needs and factors affecting treatment outcomes. Routine and emergency care procedures will be discussed.

RTT 306 Patient Care II
Prerequisites: RTT 305
Focuses on assessment, evaluation and treatment plans for treatment related side effects. Issues related to death and dying and practitioner self-care will be discussed. Course also includes an exploration of local, state and national cancer care resources.
RTT 310 Sectional/Topographic Anatomy
Prerequisites: BIO 201, and BIO 202
Identification of anatomical structures on a variety of medical imaging formats. Basic anatomical relationships will be compared and located using topographical and cross-sectional images.

RTT 315 Clinical Concepts I
Prerequisites: RTT 305, and RTT 306
Overview of cancer and the specialty of radiation therapy. The historic and current aspects of cancer treatment along with basic principles and practice of treatment and simulation will be emphasized.

RTT 316 Clinical Concepts II (2.25 quarter units)
Prerequisites: RTT 315, and RTT 480 and Corequisites: RTT 413
Current principle and practice of treatment for cancers of the skin, brain, head and neck, thorax and gastrointestinal tract are emphasized.

RTT 317 Clinical Concepts III (2.25 quarter units)
Prerequisites: RTT 316
Corequisites: RTT 416
Current principle and practice of treatment for cancers of the genitourinary, lymphoreticular, musculoskeletal, integumentary, hematopoietic and endocrine systems and pediatric cancers are emphasized.

RTT 320 Pro Ethics and Legal Issues (1.5 quarter units)
Prerequisites: RTT 300
Corequisites: RTT 305
Designed to provide sequential development, application, analysis, integration and evaluation of ethical and legal concepts and theories as they relate to radiation therapy practice.

RTT 410 Clinical Radiation Physics I
Prerequisites: MTH 215, and PHS 171, and RTT 300
Focus in on the characteristics and interactions of electromagnetic and particulate radiation. X-ray production, equipment, measurement and quality of radiation produced and radiation safety.

RTT 411 Clinical Radiation Physics II
Prerequisites: RTT 410 and RTT 411
A clinical focus of radiation therapy physics that examines factors related to absorbed dose, calculation of dose from all sources of radiation, principles of treatment planning and an overview of advanced technologies.

RTT 415 Clinical Oncology I (2.25 quarter units)
Prerequisites: RTT 305, and RTT 306, and RTT 310, and RTT 480
Corequisites: RTT 316
A focus on cancer and current treatment modalities with emphasis on radiation therapy. Designed to examine and evaluate the management of neoplastic disease. Cancers of the skin, brain, head and neck, thorax, and gastrointestinal tract are emphasized. The epidemiology, etiology, natural history, diagnosis, treatment strategies, sequelae and prognosis are discussed.

RTT 416 Clinical Oncology II (2.25 quarter units)
Prerequisites: RTT 415
Further exploration of cancer and current treatment modalities with emphasis on radiation therapy. Cancers of the genitourinary, lymphoreticular, musculoskeletal, integumentary, hematopoietic and endocrine systems. The epidemiology, etiology, natural history, diagnosis, treatment strategies, sequelae and prognosis are discussed.

RTT 420 Radiation Biology (3 quarter units)
Prerequisites: RTT 410, and RTT 411, and RTT 415, and RTT 416, and RTT 481
Corequisites: RTT 460
Principles and concepts to include radiation effects on cellular, organ, system and levels within the entire body. Emphasis of the theories and principles of tolerance dose, time-dose relationships, fractionation schemes and the relationship to clinical practice of radiation therapy.

RTT 440 Research in Radiation Therapy (2.25 quarter units)
Prerequisites: BST 322, and RTT 315, and RTT 316, and RTT 317, and RTT 410, and RTT 411, and RTT 415, and RTT 416
Corequisites: RTT 450
This course will address reading and conducting research in radiation therapy. Research approaches and procedures will be explored. Examples of various research methods and techniques will be discussed.

RTT 450 Quality Management (2.25 quarter units)
Prerequisites: RTT 410, and RTT 411
Corequisites: RTT 449
Content is designed to focus on the components of quality improvement programs in radiation oncology. Includes quality control and assurance checks for clinical aspects of patient care, medical records, treatment delivery and localization and treatment planning equipment. Legal and regulatory implications for maintaining appropriate quality care will be covered.

RTT 455 Medical Dosimetry
Prerequisites: RTT 315, and RTT 316, and RTT 317, and RTT 410, and RTT 411
Content is designed to examine factors that influence and govern clinical planning of patient treatment. This encompasses isodose distributions, influence of beam modification, radiobiologic considerations, dosimetric calculations and clinical application of radiation. Electromagnetic and particulate beams as well as advanced and emerging technologies are covered.

RTT 460 Operational Issues (1.5 quarter units)
Prerequisites: RTT 316, and RTT 416
Corequisites: RTT 420
Management, assessment, quality improvement and evaluation techniques will be emphasized. Human resource concepts and regulations impacting the profession will be examined. Accreditation agencies and regulations, billing and reimbursement issues pertinent to the radiation therapy department will also be covered.

RTT 480 Internship I
Prerequisites: RTT 300, and RTT 305, and RTT 306, and RTT 310, and RTT 330
Content is designed to provide sequential development, application, analysis, integration, synthesis and evaluation of concepts and theories in radiation therapy. Objectives and competencies in this course focus on patient – centered care, team work principles, introduction to and safety procedures for treatment and simulation equipment, and lower level treatment procedures. Requires 136 hours/quarter unit and 2 hours of classroom meeting/week. Grading is by S or U only.

RTT 481 Internship II
Prerequisites: RTT 480
Continuation of clinical internship practice. This course focuses on specific principles and techniques utilized for assigned cancer treatments. Students will demonstrate clinical competencies in the application of specific radiation therapy techniques. Requires 136 hours/quarter unit and 2 hours of classroom meeting/week. Grading is by S or U only.

RTT 482 Internship II (6 quarter units)
Prerequisites: RTT 481
Continuation of clinical internship practice. This course focuses on advanced principles and techniques utilized for specific cancer treatments. Students will demonstrate competence in the deliver and simulation of specific radiation therapy techniques and medical dosimetry. Requires 101 hours/quarter unit and 2 hours of classroom meeting/week. Grading is by S or U only.

RTT 490 Advanced Capstone
Prerequisites: Completion of major requirements.
A capstone course that examines historical and current issues within the profession as a radiologic professional. Preparation for entry into the profession and completion of capstone project will be accomplished. Professional roles, responsibilities and development will be emphasized.
Course Descriptions

SCD – Social Transformation and Community Development

SCD 600 Global Development
This course explores the synchronic and diachronic context for understanding human social processes in colonialization, globalization, and the current world order. Colonial and postcolonial issues such as inequality, resource competition, ethnic and national conflict, migration, and the transition from traditional subsistence-based communities to market-driven consumerism are illustrated.

SCD 610 Human Environments
Social transformation and community development occurs within an ecological context. Development requires a holistic approach to the community, including natural resources, population dynamics, nutrition, disease, and quality of life. Social influences may include migration, urbanization, and technology. This course explores the relationships among natural environments, adaptive responses, and human societies.

SCD 630 Culture and Change
Methods for assessing cultural competency and comparing their own cultural values with those of various national and ethnic groups. Simulations will be used to illustrate the influence of stakeholder values in community development projects. Discussions focus on appropriateness and compatibility of outside development models and approaches to traditional communities.

SCD 680 Planning and Evaluation
Methods and processes for planning and managing development projects are discussed. Students develop a project plan, including effective use of resources, staff, schedules, development goals. Relationships with funding sources and strategies for creating self-sufficiency in the community are analyzed. Students apply models and processes for evaluating social transformation and community development.

SCD 690 Strategies for Consulting
Focus on perspectives and skills for advising and providing assistance. Models for change consulting, including appropriate ways to provide assistance in change and development initiatives. Simulations of community development situations are used to analyze change and development issues and problems. Needs assessment, resistance to change, conflict, and effective communication.

SCD 699 Integrative Seminar
Prerequisites: SCD 600, SCD 620, SCD 640, SCD 680, SCD 690
Capstone course for the degree. Applied research projects and papers from SCD 620 for constructive discussion and feedback. Content of previous courses integrated in a seminar format. Appropriate topics and issues related to social transformation and community development analyzed. Students discuss how they will apply knowledge and skills learned in the program in their future professional experiences. Grading is H, S, or U only.

SCI – Natural Sciences

SCI 300 Geography
Integration of human cultural and physical geography, and the connections among the physical, biological and human realms. Examination of the relationships between the surface features of the earth, climate, ecosystems and human cultures (e.g., politics, languages, economics). Includes students' interactions with the world in which they live.

SCI 303 GIS: Geographic Info Systems
Interdisciplinary features in Geographic Information Systems. Aspects include geography, cartography, and computer science for scientific, business, and environmental applications. This will include teaching the student how to input spatial data into the computer, organize the data and perform basic spatial operations.

SCI 400 History of Science
Prerequisites: One 4.5 quarter unit science course from the natural sciences.
A study of the history of science throughout all human cultures. Emphasizes the mutual interaction between science and society, especially in modern times.

SCI 490 Guided Study (variable units)
Individual study under direction of instructor. Requires prior approval of appropriate academic department.

SCR – Screenwriting

SCR 650 Script Reading and Coverage
This seminar focuses on screenplay analysis as an essential tool of the film and television industry. The core components of screenplays are explored including the three act structure, characterization, dialogue, tone, theme and voice. Students learn to write "coverage" including synopses and producer-appropriate commentary.

SCR 665 Introduction to TV Writing
This one-month seminar focuses on making students conversant in elements of series idea creation as well as offering a general overview of the history of television, how the TV business works and the differences between one-hour drama and sit-com writing.

SCR 667 Marketing for Film & TV
Overview of marketing in the entertainment industry, including analysis of studio blockbusters, independent films, network and syndicated television, Internet, Transmedia and documentaries.

SCR 668 Introduction To Transmedia
This one-month seminar focuses on the current state of transmedia, its history, IP creation and pitching as well as exploring the components of transmedia-friendly properties.

SCR 670 Dev-Prod Writing
Prerequisites: MDC 681, MDC 681P
Covers the rewrite and notes stage of script development including receiving and interpreting notes, how creative executives and producers work with writers, and what happens once a project is "greenlit" and enters the production writing phase.

SCR 670P Development/Production Practic
(2.25 quarter units)
Prerequisites: MDC 681, and SCR 670, MDC 681P
Corequisites: SCR 675
This onsite "studio practicum" taken concurrently with SCR675 covers the various stages of project development including pitching projects, how creative executives work with writers, and what happens once a project is "greenlit" and enters the production/writing phase. Students learn firsthand from professionals in the film, television and/or transmedia business.

SCR 671 Character and Dialog
This seminar focuses on developing realistic characters and writing credible dialog for entertainment projects such as movies, TV series or any filmed media in which fictional characters exist.

SCR 675 The Business of Screenwriting
Prerequisites: MDC 681, MDC 681P, SCR 670
Corequisites: SCR 675
This seminar explores the business side of film, TV and/or Transmedia writing and provides an in person experience. Professionals from the entertainment business such as screen and television writers, IP developers, development executives, producers, marketing strategists, agents and managers, studios, guilds and other entities integral to the entertainment industry deconstruct how they choose projects and engage in the business of Hollywood.

SCR 682 Adv Screenwriting Workshop
Prerequisites: MDC 681, MDC 681P
Building on core screenwriting courses, this...
Building on core screenwriting courses, this advanced studio practicum focuses on writing a feature length screenplay based upon the outline created in SCR683 and, in consultation with the instructor, will create an action plan for future revision.

**SCR 685P Transmedia Writing Practicum**
*(2.25 quarter units)*
*Prerequisites: SCR 685, SCR 668*
This advanced studio practicum focuses on writing a transmedia project based upon the outline/prospectus created in SCR684 and, in consultation with the instructor, create an action plan for future revision.

**SCR 689 Advanced Rewriting**
*Prerequisites: SCR 675*
This course enables students to revise creative work prior to choosing projects for thesis. Course is customized for film, TV and Transmedia projects based upon student area of focus.

**SCR 690 Screenwriting Thesis**
*Prerequisites: All other program courses.*
MFA candidates work independently with a thesis advisor and/or committee to develop the required components for Thesis. Thesis candidates have up to one year to develop a thesis portfolio that includes two full-length, polished original or adapted screenplays, an aesthetic statement discussing his/her evolution as an artist and a marketing plan for introducing their work to the entertainment industry. Grading is S, U only. Course is eligible for an “In Progress” (IP) grade after two months. Course may be repeated once.

**SCR 691 Thesis Qualification & Review**
*Prerequisites: SCR 690*
Candidate submits a thesis portfolio consisting of two polished, industry-ready original or adapted screenplays, an aesthetic statement discussing his/her evolution as an artist and a marketing plan and pitch. Course is eligible for an “In Progress” (IP) grade after two months. Course may be repeated once. The thesis review committee determines if the thesis meets the qualifications for the Master of Fine Arts. Grading is H, S, or U only. Thesis Qualification Review is the last phase of the thesis sequence completed in SCR690. The minimum requirements for Qualification Review are two professional level screenplays that tell complete, well paced and structured story with complex and compelling characterizations.

**SCR 692 Graduate Internship**
*Prerequisites: SCR 675 For MFA in Professional Screenwriting students an internship can only be taken after onsite residency is completed. SCR 670P For MFA in Professional Screenwriting students an internship can only be taken after onsite residency is completed.*
Recommended Preparation: MFA students from other disciplines may be required to fulfill specific prerequisites prior to taking an internship. TBD by lead faculty for program.

**SCR 693 Guided Study Practicum**
*(2.25 quarter units)*
*Prerequisites: SCR 670P, SCR 675*
Guided study is typically (although not exclusively) an extra-curricular course that deals with material not required in the MFA in Professional Screenwriting Program. Such courses may include (but not be limited to) Advanced Screenwriting Workshops by invitation only held in conjunction with film festivals and/or screenwriting conferences.

**SEM 604 Life Cycle and Risk Assessment**
Hands-on experience on how to conduct life cycle and risk assessments. Practical application of these methodologies into products and processes. Environmental management systems such as ISO 9000 / 14001 will be discussed.

**SEM 605 Energy Management**
Overview of sustainable energy management practices in order to increase energy efficiency, and decrease the release of energy-related pollutants into the environment. Coverage materials related to not only energy from conventional sources but also renewable. Special focus on energy conservation will be discussed. Various techniques to lower energy use will be discussed.

**SEM 606 Environmental Management**
Comprehensive overview of applicable air pollution, water pollution, drinking water and toxics environmental laws and regulations in the U.S. In addition, various pollution sources, and their impact are presented. Specific strategies to develop and implement environmental management practices are presented.

**SEM 607 Watershed Management**
Overview of the watershed management and planning process. Relate interdisciplinary topics such as the use of public policies,
SEM 608 Sustainable Buildings
Examination of environmental, economic and social benefits of green building. Specifically addresses the various methodologies that can be integrated into the built environment for energy savings while maintaining the highest indoor environmental quality. Specific strategies to secure LEED certification will be presented.

SEM 610A Project I
Prerequisites: SUS 601, SUS 602, SUS 603, SEM 604, SUS 604, SEM 605, SEM 606, SEM 607, SEM 608
Focus on the application of sustainability methods learned through this program. The students are to select research topics and conduct research and write a detailed report. During this part of the course, the students define the problem/hypothesis, and gather data from literature searches and/or client organization, if applicable. Grading is by H, S, or U only. Course is eligible for an “IP” grade.

SEM 610B Project II
Prerequisites: SEM 610A
This continuation course may focus on methodology, data analysis, results, modeling/simulation, conclusions and recommendations related to the project selected. Students 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 eligible for an “IP” grade.

SEN – Software Engineering

SEN 601 Software Engineering Fundamentals
A survey of principles of modern software engineering: requirements analysis, development and maintenance of a software product and its supporting documents, software lifecycle and various models of development. Course also introduces students to tools and processes needed to develop a software product, system or application, in a systematic manner.

SEN 602 Software Architecture Principles
Prerequisites: SEN 601 or approval of lead faculty
Software architecture and its components and relationships, functionality, specifications, properties, interfaces, and data models are examined during this course. Topics discuss include net-centric computing, cloud computing, distributed processes, opensource programs and service-oriented architecture.

SEN 632 Software Architecture Application
An in-depth study of software architecture. Defines and discusses object-oriented design, modeling and programming at an advanced level using UML. An advanced study of a standard implementation of a distributed, object-oriented middleware technology (e.g., J2EE, Microsoft.NET, etc.). Students design and implement an architecture using modern technologies such as J2EE, .NET.

SEN 635 Software Testing
An overview of software testing strategies and software metrics. Develops topics on structured walk-through, unit, white and black box, integration, system, acceptance and regression testing. Formalizes process for requirements verification and software functional verification and validation. Introduces, examines and surveys advanced concepts of software engineering metrics and models from an application perspective.

SEN 662 Engineering Software Quality
Focuses on the application of sustainability methods learned through this program. The students are to select research topics and conduct research and write a detailed report. During this part of the course, the students define the problem/hypothesis, and gather data from literature searches and/or client organization, if applicable. Grading is by H, S, or U only. Course is eligible for an “IP” grade.

SOC – Sociology

SOC 100 Principles of Sociology
Prerequisites: ENG 100 and ENG 101
Critical introduction to basic sociology concepts. Examination of major theoretical perspectives and research methods. Topics include: economic stratification, race, gender, family, deviance, complex organizations.

SOC 260 Cultural Anthropology
Prerequisites: ENG 100, and ENG 101
An introduction to the principles and processes of anthropology and culture. This course offers a mix of theoretical approaches that include evolutionism, historical particularism, diffusionism, functionalism and French structuralism, as well as methods of fieldwork and ethnography. Students explore the impact of culture on human behavior, the interrelationships among different parts of a culture and the adaptive quality of cultural systems.

SOC 310 Cultural Workplace Dynamics
Prerequisites: ENG 100, and ENG 101
This course defines the relationship of the workplace to the community and examines the historical development and relevance of social and economic matters crucial to a healthy perspective for employers and employees.

SOC 325 Popular Culture
Prerequisites: ENG 100, and ENG 101
Introduces students to the concept and origins of popular culture and to social theories used by academics to analyze its impact on self and culture in modern consumer societies. Topics include mass media, TV, the internet, video games, sports, leisure, fashion, celebrity, shopping, advertising, and youth culture.

SOC 327 Arab Culture
Prerequisites: ENG 100, and ENG 101
This course will introduce the students to the major aspects of Arab culture, civilization, and history from pre-Islamic times to the present. Social composition of the Arab world and the issue of national identity will be stressed. The transformation of Arabic society will be considered in this course.

SOC 328 Intercultural Thinking
Prerequisites: ENG 100, and ENG 101
An expansive overview of world consciousness, drawing upon the significant, creative contributions of men and women from varied cultures and different fields of learning. Emphasizes the approach of comparative synthesis. Studies the world’s outstanding creative thinkers and the interconnectedness of their works.

SOC 331 Sociology of Health & Illness
Prerequisites: ENG 100, ENG 101, and SOC 100
Employs "the sociological imagination" to explore issues of health, illness and medical practice. It examines the social contexts of physical and mental health, illness and medical care and gives prominence to the debates and contrasting perspectives which characterize the field of medical sociology. Exploring the social, environmental, and occupational factors in health and disease, the development of health professions and the health care workforce, doctor-patient relationships, the structure and processes of health care organizations, health care social change, it is designed for students interested in the organization and analysis of health care in the U.S.

SOC 336 American Film and Society
Prerequisites: ENG 100, and ENG 101
A critical examination of the complex relationship between film and society and the processes by which film both influences and is influenced by society. Emphasizes the importance of locating the meaning of film texts within social and historical perspective and identifies how the film industry influences the presentation of different groups.
SOC 338 Chinese Film and Television
Prerequisites: ENG 100, and ENG 101
This course will briefly introduce students to the history of film in China prior to 1949, with a focus on the Shanghai scene, while the bulk of the course will concentrate on the development of film in the People’s Republic of China since that time. Attention also to will be given to influences of pre-1949 film and Hong Kong and Taiwan film and TV on the development of post-1976 cinematography and television in China, detailing the move away from political propaganda-based film and TV and the increasing importance of market-driven (both domestic and international) entertainment values.

SOC 344 Marriage, Sex and the Family
Prerequisites: ENG 100, and ENG 101
Examines the institutions of marriage and family structures and their historical development. Topics include kinship, changing gender roles, changing family forms, divorce, domestic violence, economic structure.

SOC 350 Cultural Diversity
Prerequisites: ENG 100, and ENG 101
Examines race, gender, ethnicity, and class in 20th century American society. Introduces students to methods for studying the changing nature of our society and explores ways in which our increasingly urbanized and technological culture affects all aspects of professional and unskilled work. May involve work in oral history.

SOC 352 Modern Chinese Culture
Prerequisites: ENG 100, and ENG 101
This course will introduce the students to the major aspects of modern Chinese culture since 1949. The changing social composition and the development of a modern popular culture since 1976 will be closely examined, as will the transformation of Chinese society from Maoist conformity to the cultural pluralism of today, as well as the new social problems these changes have brought.

SOC 365 Classical Social Theory
Prerequisites: SOC 100, and ILR 260
This course examines the foundational theories that have engaged major social theorists. It analyzes the cultural, social, economic, political, intellectual, and biographical contexts within which they developed; and it appraises the extent to which they continue to inform sociological research and thinking.

SOC 375 Contemporary Social Theory
Prerequisites: ENG 100, ENG 101, and SOC 100
Examines the major social theories that have engaged social theorists from the mid-twentieth century onward. The course also investigates the historical, sociological, intellectual, and biographical contexts within which contemporary social theories have developed and the extent to which they inform current sociological research and thinking.

SOC 385 Methods of Social Inquiry
Prerequisites: ENG 100, ENG 101, and SOC 100
Research design and methods including survey, network, experiment, qualitative, quantitative, and collection, organization and interpretation of research data.

SOC 430 Culture, Technology & Society
Prerequisites: ENG 100, and ENG 101
Examines the social, cultural and historical development of technology from the Industrial Revolution to today, and its consequences.

SOC 443 Sociology of Deviance
Prerequisites: ENG 100, ENG 101, and SOC 100
Employs a critical sociological approach to deviance and social control in contemporary society. The topics to be considered include: the origins and functions of deviance in society; the institutional production and categorization of deviance; the impact of deviance on personal and social identity; deviant careers; and deviance and social change. We will consider several major theoretical perspectives on deviance within sociology, we will make use of current data on crime and current research in sociological and criminological journals and web sites, and we will examine portrayals of deviance and social control in literature, film and popular culture.

SOC 445 Contemporary Social Problems
Prerequisites: ENG 100, and ENG 101
Uses the functionalist, conflict and interactionist perspectives, this course explains how human conditions come to be perceived as social problems, and how to evaluate their proposed solutions.

SOC 449 Sociology of Law
Prerequisites: ENG 100, ENG 101, and SOC 100
Explores the social, political, and economic foundations of law, the study of punishment and criminality, formal systems of social control and their legitimacy in law, and the relationship of political agendas to victimization, human rights, and legalized oppression. Emphasis will be on explanations of social order, legal definitions of appropriate and inappropriate behaviors, the history of law, the political uses and structure of the law, criminal justice system components, and critical sociopolitical analyses of law. The impact of the legal system on society and the individual will also be explored. Assignments and readings are designed to connect historical understandings with present day knowledge about law.

SOC 455 Organizational Sociology
Prerequisites: ENG 100, ENG 101, and SOC 100
A course about organizations and their behavior. The study of social structure is central to sociology and the study of formal organizations is fundamental to the study of contemporary society. Much of our educational and working lives are spent within and passing between organizations. This course foregrounds the key issues in the sociology of organizations. The focus of the course is the major theoretical approaches and debates in organizational theory, an interdisciplinary field that is primarily grounded in sociology but that also has roots and practitioners in economics, political science, and management studies.

SOC 460 The Individual and Society
Prerequisites: ENG 100, ENG 101, and SOC 100
About social interaction: the behavior and cognitive processes that occur in groups. Students consider the individual as social actor and the development of self image or identity and the socialization process. Students analyze group interactions including conformity, productivity, and leadership. The course examines links between the individual and society.

SOC 490 Guided Study (variable units)
Individual study under direction of instructor. Requires prior approval of appropriate academic department.

SOC 499 Sociology Senior Project
Prerequisites: SOC 100, and ENG 240 or equivalent
Must be taken at the end of the program after completion of all requirements for the major and completion of six or more electives. Students produce an original sociological paper or project exemplified by extensive research, critical thought and intellectual engagement. Grading is H, S, or U only.

SOC 500 Cultural Pluralism in the USA
Prerequisites: ENG 100, and ENG 101
Examines the origins of cultural pluralism in the USA and the valuing of diversity as a socio-cultural imperative. Explores voluntary and involuntary immigration, internal colonization, the implications of demographics, and the history of discrimination in the USA, based on race, ethnicity, religion, and gender.

SOC 540 Power and Social Change
Prerequisites: ENG 100, and ENG 101
A critical examination of theories of power, including the relationship of power to culture, social class, the economic order, government,
ideology, poverty, race, sex and other topics. Studies community, national and international power structures and institutional leaderships.

SOC 604 Culture and Socialization
An in-depth examination of the concepts of culture and socialization, this course analyzes the socialization process as the key means through which culture is reproduced. Through a critical engagement with competing theories of socialization, students undertake advanced research projects, oral presentations and written assignments. Lecture and discussion topics include issues of ethnic identity and cultural diversity, socio-economic, gender and racial stratification, media representations, dress, language and religion and schooling and the reproduction of inequality. Issues are explored from a cross-cultural perspective.

SPD – Special Education

SPD 608 Exceptionalities
An examination of four major types of learners: students with disabilities, English learners, students with gifts and talents, and students at risk. Explores how these groups of learners can best be served in general education using effective instructional strategies, including accommodations, modifications, and differentiated instruction.

SPD 614 Class and Behavior Management
This course is designed to assist candidates in developing a practical working knowledge of the basic principles of classroom and behavior management. Candidates will examine the impact of classroom rules, consequences, procedures, physical layout, instructional pacing, diversity, and other topics. Candidates will analyze antecedents to behavior, remediation strategies for misbehavior, and promotion of positive behavior. Best practices for classroom management and positive behavior support will be reviewed.

SPD 616 Law, Transition, & Collab
This course offers a heightened awareness of working with other professionals and parents of special needs students. It is designed to ensure that each candidate will recognize his/her role in the understanding and practice of the professional, legal, and ethical practices for instructing students with disabilities.

SPD 622 Assessment
This course emphasizes the use of formal and diagnostic assessments to determine strengths and weaknesses of students. Tests commonly used for children and youth with a variety of suspected disabilities are administered and interpreted. Candidates will learn about the selection, administration, and analysis of assessment instruments and to use the data to write a formal report, an IEP with goals and objectives, and to help prepare lesson plans.

SPD 624 Transition/Community Resources
An overview of transition across all age groups and disability categories. Includes dealing with families, involving students, developing transition curriculum, collaborating with stakeholders for transition planning, working with community agencies and developing strategies for success at all transition stages. Career education, preparation for employment and strategies for adult adjustment are emphasized.

SPD 626 Effective Clsrn & Beh Mgmt
Course content focuses on effective classroom and behavior management emphasizing practical working understanding of the principles of classroom behavior management, positive behavioral supports, functional behavior analysis, and positive behavior intervention plans. Basic principles of behavior management and reinforcement are delineated. Emphasis is placed on effective classroom management and functionally-derived positive behavioral strategies for use in educational settings.

SPD 628 Teaching Reading/Lang Arts
The course provides substantive, research-based instruction to teach reading/language arts to students with disabilities. Candidates will demonstrate their ability to deliver a comprehensive program of systematic instruction in reading, writing, listening, and speaking aligned to the English/Language Arts Content Standards and the Reading/Language Arts Framework. They will exhibit the ability to administer a variety of reading/writing assessments to diagnose students’ reading/language arts abilities.

SPD 630 Tech for Teaching & Learning
This introductory course is designed to provide special education candidates with the skills needed to integrate technology in teaching and learning as required in the INTASC Standards including assessment and monitoring of student progress, evaluation of media and technology, the use of technology to effectively plan instruction to meet the needs of diverse learners, colleagues, and families. Course content includes designing lesson plans for integration of technology in classrooms serving students with mild/moderate disabilities, respond to case study utilizing technology to assess, monitor progress, and provide targeted support for a student with special needs, a research paper on the selection of effective media and technology resources, a PowerPoint presentation on the legal, and ethical use of information and technology including social media and development of newsletter or video as a communication tool to engage learners, families and the global community.

SPD 632 Charac/Instr Stds w/ M/M Disab
This course provides candidates with knowledge in identifying students with mild/moderate disabilities and their needs for service delivery, placement, IEP development and instruction. Positive behavior support, learning strategies, study skills, instructional and behavioral support partnerships with parents and establishing positive environments are also covered. Candidates will recognize how mild/moderate disabilities affect students in their ability to learn the California core curriculum.

SPD 634 Assess of Std w/ M/M Disab
This course is designed to provide the candidate with knowledge and skills required for assessing children and youth with disabilities and special needs with mild/moderate disabilities using formal and informal assessment techniques. The course also provides knowledge and skills required for linking assessment findings to instructional planning, including development, implementation and communication of the Individualized Education Program.

SPD 636 Teaching Math/Writing for M/M
This course provides an overview of the educational demands experienced by K-12 students with M/M disabilities in all settings. Candidates will develop skill in planning and evaluating curriculum, methods, techniques, strategies, materials and media for teaching students. This course focuses on planning for instruction in two areas: written expression and mathematics. The course emphasizes learning strategies, study skills, and core vocabulary development as they relate to the IEP and accessing the general education curriculum.

SPD 638 Content Differentiation
An in-depth look at students with mild to moderate disabilities served both in and out of the general education classroom with an emphasis on differentiating instruction for successful learning.

SPD 642 Academic Instruction M/S
This course covers identifying and teaching academic content for students with severe disabilities across the educational placement continuum, including instruction in the general curriculum, use of Universal Design principles, and a functional skills approach. The course presents methods for determining functional skills, curriculum selection, development and adaptation to approximate the general education curriculum using the California curriculum frameworks and State standards. Assessment in all areas of academic instruction is emphasized.

SPD 644 Life Skills & Transitions M/S
Life Skills and Transitions for Learners with Moderate/Severe disabilities. This course is advanced methodology designed to ensure that candidates will be able to meet curriculum needs of their students with
Course Descriptions

moderate/severe disabilities in the areas of teaching life skills, self-advocacy, and transition to post secondary school needs. Issues regarding parent involvement, IEPs and ITPs, Community Living, recreation and leisure are included.

SPD 646 P&S, Comm & Social Skills M/S
This course prepares candidates to meet the communication, behavior, and social skill needs of students with moderate/severe disabilities. Candidates conduct behavioral assessments and plan behavior interventions for the behavioral needs of these students. They learn strategies to meet the communicative needs of their students, including using AAC devices. Methods for improving social skills of these students in all settings are presented. Collaboration, assistive technology, and functional communication training are emphasized.

SPD 648 Medical & Asst Tech Issues M/S
In this course candidates will demonstrate knowledge and ability to support the movement, mobility, sensory and specialized health care needs required for students to access school and the community to the fullest extent of their ability through utilizing appropriate techniques, procedures, materials, assistive technology, and adaptive equipment. Candidates will also demonstrate mandated considerations for assistive, augmentative, alternative, and sign language communication technology for students with moderate/severe disabilities and their application to facilitate communication, improved academic performance, and skill.

SPD 660 Clear Orientation (2.25 quarter units)
Prerequisites: Education Specialist Preliminary Credential
Initiation of the Clear Authorization Program for M/M, M/S or DHH occurs in this Orientation and Planning Seminar. Candidates will develop an IIP with 2-4 competency objectives (application skills), in conjunction with their employer and National university. Competency objectives in their area of specialization may be completed via coursework or professional development. Required: completed first in the program.

SPD 661 Special Topics
Prerequisites: SPD 660
Candidate explores a special topic of interest as identified in the candidate’s Individual Induction Plan. Candidate can waive course by completion of 45 hours of non-university activities in a specialized area that supports students with special needs. A strong emphasis is placed on evidenced based instruction in one’s specialized area.

SPD 662 Plan Mgt & Instruction
Prerequisites: SPD 660
Designed for the candidate to gain specialized knowledge in classroom management and enhanced curriculum planning based on assessment driven Individual Education Plans and evidence based curriculum.

SPD 663 Student Environment
Prerequisites: SPD 660
Designed to enhance and provide specialized knowledge for candidates to create a safe and productive learning environment. Topics such as working effectively with parents, collaboration with professionals, and laws, policies and trends governing students with special needs will be explored.

SPD 664 Capstone (2.25 quarter units)
Prerequisites: SPD 660 Plus all courses in the program. A “B” grade average is required to complete the program.
Completion seminar for the Clear Education Specialist Induction Program for M/M, M/S or DHH. Candidates will complete the Signature Assignment (IIP Evidence File). The IIP Evidence File will consist of documentation of and reflection on each Competency Objective in the IIP and scored against a rubric. Required course and must be the last course in the program.

SPD 672 Intro to ECSE
Prerequisites: Individuals who hold a preliminary, Level I, professional clear, clear, Level II, or life special education teaching credential may take this course.
This course surveys current knowledge of young children with disabilities within the context of development and learning, birth to five. It examines historical factors, legislation affecting service delivery, etiology, characteristics and needs of young children who are at-risk for or who have identified disabilities. From a cultural diversity perspective, the role of family-professional partnerships, educational strategies, and models of service delivery are explored. Field experience is required.

SPD 674 Collaborative Partners
Prerequisites:
ECSE Added-Authorization Candidates: Individuals who hold a preliminary, Level I, professional clear, clear, Level II, or life special education teaching credential may take this course.
Autism Added-Authorization Candidates: Candidates completing the Add-on Authorization for Autism through CTC must hold a Special Education credential for this completed sequence to apply.
Moderate/Severe Authorization Candidates: Must take this course as the last course in the Moderate/Severe program of study.
Examination of interpersonal and interactive techniques required of the special education teacher when working with parents and families of young children and students with special needs and other professionals. This course addresses the sharing of knowledge and mutual efforts between professionals and parents to effectively serve youngsters with special needs. Problem solving, decision-making, and collaborative strategies for working with parents, professionals, and agencies when implementing services are explored. Field work is required.

SPD 676 ECSE Assessment & Intervention
Prerequisites: Individuals who hold a preliminary, Level I, professional clear, clear, Level II, or life special education teaching credential may take this course.
This course is designed to provide knowledge of a wide range of ECSE assessment instruments, administration and the skills to analyze results across developmental domains. Candidates translate assessment information into functional goals and objectives (IFSP, IEP) to meet the individualized needs of young children with disabilities and their families, including synthesize data from others and adaptation of assessments. Assessment results are utilized to develop individualized teaching and learning strategies, adaptations/modifications, and inclusion strategies in a natural environment. Field Experience is required.

SPD 678 ECSE Field Experience
Prerequisites: SPD 672, SPD 674, SPD 676
This course must be taken as the final course in the ECSE program, candidates complete observations and teach children with disabilities through in-depth experiences(80 hrs total) with children are culturally diverse in in-home and preschool settings in small and whole groups. Candidates arrange ECSE field experiences and participate in reflective supervision with a site supervisor. At least 10 hours must be at a site where you do not work and the ECSE Exit Exam is taken in this course.

SPD 681A Nevada Student Teaching M/M
Prerequisites: SPD 604, SPD 608, SPD 614, SPD 616, SPD 622, SPD 628, SPD 630, SPD 632, SPD 636, SPD 674, Candidates must be enrolled in SPD 687A Clinical Practice Seminar concurrently with SPD 681A, Student teaching candidates must have successfully completed all coursework in the credential program (Co Requisite, Core and Advanced Specialization Courses) with an overall GPA of 3.0 or better. The student teaching experience requires candidates to be placed in a special education program that serves students with Mild/Moderate disabilities for 9 weeks or 40 days of full-day supervised teaching. Candidates are supervised/supported by a classroom teacher with a clear special education credential and by a certified University Supervisor. The course is graded satisfactory (S) or unsatisfactory (U).
Course Descriptions

SPD 681B Nevada Student Teaching M/M II
Prerequisites: SPD 681A, SPD 687A
The student teaching experience requires candidates to be placed in a special education program that serves student with Mild/Moderate disabilities for 9 weeks or 40 days of full-day supervised teaching. Candidates are supervised/supported by a teacher with a clear special education credential and by a certified University Supervisor. The course is graded satisfactory (S) or unsatisfactory (U).

SPD 682A Student Teaching M/M
Corequisites: SPD 688A
Six weeks or 30 days of full-day supervised teaching with Mild/Moderate special education students. Candidates are supervised by a teacher with a clear special education credential and by a certified University Supervisor. The course is graded satisfactory (S) or unsatisfactory (U).

SPD 684A Student Teaching M/S
Corequisites: SPD 688A
Six weeks or 30 days of full-day supervised teaching with Moderate/Severe special education students. Candidates are supervised by a teacher with a clear special education credential and by a certified university supervisor. The course is graded satisfactory (S) or unsatisfactory (U).

SPD 684B Student Teaching M/S
Corequisites: SPD 688B
Six weeks or 30 days of full-day supervised teaching with Moderate/Severe special education students. Candidates are supervised by a teacher with a clear special education credential and by a certified university program. The course is graded satisfactory (S) or unsatisfactory (U).

SPD 687A Portfolio Clinical Seminar (2.25
quarter units)
Prerequisites: Candidates must be enrolled in SPD 687A Clinical Practice Seminar concurrently with SPD 681A
SPD 687A is taken concurrently with Student Teaching (SPD 681A) to support the development of the Clinical Practice Portfolio submitted the last week of SPD 681B. During SPD 687A, candidates will focus on 10 INTASC Standards create or revise artifacts reflecting their knowledge and skills in each of the standards. These artifacts and reflections will be uploaded into their Professional Portfolio within the eCompanion Course. The completed Portfolio must be approved by the instructor in order to successfully pass this course. Grading is Honors, Satisfactory, Unsatisfactory.

SPD 688A Clinical Practice Seminar (2.25
quarter units)
Corequisites: SPD 682A, or SPD 684A, or SPD 692, or SPD 694, or DHH 682A 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.

SPD 688B Clinical Practice Seminar (2.25
quarter units)
Corequisites: SPD 682B, or SPD 684B, or SPD 692, or SPD 695, or DHH 682B or DHH 692
Focus on three CTC Teaching Domains, and creating or revising artifacts reflecting their knowledge and skills in each of those Domains to be uploaded into their Professional Portfolio. The Professional Portfolio must be completed and approved by the instructor in order to successfully pass this course. Grading is S/U only. Eligible for In Progress (IP) grading.

SPD 692 Internship M/M
Corequisites: SPD 688A, and SPD 688B
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 6 months while completing required coursework for authorization to teach students with mild/moderate disabilities. Does not grant graduate units towards graduate degree.

SPD 694 Internship M/S
Corequisites: SPD 688A, and SPD 688B
The National University Special Education Internship for moderate/severe 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 6 months while completing required coursework for authorization to teach students with moderate/severe disabilities. Does not grant graduate units towards graduate degree.

SPD 695 Understanding Edu. Research
This course is designed to provide the student with the basic knowledge and skills required to read, interpret and evaluate both quantitative and qualitative educational research in order to determine if research results have implications for program, curriculum or instructional decisions.

SPD 696 Capstone Project
Prerequisites: SPD 695
Apply knowledge, skills, and dispositions to complete a culminating project. Candidates will identify a topic of interest in their classroom, school, or district; conduct a review of the literature on the topic of their choice; and design a process to gather information on the topic. Grading is H, S, or U only. Course is eligible for In Progress (IP) grade.

SPN – Spanish

SPN 100 Beginning Spanish I
Introduction to Spanish and the culture of its speakers. Facilitation of the application of the language in both oral and written modes. Activities include chat live discussions, links to cultural sites, and exposure to daily life situations through assignments corresponding to each unit.

SPN 101 Beginning Spanish II
Prerequisites: SPN 100
Sequel to beginning Spanish I. Further application of the language in both oral and written modes. Activities include chat live discussions, links to cultural sites, and exposure to daily life situations through assignments corresponding to each unit.

SPN 200 Intermediate Spanish I
Prerequisites: SPN 101
Intermediate Spanish and the culture of its speakers. Facilitation of the application of the language in both oral and written manners in a more advanced form. Activities include chat live discussions, links to cultural sites, and exposure to daily life situations through assignments corresponding to each unit.

SPN 201 Intermediate Spanish II
Prerequisites: SPN 200
Sequel to the Intermediate Spanish I course. Continued practice in the oral-aural skills, with increasing importance placed on acquiring Spanish grammatical skills, while extending and enhancing vocabulary and insight into the Spanish-speaking world through a study of its culture.

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An examination of the basic cultural workplace. Designed to give further insight into the Spanish-speaking world through a study of its culture, society, history, and politics.

**SPN 300A Advanced Spanish I Lab** (1.5 quarter units)
**Prerequisites:** SPN 301  
**Corequisites:** SPN 300  
Advanced online laboratory that interacts in a speaking and listening mode to a programmed sequence of language units. This course continues to develop student language and cultural awareness skills. These are parallel to the corresponding materials covered in SPN 300, Advanced Spanish I.

**SPN 301 Advanced Spanish II**  
**Prerequisites:** SPN 300  
A sequel to Advanced Spanish I. It continues to develop student skills in idiomatic and conversational forms of speech, and proficiency in moderately complex written structures. Studies and grammar review supplemented with readings, media and computer based materials.

**SPN 301A Advanced Spanish II Lab** (1.5 quarter units)  
**Prerequisites:** SPN 300, SPN 300A  
**Corequisites:** SPN 301  
A sequel to the Advanced online laboratory that interacts in a speaking and listening mode to a programmed sequence of language units. Course continues to develop student language and cultural awareness.

**SPN 310 Literary Readings in Spanish**  
**Prerequisites:** LIT 100, SPN 301  
Introduction to a variety of prominent 20th century Latin American literary texts in their original language. Readings will come from a variety of Spanish-speaking countries and historical movements. Discussions, collaborations, and writing assignments will be in English.

**SPN 330 Intro Lat Am Cultures**  
**Prerequisites:** SPN 301  
The Spanish-speaking world is a rich tapestry of cultures and histories. The aim is to overview this heterogeneous reality through a survey of some of its significant cultural, historical, social, and political themes. Introduction to strategies of cultural analysis. discussions, collaborations, and writing assignments will be in Spanish.

**SPN 340A Spanish for the Work Place**  
This course provides English-speaking students the necessary tools for communication with Spanish speakers in the workplace.

**SPN 341 Cross-Cultural Communication**  
An examination of the basic cultural differences generally encountered in the workplace. Special emphasis is given to cross-cultural communication in the workplace.

**SPN 350 Film and Culture**  
**Prerequisites:** SPN 301  
Films and documentaries from and about the Spanish-speaking world serve as the basis for lectures, discussions, and class projects. Diverse topics will be explored along with a range of cultural social issues. This course also introduces strategies of cultural analysis. Discussions, collaborations, and writing assignments will be in Spanish.

**SPN 420 Literature and Culture I**  
**Prerequisites:** SPN 310, and SPN 330  
Introduction to cultural productions from the Pre-Columbian period to the mid-19th century in Spanish. Readings will come from a variety of regions and historical and cultural movements. Discussions, collaborations, and writing assignments will be in Spanish.

**SPN 430 Literature and Culture II**  
**Prerequisites:** SPN 420  
Introduction to Latin American literature and culture during the late 19th and 20th century with a focus on key aspects (analysis of genre, form, structure, language, history, society, politics, gender, sexuality, etc.) necessary to the understanding of Latin American culture. Discussions, collaborations, and writing assignments will be in Spanish.

**SPN 450 Identity and Multiculturalism**  
**Prerequisites:** SPN 310, and SPN 330  
Introduction to prominent Latin American and Hispanic cultural productions that deal with identity and multicultural issues. Most of the readings will deal with Hispanic/Latino authors. Readings will come from a variety of countries and historical and cultural movements. Discussions, collaborations, and writing assignments will be in Spanish.

**SPN 490 Guided Study in Spanish**  
Individual study under direction of instructor. Requires prior approval of appropriate academic department.

**SPN 499 Spanish Capstone**  
**Prerequisites:** SPN 430  
In this two-month seminar students will demonstrate the knowledge they have learned in their core courses. Students will develop a portfolio consisting of their revised papers and new essays to create a final project. There will be a final capstone paper for this course.

**SSE 602 Evaluation of Safety Programs**  
Comprehensive coverage of occupational safety and health field concepts including new hazards in the workplace; proliferation of health and safety legislation; interest in ethics and corporate responsibility; workplace safety; and product safety. Introduces concepts through case study analysis and provides examples in developing a modern safety program.

**SSE 604 Security - Planning and Design**  
Provides a comprehensive coverage of security planning in both new and existing facilities. Covers concepts such as Security Design Concepts, Building Hardening, Security Technology, Biochemical and Radiological Protection, Security and Emergency Operations.

**SSE 605 Chemical Plant Process Safety**  
**Prerequisites:** SSE 602  
Provides an overview of safety evaluation of a chemical and mechanical engineering plants. Introduction to concepts such as process hazards checklists, hazards surveys, hazards and operability studies and risk assessment techniques using probability theory, event trees, and fault trees.

**SSE 606 Managing Information Security**  
Introduces computer security issue in traditional centralized systems to distributed networks and the Internet. Covers cryptography; program and operating system security; administration; legal, privacy, and ethical issues. Lays out the security vulnerabilities and threats, and follows countermeasures to address them.

**SSE 607 Fire and Explosion Engineering**  
Introduction to fire science; fire prevention, containment and extinguishment; methods of assessment of fire risks; hydrocarbon fires and explosions; methods of estimating explosion overpressures; dynamic response of structures to sudden overpressures; explosion detection, control and mitigation techniques; active and passive fire protection systems; escape routes; legal requirements.

**SSE 608 Explosives and Bio Materials**  
Introduction to classification and detection of explosives, tagging of explosives, the detection of hidden explosives in airfreight, luggage, vehicles, and on suspects. Also covers biological threat materials and their assessment and control.

**SSE 610A Capstone Course**  
**Prerequisites:** SSE 602, SSE 604, SSE 605, SSE 606, SSE 607, SSE 608, SSE 613, SSE 614, SSE 615  
Focus on the application of safety and security engineering methods and processes learned through this program. Working in teams or as individuals under the guidance of their assigned faculty advisor, students select a research topic, and gather data. The duration of this course is one month. Course is eligible for an “IP” grade.
SSE 610B Second Capstone Course  
Prerequisites: SSE 610A  
Continuation of SSE 610A project course. Specific focus is on the analysis of data collected including problem solutions. Students present their research in both written and oral form to the client organization, if applicable, and to other students and faculty. The duration is two months. Course is eligible for an “IP” grade.

SSE 611 Emergency Management  
Details the Federal Emergency Management Agency (FEMA) (U.S), the Federal Response Plan (FRP), and the roles, responsibilities, and interrelationship between FEMA and state and local emergency management systems. Covers the changes in emergency management since the events of September 11, 2001.

SSE 613 Policies of Homeland Security  
This course 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 volatile and challenging study.

SSE 614 Infrastructure Protection  
This course introduces the student to Critical Infrastructure and the necessary security for its protection. Critical Infrastructure is systems and assets, whether physical or virtual, so vital that the incapacity or destruction of such may have a debilitating impact on the security, economy, public health or safety, environment, or any combination of these matters, across any Federal, State, regional, territorial, or local jurisdiction.

SSE 615 Fundamentals of Recovery  
Prerequisites: SSE 611  
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.

SUS – Sustainability Mgmt Business  

SUS 601 Introduction to Sustainability  
An introduction to sustainability concepts. An interdisciplinary approach is used by combining environmental, economic and social dimensions of sustainable development by looking into relevant local, and global environmental issues. Various sustainable forces that may impact an organizational operation will be discussed.

SUS 602 Enterprise Excellence  
Prerequisites: CSC 220 or permission from lead faculty.  
Overview of statistical tools needed to measure business improvement related to sustainability. Step-by-step guide to develop and institute metrics for sustainability improvement will be provided. Enterprise excellence including process improvement analysis and management systems for business, industry, academic, government and military organizations will be covered.

SUS 603 Sustainable Innovation  
Presentation of the concepts of sustainable innovation through culture, innovation network and leadership. Specifically, concepts such as innovation leadership are addressed. The focus is on innovation drivers and their implications in stimulating and managing innovation in the workplace. Relevant case studies will be used.

SUS 604 Sustainable Supply Chain  
Examination of how supply chain can be used to improve the sustainable operations of an organization. Specific topics would include the development and implementation of supply chain and organizational policies to meet the global requirements.

SUS 605 Advanced System Design  
Prerequisites: SYE 601  
Advanced system design concepts and details the methodologies of design for operational feasibility: system reliability, maintainability, usability (human factors), supportability (serviceability), producibility and disposability, and affordability (life-cycle costing). The course also provides an introduction to systems engineering management, including planning, organization, and program control and evaluation.

SYE 602 System Dynamics  
Prerequisites: SYE 602  
Analysis of complex systems, system behavior, and system of systems. Includes the concept of intended and unintended consequences, systems thinking, modeling dynamic systems and decision making, system instability and oscillation, and testing of system models. System dynamic programming software is provided with the text.

TED – Teacher Education  

TED 100 Intro to P-12 Education System  
Foundational information regarding the public educational system: its history and goals. Pertinent laws, regulations, policies and procedures, including knowledge of health, safety and emergency procedures and their relationship to the role of paraprofessionals will be addressed.

TED 102 Professional/Ethical Practices  
An exploration and examination of roles, responsibilities and dispositions of paraprofessionals related to professional and ethical practices. Topics will include: confidentiality, legal rights, district policies, roles, procedures and dispositions appropriate to being part of an instructional team.

TED 208 Reading/Writing Instr. Support  
A review of competencies necessary for literacy development. The role of standards, instructional methodology and educational technology will be introduced. This will include strategies for effective teaching and the role of the paraprofessional in supporting instruction under the supervision of a credentialed teacher. Strategies for working with individual students and small groups will be addressed.

TED 210 Math/Sci. Instruction Support  
A review of competencies necessary for supporting mathematical and science instruction. The role of standards, instructional methodology and educational technology will be introduced. Strategies for working with individual students and small groups will be addressed.

TED 212 ELL & Students w/Special Needs  
Foundational information regarding language development and the needs of English Language Learners (ELL) will be presented. A second part of the course will cover foundations of special education and the variety of learning needs of student with
Course Descriptions

Special Needs: Strategies for effective teaching with individual students and small groups under the supervision of a credentialed teacher will be addressed.

TED 214 Classroom Environment
Strategies for establishing and maintaining positive classroom environments that maximize student achievement for all learners will be addressed. Strategies will include a focus on teaching social skills, self-control and self-management.

TED 216 Student Assessment Support
Assessment strategies used in public school classrooms will be studied. These will include both formal and informal assessments used to determine appropriate instruction for students. Candidates will collect, analyze and report data in a variety of simulations.

TED 218 Learner Growth & Development
Study of learner characteristics, learning styles and factors that influence behavior, motivation and learning. Study will include attention to the variety of learners in public schools, including diversity of abilities, languages, ethnicity, special needs, socio-economic status and gender. Both typical and atypical development will be addressed.

TED 300 Fundamentals of Education
Prerequisites: TED 320, or TED 305, or TED 306
Examines the role and nature of schools in the United States through an exploration of a range of cultural, philosophical, historical, legal, political, and ethical perspective.

TED 305 Teaching as a Profession
First course in California Teacher Credentialing program, candidates introduced to California Standards of the Teaching Profession (CSTP), Teaching Performance Expectations (TPEs) and California Teaching Performance Assessment (TPA) process. Candidates explore role of teachers within schools, community, society, and in world; and an understanding of the commitment, rewards and responsibilities of a teaching career, as well as the process and procedures for creating a Professional Electronic Portfolio. Includes 15 hours of field experience. Course will be offered over a 2 month format and must be completed prior to enrollment in other TED courses.

TED 306 21st Century Teaching Methods
Preparation of pre-service teachers for 21st Century culturally and technologically enriched classrooms. Strategies will include how teaching, learning, and technology work together to develop a holistic view of education.

TED 310 Development and Learning
Prerequisites: TED 305, or TED 320, or TED 306
Focuses on the cognitive, social, and emotional development of children from both theoretical and practical perspective. This course includes an introduction to learning theory and practice and its relationship to student achievement and motivation.

TED 320 Introduction to Teaching (1.5 quarter units)
Introduces teacher candidates to teaching as a profession. Included in this course is the process and procedures for creating an ePortfolio. Course is offered over a 2 month period to be completed prior to enrollment in other TED courses.

TED 320A Reading and Lang. Arts Methods
Prerequisites: TED 305, or TED 320, or TED 306
Includes content, methods and materials for teaching reading in an elementary classroom. Teacher candidates will learn strategies for managing classroom instructional activities to enhance student achievement. Teacher candidates are required to complete five hours of observing and assisting in a public school classroom as directed by the instructor.

TED 330A Reading and Lang. Arts Methods
Prerequisites: TED 305 or TED 320
Includes content, methods and materials for teaching reading across the curriculum. Teacher candidates will learn instructional methodologies and strategies for integrating reading into other content areas. Student Teaching Candidates are required to complete five hours of observing and assisting in a public school classroom as directed by the instructor.

TED 330B Reading and Language Arts
Prerequisites: TED 305, or TED 320
Includes content, methods and materials for teaching reading in a secondary classroom. Candidates will learn strategies for management of activities/materials, planning lessons, using technology, evaluating learning, and integrating reading into other content areas. Student Teaching Candidates are required to complete five hours of observing and assisting in a public school classroom as directed by the instructor.

TED 340 Content Area Reading Methods
Prerequisites: TED 305, or TED 320
Includes content, methods, and materials for teaching reading in an integrated elementary classroom. Candidates will learn instructional strategies for integrating reading in the content area. Teacher candidates are required to complete five hours of observing and assisting in a public school classroom as directed by the instructor.

TED 350 Math and Science Methods
Prerequisites: TED 305, or TED 320, or TED 306
Includes content, methods, and materials for teaching mathematics and science in an integrated elementary classroom. Strategies for implementing and assessing student achievement will be introduced.

TED 351 Teaching STEM Methods
Prerequisites: TED 305, or TED 306, or TED 320
This eight week course is designed to prepare pre-service teachers with the knowledge and skills necessary to teach students in grades K-8 science, technology, engineering, and mathematics(STEM). This includes developing rigorous, standards-based lessons that are engaging, enjoyable, and meaningful to students. Opportunities will also be provided to explore, analyze, and incorporate digital resources for teaching STEM methods.

TED 355 Hist/Social Science Methods
Prerequisites: TED 305, or TED 320, or TED 306
Includes content, methods and materials for teaching history-social science in the elementary classroom. Candidates will learn classroom management of activities/materials, planning lessons, using technology, evaluating learning, and integrating history and social science into other content areas. Student Teaching Candidates are required to complete five hours of observing and assisting in a classroom as directed by the instructor.

TED 380 Arts/PE/Health Methods
Prerequisites: TED 305, or TED 320, or TED 306
Includes content, methods, and materials for teaching visual and performing arts, physical education, and health in the elementary classroom.

TED 410 Survey of Multicultural Lit.
Prerequisites: TED 305, or TED 320, or TED 306
Provides K-12 teacher candidates with knowledge of the wide-range of genres of multicultural literature. Teacher candidates will learn instructional methodologies and strategies for selecting appropriate literature that reflects the interests and reading abilities for diverse student populations.

TED 420 Diversity in Schooling
Prerequisites: TED 305, or TED 320
Provides pre-service teachers with background knowledge on how to ensure parity of treatment of students who differ in race, class, exceptionality, ethnicity, culture, gender, and religion. Teacher candidates must complete five hours observing and assisting within diverse classrooms in a public school classroom as directed by the instructor.

TED 430 Special Needs Students
Prerequisites: TED 305, or TED 320, or TED 306
Provides instructional strategies and methodologies for adapting content, assessment and pedagogy that ensures every student with exceptional learning needs is taught under optimal conditions for learning.

TED 434 Methods of Teaching Social Sci
Prerequisites: TED 305
Prepares candidates in History/Social Science to be effective and reflective teachers, emphasizing current research. Comprehensive study of teaching methods in the social sciences: economics, history, political science, and geography. Candidates learn pedagogical
content knowledge, methods of teaching and learning, classroom management strategies, lesson planning, and assessment of student learning.

TED 440 Leadership and Assessment  
Prerequisites: TED 305, or TED 320, or TED 306  
Provides teacher candidates with classroom leadership strategies to create a classroom environment that is conducive to teaching and learning. Teacher candidates will also learn how to determine students' abilities through formative and summative assessments and to use this information to provide appropriate instructional strategies to enhance student learning.

TED 450 Methods of Teaching English  
Prerequisites: TED 305, or TED 320  
Prepares prospective English language arts teachers to be accomplished teachers in present day diverse middle or secondary school classrooms. Fundamental language skills including reading, writing, listening, speaking, viewing and visually representing will be studied. Prospective teachers will display knowledge and mastery of these skills and demonstrate how to imbed these concepts across the English language arts curriculum through rigorous and varied teaching methods. Opportunities will be provided to explore and analyze resources to demonstrate and celebrate a commitment and responsibility to developing teaching skills.

TED 455 Methods of Teaching Science  
Prerequisites: TED 305, or TED 320  
Prepares prospective science teachers to be accomplished teachers in present day diverse middle or secondary school classrooms by creating a vision for successful science teaching. Candidates will deliver pedagogical content knowledge through appropriate instructional materials and by creating context for meaningful learning methods, strategies, and best practices.

TED 461 Mathematics Teaching Methods  
Prerequisites: TED 305, or TED 320  
A critical inquiry into present-day tendencies in teaching mathematics in order to help prospective mathematics teachers to acquire their professional skills in the teaching of mathematics in secondary school. Fundamental concepts of mathematics and effective approaches to their teaching will be discussed.

TED 464 Mths Teach Sec Health Sc  
Prerequisites: TED 305, TED 300, TED 310, TED 430, HED 351, COH 100  
Recommended: Prior completion of: TED 330B, TED 420, COH 320, COH 41.6, COH 31, COH 318, COH 319, HED 308, HED 31, 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 465A Student Teaching I  
Prerequisites: Completion of all upper division course requirements, including all TED coursework.  
Elementary and secondary teacher candidates, who have met the university student teaching requirements, will be assigned for student teaching in an accredited school where they will implement the state approved content standards for their subject area(s) and the content performance standards for the teaching profession. Grading is by S or U only.

TED 465B Student Teaching II  
Prerequisites: Completion of all upper-division course requirements, including all TED coursework.  
Teacher candidates, who have successfully completed Student Teaching I, will enter their second phase of supervised fieldwork where they will continue to implement the state approved content standards for their subject area(s) and the content performance standards for the teaching profession. Grading is by S or U only.

TED 465C Student Teaching III  
Prerequisites: Completion of all upper-division course requirements, including all TED coursework.  
Teacher candidates who have successfully completed Student Teaching II will continue to implement the state approved standards for their subject area(s) and the content performance standards for the teaching profession for student teaching that includes assessing their readiness for assuming responsibility for daily classroom instruction. Grading is by S or U only.

TED 465D Student Teaching IV  
Prerequisites: Completion of all upper-division course requirements, including all TED coursework.  
Teacher candidates, who have successfully completed Student Teaching III, will continue to implement the state approved standards for their subject area(s) and the content performance standards for the teaching profession including assessing their readiness for daily classroom instruction. Grading is by S or U only.

TED 470 Student Teach/E-Portfolio (3 quarter units)  
Prerequisites: Completion of all course requirements and Admission to Student Teaching, this course must be taken concurrently with TED 465A-D  
The Student Teaching Seminar is designed to assess teacher candidates’ development as professional educators. Teacher candidates will be guided through their student teaching seminar to demonstrate their professional education competency by successfully completing a Professional Electronic Portfolio. The ePortfolio is aligned with the six Teaching Performance Expectation Domains cited in the Student Teaching Handbook. The Student Teaching Seminar Syllabus is designed for either an online or face-to-face (on-site) delivery mode. The online threaded Discussion Topics and Assignments can be adapted for small or large group discussions within a face-to-face (on-site) classroom setting. When the delivery mode for this course is online, students must upload their artifacts/reflections in two places: 1) the Seminar Course electronic drop-box and 2) the ePortfolio (foliotex). Grading is by S or U only.

TED 530A Student Teaching I  
Corequisites: TED 531  
TED 530A: Student Teaching comprises the first half of a semester long Student Teaching experience. Candidates are placed with certified, P12, Supervising Teachers. Candidates must successfully demonstrate competency in the six Teacher Performance Expectations (TPE) Domains. Grading is S or U.

TED 530B Student Teaching II  
Prerequisites: TED 530A  
TED 530B: Student Teaching II comprises the second half of a semester long Student Teaching experience. Candidates are placed with certified P12 Supervising Teachers. Candidates must successfully demonstrate competency in the six Teacher Performance Expectations (TPE) Domains. Grading is S or U.

TED 531 Student Teaching Seminar  
Corequisites: TED 530A, and TED 530B  
The TED 531 Student Teaching Seminar integrates theory and practical approaches to situations experienced by candidates during their Student Teaching experience. Content areas include: (1) School/Classroom Culture and Professional Responsibilities, (2) Learning Environment and Classroom Management, (3) Assessment and Evaluation, (4) Lesson Design and Differentiated Instruction.

TED 601 Teaching and Credentialing (1.5 quarter units)  
Designed as the first course in the multiple and single subjects California Teacher Credentialing program. Candidates are introduced to the California Standards of the Teaching Profession (CSTP), the Teaching Performance Expectations (TPEs) and the California Teaching Performance Assessment (TPA). (This course must be taken within the first three courses.)
**TED 602 Educational Foundations**
This course is designed to provide the teacher candidate with the theoretical foundations of education with emphasis on four main areas: historical, legal and ethical, philosophical and political. An emphasis is placed on collaboration between general education teachers and special education teachers to best serve the diverse learner. Some field experience is required.

**TED 605 The Diverse Classroom**
Complexity of today’s classroom through cultural diversity, student development, curriculum planning, including curriculum development, design, implementation and evaluation.

**TED 606 Equity and Diversity**
Examination of experiences of diverse groups in American society and California schools. Principles of education equity and practices that maximize student achievement are reviewed. The course includes instruction in understanding and acceptance of differences in culture, cultural heritage, ethnicity, language, age, religion, social economic status, gender identity/expression, sexual orientation, and abilities and disabilities of individuals serve. Culturally relevant learning pedagogy to meet individual and collective learners’ academic and social equity needs are addressed.

**TED 610 Best Internship Practices**
Prerequisites: Admission to the intern program
This course is designed to provide learning opportunities for candidates to integrate and reflect on the knowledge, skills, abilities and dispositions acquired in the pre-service coursework with their student teaching experience.

**TED 611 Educational Psychology**
TED 611 examines how educational psychology is applied to learning and teaching. Learning theories, instructional approaches, learning environments and student assessment are studied.

**TED 612 Curric, Assess, & Instruction**
Students in this course will learn the theoretical foundations of curriculum, instruction, and assessment. Students will apply the key principles in designing effective curriculum, instruction, and assessment strategies for diverse learners in a variety of settings. This course is one of six Core courses and serves those students not interested in earning a PK12 teaching credential.

**TED 615 The Foundations of Education**
TED 615 is the first course in the Teacher Preparation Program. The role and nature of schooling is explored through a range of philosophical, historical, legal, and sociological perspectives within the context of our society.

**TED 616A C&I I: History & Social Science**
Elementary education curriculum development and teaching History and the Social Sciences using Nevada content standards. Content specific teaching practices, lesson design, learning environments and assessment of student learning are emphasized to provide access to the curriculum for all students.

**TED 616B C&I II: Math & Science**
Elementary education curriculum development and teaching Mathematics and Science using Nevada content standards. Content specific teaching practices, lesson design, learning environments and assessment of student learning are emphasized to provide access to the curriculum for all students.

**TED 616C C&I III: V & P Arts Health & PE**
Elementary education curriculum development and teaching the Visual & Performing Arts and Health and Physical Education using Nevada content standards. Content specific teaching practices, lesson design, learning environments and assessment of student learning are emphasized to provide access to the curriculum for all students.

**TED 616B Curr-Assess-Inst:Math&Science**
Prerequisites: TED 621A
Multiple subject curriculum development and teaching math and science using State of California content standards. Content-specific teaching practices, lesson design and assessment of student learning are emphasized to provide access to the curriculum for all students.

**TED 623 Lang. Dev. Methods: Secondary**
Prerequisites: TED 602, SPD 604, TED 606, SPD 608
Designed for single-subject candidates, course focuses on current theories and research in language structure and use, language learning, L1 & L2 development; social, cultural, political, legal, psychological, pedagogic and methodological factors; and application of strategies and techniques of L2 learning across content areas in diverse classrooms.

**TED 624 Literacy for Content Areas**
Prerequisites: TED 623
This course is aligned with the California Board of Education adopted academic content standards in English Language Arts and the Reading/Language Arts Framework for students who are speakers of English, English language learners (ELLs) and students with special needs and is designed to assist Single Subject Credential Candidates in developing the background and skills necessary to teach literacy in the content areas to middle/junior and/or senior high school students in the culturally and linguistically diverse classrooms in the California public schools.

**TED 625A Curriculum Design Sec. Learner**
Prerequisites: TED 623
Integration of California’s K-12 SACs, student learning data, research-based curriculum development, learner assessment strategies and instructional principles in designing short and long-term learning plans for each middle/high school learner. In actual G7-12 school activities, teacher candidates are guided in the application of these concepts, skills and dispositions.

**TED 625B Instruction and Classroom Mana**
Prerequisites: TED 632
This course builds on TED 625A by incorporating within a well-designed learning plan, effective instructional and classroom management strategies needed to engage each middle/high school learner. Teacher candidates develop classroom management plans and skills, use the plans in decision-making scenarios and apply the skills in various classroom situations.

**TED 626 Classroom Management**
Prerequisites: TED 623, or TED 621A
Preferably, for candidates planning to student teach in the near future. Candidates apply research-based models and strategies in creating and maintaining effective learning communities in K-6 or G7-12 classroom settings. There is an emphasis on preventing
and managing common classroom situations as well as working with disruptive students. Requires four-hours of work in a K-6 or G7-12 classroom.

TED 628I Internship Clinical Practice
Corequisites: TED 631
This course is designed to provide learning opportunities for candidates to apply, integrate and reflect on the knowledge, skills, abilities and dispositions as they explore their teaching performance as teachers of record in the classroom. Grading is by S or U only.

TED 629 Student Teaching Seminar (3 quarter units)
Corequisites: TED 630A, and TED 630B, and TED 630C, and TED 630D
Integrates theory and practical approaches to situations experienced by candidates during their Student Teaching experience. Content areas include: (1) School/Classroom Culture and Professional Responsibilities, (2) Learning Environment and Classroom Management, (3) Assessment and Evaluation, (4) Lesson Design and Differentiated Instruction. Grading is H, S, or U only.

TED 630A Student Teaching I
(Note: This course does not grant graduate level credit) TED 630A comprises the first month of the semester-long Student Teaching experience. Candidates are placed with certified Supervising Teachers. Candidates must successfully complete four components: (1) school site classroom orientation and responsibilities, (2) observations, (3) professional dispositions and (4) lesson plan design, implementation and reflection. Grading is H, S, or U only.

TED 630B Student Teaching
Prerequisites: TED 630A
(Note: This course does not grant graduate level credit) TED 630B, C, D comprises the second, third and fourth months of the semester-long Student Teaching experience. Candidates are placed with certified Supervising Teachers. Candidates must successfully complete four components: (1) classroom responsibilities and professional dispositions, (2) learning environment and classroom management, (3) assessment and evaluation, and (4) lesson design and differentiated instruction. Grading is S or U.

TED 630C Student Teaching
Prerequisites: TED 630B
(Note: This course does not grant graduate level credit) TED 630B, C, D comprises the second, third and fourth months of the semester-long Student Teaching experience. Candidates are placed with certified Supervising Teachers. Candidates must successfully complete four components: (1) classroom responsibilities and professional dispositions, (2) learning environment and classroom management, (3) assessment and evaluation, and (4) lesson design and differentiated instruction. Grading is S or U.

TED 630D Student Teaching
Prerequisites: TED 630C
(Note: This course does not grant graduate level credit) TED 630B, C, D comprises the second, third and fourth months of the semester-long Student Teaching experience. Candidates are placed with certified Supervising Teachers. Candidates must successfully complete four components: (1) classroom responsibilities and professional dispositions, (2) learning environment and classroom management, (3) assessment and evaluation, and (4) lesson design and differentiated instruction. Grading is S or U.

TED 631 Internship Seminar
This course is taken concurrently with TED 628I Internship Clinical Practice since it examines and integrates theory and practical approaches to real-life situations experienced by candidates during their Internship Clinical Practice. Candidates will develop practitioner-level knowledge of how to best assess students, how to plan differentiated instruction and how to become responsive to student needs in real life contexts for teaching and learning in K-12 schools as required for the successful completion of TPA TASKS 1, 2, 3, & 4.

TED 632 Content Area Curriculum
Prerequisites: 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 633 Content Area Instruct-Assess
Prerequisites: TED 623
This course focuses on content area, subject-specific instruction and assessment strategies effectively engaging all G7-12 students in learning. Candidates will develop a repertoire of content area specific materials, instructional methods, and standards-based assessment strategies for all diverse learners. This course requires four-hours of work in a G7-12 classroom.

TED 634 Content Area Literacy
Prerequisites: TED 623
This course is aligned with the California Board of Education adopted academic content standards in English Language Arts and the Reading/Language Arts Framework for students who are speakers of English, English language learners (ELLs) and students with special needs and is designed to assist Single Subject Credential Candidates in developing the background and skills necessary to teach literacy in the content areas to middle/junior and/or senior high school students in the culturally and linguistically diverse classrooms in the California public schools.

TED 635 Curr-Assess-Inst Soc.St/P.E./Art
Prerequisites: TED 621A
Multiple subject curriculum development in teaching History, Social Science, Physical Education, Visual and Performing Arts using State of California content standards. Content-specific teaching practices, lesson design, and assessment of student learning are emphasized to provide access to the curriculum for all students. Four-hours of field experiences in a K-6 classroom are required.

TED 636 Curr-Assess-Inst Math Science
Prerequisites: TED 621A
Multiple subject curriculum development in teaching math and science using State of California content standards. The course emphasizes content-specific teaching practices, lesson design, and assessment of student learning used to provide access to the curriculum for all students. This course requires four-hours of field experiences in a K6 classroom.

TED 638 Spanish for the Math and Science
Development of relevant Spanish vocabulary, comprehension and speaking skills to effectively support student learning in Mathematics and Science. Learning through the use of instructional scaffolds, teachers incorporate the strategies into their teaching repertoire and enhance their sensitivity to second language learners. Not recommended for BTE students.

TED 639 Spanish for the Humanities Cla
Development of relevant Spanish vocabulary, comprehension and speaking skills to effectively support student learning in the Humanities. Learning through the use of instructional scaffolds, teachers incorporate the strategies into their teaching repertoire and enhance their sensitivity to second language learners. Not recommended for BTE students.

TED 640A Student Teaching I (6 quarter units)
Focuses upon the practice and development of teaching skills in the classroom in a full day, eight-week term at a school site. Elementary education candidates meet the requirements of the Teacher Performance Expectations and are mentored by a university supervisor and a master teacher at the school site. Students attend the seminar coincidentally with the student teaching experience. Grading is by S or U only.

TED 640B Student Teaching II (6 quarter units)
A continuance of TED 640A, and as such, continues to focus upon the practice and
 TED 649 Student Teaching Seminar
Merging coursework knowledge and teaching practice in relation to classroom management and appropriate student behavior. Problems met within the student teaching experience are discussed, and conflict resolutions skills are practiced. Assessment of teaching practice before and during student teaching occurs through completion of the e-portfolio. Grading is by S or U only.

 TED 665 Cognition, Lang. & Cult
Research, theory, and practices related to the learning and development of the bilingual, bicultural, and bi-cognitive child. The course explores theories on culture, cognition, bilingualism, bi-culturalism, and psychological dynamics of positive self-esteem and academic development.

 TED 666 Cultural and Linguistics
Examine of the cultural, social, economic, and cognitive factors of language and its importance in social interactions. Development of the necessary knowledge, skills, and dispositions to teach in culturally and linguistically diverse classrooms. Analysis of language proficiency and understanding the variations found in languages.

 TED 667 Diversity and Change
Designed to communicate the dynamics and challenges of educating our ever-increasing diverse population. Leads educators to explore and exchange ideas of what is important in the lives of students and teachers, the school community and society in the move toward transformative education.

 TED 668 Multicultural Literature
Emphasizes key issues, challenges and strategies for integrating multicultural literature into classrooms in a culturally proficient manner. Fosters reading for enjoyment and understanding and encouraging critical skills in selecting and assessing literature for multicultural learners.

 TED 670 Educational Research
Prerequisites: TED 602, SPD 604, TED 606, SPD 608, TED 612
This course provides an overview of educational inquiry approaches. Students will select an area of interest and demonstrate research and evaluation competencies in completing an educational inquiry project.

 TED 680 Dev as a Professional Educator
Prerequisites: California Preliminary Multiple or Single Subject Credential and a full-time teaching position in a P-12 school or a pre-approved long term substitute position
A continuation of professional development for beginning teachers. Teachers will review their learning from their professional preparation program, explore professional standards for the teaching profession and design a growth plan to meet their needs and the needs of the students they serve. This is the first course for the Clear Credential program.

 TED 682 Instructional Technology
Prerequisites: TED 680 California Preliminary Multiple or Single Subject Credential and a full-time teaching position in a P-12 school or a pre-approved long term substitute position
An examination of technology used in classrooms with particular attention to maximizing available resources for communication and collaboration with a variety of stakeholders as well as assessing, planning and delivering instruction.

 TED 684 Using Standards and Frameworks
Prerequisites: TED 680 California Preliminary Multiple or Single Subject Credential and a full-time teaching position in a P-12 school or a pre-approved long term substitute position
Beginning teachers will review, select, utilize and reflect upon appropriate content standards and other instructional materials in order to meet the learning goals for the class/school/district.

 TED 686 Assessment and Instruction
Prerequisites: TED 680 Full-time teaching position in a public, charter or private school. A long-term substitute position may be used but needs pre-approval.
Beginning teachers will focus on the types of assessments used at their school, in district, state and national levels. Strategies for strengthening the use of assessment data for instructional planning will be researched, applied and reflected upon.

 TED 688 Meeting Needs of All Learners
Prerequisites: TED 680 Full-time teaching position in a public, charter or private school. A long-term substitute position may be used but needs pre-approval.
This course covers background information on and strategies for use with a variety of learners including those with special needs, gifted and talented, English learners and struggling readers.

 TED 690 Capstone
Prerequisites: TED 530B, or TED 628I, or TED 640B
M.Ed. degree’s culminating course. Candidates build a professional development portfolio based on P12 student learning evidence and other data. Then, use educational research in creating, implementing, and evaluating their professional development projects. Students work in a community of learners to plan and share evidence-based research-based practices, strategies, and findings.

 TED 699 Clear Credential e-Portfolio (1.5 quarter units)
Prerequisites: TED 680 satisfactory completion of three of the four elective courses as well as a full-time teaching position in a P-12 school or a pre-approved long term substitute position
Candidates will integrate their experiences in and reflection upon their first two years of teaching. Growth and development will be based upon the California Standards for the Teaching Profession.

 THR – Theater
THR 200 Theater Arts
An introduction to theater as a dramatic medium, focusing on performance and production skills in a variety of genres and contexts.

 TMG – Technology Management
TMG 610 Global Trends in Technology
This course focuses on our current technology trends that support the global economy. Students will gain understanding of the factors that drive this ever changing technological environment and why it is so important to transfer and apply the cost effective technological solution to their own organization. The economic, political and technological processes that impact our global organizations must be understood. Therefore, students will examine transnational corporations and organizations that are engaged in this dynamic technological environment. The problems, issues, and solutions must be analyzed by students because we live in a diverse cultural economy with global technological applications requirements.

 TMG 620 Principles of Technology Mgmt.
This course provides an in-depth analysis allowing students to apply the key concepts in technology management and the role of technology managers in both private- and public-sector organizations. It provides an understanding of how organizational entities can be structured and managed to respond effectively to dynamic changes caused by technology and international competition.

 TMG 625 Systems Analysis and Design
Students apply the fundamentals of systems analysis and design. The purpose is to provide an understanding of the systems view of a product, service, or process to include a generic representation of its elements, security, and dynamics. The skills, tools and methodologies needed to quantitatively analyze and optimize systems,
and to make decisions as technology managers are provided.

**TMG 635 Mgmt. of Tech & Innovation**  
Students apply strategic analysis techniques to business policy and organizational development. Emphasis is placed on linking technology policy with corporate strategy and the identification of technology options appropriate for the business or organizational strategy being executed.

**TMG 640 Managing Technology Change**  
This course provides students with skills and knowledge that will help them introduce new technology or continuous improvement initiatives smoothly and effectively. During this course, students learn a structured approach for dealing with the organizational and human aspects of technology transition, including the key concepts of change management, communication, and managing resistance.

**WCM – Wireless Communications**

**WCM 600 Signal Processing Theory**  
Students master key Digital Signal Processing concepts and wireless signal filtering using mathematical models of continuous-time and discrete-time signals and linear systems. Analyze and simulate communication systems using MATLAB. Employ concepts of probability, functions of random variables, and Poisson distributions through analysis of wireless signals using the MATLAB programming language.

**WCM 601 Digital Wireless Fundamentals**  
*Prerequisites: WCM 600*  
Course focuses on basic analog and digital principles and their application to the analysis and design of real-world communication systems.

**WCM 602 Wireless Principles/Standards**  
This course covers major topics in wireless communication systems, including analysis of modern wireless communication system infrastructures, the cellular concept and system design fundamentals, mobile radio propagation, multiple access techniques for wireless communications, and wireless networking.

**WCM 604 Coding and Modulation for W/C**  
*Prerequisites: WCM 601, WCM 602*  
This course describes the coding and modulation techniques, and comparative studies of different coding and decoding schemes including Trellis and Turbo coding. Studies of different modulation formats and their effects on wireless channels, analysis of different modulation schemes applied to the current wireless standards.

**WCM 605 Wireless Systems Security**  
*Prerequisites: WCM 602*  

**WCM 606 CDMA Wireless Systems**  
*Prerequisites: WCM 604*  
Analysis of CDMA (code division multiple access) concepts, models and techniques. An overview of second- and third-generation (3G) air interfaces. Direct-sequence spread spectrum (DSSS), physical and logical channels; CDMA IS-95 call processing, diversity, combining and antennas; access and paging channel capacity; planning of a CDMA system.

**WCM 607 3G & 4G Wireless Networks**  
*Prerequisites: WCM 604*  
Evolution of Time Division Multiple Access (TDMA)-based 2G cellular systems to 3G systems. Evolution of 3G systems to all-Internet Protocol (IP) based 4G systems; Universal Mobile Telecommunications System (UMTS) architecture including W-CDMA air interface. High Speed Downlink Packet Access (HSDPA) technologies and uplink technologies including Orthogonal Frequency Division Multiplexing (OFDM) and Orthogonal Frequency and Code Division Multiplexing (OFCDM) for high-speed cellular wireless data. Wireless Local Area Network technologies, including 802.11, 802.16 (WiMax) alternative to cellular, and beyond. Bluetooth, RFID and emerging Near Field Communications (NFC) technologies.

**WCM 608 Wireless Engineering Software**  
*Prerequisites: WCM 604*  
Hands-on strategic analysis tools designed to help planners, engineers, and technologists rapidly, but thoroughly, develop wireless, wired, and broadband network and service plans including detailed technical and business analysis.

**WCM 609 Radio Systems Modeling**  
*Prerequisites: WCM 604*  
Course focuses on simulation models built with MATLAB programming software that can serve as virtual laboratories for predicting the impact of system design changes for advanced digital communication systems.

**WCM 611A Master's Research Project I**  
*Prerequisites: Satisfactory completion of a minimum of eight out of ten courses, WCM 601 through WCM 609, WCM 612*  
This is the first course of the Master’s Research project. It focuses on the selection on an appropriate topic on one area of research or an applications in wireless communication systems. Student project teams research the topic of the project and complete the project proposal and timeliness for project completions. Grading is by H, S, or U only. Course is eligible for an “IP” grade.

**WCM 611B Master's Research Project II**  
*Prerequisites: WCM 611A*  
Two-month course, meets once a week. A continuation of WCM 611A. Students complete the project including all required documentation and formally present their final product to a review panel for evaluation. Grading is H, S, or U only. Course is In Progress (IP) grade eligible.

**WCM 612 Wireless Economics Topics**  
*Prerequisites: WCM 601, WCM 602, WCM 604, WCM 605, WCM 606, WCM 607, WCM 608, and WCM 609 or approval of lead faculty*  
This course will teach students how to evaluate the impact of continually advancing wireless technologies on the varied perspectives of competitors and consumers. Students will study these impacts from the perspectives of wireless service providers, wireless equipment providers, wireless application providers, and consumers. Different business models employed by the various industry segments will be studied to gain insight into the interplay between business models and advances in technology. Finally, the course will study the impact of global competitive pressures and both national and international regulatory bodies on technology choices.
UNDERGRADUATE DEGREES

Associate of Arts with Concentrations in: English w/ Single Subject Matter Preparation, Digital Journalism, Digital Media Design, Professional Golf Management, Human Biology, Health Informatics, Engineering Technology, Criminal Justice Administration, Business
Alcohol & Drug Abuse Counseling with Majors in: Hospitality & Customer Service, Early Childhood Education, Communications

Associate of Science with Majors in: Alcohol & Drug Abuse Counseling, Business, Criminal Justice Administration, Engineering Technology, Health Informatics, Human Biology, Paralegal Studies

Bachelor of Arts with Majors in: Biological Science w/ a Preliminary Single Subject Teaching Credential (CA), Digital Media Design, Digital Journalism
Early Childhood Development w/ a Preliminary Multiple Subject Teaching Credential (CA) • Early Childhood Education w/ Concentrations in: Early Childhood Administration, Infant & Toddler Teacher Education
English w/ a Concentration in: Creative Writing, English w/ Single Subject Matter Preparation, English w/ Preliminary Single Subject Teaching Credential (CA) • General Studies
Global Studies • Health Sciences w/ Preliminary Single Subject Teaching Credential (CA) • History • Integrated Marketing Communication • Interdisciplinary Studies
Interdisciplinary Studies w/ a Preliminary Multiple Subject Teaching Credential (CA) • STEM (Science, Technology, Engineering, Mathematics)
Project Management • Mathematics w/ Preliminary Single Subject Teaching Credential (CA) • Political Science • Pre-Law Studies • Psychology
Social Science w/ Preliminary Single Subject Teaching Credential (CA) • Sociology

Associate of Arts with Concentrations in: English, Digital Journalism, Digital Media Design, Professional Golf Management, Human Biology, Health Informatics, Engineering Technology, Criminal Justice Administration, Business
Alcohol & Drug Abuse Counseling with Majors in: Hospitality & Customer Service, Early Childhood Education, Communications

Associate of Science with Majors in: Alcohol & Drug Abuse Counseling, Business, Criminal Justice Administration, Engineering Technology, Health Informatics, Human Biology, Paralegal Studies

Bachelor of Arts with Majors in: Biological Science w/ a Preliminary Single Subject Teaching Credential (CA), Digital Media Design, Digital Journalism
Early Childhood Development w/ a Preliminary Multiple Subject Teaching Credential (CA) • Early Childhood Education w/ Concentrations in: Early Childhood Administration, Infant & Toddler Teacher Education
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Interdisciplinary Studies w/ a Preliminary Multiple Subject Teaching Credential (CA) • STEM (Science, Technology, Engineering, Mathematics)
Project Management • Mathematics w/ Preliminary Single Subject Teaching Credential (CA) • Political Science • Pre-Law Studies • Psychology
Social Science w/ Preliminary Single Subject Teaching Credential (CA) • Sociology

Bachelor of Science with Majors in: Accountancy, Allied Health w/ a Concentration in: Health Informatics

Bachelor of Science with Majors in: Accountancy, Allied Health w/ a Concentration in: Health Informatics, Biology, Biomedical Engineering Technology, Clinical Lab Science, Computer Science, Construction Engineering Technology, Construction Management, Criminal Justice Administration, Environmental Science, Financial Management, Healthcare Administration, Homeland Security & Emergency Management, Hospitality & Casino Management, Information Systems, Information Technology Management, Manufacturing Design Engineering, Mathematics, with a Concentration in: Single Subject Teaching, Nursing (Accelerated Post-Bachelor Degree), Nursing (BSN) (Generic Entry), Nursing (Licensed Vocational Nurse to BSN), Nursing (RN Completion), Organizational Behavior, Organizational Leadership, Paralegal Studies, Public Health, Radiation Therapy

Foreign Credential Bridge Program (for students w/ foreign 3-year bachelor’s degrees)

GRADUATE DEGREES

Global Master of Business Administration (in Spanish)

Master of Accountancy

Master of Arts with Fields of Study in: Accomplished Collaborative Leadership, Applied Gerontology, Applied Linguistics

Master of Business Administration with Specializations in: Best Practices, Educational Technology, e-Teaching & Learning, Teacher Leadership, Teaching & Learning in a Global Society, Teaching Mathematics

Master of Forensic Sciences with Specializations in: Criminalistics, Investigation

Master of Fine Arts with Fields of Study in: Creative Writing, Digital Cinema, Professional Screenwriting

Master of Education w/ Preliminary Multiple or Single Subject Teaching Credential & Internship Option (CA) with Specializations in: Best Practices, e-Teaching & Learning, Educational & Instructional Technology, Teacher Leadership, Teaching & Learning in a Global Society, Teaching Mathematics

Master of Fine Arts with Fields of Study in: Creative Writing, Digital Cinema, Professional Screenwriting

Master of Forensic Sciences with Specializations in: Criminalistics, Investigation
DOCTORAL PROGRAM

Doctor of Nursing Practice

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

Clear Administrative Services Credential
Clear Level II Education Specialist: Deaf or Hard-of-Hearing (DHH)
Clear Level II Education Specialist: Mild/Moderate Disabilities
Clear Level II Education Specialist: Moderate/Severe Disabilities
Clear Multiple or Single Subject Credential
Preliminary Administrative Services Certificate/Credential
Preliminary Education Specialist Authorization Teaching Credential
Preliminary Multiple Subject Teaching Credential w/ Internship Option
Preliminary Single Subject Credential w/ Internship Option
Pupil Personnel Services Credential School Counseling (PPSC)
University Internship Pupil Personnel Services Credential School Counseling (PPSC)

NEVADA PROGRAMS

Associate of Science in Human Biology
Bachelor of Arts in Early Childhood Education
Bachelor of Arts in Elementary Education w/ Nevada Licensure
Bachelor of Arts in Mathematics Education w/ Nevada Licensure
Bachelor of Arts in Secondary Education, Major in English w/Nevada Licensure
Bachelor of Business Administration
Bachelor of Public Administration
Bachelor of Science in Criminal Justice Administration
English Language Program (ELP)
Master of Arts in Counseling Psychology
Master of Arts in Teaching
Master of Business Administration
Master of Education in Elementary Education w/ Nevada Licensure
Master of Education in Secondary Education w/ Nevada Licensure
Master of Forensic Science
Master of Public Administration
Master of Science in Organizational Leadership
Master of Science in Special Education w/ Nevada Licensure

CERTIFICATE PROGRAMS

UNDERGRADUATE LEVEL

Accountancy
Advanced Professional Golf Management
Alcohol & Drug Abuse Counseling
Alternative Dispute Resolution
Basic Human Resource Management
Basic Sales & Marketing
Basics of Casino Management

GRADUATE LEVEL

Accountancy
Applied Behavioral Analysis
Autism
Bereavement Studies
Best Practices
Clinical Informatics
e-Teaching & Learning
Early Childhood Education
Early Childhood Special Education Add-On Authorization
Educational Technology
Forensic & Crime Scene Investigations
Health Coaching
International Business
National Board Certified Teacher Leadership
Nursing Informatics
Patient Advocacy
Project Management
Reading
Subject Matter Authorization in Introductory Mathematics for Single or Multiple Subject Teaching Credential Holders (CA)
Teaching Mathematics

EXTENDED LEARNING PROGRAMS

American Society of Quality (ASQ)
Certification Training
Autism Education Certificate
Charter School Certificate
Construction Management Certificate
CSET Preparation
Department of Defense Architecture
Dropout Prevention Specialist
Executive Business Management Certificate
Federal Enterprise Architecture
Marine Technology with Concentrations in:
Diver Medic Technician
Underwater Inspection Technology
Medical Billing and Coding
National Board Certification Teacher Academy
Online Health Continuing Education
Paralegal Specialist Certificates with Specializations in:
Corporations
Criminal Law
Litigation
Reading Instruction Competency Assessment (RICA) Preparation
Teacher Development Self-Paced Online Course
U.S. Constitution Test Prep & Exam

★ Entire program can be completed online.
★ On-site program with possible online courses or prerequisites.
★ Online program with residency in Los Angeles.

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

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

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

Institutional Learning Outcomes

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

General Description

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

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

Campuses

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Accreditation/Memberships

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

The University is also:
• Approved by the Commission on Teacher Credentialing (CTC)
• Accredited by the California Board of Registered Nursing (BRN)
• Approved by the Commission on Collegiate Nursing Education (CCNE) for the offering of the Bachelor of Science in Nursing Program
• Accredited by the International Assembly for Collegiate Business Education (IACBE) for programs offered by the School of Business & Management
• A member of the American Association of Colleges for Teacher Education (AACTE)
• Approved to train veterans under Title 38, U.S. Code (GI Bill)
• Approved for student financial aid by the Department of Education
• A member of the Council of Colleges of Arts and Sciences (CCAS)
• Authorized under federal law to enroll non-immigrant alien students
• A member of the American Association of Intensive English Programs (AAIEP) through its American Language and Intercultural Studies program
• A participant in the Servicemembers Opportunity College network (SOC)
• Approved for Army, Air Force, Coast Guard, Marine Corps, Navy and U.S. government tuition assistance. Students in San Diego, Los Angeles, and Rancho Cordova who qualify may enroll in the Army or Air Force ROTC cross-enrollment programs.

The Division of Extended Learning is a member of the following organization:
• The International Association for Continuing Education and Training (IACET) as an Authorized Provider of the Continuing Education Unit (CEU)

National University has received specialized accreditation for its business programs through the International Assembly for Collegiate Business Education (IACBE), located in Olathe, Kansas. The business programs in the following degrees are accredited by the IACBE:

- Master of Accountancy
- Master of Arts
  • Human Resources Management

- Master of Business Administration
- Master of Public Administration
- Master of Science
  • Organizational Leadership
  • Management Information Systems

- Bachelor of Arts
  • Management
- Bachelor of Business Administration
- Bachelor of Science
  • Accountancy
  • Financial Management
  • Hospitality and Casino Management
  • Organizational Leadership
State Regulatory Information

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

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

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

TEXAS
National University has permission to operate in the state of Texas, and has been regionally accredited by the Western Association of Schools and Colleges 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.

WASHINGTON
National University is authorized by the Washington Higher Education Coordinating Board (HECB) 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 advertise and recruit for specific degree programs. The HECB may be contacted for a list of currently authorized programs. Authorization by the HECB does not carry with it an endorsement by the board 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 HECB at P.O. Box 43430 Olympia, WA 98504-3430.

Granting of Credit

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

Faculty

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

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

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

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

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

Familiarity with University Regulations

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

National University Community Research Institute (NUCRI)

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

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

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

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

Application Fee for Continuing Education Unit Certificates ........ $25

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

International Student Activity Fee ....................................... $50
See also International Student Prepayment and Refund policy.

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

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

Transcript Fee .................................................................... $5
Per copy fee for each transcript.

Returned Check Charge ...................................................... $20

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

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

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

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

Nursing Fees
Basic BSN Program Orientation Fee ................................. $2,450

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

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

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

MFA Digital Cinema and Professional Screenwriting Fees:
MDC 688 Course Fee ......................................................... $1,200
MDC 689 Course Fee ......................................................... $550
SCR 675 Course Fee ......................................................... $750
SCR 670P Course Fee ....................................................... $250
SCR 690 Course Fee ........................................................ $350
SCR 691 Course Fee ......................................................... $350

MS Anesthesia Fees:
Application Fee ................................................................ $60
(In addition to University Application fee)
Unit Fee ............................................................................. $329.70
(In addition to tuition fee)

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

National University Golf Academy

Player’s Lab Fee
The labs are part of the practical portion of the National University Golf Academy curriculum that incorporate and build upon prior learning in the Player’s Lab series. Students participate in individual and/or group activities that can include instruction, training, play and practice activities.

ORI 31/ ORI 34 Player’s Lab I $100
ORI 32/ ORI 35 Player’s Lab II $225
ORI 19/ ORI 21 Player’s Lab III $350

(Students enrolled in a National University Golf Academy program, Certificate, or approved Professional Golf Management elective are eligible to enroll in the Player’s Labs provided they are enrolled in a course or have completed a course in the past 45 days, and are in good academic standing.)

Tuition
Tuition rates in effect as of September 4, 2012.

Undergraduate - $326 per quarter unit
Graduate - $372 per quarter unit

<table>
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<th>Course Level</th>
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<td>$1,116</td>
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*Tuition for 500-level courses is charged according to students’ degree programs.

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

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

The University reserves the right to modify tuition at any time. Students whose employers have entered into a contractual agreement with the University may be eligible for reduced tuition.

Military Community

National University has eight convenient locations for the military community in San Diego County, and one in San Bernardino County. Centers are located at Naval Base San Diego, Anti-Submarine Warfare Training Center San Diego, Naval Air Station North Island, Marine Corps Recruit Depot San Diego, Marine Corps Air Station Miramar, Marine Corps Base Camp Pendleton, Naval Base Coronado, Naval Medical Center San Diego, and Marine Corps Air Ground Combat Center Twenty-nine Palms. National University also has admissions offices at Naval Hospital and Naval Submarine Base in San Diego, at Naval Base Bremerton, Washington and at the online information center in Quantico, Virginia.

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

**Enrollment Agreement**

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

**Payments and Release of Records**

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

**Safety Program**

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

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

**Campus Security**

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

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

Safety procedures are posted at campuses and labs.

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

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

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

**Conference Services**

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

**Professional Development and Seminars**

National University’s Division of Extended Learning is an authorized provider of the Continuing Education Unit (CEU); benchmarked to International Association for Continuing Education and Training (IACET) standards. The IACET CEU is considered the hallmark of quality in continuing education and training. IACET CEUs enhance the credibility of professional development and training in disciplines, such as: education, engineering, accounting, legal, medical, Real Estate and others. National University provides many administrative services to support professional development events and conferences. These may be held at National University’s campuses throughout California, client locations, online, or by real-time web seminars. Extended Learning documents CEUs with a certificate and/or an official National University transcript. For more information regarding professional excellence with NU CEUs, please call (858) 642-8600.

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