



**LEGEND:**

 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.  
Courses are 4.5 quarter units unless otherwise noted.

# General Academic Information

## ACCREDITATION

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:

Global Master of Business Administration  
Master of Arts

- Human Resources Management
- Management

Master of Public Administration  
Master of Business Administration  
Bachelor of Arts

- Management

Bachelor of Business Administration  
Bachelor of Science

- Accounting
- Financial Management

The following programs are offered but not yet accredited by IACBE. Accreditation of these programs is part of the reaffirmation of accreditation to take place in 2011:

Master of Accountancy  
Master of Science in Organizational Leadership  
Master of Science in Management Information Systems  
Bachelor of Science in Hospitality and Casino Management  
Bachelor of Science in Organizational Leadership

## POLICIES AND PROCEDURES

### 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.

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## 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 attempts at 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 thirty (30) 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

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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 ("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 thirty (30) 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 or Sexual Harassment (Written Complaint)

Please provide the following information in your claim:

Your name, address, telephone number, and student ID number

Please thoroughly address each point below:

The basis of your claim. The basis is what you believe was the motivating factor for the discrimination or sexual harassment. 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, or sexually harassed 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, or sexually harassed you, resulting in some harm. Explain as clearly as possible what happened, why you believe it happened, and how you were discriminated against, or sexually harassed.
- How other persons in the same setting were treated differently than you.
- 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.

Please submit your written claim to:

Vice President for Student Services  
National University  
11255 North Torrey Pines Road  
La Jolla, CA 92037-1011

## 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 abide by the regulations of the University. 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

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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 disciplinary hearing, convened by the Judicial Affairs Officer. The student must submit a written appeal to the Judicial Affairs Officer within forty-five (45) days of the allegation.

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.

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- 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.
- 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 employees including shouting, use of profanity, or other displays of hostility
- Theft of University property or the property of a University employee, student, or visitor
- Vandalism or unauthorized destruction of University property or the property of a University employee, student, or visitor
- Sale or knowing possession of illegal drugs or narcotics
- Use of or being under the influence of alcohol on campus
- Possession, use, or threats of use of explosives or deadly weapons on University property
- Sexually explicit, indecent, or obscene behavior on University property or by any means of communication, including the Internet
- Sexual harassment
- Sexual assault
- Soliciting or assisting another in an act that would subject students to a serious University sanction
- Trespassing in an area of the University where the student is not authorized to be, or failure to leave immediately an area when directed by an employee of the University
- Using University equipment or networks to violate copyrights
- Violation of the University's visitor policy
- Violation of the University's animal policy
- Violation of the University's computer regulations
- Violation of any other lawful policy or directive of the University or its employees.
- Any action that would grossly violate the purpose of the University or the rights of those who comprise the University

Disciplinary action may include probation, suspension, or dismissal from the University. Students suspected of committing any violation of University policy are accorded procedures consistent with fair process typically before disciplinary action is imposed. However, in appropriate circumstances, students may be suspended prior to a hearing.

Any violation of University policy (including all forms of academic dishonesty) can result in a student being barred from graduate or professional schools at this or other universities. In addition, violating University policy can make a student ineligible for government commissions or other employment.

When a violation has occurred, an incident report, including the date, time, and circumstances of the alleged act, must be submitted to the Office of Student Affairs. This report includes a description of the actions of all parties involved, names of witnesses available, and documentary evidence that supports the charge. Students wishing to report a violation should file the report through the Director/Associate Director of Student Services, or a full-time/associate faculty member. Upon receipt of the report, the Student Judicial Affairs Officer will determine if a University policy may have been violated by the student. If there is insufficient information to make that determination, the Judicial Affairs Officer will notify the person making the report. If there is sufficient information, 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.

## 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. 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.
- 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



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decision by simple majority based on a preponderance of the evidence. 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 of 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
- To challenge or rebut evidence or testimony presented by the opposing party
- To submit evidence on behalf of their own position
- 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)

## COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)

Students may take a CLEP Examination through the National University testing center. In the English area the College Composition CLEP grants 9 quarter units of credit with a score of 50 or higher towards General Education Area A: ENG 100/101 and ENG 240. The College Composition Modular CLEP grants 4.5 quarter units of credit with a score of 50 or higher towards General Education Area A: ENG 100/101 requirement.

# General Education Information

## General Education Information

### ASSOCIATE OF ARTS AND ASSOCIATE OF SCIENCE

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

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

#### General Education Requirements

Faculty Advisors: Paz Jensen; (858) 642-8471; [pjensen@nu.edu](mailto:pjensen@nu.edu)

Vicki Martineau; (559) 256-4942; [vmartine@nu.edu](mailto:vmartine@nu.edu)

Tom Pollard; (408) 236-1150; [tpollard@nu.edu](mailto:tpollard@nu.edu)

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.

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 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*

##### Category 2: Speech and Communication

(4.5 quarter units required)

- 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*
- NSG 322 Intro to Biomedical Statistics

#### AREA C: INFORMATION LITERACY

(Minimum 4.5 quarter units)

- ILR 260 Information Literacy  
*Prerequisite: ENG 100, and ENG 101*

#### AREA D: ARTS, HUMANITIES, AND LANGUAGE

(Minimum 4.5 quarter units)

- ARB 100 Beginning Arabic I  
*Co-requisite: ARB 100A*

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ARB 100A	Beginning Arabic I Lab (1.5 quarter units) <i>Co-requisite: ARB 100</i>	HIS 234	World Civilizations II <i>Prerequisite: ENG 100, and ENG 101</i>
ARB 101	Beginning Arabic II <i>Prerequisite: ARB 100, and ARB 100A, Co-requisite: ARB 101A</i>	LIT 100	Introduction to Literature <i>Prerequisite: ENG 100, and ENG 101</i>
ARB 101A	Beginning Arabic II Lab (1.5 quarter units) <i>Prerequisite: ARB 100, and ARB 100A, Co-requisite: ARB 101</i>	LIT 345	Mythology <i>Prerequisite: LIT 100</i>
ARB 200	Intermediate Arabic I <i>Prerequisite: ARB 101, and ARB 101A, Co-requisite: ARB 200A</i>	LUS 100	Introductory Luiseño 1 <i>Co-requisite: LUS 100A</i>
ARB 200A	Intermediate Arabic I Lab (1.5 quarter units) <i>Prerequisite: ARB 101, and ARB 101A, Co-requisite: ARB 200</i>	LUS 100A	Introductory Luiseño 1 Lab (1.5 quarter units) <i>Co-requisite: LUS 100</i>
ARB 201	Intermediate Arabic II <i>Prerequisite: ARB 200, and ARB 200A, Co-requisite: ARB 201A</i>	LUS 101	Introductory Luiseño 2 <i>Co-requisite: LUS 101A, Prerequisite: LUS 100, and LUS 101A</i>
ARB 201A	Intermediate Arabic II Lab (1.5 quarter units) <i>Prerequisite: ARB 200, and ARB 200A, Co-requisite: ARB 201</i>	LUS 101A	Introductory Luiseño 2 Lab (1.5 quarter units) <i>Co-requisite: LUS 101, Prerequisite: LUS 100, and LUS 100A</i>
ARB 300	Advanced Arabic I <i>Prerequisite: ARB 201, and ARB 201A, Co-requisite: ARB 300A</i>	LUS 200	Intermediate Luiseño 1 <i>Co-requisite: LUS 200A, Prerequisite: LUS 101, and/or LUS 101A</i>
ARB 300A	Advanced Arabic I Lab (1.5 quarter units) <i>Prerequisite: ARB 201, and ARB 201A, Co-requisite: ARB 300</i>	LUS 200A	Intermediate Luiseño 1 Lab (1.5 quarter units) <i>Co-requisite: LUS 200, Prerequisite: LUS 101, and/or LUS 101A</i>
ARB 301	Advanced Arabic II <i>Prerequisite: ARB 300, and ARB 300A, Co-requisite: ARB 301A</i>	LUS 201	Intermediate Luiseño 2 <i>Co-requisite: LUS 201A, Prerequisite: LUS 200, and/or LUS 200A</i>
ARB 301A	Advanced Arabic II Lab (1.5 quarter units) <i>Prerequisite: ARB 300, and ARB 300A, Co-requisite: ARB 301</i>	LUS 201A	Intermediate Luiseño 2 Lab (1.5 quarter units) <i>Co-requisite: LUS 201, Prerequisite: LUS 200, and/or LUS 200A</i>
ASL 120	American Sign Language I	LUS 300	Advanced Luiseño 1 <i>Co-requisite: LUS 300A, Prerequisite: LUS 201, and/or LUS 201A</i>
ASL 220	American Sign Language II <i>Prerequisite: ASL 120</i>	LUS 300A	Advanced Luiseño 1 Lab (1.5 quarter units) <i>Co-requisite: LUS 300, Prerequisite: LUS 201, and/or LUS 201A</i>
ASL 320	American Sign Language III <i>Prerequisite: ASL 220</i>	LUS 301	Advanced Luiseño 2 <i>Co-requisite: LUS 301A, Prerequisite: LUS 300, and/or LUS 300A</i>
ART 100	Introduction to Art History <i>Prerequisite: ENG 100, and ENG 101</i>	LUS 301A	Advanced Luiseño 2 Lab (1.5 quarter units) <i>Co-requisite: LUS 301, Prerequisite: LUS 300, and/or LUS 300A</i>
ART 200	Visual Arts	MUS 100	Fundamentals of Music
CHN 100	Beginning Chinese I <i>Co-requisite: CHN 100A</i>	MUS 327	World Music (+) <i>Prerequisite: ENG 100, and ENG 101</i>
CHN 100A	Beginning Chinese I Lab (1.5 quarter units) <i>Co-requisite: CHN 100</i>	PGM 101	Philosophy of Coaching
CHN 101	Beginning Chinese II <i>Prerequisite: CHN 100, and CHN 100A, Co-requisite: CHN 101A</i>	PHL 100	Introduction to Philosophy <i>Prerequisite: ENG 100, and ENG 101</i>
CHN 101A	Beginning Chinese I Lab (1.5 quarter units) <i>Prerequisite: CHN 100, and CHN 100A, Co-requisite: CHN 101</i>	PHL 337	Ethics <i>Prerequisite: ENG 100, and ENG 101</i>
CHN 200	Intermediate Chinese I <i>Prerequisite: CHN 101, CHN 101A, Co-requisite: CHN 200A</i>	PRS 100	Beginning Persian I <i>Co-requisite: PRS 100A</i>
CHN 200A	Intermediate Chinese I Lab (1.5 quarter units) <i>Prerequisite: CHN 101, CHN 101A, Co-requisite: CHN 200</i>	PRS 100A	Beginning Persian I Lab (1.5 quarter units) <i>Co-requisite: PRS 100</i>
CHN 201	Intermediate Chinese II <i>Prerequisite: CHN 200, CHN 200A, Co-requisite: CHN 201A</i>	PRS 101	Beginning Persian II <i>Prerequisite: PRS 100, and PRS 100A, Co-requisite: PRS 101A</i>
CHN 201A	Intermediate Chinese II Lab (1.5 quarter units) <i>Co-requisite: CHN 201, Prerequisite: CHN 200, CHN 200A</i>	PRS 101A	Beginning Persian II Lab (1.5 quarter units) <i>Co-requisite: PRS 101, Prerequisite: PRS 100, and PRS 100A</i>
CHN 300	Adv Intermediate Chinese I <i>Prerequisite: CHN 201, CHN 201A, Co-requisite: CHN 300A</i>	PRS 200	Intermediate Persian I <i>Co-requisite: PRS 200A, Prerequisite: PRS 100, and PRS 101A</i>
CHN 300A	Adv Intermediate Chinese I Lab (1.5 quarter units) <i>Prerequisite: CHN 201, CHN 201A, Co-requisite: CHN 300</i>	PRS 200A	Intermediate Persian I Lab (1.5 quarter units) <i>Co-requisite: PRS 200, Prerequisite: PRS 101, and PRS 101A</i>
CHN 301	Adv Intermediate Chinese II <i>Prerequisite: CHN 300, CHN 300A, Co-requisite: CHN 301A</i>	PRS 201	Intermediate Persian II <i>Co-requisite: PRS 201A, Prerequisite: PRS 200, and PRS 200A</i>
CHN 301A	Adv Interm Chinese II Lab (1.5 quarter units) <i>Prerequisite: CHN 300, CHN 300A, Co-requisite: CHN 301</i>	PRS 201A	Intermediate Persian II Lab (1.5 quarter units) <i>Co-requisite: PRS 201, Prerequisite: PRS 200, and PRS 200A</i>
HIS 233	World Civilizations I	PRS 300	Advanced Persian I <i>Co-requisite: PRS 300A, Prerequisite: PRS 201, and PRS 201A</i>



# General Education Information

PRS 300A	Advanced Persian I Lab (1.5 quarter units) <i>Co-requisite: PRS 300, Prerequisite: PRS 201, and PRS 201A</i>
PRS 301	Advanced Persian II <i>Co-requisite: PRS 301A, Prerequisite: PRS 300, and PRS 300A</i>
PRS 301A	Advanced Persian II Lab (1.5 quarter units) <i>Co-requisite: PRS 301, Prerequisite: PRS 300, and PRS 300A</i>
SPN 100	Beginning Spanish I
SPN 101	Beginning Spanish II <i>Prerequisite: SPN 100</i>
SPN 200	Intermediate Spanish I <i>Prerequisite: SPN 101</i>
THR 200	Theater Arts

Students may also satisfy Area D requirements with 4.5 quarter units of computer languages:

CSC 242	Intro to Programming Concepts <i>Prerequisite: CSC 200, and CSC 208</i>
CSC 252	Programming in C++ <i>Prerequisite: CSC 242</i>
CSC 262	Programming in JAVA <i>Prerequisite: MTH 215</i>

## AREA E: SOCIAL AND BEHAVIORAL SCIENCES

(Minimum 4.5 quarter units)

COM 220	Media Literacy
COM 380	Democracy in the Info. Age (+) <i>Prerequisite: ENG 100, and ENG 101</i>
ECO 203	Principles of Microeconomics
ECO 204	Principles of Macroeconomics
HIS 220A	United States History I (+) <i>Prerequisite: ENG 100, and ENG 101</i>
HIS 220B	United States History II (+) <i>Prerequisite: ENG 100, and ENG 101</i>
HIS 300	Roots of Western Civilization (+) <i>Prerequisite: ENG 100, and ENG 101</i>
PGM 100	History of Sport
PGM 200	Personnel Dev & Human Relation (may only be taken by students in an Associate program in Professional Golf Management)
POL 100	Introduction to Politics <i>Prerequisite: ENG 100, and ENG 101</i>
POL 201	American Politics <i>Prerequisite: ENG 100, and ENG 101</i>
PSY 100	Introduction to Psychology
SOC 100	Principles of Sociology (+) <i>Prerequisite: ENG 100, and ENG 101</i>
SOC 260	Cultural Anthropology <i>Prerequisite: ENG 100, and ENG 101</i>
SOC 350	Cultural Diversity (+) <i>Prerequisite: ENG 100, and ENG 101</i>

## AREA F: PHYSICAL AND BIOLOGICAL SCIENCES

(Minimum 6 quarter units required [Note: one science lab is required])

BIO 100	Survey of Bioscience
BIO 100A	Survey of Bioscience Lab (1.5 quarter units) <i>Prerequisite: BIO 100, or BIO 161 for science majors</i>
BIO 161	General Biology 1
BIO 162	General Biology 2 <i>Prerequisite: BIO 161</i>
BIO 201	Human Anatomy & Physiol I 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) <i>Prerequisite: BIO 201</i>

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) <i>Prerequisite: BIO 202</i>
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) <i>Prerequisite: BIO 203</i>
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) <i>Prerequisite: CHE 101, or CHE 141 for science majors</i>
CHE 141	General Chemistry 1 <i>Prerequisite: MTH 215 or equivalent, CHE 101</i>
CHE 142	General Chemistry 2 <i>Prerequisite: CHE 141</i>
EES 103	Fundamentals of Geology
EES 103A	Fundamentals of Geology Lab (1.5 quarter units) <i>Prerequisite: EES 103</i>
PHS 104	Introductory Physics <i>Prerequisite: 2 years of high school algebra, and MTH 204, or MTH 215, or MTH 216A, and MTH 216B</i>
PHS 104A	Introductory Physics Lab (1.5 quarter units) <i>Prerequisite: PHS 104, or PHS 171 for science majors</i>
PHS 171	General Physics 1 <i>Prerequisite: MTH 215, or MTH 216A, and MTH 216B</i>
PHS 172	General Physics 2 <i>Prerequisite: PHS 171</i>
PGM 202	Sustainable Golf & Turf Mgmt (6 quarter units) (may only be taken by students in an Associate program in Professional Golf Management)

## College of Letters and Sciences

Charles (Mac) Powell, Ph.D.  
Dean, National University Golf Academy

### New Programs

#### ■ ASSOCIATE OF SCIENCE

#### ◆ MAJOR IN ALCOHOL AND DRUG ABUSE COUNSELING

Faculty Advisor: Don Posson; (702) 531-7832; dposson@nu.edu

The Associate of Science degree in Alcohol and Drug Abuse Counseling is designed to prepare students academically for entrance into upper-division courses to pursue a Bachelor's degree as well as for certification as alcohol and drug abuse counselors. This program meets the academic requirements of The California Association of Alcoholism and Drug Abuse Counselors (CAADAC), a certification body recognized by the State of California. 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](http://www.caadac.org) or call (916) 368-9412.

#### Program Information

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 must be able to 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 in many of the classes. Students will have a choice of attending those sessions one evening a week or on Saturday. Students must have a headset with a microphone that plugs into the USB port on the computer.

#### Program Learning Outcomes

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

- Establish professional relationships with diverse clients with alcohol and drug abuse and/or dependence issues.
- Demonstrate entry level counseling skills in working with individuals, groups, and families relative to alcohol and drug abuse and/or dependence issues.
- Assess and diagnose clients using DSM IV-TR alcohol and drug abuse and dependence criteria.
- Develop a treatment plan based on a biopsychosocial assessment of the individual's strengths, weaknesses, problems, and needs.
- Develop case management plans for clients that bring services, agencies, resources, or people together with a planned framework of action.
- Provide client education to individuals, groups, and families on alcohol and drug abuse and dependence.
- Interact with counselors and other professionals in regard to client treatment and services.
- Adhere to established professional codes of ethics and standards of practice.
- Integrate knowledge of cultural diversity into chemically dependent clients' treatment plans.

#### Degree Requirements

To receive the degree, students must complete at least 90 quarter units, 31.5 of which must be taken in residence at National University and complete a 255 hour practicum experience working with clients at an approved practicum site. Students are urged to

meet English requirements as early as possible in their college career to avoid serious difficulties in other course work. The General Education requirements can be found in the General Education section of this addendum. Refer to the section on undergraduate admission in the university catalog for specific information regarding admission and evaluation.

#### Recommended as Preparation for the Major

(5 courses; 19.5 quarter units)

ENG 100*	Effective College English I (3 quarter units) <i>Prerequisite: Satisfactory performance on Accuplacer</i>
ENG 101*	Effective College English II (3 quarter units) <i>Prerequisite: ENG 100</i>
COM 103*	Public Speaking
MTH 204*	Mathematics for Science <i>Prerequisite: MTH 12A, and MTH 12B</i>
ILR 260*	Information Literacy <i>Prerequisite: ENG 100, and ENG 101</i>

\* May be used to meet a General Education requirement

#### Prerequisites for the Major

(2 courses; 9 quarter units)

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

\* May be used to meet a General Education requirement  
+ Diversity Enriched Offering

#### Requirements for the Major

(9 courses; 40.5 quarter units)

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

#### Electives

ADC 295	Guided Study 1.5 - 4.5 quarter units
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#### ◆ MAJOR IN PARALEGAL STUDIES

Faculty Advisor: Bryan Hance; (310) 662-2115; bhance@nu.edu

The Associate of Science in Paralegal Studies degree is designed to provide students with a solid foundation of professional legal studies leading to a career as a paralegal or legal assistant. The course work and accompanying credits in this program may be transferred to the Bachelor of Science or a professional certificate in Paralegal Studies if all other requirements for admission are met. This degree is offered and ABA-approved at the Los Angeles and Sherman Oaks campuses and housed within the College of Letters and Sciences in the Department of Professional Studies.

# College of Letters and Sciences

## 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 Associate of Science General Education as specified in this addendum. Please note a minimum of 27 quarter units of general education course work (across at least three disciplines such as social science, natural science, mathematics, humanities, foreign language and English) is required by the American Bar Association.

All lower division general education courses must be completed at National University or another regionally-accredited institution. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree.

## Requirements for the Major

(12 courses; 54 quarter units)

PLA 200	Legal Theory & Ethics
PLX 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
	<i>Prerequisite: PLA 202, and PLX 1000X, and PLX 1002X</i>
PLA 325	Litigation I

## ◆ 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; and

## Degree Requirements

To receive the Associate of Arts 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. The General Education requirements can be found in the General Education section of this addendum. 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 in the university catalog 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 101	Philosophy of Coaching
PGM 100	History of Sport
PGM 200	Personnel Dev & Human Relation
PGM 202	Sustainable Golf & Turf Mgmt (6 quarter units)
PGM 102	Facility Operations
PGM 103	Acctg and Business Practices
PGM 203	Instruction & Player Dev
PGM 213	Merchandising & Invent Mgmt
PGM 220	Adv Sem. Instr. Player Develop

## Modified Programs

## ■ BACHELOR OF ARTS

### ◆ MAJOR IN BIOLOGICAL SCIENCE WITH A PRELIMINARY SINGLE SUBJECT TEACHING CREDENTIAL (CALIFORNIA)

*Faculty Advisor: For Science: Michael Maxwell; (858) 642-8413; mmaxwell@nu.edu*

*For Credential: Ron Saltinski; (310) 662-2141; rsaltins@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 stresses foundation in

# College of Letters and Sciences

biological science and its application. This program prepares candidates for professional work as single subject teachers in a changing cultural and economic environment.

Please see additional Credential admissions requirements under Teacher Education in the School of Education's Credential Programs section of this addendum.

## 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.

## Teacher Education Program Learning Outcomes

- Demonstrate knowledge of development in order to explain how to support growth in cognitive, social, physical and emotional domains;
- Utilize different teaching strategies to accomplish educational goals;
- Demonstrate a thorough understanding of the learning needs of students to create positive learning environments that ensure 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 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 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

(12 courses, 42 quarter units)

- MTH 210\* Probability and Statistics  
*Prerequisite: Placement evaluation*
- 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 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 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 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

(19 courses; 79.5 quarter units)

### Biological Science Requirements

(12 courses, 48 quarter units)

All Teacher Education coursework has a field experience component.

- EES 301 Earth & Planetary Sciences
- SCI 310 Evolution
- BIO 330 Ecology
- EES 335 Environmental Science
- BIO 380 Human Biology for Teachers  
Recommended Preparation: BIO 100, and BIO 100A, or BIO 161, and BIO 162, and BIO 100A
- SCI 400 History of Science  
*Prerequisite: One 4.5 quarter unit science course from the natural sciences.*
- 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 408 Genetics and Heredity  
Recommended: Prior completion of: BIO 161, BIO 162, and BIO 100A, CHE 141, CHE 142, and CHE 101A, or equivalent
- BIO 411 Biodiversity  
Recommended: Prior completion of: BIO 161, and BIO 162, and BIO 100A, or BIO 100, and BIO 100A or equivalent
- BIO 412 General Zoology  
Recommended: Prior completion of: BIO 161, BIO 162, BIO 100A, CHE 141, CHE 142, CHE 101A or equivalent
- BIO 412A General Zoology Lab (1.5 quarter units)  
*Prerequisite: BIO 412*

### 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*
- TED 310 Development and Learning  
*Prerequisite: TED 305, or TED 320*
- 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



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TED 455     *Prerequisite: TED 305, or TED 320*  
Methods of Teaching Science  
*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.

Please see student teaching requirements under Clinical Practice in the Teacher Education area of the School of Education's Credential programs section of this addendum.

TED 530A   Student Teaching I  
*Co-requisite: TED 531*  
TED 530B   Student Teaching II  
*Prerequisite: TED 530A*  
*Co-requisite: TED 531*  
TED 531    Student Teaching Seminar  
*Co-requisite: TED 530A with a minimum grade of S, and TED 530B with a minimum grade of S*

## Credentialing Requirements

(2 courses, 9 quarter units)

Students must have senior standing to enroll in these two classes. The classes are considered graduate level. The grades earned must be a "B" or better. These courses will not transfer to any graduate level program (at National University or elsewhere).

Please see additional completion requirements for the Credential under Teacher Education in the School of Education's Credential programs section of this addendum.

HEDX 1101X   Intro Health Ed: K-12  
EDX 1201X    Computer Tech in Classroom

## ◆ MAJOR IN ENGLISH WITH A PRELIMINARY SINGLE SUBJECT TEACHING CREDENTIAL (CALIFORNIA)

*Faculty Advisors: For English B.A.: John Miller; (714) 429-5146; jmiller@nu.edu*  
*For Credential: Mary Anne Weegar; (858) 642-8360; mweegar@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.

Please see additional Credential admissions requirements under Teacher Education in the School of Education's Credential Programs section of this addendum.

## Program Learning Outcomes

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

- Discuss and analyze 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 and interpret literary works within their historical and

cultural contexts

- Analyze and interpret works of literature in the context of the conventions and histories of their genres.
- Analyze and interpret the use and effects of literary and rhetorical features of literary texts.
- Understand and identify major critical approaches to the interpretation of works of literature.
- Compose sophisticated written works of literary analysis, incorporating appropriate close reading, research, and writing skills.
- 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 environment 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 and 76.5 of which must be completed at the upper-division level, and 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

(25 courses; 112.5 quarter units)

## English Requirements

(11 courses; 49.5 quarter units)

ENG 350    Fundamentals of Linguistics  
*Prerequisite: ENG 100, and ENG 101*

or

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 360    Literary Theory  
*Prerequisite: LIT 100*

LIT 463    20th Century World Literature  
*Prerequisite: LIT 100*

LIT 498    English Capstone Course



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*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 <i>Prerequisite: TED 305, or TED 320</i>
TED 430	Special Needs Students <i>Prerequisite: TED 305, or TED 320</i>
TED 410	Survey of Multicultural Lit. <i>Prerequisite: TED 305, or TED 320</i>
TED 310	Development and Learning <i>Prerequisite: TED 305, or TED 320</i>
TED 420	Diversity in Schooling <i>Prerequisite: TED 305, or TED 320</i>
TED 330B	Reading and Language Arts <i>Prerequisite: TED 305, or TED 320</i>
TED 450	Methods of Teaching English <i>Prerequisite: TED 305, or TED 320</i>

## 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. Please see student teaching eligibility requirements under Clinical Practice in the Teacher Education area of the School of Education's Credential programs section of this addendum.

TED 530A	Student Teaching I <i>Co-requisite: TED 531</i>
TED 530B	Student Teaching II <i>Prerequisite: TED 530A, Co-requisite: TED 531</i>
TED 531	Student Teaching Seminar <i>Co-requisite: TED 530A with a minimum grade of S, and TED 530B with a minimum grade of S</i>

## Credential Requirements

(2 courses; 9 quarter units)

Students must have senior standing to enroll in these two classes. EDX1201X is considered graduate level. The grades earned must be a "B" or better. These courses will not transfer to any graduate level program (at National University or elsewhere).

EDX 1201X	Computer-based Technology in the Classroom
HEDX 1101X	Intro Health Ed: K-12

Please see additional completion requirements for the Credential under Teacher Education in the School of Education's Credential programs section of this addendum.

## ◆ MAJOR IN GENERAL STUDIES

*Faculty Advisor: Carl Boggs; (310) 662-2147; cboggs@nu.edu*

The Bachelor of Arts in General Studies (BAGS) is designed to meet the needs of a growing number of students who have completed considerable study in diverse subject areas, both academic and

applied. This program allows students to organize their varied explorations into a coherent degree program. The BAGS is unique among academic curricula, for it liberates students from the burden of repeating coursework in order to fulfill traditional degree requirements. The degree allows students to explore a wide variety of disciplines. It integrates both applied study (e.g., business, law, computer science, leadership) and arts and sciences to an extent not currently available in other degree programs. This is particularly important for adults who often interrupt their studies for prolonged periods and return with a different academic focus and career goal. The general studies degree allows nontraditional learners to continue moving forward without retracing a considerable portion of their study.

## Program Learning Outcomes

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

- Demonstrate critical thinking abilities on scholarly discourses within a specific range of disciplines.
- Demonstrate the ability with parenthetical citations within texts and other references.
- Develop oral and written communication skills.
- Demonstrate consistent proficiency with the mechanics of academic writing.
- Explain the role of education in occupational choices.
- Discuss ethical issues involved in research and academic writing.

## Degree Requirements

To receive a Bachelor of Arts in General Studies degree, students must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University, 76.5 of which must be completed at the upper-division level, and the University General Education requirements. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree.

In addition to the general education requirements, two depth areas are required. A depth area for the General Studies degree program is defined as 22.5 upper-division quarter units in a given discipline. The first depth area requirement is fulfilled by acquiring 22.5 upper-division quarter units in an Arts and Sciences discipline such as natural sciences, mathematics, literature, history, or social science. For example: If a student was pursuing a literature depth area, they would need five courses with a Literature prefix. The second depth area requirement is fulfilled by completing 22.5 upper-division quarter units in either a single Applied Studies or Arts and Science discipline. If a student selects the second depth area in the Applied Studies discipline, such as management, law, accounting, or marketing, all five courses must have the same prefix such as MGT if the management discipline was selected. However students do have the option of selecting a second depth area in Arts and Sciences rather than Applied Studies. If a second depth area in Arts and Sciences is selected, then students have the option of choosing five courses from various disciplines within the Arts and Sciences area. Students should refer to the section on undergraduate admission procedures for specific information on admission and evaluation.

## Requirements for Major

(13 courses; 58.5 quarter units)

BGS 301	Intro. to General Studies
BGS 385	Methods of Research <i>Prerequisite: BGS 301 and four additional courses from the major.</i>

## Depth Area Requirement

(10 courses; 45 quarter units)

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Each student in the BAGS program is required to complete two depth area requirements of 22.5 upper-division quarter units each. Students can choose from a variety of subject areas to satisfy the Arts and Sciences depth area requirements. These courses could be used alone or in combination with courses taken at other institutions. Listed below are examples of subject areas that can be used to fulfill a depth area requirement:

## Arts and Sciences

(5 courses; 22.5 quarter units)

Literature  
Environmental Studies  
Fine and Performing Arts (including Art and Music)  
History  
Social Sciences (including Sociology and Political Science)  
Psychology  
Spanish  
Arabic  
Persian  
Chinese  
Natural Sciences  
Communication  
Global Studies  
Human Behavior  
Philosophy

## Applied Study

(5 courses; 22.5 quarter units)

Students can also use courses from the listed areas to satisfy the depth area requirement in Applied Study. These courses could be used on their own or in combination with related courses at other institutions.

Law  
Management  
Economics  
Accounting  
Information Technology Management  
Criminal Justice Administration  
Marketing  
Public Administration  
Leadership  
Finance

## Capstone Requirement

(1 course; 4.5 quarter units)

BGS 499 Capstone Project  
*Prerequisite: Completion of other major requirements. Must be taken within last three classes prior to graduation.*

## Upper-Division Electives

(3 courses; 13.5 quarter units)

To fulfill their unit requirements, students can choose electives from any 300-, 400-, or 500-level courses for which they meet prerequisites.

## ◆ MAJOR IN INTERDISCIPLINARY STUDIES

Faculty Advisor: Jacqueline Caesar; (858) 642-8350; 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 and 76.5 of which must be completed at the upper-division level. If students intend to complete a teacher credentialing program, these courses will help prepare for the CSET 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 satisfy general education requirements.  
+ 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 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  
*Prerequisite: BIS 301 and four additional courses from the major*

**4.5 quarter units in literature (LIT) are required. The following are recommended:**

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LIT 321 American Literature I  
*Prerequisite: LIT 100*

or

LIT 322 American Literature II  
*Prerequisite: LIT 100*

or

LIT 338 Shakespeare  
*Prerequisite: LIT 100*

or

LIT 345 Mythology  
*Prerequisite: LIT 100*

or

LIT 446 Studies in Poetry  
*Prerequisite: LIT 100*

or

LIT 450 Studies in the Novel  
*Prerequisite: LIT 100*

or

LIT 460 Gender and Literature  
*Prerequisite: LIT 100*

## 4.5 quarter units in social sciences (HIS, POL, SOC) are required. The following are recommended:

HIS 320 Culture of Global Capitalism  
*Prerequisite: ENG 100, ENG 101*

or

HIS 341 History Through Theater  
*Prerequisite: ENG 100, ENG 101*

or

HIS 410 California History  
*Prerequisite: ENG 100, ENG 101*

or

SOC 325 Popular Culture  
*Prerequisite: ENG 100, and ENG 101*

or

SOC 344 Marriage, Sex and the Family  
*Prerequisite: ENG 100, and ENG 101*

or

SOC 430 Culture, Technology & Society  
*Prerequisite: ENG 100, and ENG 101*

or

SOC 445 Contemporary Social Problems  
*Prerequisite: ENG 100, and ENG 101*

or

SOC 540 Power and Social Change  
*Prerequisite: ENG 100, and ENG 101*

## 4.5 quarter units in behavioral sciences (HUB, PSY) are required. The following are recommended:

HUB 420 Human Communication  
*Prerequisite: ENG 100, ENG 101, and PSY 100*

or

HUB 440 Organizational Development  
*Prerequisite: ENG 100, ENG 101, and PSY 100*

or

PSY 426 History of Psychology  
*Prerequisite: ENG 100, ENG 101, and PSY 100*

or

PSY 427 Biological Psychology  
*Prerequisite: ENG 100, ENG 101, and PSY 100*

or

PSY 428 Developmental Psychology  
*Prerequisite: ENG 100, ENG 101, and PSY 100*

or

PSY 429 Intro to Personality Theory  
*Prerequisite: ENG 100, ENG 101, and PSY 100*

or

PSY 432 Social Psychology  
*Prerequisite: ENG 100, ENG 101, and PSY 100*

or

PSY 433 Cognitive Psychology  
*Prerequisite: ENG 100, ENG 101, and PSY 100*

Students should choose no fewer than 4.5 quarter units in natural science and 4.5 quarter units in mathematics. A third 4.5 quarter unit course (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

or

BIO 411 Biodiversity

Recommended: Prior completion of: BIO 161, and BIO 162, and BIO 100A, or BIO 100, and BIO 100A or equivalent

or

BIO 450 Natural History of California

or

MTH 301 Fundamentals of Mathematics II  
*Prerequisite: MTH 209A*

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*

## 9 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*

or

HIS 345 Latin American Studies  
*Prerequisite: ENG 100, ENG 101*

or

HIS 348 Asian Studies  
*Prerequisite: ENG 100, ENG 101*

or

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HIS 349	African Studies <i>Prerequisite: ENG 100, ENG 101</i>
or	
HIS 370	History of the American S/W <i>Prerequisite: ENG 100, ENG 101</i>
or	
MUS 326	Survey of Am Music History
or	
MUS 327	World Music <i>Prerequisite: ENG 100, and ENG 101</i>
or	
PHL 320	Comparative Religion <i>Prerequisite: ENG 100, and ENG 101</i>
or	
PHL 339	Study of a Major Philosopher <i>Prerequisite: ENG 100, and ENG 101</i>
or	
PHL 375	Environmental Ethics <i>Prerequisite: ENG 100, and ENG 101</i>
or	
PHL 337	Ethics <i>Prerequisite: ENG 100, and ENG 101</i>
or	
SOC 328	Intercultural Thinking <i>Prerequisite: ENG 100, and ENG 101</i>
or	
SOC 500	Cultural Pluralism in the USA <i>Prerequisite: ENG 100, and ENG 101</i>

## Capstone course

(1 course; 4.5 quarter units)

BIS 499	Interdisciplinary Studies Proj
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## 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.)

## ◆ MAJOR IN INTERDISCIPLINARY STUDIES WITH A PRELIMINARY MULTIPLE SUBJECT TEACHING CREDENTIAL (CALIFORNIA)

*Faculty Advisors: Mary Anne Weegar; (858) 642-8360; mweegar@nu.edu  
Jacqueline Caesar; (858) 642-8350; jcaesar@nu.edu*

The Bachelor of Arts in Interdisciplinary Studies and 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.

Please see additional Credential admissions requirements under Teacher Education in the School of Education's Credential Programs section of this addendum.

## Program Learning Outcomes

Upon successful completion of this program, students will be able

to:

- Demonstrate an understanding of interdisciplinary theory and the practice of critical thinking for the collection, validation, analysis, and synthesis of historical data and new information
- Explain the integration of knowledge in a global context and engage in collaborative research across disciplines.
- Identify and appreciate the cultural perspectives of world view.
- Use information communications technology for knowledge sharing and the interdisciplinary approach.
- 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 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 <i>Prerequisite: ENG 100, and ENG 101</i>
HIS 410	California History <i>Prerequisite: ENG 100, ENG 101</i>
MTH 209A*	Fundamentals of Mathematics I <i>Prerequisite: Placement Evaluation</i>

\* May be used to meet a General Education requirement

## Requirements for the Major

(22 courses; 99 quarter units)

All Teacher Education courses (TED) have a field experience component.

## Interdisciplinary Major Requirements

(18 courses; 81 quarter units)

Students must complete TED 305 prior to TPA 1.

BIS 301	Intro to Interdisc Studies
COM 380	Democracy in the Info. Age <i>Prerequisite: ENG 100, and ENG 101</i>
ENG 350	Fundamentals of Linguistics <i>Prerequisite: ENG 100, and ENG 101</i>
MTH 301	Fundamentals of Mathematics II <i>Prerequisite: MTH 209A</i>
BIS 401	Interdisciplinary Practice



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*Prerequisite: BIS 301 and four additional courses from the major*

Choose one from the following:

ART 329 World Art  
*Prerequisite: ENG 100, ENG 101*

or

MUS 327 World Music  
*Prerequisite: ENG 100, and ENG 101*

or

ART 400 Expressive and Integrative Art

Choose one from the following:

SCI 300 Geography

or

EES 301 Earth & Planetary Sciences

or

BIO 330 Ecology

or

EES 335 Environmental Science

or

BIO 411 Biodiversity  
Recommended: Prior completion of: BIO 161, and BIO 162, and BIO 100A, or BIO 100, and BIO 100A or equivalent

or

BIO 450 Natural History of California

## Education Orientation, Theory, and Methodology Requirements

TED 305 Teaching as a Profession

TED 300 Fundamentals of Education  
*Prerequisite: TED 305, or TED 320*

TED 430 Special Needs Students  
*Prerequisite: TED 305, or TED 320*

TED 410 Survey of Multicultural Lit.  
*Prerequisite: TED 305, or TED 320*

TED 310 Development and Learning  
*Prerequisite: TED 305, or TED 320*

TED 350 Math and Science Methods  
*Prerequisite: TED 305, or TED 320*

TED 355 Hist/Social Science Methods  
*Prerequisite: TED 305, or TED 320*

TED 380 Arts/PE/Health Methods  
*Prerequisite: TED 305, or TED 320*

TED 330A Reading and Lang. Arts Methods  
*Prerequisite: TED 305, or TED 320*

TED 440 Leadership and Assessment  
*Prerequisite: TED 305, or TED 320*

## Capstone Course

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.

Please see student teaching eligibility requirements under Clinical Practice in the Teacher Education area of the School of Education's Credential programs section of this addendum.

TED 530A Student Teaching I  
*Co-requisite: TED 531*

TED 530B Student Teaching II  
*Prerequisite: TED 530A, Co-requisite: TED 531*

TED 531 Student Teaching Seminar

*Co-requisite: TED 530A with a minimum grade of S, and TED 530B with a minimum grade of S*

Please see additional completion requirements for the Credential under Teacher Education in the School of Education's Credential programs section of this addendum.

## ◆ MAJOR IN MATHEMATICS WITH A PRELIMINARY SINGLE SUBJECT TEACHING CREDENTIAL (CALIFORNIA)

*Faculty Advisors: For Mathematics B.A.: Igor Subbotin; (310) 662-2150; isubboti@nu.edu*

*For Credential: Zhonghe Wu; (310) 662-2134; zwu@nu.edu*

The Bachelor of Art 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.

Please see additional Credential admissions requirements under Teacher Education in the School of Education's Credential Programs section of this addendum.

## 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 Art 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



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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. 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: Placement evaluation*
- MTH 215\* College Algebra & Trigonometry  
*Prerequisite: Placement Evaluation*
- or
- MTH 216A\* College Algebra I (3 quarter units)  
*Prerequisite: Placement Evaluation*
- and
- MTH 216B\* College Algebra II (3 quarter units)  
*Prerequisite: MTH 216A*
- MTH 220\* Calculus I  
*Prerequisite: MTH 215 or placement evaluation*
- 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

(21 courses; 94.5 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)

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*
- TED 430 Special Needs Students  
*Prerequisite: TED 305, or TED 320*
- TED 310 Development and Learning  
*Prerequisite: TED 305, or TED 320*
- 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.

Please see student teaching eligibility requirements under Clinical Practice in the Teacher Education area of the School of Education's Credential programs section of this addendum.

- TED 530A Student Teaching I  
*Co-requisite: TED 531*
- TED 530B Student Teaching II  
*Prerequisite: TED 530A, Co-requisite: TED 531*
- TED 531 Student Teaching Seminar  
*Co-requisite: TED 530A with a minimum grade of S, and TED 530B with a minimum grade of S*

## Credentialing Requirement

(1 course; 4.5 quarter units)

Students must have senior standing to enroll in this class.  
HEDX 1101X Intro Health Ed: K-12

Please see additional completion requirements for the Credential under Teacher Education in the School of Education's Credential programs section of this addendum.

## ◆ MAJOR IN SOCIAL SCIENCE WITH A PRELIMINARY SINGLE SUBJECT CREDENTIAL (CALIFORNIA)

*Faculty Advisor: For Social Science: Dan Thorburn; (209) 475-1443; dslawsonl@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 provides a rigorous education that prepares candidates for a career as a teacher at the middle and secondary school levels. The program stresses foundation in social science and its application. This program prepares candidates for professional work as single subject teachers in a changing cultural and economic environment.

Please see additional Credential admissions requirements under Teacher Education in the School of Education's Credential Programs section of this addendum.

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## 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 disciplines of social science and in applied settings that include social science methods of inquiry and theoretical frameworks.
- Use language and concepts to communicate social science ideas in the connections and interplay among various social science topics and their applications that cover range of phenomenon across appropriate disciplines.
- Use current technology tools, such as computers, video, and interactive programs that is appropriate for the research and study in social science.
- Employ social science ideas and concepts as a base of a fundamental language of social science research and communication.
- Analyze the foundations and contexts of world history, U. S. History, California History, the principles of democracy, the principles of economics, and the principles of geography.
- Explain how historians, political scientists, economists, and geographers study human behavior.
- Analyze the impact of historical, political, economic, and geographical influences on the development of societies.
- 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 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.

## Preparation for the Major

(10 courses, 45 quarter units)

HIS 220A+*	United States History I <i>Prerequisite: ENG 100, and ENG 101</i>
HIS 220B+*	United States History II <i>Prerequisite: ENG 100, and ENG 101</i>
HIS 233*	World Civilizations I <i>Prerequisite: ENG 100, and ENG 101</i>
HIS 234*	World Civilizations II <i>Prerequisite: ENG 100, and ENG 101</i>
HIS 300*	Roots of Western Civilization <i>Prerequisite: ENG 100, and ENG 101</i>
POL 100*	Introduction to Politics <i>Prerequisite: ENG 100, and ENG 101</i>
POL 201*	American Politics <i>Prerequisite: ENG 100, and ENG 101</i>
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 the Major

(22 courses; 99 quarter units)

### Social Science Requirements

(10 courses; 45 quarter units)

HIS 360	American Colonial Experience <i>Prerequisite: ENG 100, ENG 101, and HIS 220A</i>
HIS 361	Making and Sundering of Union <i>Prerequisite: ENG 100, ENG 101, and HIS 220A</i>
HIS 362	U.S. Between Wars, 1865-1917 <i>Prerequisite: ENG 100, ENG 101, and HIS 220B</i>
HIS 363	U.S. Since World War I <i>Prerequisite: ENG 100, ENG 101, and HIS 220B</i>
HIS 400	Historical Theories & Methods <i>Prerequisite: ENG 240</i>
HIS 410	California History <i>Prerequisite: ENG 100, ENG 101</i>
HIS 431	The Ancient World <i>Prerequisite: ENG 100, ENG 101, and HIS 233</i>
HIS 432	The Classical World <i>Prerequisite: ENG 100, ENG 101, and HIS 233</i>
HIS 433	The Post-Classical World <i>Prerequisite: ENG 100, ENG 101, and HIS 233</i>
HIS 434	Modern World, 1500 to Present <i>Prerequisite: ENG 100, ENG 101, and HIS 234</i>

### Education Theory and Methodology Requirements

(7 courses; 31.5 quarter units)

TED 305	Teaching as a Profession
TED 300	Fundamentals of Education <i>Prerequisite: TED 305, or TED 320</i>
TED 310	Development and Learning <i>Prerequisite: TED 305, or TED 320</i>
TED 330B	Reading and Language Arts <i>Prerequisite: TED 305, or TED 320</i>
TED 420	Diversity in Schooling <i>Prerequisite: TED 305, or TED 320</i>
TED 430	Special Needs Students <i>Prerequisite: TED 305, or TED 320</i>
TED 434	Methods of Teaching Social Sci <i>Prerequisite: TED 305</i>

### 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.

Please see clinical practice requirements for the Credential under Teacher Education in the School of Education's Credential programs section of this addendum.

TED 530A	Student Teaching I <i>Co-requisite: TED 531</i>
TED 530B	Student Teaching II <i>Prerequisite: TED 530A, Co-requisite: TED 531</i>
TED 531	Student Teaching Seminar <i>Co-requisite: TED 530A with a minimum grade of S, and TED 530B with a minimum grade of S</i>

# College of Letters and Sciences

## Credentialing Requirements

(2 courses; 9 quarter units)

Please see additional completion requirements for the Credential under Teacher Education in the School of Education's Credential programs section of this addendum.

Students must have senior standing to enroll in EDX1201X class as it 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).

HEDX 1101X Intro Health Ed: K-12

EDX 1201X Computer Tech in Classroom

## ◆ MAJOR IN SPANISH WITH OPTIONAL SINGLE SUBJECT TEACHING CREDENTIAL (CALIFORNIA)

Faculty Advisor: Luis Acebal; (530) 226-4003; lacebal@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 this addendum.

## 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, and 76.5 of which must be completed at the upper-division level. 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, Co-requisite: 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, Co-requisite: 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 Comparative Religion

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

or

## Option for Single Subject Teaching Credential (California) Education Orientation, Theory and Methodology Requirements

(7 courses; 31.5 quarter units)

All Teacher Education courses include a field experience component.

# College of Letters and Sciences

TED 305	Teaching as a Profession
TED 300	Fundamentals of Education <i>Prerequisite: TED 320, or TED 305</i>
TED 430	Special Needs Students <i>Prerequisite: TED 305, or TED 320</i>
TED 310	Development and Learning <i>Prerequisite: TED 305, or TED 320</i>
TED 420	Diversity in Schooling <i>Prerequisite: TED 305, or TED 320</i>
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 eligibility requirements under Clinical Practice in the Teacher Education area of the School of Education's Credentialing programs section of this addendum.

TED 530A	Student Teaching I <i>Co-requisite: TED 531</i>
TED 530B	Student Teaching II <i>Prerequisite: TED 530A, Co-requisite: TED 531</i>
TED 531	Student Teaching Seminar <i>Co-requisite: TED 530A with a minimum grade of S, and TED 530B with a minimum grade of S</i>

## Credentialing Requirements

(2 courses; 9 quarter units)

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 Education's Credentialing programs section of this addendum.

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)

## ◆ 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 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

(2 courses; 9 quarter units)

MTH 210*	Probability and Statistics <i>Prerequisite: Placement evaluation</i>
PSY 100*	Introduction to Psychology

\* May be used to meet a General Education requirement

## Requirements for the Major

(12 courses; 54 quarter units)

PSY 302	Foundation of Sport Psychology <i>Prerequisite: ENG 100, and ENG 101, PSY 100</i>
PSY 448	History of Sport & Psychology <i>Prerequisite: ENG 100, ENG 101, and PSY 100</i>
PSY 300	Social Psychology of Sport <i>Prerequisite: ENG 100, ENG 101, PSY 100</i>
HUB 441	Research Design and Analysis <i>Prerequisite: ENG 100, ENG 101, MTH 210, and PSY 100</i>
PSY 303	Motor Learning <i>Prerequisite: ENG 100, and ENG 101, PSY 100</i>
PSY 440	Sport Psychology for Coaches <i>Prerequisite: ENG 100, ENG 101, and PSY 100</i>
PSY 443	Culture and Sport Psychology <i>Prerequisite: ENG 100, ENG 101, PSY 100</i>
BIO 385	Biomechanics of Sport <i>Prerequisite: ENG 100, or ENG 101, and PSY 100</i>
or	
BIO 386	Exercise Physiology <i>Prerequisite: BIO 100, and BIO 100A</i>

All students in the BA Sport Psychology are required to choose an emphasis and completed all courses specified in the emphasis as part of the Requirements for the Major. Each Emphasis required 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 <i>Prerequisite: ENG 100, ENG 101, and PSY 100</i>
PSY 445	Applied Sport Psychology <i>Prerequisite: ENG 100, ENG 101, and PSY 100</i>
PSY 442	Sem Applied Sport Psychology <i>Prerequisite: ENG 100, ENG 101, PSY 100</i>
PSY 485	Sport Psychology Sr. Project <i>Prerequisite: ENG 100, ENG 101, PSY 100, and 10 core courses</i>



# College of Letters and Sciences

## 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.	<i>Prerequisite: ENG 100, and Recommended Preparation: ENG 101</i>
PGM 447	Prof. Golf Management Seminar	<i>Prerequisite: ENG 100, and ENG 101</i>
PGM 445	Player Development II Seminar	<i>Prerequisite: ENG 100, and ENG 101</i>
PGM 448	Senior Project in PGM	<i>Prerequisite: ENG 100, ENG 101</i>

## Upper-Division Electives

(4 courses; 18 quarter units)

Choose four upper-division electives from available offerings within the College of Letters 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	<i>Prerequisite: ENG 100, ENG 101, and PSY 100</i>
PSY 428	Developmental Psychology	<i>Prerequisite: ENG 100, ENG 101, and PSY 100</i>
PSY 429	Intro to Personality Theory	<i>Prerequisite: ENG 100, ENG 101, and PSY 100</i>
PSY 430	Intro to Psychopathology	<i>Prerequisite: ENG 100, ENG 101, and PSY 100</i>
PSY 432	Social Psychology	<i>Prerequisite: ENG 100, ENG 101, and PSY 100</i>
PSY 433	Cognitive Psychology	<i>Prerequisite: ENG 100, ENG 101, and PSY 100</i>
PSY 446	Positive Psychology	<i>Prerequisite: ENG 100, ENG 101, PSY 100</i>

## ■ 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.

### 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 and 45 of which must be completed 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. 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	<i>Prerequisite: Placement Evaluation</i>
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	Public Admin & Urban Environme	
MGT 400	Ethics in Law, Business & Mgmt	
PAD 403	Government & Community Relatio	
MNS 407	Management Science	<i>Prerequisite: MNS 205</i>
PAD 404	Public Admin & the Nonprofit S	
ACC 434	Government and Nonprofit Acct	<i>Prerequisite: ACC 201</i>
MGT 422	Team Bldg, Interpers Dynamics,	
LED 420	Adaptive Leadership in Change	
PAD 405	Senior Research Project	<i>Prerequisite: Satisfactory completion of 36qu of BPA major coursework.</i>

### Upper-Division Electives

(4 courses; 18 quarter units)

Students are encouraged to take any minors or electives in the following prefix areas: CJA, MGT, HRM, ODV, LAW, ACC, FIN, BKM, HUB, LED, and ECO.



## ■ BACHELOR OF SCIENCE ◆ MAJOR IN PARALEGAL STUDIES

Faculty Advisor: Bryan Hance; (310) 662-2115; bhance@nu.edu

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 Sherman Oaks campuses and housed within the College of Letters and Sciences in the Department of Professional Studies. The Director provides both academic and ABA-oversight for this program.

### 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 and 45 of which must be completed in residence at National University. All Bachelor degree students must complete the required general education. 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)

PLA 200	Legal Theory & Ethics
PLX 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

### Requirements for the Major

(10 courses; 45 quarter units)

PLA 303	Law Office Administration
PLA 318	Remedies & Dispute Resolution <i>Prerequisites: PLA 202, PLX 1000X, and PLX 1002X</i>
PLA 325	Litigation I
PLA 329	Corporations I
PLA 333	Criminal Law I
PLA 426	Litigation II <i>Prerequisite: PLA 325</i>
PLA 430	Corporations II <i>Prerequisite: PLA 329</i>
PLA 434	Criminal Law II <i>Prerequisite: PLA 333</i>
PLA 495	Objective Writing Capstone <i>Prerequisite: All other courses required for the major (except PLA 496) must be completed prior to enrolling in this course.</i>
PLA 496	Persuasive Writing Capstone <i>Prerequisite: All other courses required for the major must be completed prior to enrolling in this course.</i>

### Upper-Division Electives

(6 courses; 27 quarter units)

Students must complete a minimum of 27 quarter units of electives to fulfill the upper-division unit requirements to earn the Bachelor of Science in Paralegal Studies. Students can select from the following recommended electives OR choose from any upper-division course in the College of Letters and Sciences.

LAW 402	The Art of Negotiation
LAW 430	Constitutional Law
LAW 440	Comparative International Law
ADR 400	Alternative Dispute Resolution
ADR 405	Negotiation Fundamentals
ADR 415	Mediation Fundamentals
ADR 430	Ethics and Neutrality

## ■ 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.

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 by the Board of Behavioral Sciences in the state of California.

The degree may not meet requirements in other states. Students should consult the licensing boards of the appropriate states for information about licensure outside of California. The degree also prepares students for the pursuit of doctoral studies in practitioner-oriented programs such as counseling or clinical psychology.

# College of Letters and Sciences

## 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 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 Requirements

- 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 must complete a minimum of 10 hours of individual, marital, family, and group psychotherapy before taking PSY 631A and another 15 hours before graduation for a total of 25 hours.
- Students must obtain a total of 200 hours of counseling experience at a designated practicum site with an approved practicum site supervisor during PSY 631B. One-hundred-fifty of the 200 hours must involve face-to-face psychotherapy with clients.
- Independent studies are not allowed in this program.
- Students may not take more than one course per month.
- Students seeking licensure must register with the Board of Behavioral Science Examiners (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 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:

- Establish professional relationships with diverse clients that provide the necessary conditions for therapeutic change.
- Diagnose and assess categories of mental distress, psychopathology, and problems in living in diverse individuals, couples and families (MFT Specialization), and systems according to the current diagnostic systems.

- Develop strategies and detailed plans for successful and ethical psychotherapeutic interventions with diverse client groups in various clinical contexts, including crisis intervention and case management assessment.
- Critically evaluate and assess various models of psychotherapy and execute psychotherapeutic interventions within diverse relationships.
- Integrate professional and personal development through selfreflection and introspective awareness.

## Degree Requirements

(18 courses; 81 quarter units)

To receive the Master of Arts in Counseling Psychology, students must complete at least 81 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 should refer to the section on graduate admission requirements for specific information regarding application and evaluation.

## Required Prerequisite

(1 course; 4.5 quarter units)

Candidates who have not previously completed this course or its equivalent are required to do so before they begin the program. PSY 429 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

(14 courses; 63 quarter units)

These courses are scheduled on a limited basis. Students are encouraged to consult the regional faculty for the course sequence requirement, which may differ in each region. Enrollment in these courses is limited to MA Counseling Psychology students unless the course is specifically listed in another degree.

PSY 635 Childhood and Adolescence  
Recommended Preparation: MA Counseling Psychology Student Group

PSY 629A Adulthood and Aging  
Recommended Preparation: MA Counseling Psychology Student Group

PSY 653 Research: Paradigms & Critique

PSY 623A Indiv Psychotherapy and Clinic  
Recommended Preparation: MA Counseling Psychology Student Group

PSY 623B Indiv Psychotherapy and Clinic  
*Prerequisite: PSY 623A*

PSY 628 Prin of Psychotherapy III: Gro

PSY 627 Legal & Ethical Issues in Marr

PSY 631A Practicum I: Marital & Family  
Recommended Preparation: MA Counseling Psychology Student Group

PSY 631B\* Practicum II: Marital & Family  
*Prerequisite: PSY 631A*

PSY 637 Culture Competencies

PSY 624 Assess Techniques for Marr & F  
Recommended Preparation: MA Counseling Psychology Student Group

PSY 642 Relational Violence  
Recommended Preparation: MA Counseling Psychology Student Group

CHD 640 Treatment of Addictions

PSY 626 Human Sexuality in Psychothera

All students must choose one Area of Specialization from the below two options.

## ▲ Specialization in Licensed Professional Clinical Counselor

The Master of Arts in Counseling Psychology degree – Licensed Professional Clinical Counselor 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.

### Program Learning Outcomes

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

- Establish professional relationships with diverse clients that provide the necessary conditions for therapeutic change.
- Diagnose and assess categories of mental distress, psychopathology, and problems in living in diverse individuals and systems according to the current diagnostic systems.
- Develop strategies and detailed plans for successful and ethical psychotherapeutic interventions with diverse client groups in various clinical contexts, including crisis intervention and case management assessment.
- Critically evaluate and assess various models of psychotherapy and execute psychotherapeutic interventions within diverse relationships.
- Integrate professional and personal development through self-reflection and introspective awareness.
- Apply clinical theory, research, and related literature within the field of counseling psychology.
- Apply professional ethics, values, and relevant laws and legal codes to the professional roles and systems related to practice as a Licensed Professional Clinical Counselor.

### Area of Specialization Requirements

(4 courses; 18 quarter units)

Students choosing the LPCC Specialization must complete the following four courses in addition to the MAC core coursework in order to complete their MAC degree.

PSY 625	Counseling Techniques and Prac
CED 612	Career & Academic Counseling
PSY 643	Crisis Counseling
	<i>Prerequisite: Permission from lead faculty</i>
PSY 655	Psychopharmacology

## ▲ Specialization in Marriage and Family Therapy

The Master of Arts in Counseling Psychology degree – Marriage and Family Therapy 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.

### Program Learning Outcomes

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

- Establish professional relationships with diverse clients that

provide the necessary conditions for therapeutic change.

- Diagnose and assess categories of mental distress, psychopathology, and problems in living in diverse individuals, couples, families, and systems according to the current diagnostic systems.
- Develop strategies and detailed plans for successful and ethical psychotherapeutic interventions with diverse client groups in various clinical contexts, including crisis intervention and case management assessment.
- Critically evaluate and assess various models of psychotherapy and execute psychotherapeutic interventions within diverse relationships.
- Integrate professional and personal development through self-reflection and introspective awareness.
- Apply clinical theory, research, and related literature within the field of Marriage and Family Therapy.
- Apply professional ethics, values, and relevant laws and legal codes to the professional roles and systems related to the practice of Marriage and Family Therapy.

### Area of Specialization Requirements

(4 courses; 18 quarter units)

Students choosing the MFT Specialization must complete the following four 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
	<i>Prerequisite: PSY 632A</i>
PSY 636	Child and Adolescence
PSY 655	Psychopharmacology

## ■ 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.

# College of Letters and Sciences

## 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.

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.

To be considered for graduation the MA History candidate must

1. 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

2. 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

(10 courses; 45 quarter units)

To receive the Master of Arts in History, students must complete at least 45 quarter units. A total of 4.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another 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 <i>Prerequisite: ENG 240</i>
HIS 360	American Colonial Experience <i>Prerequisite: ENG 100, ENG 101, and HIS 220A</i>
HIS 361	Making and Sundering of Union <i>Prerequisite: ENG 100, ENG 101, and HIS 220A</i>
HIS 362	U.S. Between Wars, 1865-1917 <i>Prerequisite: ENG 100, ENG 101, and HIS 220B</i>
HIS 363	U.S. Since World War I <i>Prerequisite: ENG 100, ENG 101, and HIS 220B</i>
HIS 434	Modern World, 1500 to Present <i>Prerequisite: ENG 100, ENG 101, and HIS 234</i>

## Core Requirements

(6 courses; 27 quarter units)

HIS 600	Seminar in History and Theory
HIS 618A	Seminar in Modern Europe I <i>or</i>
HIS 618B	Seminar in Modern Europe II
HIS 620A	Seminar in US History I <i>or</i>
HIS 620B	Seminar in US History II
HIS 630	Seminar in World History
HIS 695	Directed Research Methods
HIS 698	Media/Technology Project <i>Prerequisite: HIS 695, and HIS 696 and all other program requirements</i>
<i>or</i>	
HIS 699	Thesis <i>Prerequisite: HIS 695 and all other program requirements</i>

## Program Electives

(4 courses; 18 quarter units)

Seminar topics may not be repeated. Select from the following list of courses:

HIS 618A	Seminar in Modern Europe I <i>or</i>
HIS 618B	Seminar in Modern Europe II
HIS 620A	Seminar in US History I <i>or</i>
HIS 620B	Seminar in US History II
HIS 640	Seminar in Comparative History
HIS 645A	Special Topics in History I
HIS 645B	Special Topics in History II
HIS 649A	Seminar in a Period/Movement I
HIS 649B	Seminar in a Period/Movement I
HIS 658	Seminar in Modern China
HIS 668	Seminar in Modern Middle East
HIS 678	Seminar in Modern Africa
HIS 688	Seminar in Latin America
HIS 696	History and Applied Media <i>Prerequisite: HIS 695</i>



## School of Business and Management

### Course Termination

ACC 1EXM Comprehensive Exam

### Program Termination

Graduate Certificate in Electronic Business

### New Programs

## ■ 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. The General Education requirements can be found in the General Education section of this addendum. In the absence of transfer credit additional general electives may need to be taken to meet the overall unit requirements for the degree. 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)  
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

\* 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; wmondal@nu.edu; (858) 642-8415

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 prerequisites as part of general education requirements: introductory business mathematics and internet literacy. Other courses may be taken in any sequence.

#### Program Learning Outcomes

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

- Describe the types of business organizations and their basic functions.
- Describe the legal structure and tax implications of different types of business organizations such as sole proprietorship, partnership and corporation.
- Explain the functions of basic management relating to planning and implementing an organization's strategic behavior.
- Explain the changing nature of business in a global economy.
- Explain the basic accounting, finance, and management functions of business organizations.
- Explain how marketing decisions can help maximize profits.
- Describe the legal and ethical issues surrounding the business community.

#### Degree Requirements

To receive an Associate of Science in Business degree, students must complete at least 90 quarter units consisting of all courses as articulated below. The General Education requirements can be found in the General Education section of this addendum. In the absence of transfer credit, students may need to take additional general electives to satisfy total units for the degree. Refer to the section on undergraduate admission procedures for specific information regarding application and evaluation.

#### Prerequisites for the Major

(2 courses; 9 quarter units)

ILR 260\* Information Literacy  
Prerequisite: ENG 100, and ENG 101  
MNS 205\* Intro to Quantitative Methods  
Prerequisite: Placement Evaluation

\* May be used to meet a General Education requirement



# School of Business and Management

## Requirements for the Major

(8 courses; 36 quarter units)

### Foundation Courses

(4 courses; 18 quarter units)

BUS 100	Intro to Business
ACC 201	Financial Accounting Funds.
ACC 202	Managerial Accounting Funds. <i>Prerequisite: ACC 201</i>
ECO 100	Intro to Economics

### Core Courses

(4 courses; 18 quarter units)

LAW 304	Legal Aspects of Business I
MKT 200	Basic Marketing
FIN 310	Business Finance <i>Prerequisite: ACC 201</i>
MGT 309C	Prin. of Mgmt & Organizations

## ■ BACHELOR OF ARTS

### ◆ MAJOR IN INTEGRATED MARKETING COMMUNICATION

*Faculty Advisor: Susan Silverstone; ssilver@nu.edu; (858) 642-8430*

This program is a blend of the concepts of Marketing principles, which include advertising, sales promotion, public relations, and direct marketing working together as a unified force with the integration of communication using the latest communication technology. Graduates will be able to demonstrate an ability to seek and integrate high-quality research for the purpose of evaluating their own insights into the professional and academic study of communication and media studies. While also understanding the roles that communication plays in developing individuals and social institutions. The BA in Integrated Marketing Communication prepares learners for careers in marketing, sales, advertising, fundraising, PR, and other persuasive fields. It combines a business degree with advanced communication skills for traditional and Web 2.0 platforms—including print, broadcast, social, personal, and mobile media

### Program Learning Outcomes

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

- Apply appropriate theoretical precepts and practical skills in communication.
- Demonstrate effective communication 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 dissemination plans.
- Integrate program content to develop a basic marketing plan that contains all essential elements, including ethical considerations.

### Degree Requirements

To receive a Bachelor of Arts in Integrated Marketing Communication, students must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University, 76.5 of which must be completed at the upper-division level, and 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 II (3 quarter units) <i>Prerequisite: ENG 100</i>
MKT 302A	Marketing Fundamentals
COM 354	Professional Presentations <i>Prerequisite: ENG 101, and COM 100, COM 103, or COM 220</i>

\* May be used to meet a General Education requirement

### Core Requirements

(15 courses, 67.5 quarter units)

COM 305	Intercultural Communication <i>Prerequisite: ENG 101, and COM 100, COM 103, or COM 220</i>
COM 364	Communication Technologies <i>Prerequisite: ENG 101, and COM 100, COM 103, or COM 220</i>
COM 365	Integrated Marketing Comm <i>Prerequisite: ENG 101, and COM 364, and MKT 302A, or COM 315</i>
MKT 430	Intro to Global Marketing <i>Prerequisite: MKT 302A</i>
MKT 434	Intro to Market Research <i>Prerequisite: MKT 302A</i>
COM 324	Critical Thinking and Ethics <i>Prerequisite: ENG 101, and COM 100, COM 103, or COM 220</i>
COM 334	Persuasion <i>Prerequisite: ENG 101, and COM 100, COM 103, or COM 220</i>
MKT 441	Channel and Value Networks <i>Prerequisite: MKT 302A</i>
or	
MKT 448	Not-For-Profit Marketing <i>Prerequisite: MKT 302A</i>
MKT 449	Predictive Analytics <i>Prerequisite: MKT 434</i>
COM 420A	Public Relations Strategies <i>Prerequisite: COM 334, and COM 394</i>
MKT 443	Introduction to Advertising <i>Prerequisite: MKT 302A</i>
COM 411A	Advertising Campaigns <i>Prerequisite: COM 400, and COM 410A</i>
MKT 445	e-Marketing <i>Prerequisite: MKT 302A</i>
COM 430A	Interactive Strategies <i>Prerequisite: COM 334, and COM 394</i>
MKT 480	Marketing Capstone <i>Prerequisite: Completion of 31.5 quarter units of upper-division core requirements, MKT 302A</i>

### Modified Programs

## ■ BACHELOR OF ARTS

### ◆ MAJOR IN MANAGEMENT

*Faculty Advisor: Mohammad Bsati; (858) 642-8336; mbsat@nu.edu*

The Bachelor of Arts in Management provides students a business related degree with an emphasis on managing organizations and personnel in a multicultural and global setting. To achieve maximum flexibility, the major in management program minimizes prerequisites, enabling students to take the required courses in any sequence. Students are also offered several areas of concentration.

# School of Business and Management

## Bachelor of Arts in Management/ Master of Arts in Management (BA MGT/MA MGT) Transition Program

Students who are currently enrolled in the Bachelor of Arts in Management program, have at least a cumulative GPA of 3.0, and are within six courses of graduation may register for the Bachelor of Arts in Management/Master of Arts in Management (BA MGT/MA MGT) transition program.

Students in the BAMGT transition program may take up to two MA MGT classes as electives during the BA MGT. The two courses are: MGT 601M and LED 601.

Students must complete graduate-level coursework taken as part of the BAMGT 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 apply for and begin the MA MGT program within six months after completing their final BAMGT course. Students must complete their MA MGT program within four years with no break exceeding 12 months.

The number of courses required to earn an MA/MGT degree for transition program students is reduced from 12 to as few as 10 courses, depending on classes selected and grades earned.

### Program Learning Outcomes

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

- Describe the basic functions of management and their practical implications.
- 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 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

(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

(10 courses; 45 quarter units)

ODV 420 Intro to Organizational Behavi

LAW 304	Legal Aspects of Business I
BKM 400	Business Knowledge Mgmt Strat
MGT 309C	Prin. of Mgmt & Organizations
MGT 400	Ethics in Law, Business & Mgmt
HRM 409B	Survey in HRM & OD
MKT 302A	Marketing Fundamentals
MGT 430	Survey of Global Business <i>Prerequisites: ECO 203 and ECO 204</i>
LED 400	Introduction to Leadership
BUS 480	Integrated Business Policy

### Upper-Division Electives

(6 courses; 27 quarter units)

Students may choose to take any one of the concentrations listed below or appropriate elective courses to satisfy the total upper-division units for the degree in the following prefix areas: ACC, BKM, ECO, FIN, HRM, LAW, MGT, MKT, MNS, LED, and ODV. If students plan to do an internship for academic credit, they 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 any four of 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 Arts in Management or BBA 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)

LAW 400	Current Legal Issues
LAW 304	Legal Aspects of Business I
LAW 305	Legal Aspects of Business II <i>Prerequisite: LAW 304</i>
MGT 400	Ethics in Law, Business & Mgmt
ADR 400	Alternative Dispute Resolution
ADR 405	Negotiation Fundamentals

# School of Business and Management

## ● Concentration in Economics

Faculty Advisor: Nelson Altamirano; (858) 642-8428;  
naltamirano@nu.edu

This concentration is designed for those students who seek to gain specialized knowledge in the field of economics. This concentration emphasizes market process (or free market) economics. Economics prepares students for careers in business, government, and nonprofit organizations. Economics also provides very good preparation for graduate level work, including in business, law, public policy, and public administration.

Knowledge of economics can increase one's earning potential relative to other academic fields (including business and management). According to a U.S. Department of Commerce report, those with undergraduate economic degrees are among the highest paid workers placing third out of fifteen academic fields (behind only engineering and agriculture/forestry). By concentrating in economics, students can take advantage of some of the increased earnings potential that economics makes possible. For guidance and recommendations concerning the concentration in economics, please contact the above-named Faculty Advisor.

Students must successfully complete five of the following courses for a concentration in economics, completing three of them in residence at National University. Three of the five courses completed for the concentration must be ECO 401, 402, and ECO 430. It is recommended that students take the courses needed for the concentration in economics toward the end of their program.

### Requirements for the Concentration

(5 courses; 22.5 quarter units)

ECO 401	Market Process Economics I
ECO 402	Market Process Economics II
ECO 430	Economics and Philosophy

Plus any two of the following:

ECO 447	Money and Banking <i>Prerequisite: ECO 203, and ECO 204</i>
ECO 415	Labor Economics <i>Prerequisite: ECO 203, and ECO 204</i>
ECO 420	International Economics <i>Prerequisite: ECO 203, and ECO 204</i>

## ● 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 Bachelor of Arts in 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 concentration.*

## 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)

Students must successfully complete the following four courses:

MGT 481	Foundation 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 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	Princ of Hosp & Casino Staffin
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 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](mailto: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, completing at least four of them in residence at National University. It is recommended that students take these courses at or near the end of their program after completing the upper-division BBA major courses.

### Requirements for the Concentration

(6 courses; 27 quarter units)

MKT 420	Principles of Consumer Behavior <i>Prerequisite: MKT 302A</i>
MKT 430	Intro to Global Marketing <i>Prerequisite: MKT 302A</i>
MKT 434	Intro to Market Research <i>Prerequisite: MKT 302A</i>
MKT 443	Introduction to Advertising <i>Prerequisite: MKT 302A</i>

Plus any two of the following courses

MKT 440A	Sales Techniques & Methodology <i>Prerequisite: MKT 302A</i>
MKT 441	Channel and Value Networks <i>Prerequisite: MKT 302A</i>
MKT 442A	Intro to Public Relations <i>Prerequisite: MKT 302A</i>
MKT 445	e-Marketing <i>Prerequisite: MKT 302A</i>
MKT 446	Introduction to Services Mkt <i>Prerequisite: MKT 302A</i>
MKT 447	Marketing for Entrepreneurs <i>Prerequisite: MKT 302A</i>

## ● Concentration in Project Management

Faculty Advisor: George Agrimis; (858) 642-8273; [gagrimis@nu.edu](mailto: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.

- Analyze the elements of a contractual agreement by its terms and conditions, and ensure compliance during implementation and execution of the project.
- 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

### Core Requirements

(6 courses; 27 quarter units)

PMB 400	Project Management Essentials <i>Prerequisite: MGT 451</i>
PMB 410	Project Planning and Control <i>Prerequisite: MGT 451, PMB 400</i>
PMB 420	Program Management <i>Prerequisite: MGT 451, PMB 400</i>
PMB 430	Project Accting Fundamentals <i>Prerequisite: MGT 451, PMB 400</i>
PMB 440	Contract Management <i>Prerequisite: MGT 451, PMB 400</i>
MGT 422	Team Bldg, Interpers Dynamics,

## ■ BACHELOR OF BUSINESS

### ADMINISTRATION

Faculty Advisor: Brian Simpson; (858) 642-8431; [bsimpson@nu.edu](mailto: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 following courses: MKT 602, MGT 605, ECO 602.



# School of Business and Management

The number of courses required to earn an MBA degree for transition program students is reduced from 14 to as few as 11 courses, depending on classes selected and grades earned.

## Program Learning Outcomes

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

- Apply ethical and legal principles to a business environment
- 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, 45 of which must be completed in residence at National University, 76.5 of which must be completed at the upper-division level, and the University General Education requirements. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree. The following courses are specific degree requirements. Refer to the section 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 <i>Prerequisite: Placement Evaluation</i>
ECO 203*	Principles of Microeconomics
ECO 204*	Principles of Macroeconomics
ACC 201	Financial Accounting Funds.
ACC 202	Managerial Accounting Funds. <i>Prerequisite: ACC 201</i>
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 <i>Prerequisite: ACC 201</i>
MNS 407	Management Science <i>Prerequisite: MNS 205</i>
MKT 302A	Marketing Fundamentals
MGT 430	Survey of Global Business <i>Prerequisite: ECO 203, and ECO 204</i>
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 <i>Prerequisite: 31.5 quarter units in business or business related courses and a 2.5 GPA</i>
FIN 446	International Financial Mgmt <i>Prerequisite: FIN 310</i>
FIN 440	Financial Institutions <i>Prerequisite: FIN 310</i>
HRM 409B	Survey in HRM & OD
HRM 432	Recruit, Selection, Promo, Ret
HRM 439	Legal, Reg, & Labor Relation C
LAW 305	Legal Aspects of Business II <i>Prerequisite: LAW 304</i>
MGT 442	Strategic Business Management
MKT 430	Intro to Global Marketing <i>Prerequisite: MKT 302A</i>
MKT 434	Intro to Market Research <i>Prerequisite: MKT 302A</i>
MKT 443	Introduction to Advertising <i>Prerequisite: MKT 302A</i>

## ● Concentration in Accountancy

*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.*

## Requirements for the Concentration

(6 courses; 27 quarter units)

Students must successfully complete the following courses for a concentration in Accountancy and must have successfully completed ACC 201 before enrolling in any of these courses:

ACC 410A	Intermediate Accounting I <i>Prerequisite: ACC 201</i>
ACC 410B	Intermediate Accounting II <i>Prerequisite: ACC 410A</i>
Plus any four of the following courses	
ACC 410C	Intermediate Accounting III <i>Prerequisite: ACC 410B</i>
ACC 431	Advanced Accounting <i>Prerequisite: ACC 410C</i>
ACC 432A	Taxation-Individual <i>Prerequisite: ACC 431</i>
ACC 432B	Taxation-Business <i>Prerequisite: ACC 432B</i>
ACC 433A	Managerial Accounting I <i>Prerequisite: ACC 201</i>
ACC 433B	Managerial Accounting II <i>Prerequisite: ACC 433A</i>
ACC 434	Government and Nonprofit Acct <i>Prerequisite: ACC 201</i>

# School of Business and Management

ACC 435A Auditing I  
Prerequisite: ACC 431  
ACC 435B Auditing II  
Prerequisite: ACC 435A

## ● 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 any four of 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: Nelson Altamirano; (858) 642-8428; naltamirano@nu.edu

This concentration is designed for those students who seek to gain specialized knowledge in the field of economics. This concentration emphasizes market process (or free market) economics. Economics prepares students for careers in business, government, and nonprofit organizations. Economics also provides very good preparation for graduate level work, including in business, law, public policy, and public administration.

Knowledge of economics can increase one's earning potential relative to other academic fields (including business and

management). According to a U.S. Department of Commerce report, those with undergraduate economic degrees are among the highest paid workers placing third out of fifteen academic fields (behind only engineering and agriculture/forestry). By concentrating in economics, students can take advantage of some of the increased earnings potential that economics makes possible.

For guidance and recommendations concerning the concentration in economics, please contact the above-named Faculty Advisor.

Students must successfully complete five of the following courses for a concentration in economics, completing three of them in residence at National University. Three of the five courses completed for the concentration must be ECO 401, 402, and ECO 430. It is recommended that students take the courses needed for the concentration in economics toward the end of their program.

### Requirements for the Concentration (5 courses; 22.5 quarter units)

ECO 401 Market Process Economics I  
ECO 402 Market Process Economics II  
ECO 430 Economics and Philosophy

Plus any two of the following

ECO 447 Money and Banking  
Prerequisite: ECO 203, and ECO 204  
ECO 415 Labor Economics  
Prerequisite: ECO 203, and ECO 204  
ECO 420 International Economics  
Prerequisite: ECO 203, and ECO 204

## ● 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 Bachelor of Arts in 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 concentration.

### 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.

# School of Business and Management

## Requirements for the Concentration

(4 courses; 18 quarter units)

Students must successfully complete the following four courses:

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; fmossava@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 <i>Prerequisite: FIN 310</i>
FIN 442	Investments <i>Prerequisite: FIN 310, and FIN 440</i>
FIN 443	Working Capital Management <i>Prerequisite: FIN 310</i>
FIN 444	Risk Management & Insurance <i>Prerequisite: FIN 310</i>
FIN 446	International Financial Mgmt <i>Prerequisite: FIN 310</i>
FIN 447	Financial Planning <i>Prerequisite: FIN 310, and FIN 442</i>

## ● Concentration in Hospitality and Casino Management

Faculty Advisor: Michael Pickett; (909) 919-7631; mpickett@nu.edu

This concentration is designed for those majoring in management or business seeking 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's 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	Princ of Hosp & Casino Staffin
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 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, completing at least four of them in residence at National University. It is recommended that students take these courses at or near the end of their program after completing the upper-division BBA major courses.

## Requirements for the Concentration

(6 courses; 27 quarter units)

MKT 420	Principles of Consumer Behavior <i>Prerequisite: MKT 302A</i>
MKT 430	Intro to Global Marketing <i>Prerequisite: MKT 302A</i>
MKT 434	Intro to Market Research <i>Prerequisite: MKT 302A</i>
MKT 443	Introduction to Advertising <i>Prerequisite: MKT 302A</i>

Plus any two of the following courses

MKT 440A	Sales Techniques & Methodology <i>Prerequisite: MKT 302A</i>
MKT 441	Channel and Value Networks <i>Prerequisite: MKT 302A</i>
MKT 442A	Intro to Public Relations <i>Prerequisite: MKT 302A</i>
MKT 445	e-Marketing <i>Prerequisite: MKT 302A</i>
MKT 446	Introduction to Services Mkt <i>Prerequisite: MKT 302A</i>
MKT 447	Marketing for Entrepreneurs <i>Prerequisite: MKT 302A</i>

## ● Concentration in Professional Golf Management

Faculty Advisor: Sarah Castillo; (760) 268-1584; scastillo@nu.edu

Designed to prepare students for entry into the field of professional golf management and coaching. The coursework includes practical experiences in coaching, instruction, and player development as well as an introduction 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

(6 courses; 18 quarter units)

PGM 444	Instruction/Player Develop. <i>Prerequisite: ENG 100</i>
PGM 447	Prof. Golf Management Seminar <i>Prerequisite: ENG 100, and ENG 101</i>
PGM 445	Player Development II Seminar <i>Prerequisite: ENG 100, and ENG 101</i>
PGM 448	Senior Project in PGM <i>Prerequisite: ENG 100, ENG 101</i>

## ● 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 <i>Prerequisite: MGT 451</i>
PMB 410	Project Planning and Control <i>Prerequisite: MGT 451, PMB 400</i>
PMB 420	Program Management <i>Prerequisite: MGT 451, PMB 400</i>
PMB 430	Project Accting Fundamentals <i>Prerequisite: MGT 451, PMB 400</i>
PMB 440	Contract Management <i>Prerequisite: MGT 451, PMB 400</i>
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 provides a comprehensive series of accounting, tax, and auditing courses together with a strong underpinning of business courses that include economics, business law, finance, management, and management science. The program is designed with CPA Exam content specifications in mind so that the curriculum covers the topics in all four parts of the CPA Exam and also the two parts of the Certified Management Accountant (CMA) exam. The program 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 positions with tax practitioners, state and local government agencies, various states boards/departments of revenue, Internal Revenue Service, and Government Accountability Office.

### Bachelor of Science in Accountancy to Master of Business Administration (MBA/BS ACC) 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, MGT 605, and MKT 602.

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 146 as it is part of an undergraduate degree program. Grades earned



# School of Business and Management

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 BBA 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.
- Utilize generally accepted auditing principles in the audit of public, private, government, and not-for-profit 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 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 <i>Prerequisite: Placement Evaluation</i>
ECO 203*	Principles of Microeconomics
ECO 204*	Principles of Macroeconomics
ACC 201**	Financial Accounting Funds.

\* May be used to satisfy General Education requirements

\*\* Eligible for Credit-By-Exam waiver: contact Faculty Advisor

## Prerequisite for all Accounting Courses

Students must have completed ACC 201 or its equivalent with a minimum grade of "C" within two years of taking any of the

following accounting courses, unless a grade of 75 or better is received on an appropriate challenge exam.

## Requirements for the Major

(17 courses; 76.5 quarter units)

### 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 <i>Prerequisite: ACC 201</i>

and

MGT 430	Survey of Global Business <i>Prerequisite: ECO 203, and ECO 204</i>
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or

MKT 302A	Marketing Fundamentals
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or

MNS 407	Management Science <i>Prerequisite: MNS 205</i>
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### Core Accounting Requirements

(12 courses; 54 quarter units)

ACC 300	Applied Tech for Accountants <i>Prerequisite: ACC 201</i>
ACC 434	Government and Nonprofit Acct <i>Prerequisite: ACC 201</i>
ACC 433A	Managerial Accounting I <i>Prerequisite: ACC 201</i>
ACC 433B	Managerial Accounting II <i>Prerequisite: ACC 433A</i>
ACC 410A	Intermediate Accounting I <i>Prerequisite: ACC 201</i>
ACC 410B	Intermediate Accounting II <i>Prerequisite: ACC 410A</i>
ACC 410C	Intermediate Accounting III <i>Prerequisite: ACC 410B</i>
ACC 431	Advanced Accounting <i>Prerequisite: ACC 410C</i>
ACC 432A	Taxation-Individual <i>Prerequisite: ACC 431</i>
ACC 432B	Taxation-Business <i>Prerequisite: ACC 432B</i>
ACC 435A	Auditing I <i>Prerequisite: ACC 431</i>
ACC 435B	Auditing II <i>Prerequisite: ACC 435A</i>

## ◆ MAJOR IN FINANCIAL MANAGEMENT

*Faculty Advisor: Farhang Mossavar-Rahmani; (858) 642-8409; fmossava@nu.edu*

The objective of the major in Financial Management is to prepare students for positions in the field of corporate financial management. The program helps prepare students for the Certified in Financial Management (CFM) exam which is the principal certification for corporate financial officers. It also prepares students for the Certified Cash Manager (CCM) exam. The CCM designation signifies a high degree of expertise in the field of cash and treasury management.

## Program Learning Outcomes

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

- Apply quantitative and qualitative skills in problem-solving.
- Describe ethical, legal, and global issues that impact business and finance.

# School of Business and Management

- Explain political, social, legal, regulatory, and technological issues in the context of micro and macro finance.
- Discuss the theoretical, contemporary, and practical aspects of Finance.
- Demonstrate oral and written communication skills needed within the business environment.
- Examine financial situations and make financial decisions.

## 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 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

(5 courses; 22.5 quarter units)

MNS 205*	Intro to Quantitative Methods <i>Prerequisite: Placement Evaluation</i>
ECO 203*	Principles of Microeconomics
ECO 204*	Principles of Macroeconomics
ACC 201	Financial Accounting Funds
ACC 202	Managerial Accounting Funds <i>Prerequisite: ACC 201</i>

\* May be used to meet a General Education requirement

### Requirements for the Major

(17 courses; 76.5 quarter units)

#### Core Business Requirements

(7 courses; 31.5 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 <i>Prerequisite: ACC 201</i>
MNS 407	Management Science <i>Prerequisite: MNS 205</i>
MKT 302A	Marketing Fundamentals
ACC 300	Applied Tech for Accountants <i>Prerequisite: ACC 201</i>

#### Core Finance Courses

(10 courses; 45 quarter units)

FIN 440	Financial Institutions <i>Prerequisite: FIN 310</i>
FIN 442	Investments <i>Prerequisites: FIN 310 and FIN 440</i>
FIN 443	Working Capital Management <i>Prerequisite: FIN 310</i>
FIN 444	Risk Management & Insurance <i>Prerequisite: FIN 310</i>
FIN 446	International Financial Mgmt <i>Prerequisite: FIN 310</i>
FIN 447	Financial Planning <i>Prerequisite: FIN 310, and FIN 442</i>
FIN 449	Analysis of Financial Statemen <i>Prerequisite: FIN 310</i>
FIN 450	Bank Management <i>Prerequisite: FIN 310</i>
FIN 451	Real Estate Finance <i>Prerequisite: FIN 310</i>

FIN 448 Seminar in Finance

*Prerequisite: FIN 310, FIN 440, FIN 442, FIN 443, FIN 446*

## ◆ 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 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.

# School of Business and Management

## 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.

## ● Minor in Accountancy

Faculty Advisor: Connie Fajardo; (916) 855-4137; cfajardo@nu.edu

The Minor in Accountancy program is designed for students whose objective is to prepare for entry in the accounting field. Those aspiring to sit for the CPA or CMA exams should take the Bachelor of Science Major in Accountancy program.

### Requirement for the Minor

(7 courses; 31.5 quarter units)

To receive a Minor in Accountancy students must complete the following six (6) upper-division accounting courses for which the 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

## ■ MASTER OF ACCOUNTANCY

Faculty Advisor: Connie Fajardo; (916) 855-4137; cfajardo@nu.edu

The Master of Accountancy provides a comprehensive series of accounting, tax, and auditing courses together with a strong underpinning of business courses that include economics, business law, finance, management, and management science. The program is designed with CPA Exam content specifications in mind so that the curriculum covers the topics in all four parts of the CPA Exam and also the two parts of the Certified Management Accountant (CMA) exam. The program 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 tax practitioners, state and local government agencies, various states boards/departments of revenue, Internal Revenue Service, and Government Accountability Office.

### Program Admission Information

Applicants must have a minimum of a bachelor's degree in any discipline. However, students who have a bachelor's degree in Accounting must email the Lead Faculty for the program and obtain written approval to enroll in the program. All students are advised to contact a fulltime accounting faculty member for a brief interview by phone or personal visit for the purpose of reviewing the student's career objectives and providing guidance regarding the courses to be selected.

### Program Learning Outcomes

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

- Measure, prepare, analyze, and report accounting information based on generally accepted accounting principles for businesses and for governmental and non-profit entities.
- Utilize current information technologies, methodologies, and systems, to plan, implement, execute, and analyze performance of the organization and its resources.
- Apply tax rules and regulations relating to individuals and business enterprises.
- Analyze cost and managerial accounting data and other qualitative information to prepare reports for external and internal decision-making.
- Utilize auditing principles and procedures applicable to business, governmental, and not-for-profit entities.
- Apply ethical and legal concepts to accounting and tax problems.
- Integrate the knowledge and skills acquired from the program to analyze and solve accounting related issues.
- Demonstrate effective communication of accounting information.

### Degree Requirements

(14 courses; 63 quarter units)

To receive a Master of Accountancy, 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

# School of Business and Management

degree. Students should refer to the section in graduate admission requirements for specific information regarding application and evaluation.

## Core Requirements

(14 courses; 63 quarter units)

ACC 601M	Foundations of Financial Acc
ACC 657	Accounting Information Systems <i>Prerequisite: ACC 601M</i>
ACC 640M	Acc for Gov't & NFP Entities <i>Prerequisite: ACC 601M</i>
ACC 630M	Cost Accounting <i>Prerequisite: ACC 601M</i>
ACC 631M	Advanced Managerial Accounting <i>Prerequisite: ACC 630M</i>
ACC 610M	Financial Accounting I <i>Prerequisite: ACC 601M</i>
ACC 611M	Financial Accounting II <i>Prerequisite: ACC 610M</i>
ACC 612M	Financial Accounting III <i>Prerequisite: ACC 611M</i>
ACC 615M	Advanced Financial Accounting <i>Prerequisite: ACC 612M</i>
ACC 620M	Taxation of Individuals <i>Prerequisite: ACC 615M</i>
ACC 621M	Taxation of Bus & Oth Entities <i>Prerequisite: ACC 620M</i>
ACC 650M	Auditing Principles <i>Prerequisite: ACC 621M</i>
ACC 651M	Auditing Procedures <i>Prerequisite: ACC 650M</i>
ACC 695M	Cases in Accounting & Auditing <i>Prerequisite: Completion of prior core requirements</i>

## ■ MASTER OF SCIENCE IN MANAGEMENT INFORMATION SYSTEMS

*Faculty Advisors: Rell Snyder; (714) 429-5282; rsnyder@nu.edu and Gary Parks; (858) 642-8414; gparks@nu.edu*

The Master of Science in Management Information Systems (MSMIS) program is designed to provide students with the requisite management, business, strategic, and technical skills needed to help them apply information systems technology more efficiently and effectively. The MSMIS program's objective is to close this gap by providing the needed education and career development foundations, including oral, written, and presentation skills; technical skills; people and business skills; and ethics and professionalism, which are integrated throughout its individual courses. The curriculum is designed as a set of interrelated building blocks consisting of foundations, core, integration, and career tracks.

### Admission Requirements

Candidates seeking admission to the program must possess a baccalaureate degree. This program is designed to offer information systems expertise to those from various education backgrounds. Enrolling students must have an undergraduate degree in information systems, information technology, computer science, 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

(12 courses; 54 quarter units)

To receive a Master of Science in Management Information Systems, students must complete 54 quarter units of graduate coursework. A total of 13.5 quarter units of graduate work completed at another regionally accredited institution may be transferred to meet stated requirements in the program provided those units were not used in earning another advanced degree. 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 <i>Prerequisite: CIS 601</i>
DAT 604	Database Design and Impl.
CIS 604	Management and Security <i>Prerequisite: CIS 601</i>
LED 606	Information Mgmt for Leaders
MGT 604	Business Project 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 <i>Prerequisite: CIS 601</i>
CIS 620A	Master's Research Project I <i>Prerequisite: All core requirements with a GPA of 3.0 approval of lead faculty.</i>
CIS 620B	Master's Research Project II <i>Prerequisite: CIS 620A</i>

## ■ MASTER OF SCIENCE IN ORGANIZATIONAL LEADERSHIP

*Faculty Advisor: Julia Buchanan; (858) 642-8453; jbuchanan@nu.edu*

The mission of the Master of Science in Organizational Leadership (MSOL) program is to prepare diverse nontraditional learners to become effective, change-oriented leaders in an international society. The program uses distinctive and challenging curriculum that integrates theory with practice, university with community,



# School of Business and Management

personal success with ethical service to others, and information technology with creativity, empathy, and democracy.

## 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.
- Implement effective use of emerging technology, presentation skills and communication both in face-to-face and virtual environments.
- Utilize dialogue and other forms of inquiry with groups and teams in order to create collective problem solving and strategic plans.
- Create frameworks to determine how decisions made might impact ethical culture, support sustainability practices and consider global awareness.
- 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/Theories of Leadership
LED 602	Developing Groups and Teams
LED 603	Organizational Leadership
LED 604	Leading Change and Adaptation
LED 605	Negotiation/Conflict Resolutio
MNS 601	Statistics for Business
LED 606	Information Mgmt for Leaders
FIN 600	Finance for Non-Financial Mgrs
LED 608	Seminars in Leadership
LED 609	Capstone Project Course

*Prerequisites: MNS 601 and five leadership courses*

## Program Electives

(2 courses; 9 quarter units)

Each student must complete two graduate courses from the School of Business and Management to meet the electives requirement.

## GRADUATE CERTIFICATE IN ACCOUNTANCY

Faculty Advisor: Connie Fajardo; (916) 855-4137; cfajardo@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.

### Prerequisite for the Certificate

(1 course: 4.5 units)

ACC601M Foundations of Financial Accounting

Students must have completed ACC601M or its equivalent with a minimum grade of "B" within two years of taking the following courses, unless a grade of 85% or better is received on an appropriate challenge exam.

### Requirements for the Certificate

(6 courses: 27 quarter units)

ACC 657	Accounting Information Systems	<i>Prerequisite: ACC 601M</i>
ACC 640M	Acc for Gov't & NFP Entities	<i>Prerequisite: ACC 601M</i>
ACC 630M	Cost Accounting	<i>Prerequisite: ACC 601M</i>
ACC 631M	Advanced Managerial Accounting	<i>Prerequisite: ACC 630M</i>
ACC 610M	Financial Accounting Part I	<i>Prerequisite: ACC 601M</i>
ACC 611M	Financial Accounting Part II	<i>Prerequisite: ACC 610M</i>

## School of Education

*The following programs have been significantly modified:*

Master of Science in Special Education – Emphasis in Deaf and Hard-of-Hearing with Preliminary Level I Credential Option  
 Master of Science in Special Education with Preliminary Level I Credential Option  
 Preliminary Level I Education Specialist Credential: Deaf and Hard-Of-Hearing With English Learner Authorization  
 Preliminary Level I Educational Specialist Credential: Mild/Moderate Disabilities with English Learner Authorization  
 Preliminary Level I Educational Specialist Credential: Moderate/Severe Disabilities with Multiple or Single Subject Credential  
 University Internship Program for Education Specialist Credential: Deaf and Hard-of-Hearing  
 University Internship Program for Education Specialist Credential: Mild/Moderate or Moderate/Severe Disabilities with Multiple or Single Subject  
 University Internship Program for Education Specialist Credential: Mild/Moderate or Moderate/Severe Disabilities  
 Preliminary Level I Educational Specialist Credential: Moderate/Severe Disabilities with English Learner Authorization  
 Preliminary Level I Educational Specialist Credential: Moderate/Severe Disabilities with Multiple or Single Subject  
 University Internship Program for Multiple Subject/ Single Subject Teaching  
 Preliminary Multiple Subject Teaching Credential Program  
 Preliminary Single Subject Teaching Credential Program  
 Master of Education with Specializations in Best Practices with a Single Subject or Multiple Subject Credential with Intern Credential Option  
 Master of Education with Specialization in Cross-Cultural Teaching with a Single Subject or Multiple Subject Credential with Intern Credential Option

### ■ ASSOCIATE OF ARTS ◆ MAJOR IN SCHOOL-SITE PARAPROFESSIONAL

*Faculty Advisor: Janet Richards; (909) 919-7632; jrichard@nu.edu*

The Associate in Arts 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; thirty four and a half (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 <i>Prerequisite: ENG 100, and ENG 101</i>
HIS 220B +	United States History II <i>Prerequisite: ENG 100, and ENG 101</i>

+ Diversity enriched course

\*\* 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.

### ◆ MAJOR IN EARLY CHILDHOOD EDUCATION (AAECE)

*Faculty Advisor: John Carta-Falsa; (858) 642-8380; jcartafa@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 AACEE is designed to include the competencies and guidelines as established by the National Association for the Education of

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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, in addition to the AAECE 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.

## 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 Clearances 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 interweaving 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 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

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 Recommended Preparation: ILR 260
ECE 213	Basics of Curriculum
ECE 214	Oral Language & Read Aloud Recommended Preparation: COM 103
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.*

## ■ BACHELOR OF ARTS ◆ MAJOR IN EARLY CHILDHOOD DEVELOPMENT WITH A CALIFORNIA PRELIMINARY MULTIPLE SUBJECT TEACHING CREDENTIAL

Faculty Advisor: John Carta-Falsa; (858) 642-8380; jcartafa@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.

Please see Credential Admission requirements under Teacher Education in the School of Education's credential programs section of this addendum.

## 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 young children.
- Create environments that are healthy, respectful, supportive, and challenging for young children.
- Use systematic observations, documentation, and assessment strategies in partnership with families and other professionals to positively influence children's development and learning.
- Implement a curriculum that promotes developmental and learning outcomes for diverse young children.
- Demonstrate ethical, legal, and professional standards in early childhood practice.
- Create positive relationships and supportive 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.
- Explain how to support growth in cognitive, social, physical, and emotional domains.
- Create positive learning environment that ensure healthy human growth.
- 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 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 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)

ECE 201	The Growing Child: Zero to 8
ECE 210	Child, Family, School and Comm
HED 220	Health, Nutrition and Safety <i>Prerequisite: PSY 100, and ECE 201</i>
ECE 211	Diversity: Development & Ed.

## Requirements for the Major (21 courses; 94.5 quarter units)

All Teacher Education courses (TED) and Early Childhood courses (ECE) have field experience components.

### ORIENTATION COURSE

TED 305	Teaching as a Profession
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### FOUNDATION COURSES

ECE 330	Early Cognition <i>Prerequisite: ECE 201, ECE 210, HED 220, and ECE 211</i>
ECE 464	Ethical and Legal Issues <i>Prerequisite: HED 220</i>

### CLUSTER 1 (READING)

ECE 410	Early Language and Literacy <i>Prerequisite: ECE 330</i>
ECE 446	Literature and Young Children
TED 330A	Reading and Lang. Arts Methods <i>Prerequisite: TED 305, or TED 320</i>

### CLUSTER 2 (CURRICULUM AND INSTRUCTION)

ECE 415	Designing Emergent Curriculum <i>Prerequisite: ECE 330</i>
ECE 430	Play as Pedagogy <i>Prerequisite: ECE 330</i>
ECE 435	Music, Movement, Drama, Dance

### CLUSTER 3 (MATH AND SCIENCE)

ECE 420	Nature, Numbers and Technology <i>Prerequisite: ECE 330</i>
TED 350	Math and Science Methods <i>Prerequisite: TED 305, or TED 320</i>

### CLUSTER 4 (SPECIAL NEEDS, ASSESSMENT, CLASSROOM MANAGEMENT)

ECE 440	Observing, Assessing & Plannin <i>Prerequisite: ECE 330, and ECE 415</i>
ECE 443	Children with Special Needs <i>Prerequisite: ECE 330</i>
ECE 445	Strategies: Guiding Behaviors <i>Prerequisite: ECE 330, and ECE 415, and ECE 430</i>
ECE 465	Crisis Trauma and Abuse
TED 430	Special Needs Students <i>Prerequisite: TED 305, or TED 320</i>

### CLUSTER 5 (HISTORY AND SOCIAL SCIENCE)

HIS 410	California History <i>Prerequisite: ENG 100, ENG 101</i>
TED 355	Hist/Social Science Methods <i>Prerequisite: TED 305, or TED 320</i>

## Student Teaching Requirements (3 courses; 13.5 quarter units)

The below courses are field experience courses receiving a satisfactory or unsatisfactory grade and are not factored into the

cumulative GPA. Please see student teaching requirements under Clinical Practice in the Teacher Education area of the School of Education Credentials Programs section of the catalog or addendum.

TED 530A	Student Teaching I <i>Co-requisite: TED 531</i>
TED 530B	Student Teaching II <i>Prerequisite: TED 530A, Co-requisite: TED 531</i>
TED 531	Student Teaching Seminar <i>Co-requisite: TED 530A with a minimum grade of S, and TED 530B with a minimum grade of S</i>

Please see additional completion requirements for the Credential under the Teacher Education area in the School of Education's Credential programs section of this catalog/addendum.

## ◆ MAJOR IN EARLY CHILDHOOD EDUCATION

*Faculty Advisor: John Carta-Falsa; (858) 642-8380; jcartafa@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.



# School of Education

## 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 developmental and learning outcomes for diverse young children.
- Demonstrate ethical, legal, and professional standards in early childhood practice.
- Create positive relationships and supportive interactions with young children.

## Degree Requirements

To receive a Bachelor of Arts in Early Childhood Education degree, students must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University, 76.5 of which must be completed at the upper-division level, and the University General Education requirements. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree. The following courses are specific degree requirements. Refer to the section on undergraduate admission procedures for specific information regarding admission and evaluation.

## Preparation for the Major

(4 courses; 18 quarter units)

ECE 201	The Growing Child: Zero to 8
ECE 210	Child, Family, School and Comm
HED 220	Health, Nutrition and Safety <i>Prerequisite: PSY 100, and ECE 201</i>
ECE 211	Diversity: Development & Ed.

## Requirements for the Major

(10 courses; 45 quarter hours)

ECE 330	Early Cognition <i>Prerequisite: ECE 201, ECE 210, HED 220, and ECE 211</i>
ECE 464	Ethical and Legal Issues <i>Prerequisite: HED 220</i>
ECE 410	Early Language and Literacy <i>Prerequisite: ECE 330</i>
ECE 415	Designing Emergent Curriculum <i>Prerequisite: ECE 330</i>
ECE 420	Nature, Numbers and Technology <i>Prerequisite: ECE 330</i>
ECE 430	Play as Pedagogy <i>Prerequisite: ECE 330</i>
ECE 440	Observing, Assessing & Plannin <i>Prerequisite: ECE 330, and ECE 415</i>
ECE 443	Children with Special Needs <i>Prerequisite: ECE 330</i>
ECE 445	Strategies: Guiding Behaviors <i>Prerequisite: ECE 330, and ECE 415, and ECE 430</i>
ECE 450	Academic Seminar/Field Experie <i>Prerequisite: Satisfactory completion of all core courses with an average grade of "C" (2.0) or better in the core.</i>

## Upper-Division Electives or Concentration Requirements

(6 courses; 27 quarter units)

Candidates may choose one concentration or a combination of approved elective courses within the concentrations. In addition, students may choose ECE 312, ECE 314 and ECE 490 in combination of approved elective courses within either concentration.

ECE 312	Infant and Toddler Care <i>Prerequisite: ECE 330, and ECE 430</i>
ECE 314	Experiences: Infants & Toddler <i>Prerequisite: ECE 312</i>
ECE 465	Crisis Trauma and Abuse
ECE 490	Guided Study 1.5 - 4.5

## ● Concentration in Early Childhood Administration

*Faculty Advisor: John Carta-Falsa; (858) 642-8380; jcartafa@nu.edu*

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.

## Concentration Requirements

(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 <i>Prerequisite: ENG 100, ENG 101, and PSY 100</i>

## ● Concentration in Teacher Education

*Faculty Advisor: John Carta-Falsa; (858) 642-8380; jcartafa@nu.edu*

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 – HEDX1101X, EDX 1201X, and, EXC 625 – 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.

## Concentration Requirements

(6 courses; 27 quarter units)

ECE 446	Literature and Young Children
EDX 1201X	Computer Tech in Classroom
EXC 625	Children w/Excep. in Class
ECE 435	Music, Movement, Drama, Dance
ECE 465	Crisis Trauma and Abuse
HEDX 1101X	Introductory Health Ed: K-12

## ■ MASTER OF EDUCATION WITH A PRELIMINARY MULTIPLE OR SINGLE SUBJECT TEACHING CREDENTIAL AND INTERNSHIP OPTION (CALIFORNIA)

Faculty Advisor: Nedra Crow; (858) 642-8004; [ncrow@nu.edu](mailto:ncrow@nu.edu)

The Master of Education with a Multiple or Single Subject Teaching Credential 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 Multiple or Single Subject teaching credential and meet requirements for a master's degree.

Candidates desiring a Master's degree and not seeking to achieve a Preliminary Multiple or Single Subject teaching credential or those who already hold a Multiple or Single Subject teaching credential should enroll in the Master of Arts in Teaching.

As this is a joint program, students must complete all coursework in order to be eligible for the degree, including student teaching, and one of five specializations.

Please see additional Credential admissions requirements under Teacher Education in the School of Education's Credential Programs section of this addendum.

### 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.
- Analyze the application of educational research, evidence-based practices, and academic writing.

### Degree Requirements

(19 courses; 72 quarter units)

To receive a Master of Education with California Preliminary Multiple or Single Subject Teaching Credential, candidates must complete at least 57 quarter units of graduate credit of which 48 quarter units must be taken in residence at National University. Further information on graduate admission and evaluation can be found in the Academic Information for Graduate Degrees section of the catalog.

Candidates choosing the Internship option to obtain the Preliminary Multiple or Single 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. Forty-five 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 or TED 628I with a minimum grade of S*

\* Internship Pre-Service course.

Select one of the following Teacher Credential Areas

### (Multiple Subject or Single Subject)

(4 courses; 18 quarter units)

#### Multiple Subject

TED 621A \* Lang. Dev. Methods: Elem. Sch.  
*Prerequisites: TED 602, 606 and SPD 604, 608*  
TED 621B \* Reading/Lang. Arts Methods  
*Prerequisite: TED 621A*  
TED 635 Curr-Assess-Inst: SocSt/PE/Art  
*Prerequisite: TED 621A*  
TED 636 Curr-Assess-Inst: Math-Science  
*Prerequisite: TED 621A*

or

#### Single Subject

TED 623\* Lang. Dev. Methods: Secondary  
*Prerequisites: TED 602, 606 and SPD 604, 608*  
TED 632 Content Area Curriculum  
*Prerequisite: TED 623*  
TED 633 Content Area Instruct-Assess  
*Prerequisite: TED 623*  
TED 634\* Content Area Literacy  
*Prerequisite: TED 623*

\* Internship Pre-Service course.

### Clinical Practice Path: Student Teaching or Internship

Faculty Advisor for Internship: Clara Amador-Watson; (310) 285-6625; [camadorw@nu.edu](mailto:camadorw@nu.edu)

Faculty Advisor for Student Teaching: Marilyn Laughridge; (530) 226-4015; [mlaughter@nu.edu](mailto:mlaughter@nu.edu)  
(3 courses; 13.5 quarter units)

The clinical practice (P12 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.

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 this addendum.

### Student Teaching

TED 530A Student Teaching I  
*Co-requisite: TED 531*

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- TED 530B Student Teaching II  
*Prerequisite: TED 530A, Co-requisite: TED 531*
- TED 531 Student Teaching Seminar  
*Co-requisite: TED 530A with a minimum grade of S, and TED 530B with a minimum grade of S*

or

## Internship

- TED 610 Best Internship Practices  
*Prerequisite: Admission to the intern program*
- TED 628I Internship Clinical Practice  
*Co-requisite: TED 629I or TED 631*
- TED 631 Internship Seminar

Please see completion requirements under Teacher Education in the School of Education's Credential Programs section of this addendum.

## Candidates must choose one of the following Areas of Specializations:

### ▲ Specialization in Best Practices

*Faculty Advisor: Linda Ventriglia-Nava; (916) 855-4160; lventrig@nu.edu*

The Best Practices program implements research-based practices that accelerate student achievement.

The Best Practices program 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 grouping patterns, standard-based instruction. Along with learning the strategies listed above, candidates will be taught how to create multidisciplinary standards-based lesson plans.

## Program Learning Outcomes

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

- 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.
- 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 CI  
MAT 674 Differentiated Instruction  
MAT 675 21st Century Multimedia & Tech

### ▲ Specialization in Educational Technology

*Faculty Advisor Cynthia Sistik-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  
*Prerequisite: EDT 600A, or Permission of the faculty advisor*
- EDT 610 Teaching Online  
EDT 660 Multimedia & Interactive Tech.  
EDT 671 Curriculum for Online Learning

### ▲ Specialization in Reading

*Faculty Advisor: Marilyn Moore; (858) 642-8301; mmoore@nu.edu*

This four-course sequence is designed to meet the needs of teachers who already have a valid teaching credential and want to attain a specialty in assessing student reading capabilities and provide appropriate reading instruction in response to those assessments.

## 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.

Completion of the reading specialization qualifies the candidate for a state of California Reading Certificate. Upon successful completion, the candidate should contact their credential advisor for the reading certification application procedures. 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 Teacher Leadership

*Faculty Advisor: Sidney Castle; (858) 642-8395; scastle@nu.edu*

This five-course specialization comes from the Advanced Learning Press' Center for Performance Assessment, which offers a unique master's degree program that provides teachers with the skills and theories to be leaders in their classrooms and schools. It is a collaborative effort with Advanced Learning Press, which already offers a ten course master's degree in educational leadership. All the courses will be offered online.

### 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; (8858) 642-8640*

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

## ■ MASTER OF SCIENCE IN SPECIAL EDUCATION

*Department Chair: Britt Tatman Ferguson; (858) 642-8346; mferguson@nu.edu*

*Regional Faculty Advisors:*

*Bakersfield: Maude Taylor; (661) 864-2385; mtaylor@nu.edu*

*Costa Mesa: Lucinda Kramer; (714) 429-5132; lkramer@nu.edu*

*Fresno: Ennio Cipani; (559) 256-4943; ecipani@nu.edu*

*Los Angeles: KayDee Caywood; (310) 258-6672; kcaywood@nu.edu*

*Ontario: Myrtice Irish; (909) 919-7600; mirish@nu.edu*

*Sacramento: Denise Hexom; (209) 475-1448; dhexom@nu.edu*

*San Bernardino: Myrtice Irish; (909) 806-3346; mirish@nu.edu*

*San Diego: Joan Sebastian; (858) 642-8137; jsebasti@nu.edu*

*San Jose: Joy Kutaka-Kennedy; (408) 236-1146; jkutakak@nu.edu*

*Stockton: Elizabeth Maloney; (209) 475-1448; emaloney@nu.edu*

*DHH Faculty Advisor: Colleen L. Smith; 408.236.1131; 866.761.4828 videophone\*; csmith2@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 by also completing the clinical practice courses.

### 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.



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- 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

(18 courses; 81 quarter units)

To receive a Master of Science in Special Education students must complete at least 81 quarter units of graduate work. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and if the units were not used in earning another advanced degree. Course equivalence cannot be granted for life experience. Students must complete all coursework with a GPA of 3.0 or better within seven years. Any courses taken more than seven years ago must be repeated.

## Core Requirements

(14 courses; 63 quarter units)

TED 602	Educational Foundations
SPD 608	Exceptionalities
SPD 614	Class Management & Assessment
TED 621B	Reading/Lang. Arts Methods <i>Prerequisite: TED 621A</i>
SPD 604	Psychological Fdns of Educ.
TED 606	Equity and Diversity
TED 621A	Lang. Dev. Methods: Elem. Sch. <i>Prerequisites: TED 602, 606 and SPD 604, 608</i>
<i>or</i>	
TED 623	Lang. Dev. Methods: Secondary <i>Prerequisites: TED 602, 606 and SPD 604, 608</i>
SPD 616	Law, Policy, & Collaboration
SPD 622	Assessment
SPD 624	Transition/Community Resources
SPD 626	Effective Clsm & Beh Mgmt
SPD 628	Teaching Reading/Lang Arts
ILD 625	Educational Research
EXC 637	Action Research <i>Prerequisite: ILD 625</i>

## Requirements for the Specialization

(4 courses; 18 quarter units)

All students must choose one specialization defined below.

### ▲ Specialization in Mild/Moderate Disabilities

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:

- Apply knowledge of typical and atypical development and characteristics of students with disabilities, including students with mild/moderate disabilities and diverse learners.
- Apply effective case management, communication and collaborative practices with parents, professionals and other stake holders, in order to facilitate access to the core curriculum for students with mild/moderate disabilities and diverse learners
- Apply the use of a variety of standardized and non-standardized assessment techniques and communicate results to all stakeholders in order to make appropriate educational decisions for students with mild/moderate disabilities and diverse learners.

- Apply the knowledge and skills needed to teach English learners and students from diverse backgrounds and experiences.
- Apply the knowledge and skills needed to participate effectively in a school wide behavior support process and to provide behavioral, social, and environmental supports as well as create healthy learning environments for the safety and learning of students with mild/moderate disabilities and diverse learners.

#### Program 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 Disabilities

The specialization in moderate/severe is designed for educators and other professionals who want to become knowledgeable about teaching strategies to enhance individuals moderate/severe disabilities

#### Program Learning Outcomes

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

- Apply knowledge of typical and atypical development and characteristics of students with disabilities, including those specific to Moderate/Severe disabilities.
- Apply effective communication and collaborative practices with parents, professionals and other stake holders, including those needed to participate in person/family centered planning, and case management.
- Apply the knowledge and skills needed to teach English language learners and students from diverse backgrounds and experiences.
- Apply the knowledge and skills needed to provide behavioral, social and environmental supports, including the ability to design and implement positive behavioral support plans as well as create healthy learning environments for the safety and learning of students with disabilities.
- Apply the knowledge and skills to assess their student's communication abilities, and develop with IEP team members, including family, needed augmentative and alternative systems, to allow students with Moderate/Severe disabilities to demonstrate academic knowledge, as well as to develop social interaction skills and facilitate social relationships.

#### Program 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 674	Collaborative Partners

### ▲ Specialization in Deaf and Hard-of-Hearing

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 student's who are deaf and hard-of-hearing.

## Program Learning Outcomes

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

- Critique research to 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.
- Utilize academic discourse competency and language proficiency in both ASL and English, and apply interpretation and translation skills between ASL and written English while teaching.
- Identify differences between the etiologies and 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.
- Apply effective collaboration skills working with and through diverse families, support providers (i.e. ASL-English bilingual specialist, audiologists, interpreters, paraprofessionals, and speech language pathologist), general education professionals, community agencies, and the deaf communities.

## Program Requirements

(4 courses; 18 quarter units)

Select four of the following courses:

DHH 611	ASL Acquisition & Assessment
DHH 612	Eng. Acquisition & Assessment
DHH 613	Deaf Learners w/ Special Needs
DHH 614	Biliteracy Curr. & Instruction
DHH 615	Bilingual & Multicultural Ed.

## TEACHER EDUCATION CREDENTIAL PROGRAMS

### Preliminary Multiple and Single Subject Credentials

#### ■ PRELIMINARY MULTIPLE SUBJECT TEACHING CREDENTIAL WITH INTERNSHIP OPTION (CALIFORNIA)

Faculty Advisor: Nedra Crow; (858) 642-8004; [ncrow@nu.edu](mailto:ncrow@nu.edu)

The California Preliminary Multiple Subject 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 complete Core courses, multiple /single subject methods area, and a clinical practice path (student teaching or internship).

Please see admission requirements under Teacher Education in the School of Education's Credential Programs section of this addendum.

## 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 Multiple Subject 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. Forty-five 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
	<i>Prerequisite: TED 623, or TED 621A</i>

## Teaching Credential Area: Multiple Subject

(4 courses; 18 quarter units)

TED 621A *	Lang. Dev. Methods: Elem. Sch.
	<i>Prerequisites: TED 602, 606 and SPD 604, 608</i>
TED 621B *	Reading/Lang. Arts Methods
	<i>Prerequisite: TED 621A</i>
TED 635	Curr-Assess-Inst:Soc.St/PE/Art
	<i>Prerequisite: TED 621A with a minimum grade of C</i>
TED 636	Curr-Assess-Inst: Math-Science
	<i>Prerequisite: TED 621A with a minimum grade of C</i>

\* Internship Pre-Service courses

## Clinical Practice Path: Student Teaching or Internship

(3 courses; 13.5 quarter units)

The clinical practice (P12 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.

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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 this addendum. Student Teaching:

- TED 530A Student Teaching I  
*Co-requisite: TED 531*
- TED 530B Student Teaching II  
*Prerequisite: TED 530A, Co-requisite: TED 531*
- TED 531 Student Teaching Seminar  
*Co-requisite: TED 530A with a minimum grade of S, and TED 530B with a minimum grade of S*

or

## Internship

- TED 610 Best Internship Practices  
*Prerequisite: Admission to the intern program*
- TED 628I Internship Clinical Practice  
*Co-requisite: TED 629I or TED 631*
- TED 631 Internship Seminar

Please see completion requirements under Teacher Education in the School of Education's Credential Programs section of this addendum.

## ■ PRELIMINARY SINGLE SUBJECT TEACHING CREDENTIAL WITH INTERNSHIP OPTION (CALIFORNIA)

*Faculty Advisor: Nedra Crow; (858) 642-8004; ncrow@nu.edu*

The California Single Subject 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 complete Core courses, single subject methods area, and a clinical practice path (student teaching or internship).

Please see admission requirements under Teacher Education in the School of Education's Credential Programs section of this addendum.

### 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 Subject Teaching Credential, candidates must complete at least 54 quarter units of graduate work, with two co-requisite courses, such that 48 units must be taken in residence at National University.

Candidates choosing the Internship option to obtain the Preliminary Single 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. Forty-five 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*

### Teaching Credential Area: Single Subject

(4 courses; 18 quarter units)

### Single Subject

- TED 623 \* Lang. Dev. Methods: Secondary  
*Prerequisites: TED 602, 606 and SPD 604, 608*
- TED 632 Content Area Curriculum  
*Prerequisite: TED 623*
- TED 633 Content Area Instruct-Assess  
*Prerequisite: TED 623*
- TED 634 \* Content Area Literacy  
*Prerequisite: TED 623*

\* Internship Pre-Service courses

### Clinical Practice Path: Student Teaching or Internship

(3 courses; 13.5 quarter units)

Please see student teaching and internship eligibility requirements under Clinical Practice in the Teacher Education area of the School of Education's Credential Program section of this addendum.

The clinical practice (P12 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  
*Co-requisite: TED 531*
- TED 530B Student Teaching II  
*Prerequisite: TED 530A, Co-requisite: TED 531*
- TED 531 Student Teaching Seminar  
*Co-requisite: TED 530A with a minimum grade of S, and TED 530B with a minimum grade of S*

or

### Internship

- TED 610 Best Internship Practices  
*Prerequisite: Admission to the intern program*
- TED 628I Internship Clinical Practice  
*Co-requisite: TED 629I or TED 631*
- TED 631 Internship Seminar

Please see completion requirements under Teacher Education in the School of Education's Credential Programs section of this addendum.

## PRELIMINARY EDUCATION SPECIALIST TEACHING CREDENTIALS

### ■ PRELIMINARY EDUCATION SPECIALIST TEACHING CREDENTIAL: DEAF AND HARD-OF-HEARING AUTHORIZATION WITH INTERNSHIP OPTION (CALIFORNIA)

DHH Faculty Advisor: Colleen L. Smith; 408.236.1131; 866.761.4828  
videophone\*; csmith2@nu.edu

The Preliminary Education Specialist with Deaf and Hard-of-Hearing (DHH) Authorization teaching credential program is designed to address both the Education Specialist standards and the program specific standards for DHH, as well as the Teacher performance Expectations and California Standards for the Teaching Profession.

Please see admission requirements under Education Specialist in the School of Education's Credential Programs section of this addendum.

#### Program Learning Outcomes

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

- Critique research 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.
- Apply 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.
- Utilize academic discourse competency and language proficiency in both ASL and English, and apply interpretation and translation skills between ASL and written English while teaching.
- Implement developmentally appropriate strategies supporting first and second language acquisition as well as cognitive development engaging each student in the learning process.
- 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 addressing state content standards and core curriculum in a culturally relevant manner.
- Apply 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.
- Identify differences between the etiologies and 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.
- Apply appropriate developmental milestone goals and advocacy skills for individuals from infancy to adulthood meeting the communication and academic needs of deaf learners during key transitional stages.
- Apply effective collaboration skills working with and through diverse families, support providers (i.e. ASL-English bilingual

specialist, audiologists, interpreters, paraprofessionals, and speech language pathologist), general education professionals, community agencies, and the deaf communities.

#### Credential Requirements (22 courses; 99 quarter units)

To receive a California Preliminary Education Specialist: Deaf and Hard of Hearing Teaching credential candidates are required to successfully complete core courses, specific program (advanced) courses and a clinical practice path to supervised teaching (student teaching or internship).

Candidates choosing the Internship option to obtain the Preliminary Education specialist: Deaf and hard-of-hearing teaching credential will need to meet the Internship Eligibility requirements.

The CTC mandates that all approved internship programs require a minimum of 120 hours of pre-service coursework prior to becoming the teacher of record. Forty-five 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

#### SPED 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  
SPD 614 \* Class Management & Assessment  
TED 621A Lang. Dev. Methods: Elem. Sch.  
*Prerequisites: TED 602, 606 and SPD 604, 608*  
or  
TED 623 Lang. Dev. Methods: Secondary  
*Prerequisites: TED 602, 606 and SPD 604, 608*  
TED 621B \* Reading/Lang. Arts Methods  
*Prerequisite: TED 621A*  
SPD 616 Law, Policy, & Collaboration  
SPD 622 Assessment  
SPD 624 Transition/Community Resources  
SPD 626 Effective Clsrm & Beh Mgmt  
SPD 628 Teaching Reading/Lang Arts

\* Internship Pre-Service courses

#### Program Specific Courses (Advanced Courses) (5 courses; 22.5 quarter units)

Please see advanced coursework requirements under Education Specialist in the School of Education's Credential Programs section of this addendum.

DHH 611 ASL Acquisition & Assessment  
DHH 612 Eng. Acquisition & Assessment  
DHH 613 Deaf Learners w/ Special Needs  
DHH 614 Biliteracy Curr. & Instruction  
DHH 615 Bilingual & Multicultural Ed.

#### Clinical Practice Path for Supervised Teaching: Student Teaching Option

Faculty Advisor: Marilyn Laughridge; (530) 226-4015;  
mlaughridge@nu.edu  
(3 courses; 13.5 quarter units)



# School of Education

Please see student teaching requirements under Clinical Practice in the Education Specialist area of the School of Education's Credential Program section of this addendum.

- DHH 682A Student Teaching  
*Co-requisite: DHH 688*
- DHH 682B Student Teaching  
*Co-requisite: DHH 688*
- DHH 688 Clinical Practice Seminar  
*Co-requisites: DHH 682A, and DHH 682B or DHH 692*

or

## Clinical Practice Path for Supervised Teaching: Internship Option

*Faculty Advisor: Clara Amador-Watson; (310) 285-6625; camadorw@nu.edu*

(2 courses; 9 quarter units)

Please see internship eligibility requirements under Clinical Practice in the Education Specialist area of the School of Education's Credential Program section of this addendum.

- DHH 692 Internship  
*Co-requisite: DHH 688*
- DHH 688 Clinical Practice Seminar  
*Co-requisites: DHH 682A, and DHH 682B or DHH 692*

Please see completion requirements under Education Specialist in the School of Education's Credential Program section of this addendum.

## ■ PRELIMINARY EDUCATION SPECIALIST TEACHING CREDENTIAL: MILD/MODERATE AUTHORIZATION WITH INTERNSHIP OPTION (CALIFORNIA)

*Lead Faculty: Judy Menoher; (530) 226-4012; jmenoher@nu.edu*

The Preliminary Education Specialist with Mild/Moderate Authorization teaching credential program is designed to address both the Education Specialist standards and the program specific standards for Mild/Moderate, as well as the Teacher performance Expectations and California Standards for the Teaching Profession.

Please see admission requirements under Education Specialist in the School of Education's Credential Programs section of this addendum.

### Program Learning Outcomes

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

- Apply understanding and practice of professional, legal, and ethical practices for instructing students with mild/moderate disabilities and diverse learners.
- Apply knowledge of typical and atypical development and characteristics of students with disabilities, including students with mild/moderate disabilities and diverse learners.
- Apply effective case management, communication and collaborative practices with parents, professionals and other stake holders, in order to facilitate access to the core curriculum for students with mild/moderate disabilities and diverse learners
- Apply the use of a variety of standardized and non-standardized assessment techniques and communicate results to all stakeholders in order to make appropriate educational decisions for students with mild/moderate disabilities and diverse learners.
- Apply the ability to develop, implement and evaluate evidence-based curriculum and instruction that includes assistive

technology that provides access to the core standards for students with mild/moderate disabilities and diverse learners, including students with autism spectrum disorder

- Apply the skills needed to transition students between educational environments and programs as well as into successful post school experiences.
- Apply the knowledge and skills in teaching reading, speaking, listening, written language and mathematics to insure access to the general education curriculum across settings, to students with mild/moderate disabilities, including students with autism spectrum disorders and diverse learners.
- Apply the knowledge and skills needed to teach English learners and students from diverse backgrounds and experiences.
- Apply the knowledge and skills needed to participate effectively in a school wide behavior support process and to provide behavioral, social, and environmental supports as well as create healthy learning environments for the safety and learning of students with mild/moderate disabilities and diverse learners.
- Identify, evaluate and reflect on a broad range of service delivery options for students with mild/moderate disabilities and diverse learners through participation in multiple field experiences.

### Credential Requirements

(21 courses, 94.5 quarter units)

To receive a California Preliminary Education Specialist: Mild/Moderate Teaching credential candidates are required to successfully complete core courses, specific program (advanced) courses and a clinical practice path to supervised teaching (student teaching or internship).

Candidates choosing the Internship option to obtain the Preliminary Education specialist: Mild/Moderate 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. Forty-five 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

### SPED 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  
SPD 614 \* Class Management & Assessment  
TED 621A Lang. Dev. Methods: Elem. Sch.  
*Prerequisites: TED 602, 606 and SPD 604, 608*

or

- TED 623 Lang. Dev. Methods: Secondary  
*Prerequisites: TED 602, 606 and SPD 604, 608*  
TED 621B \* Reading/Lang. Arts Methods  
*Prerequisite: TED 621A*

- SPD 616 Law, Policy, & Collaboration  
SPD 622 Assessment  
SPD 624 Transition/Community Resources  
SPD 626 Effective Clsrm & Beh Mgmt  
SPD 628 Teaching Reading/Lang Arts  
\* Internship Pre-Service courses

## Program Specific Courses (Advanced Courses)

(4 courses; 18 quarter units)

Please see advanced coursework requirements under Education Specialist in the School of Education's Credential Program section of the addendum.

SPD 632	Charac/Instr Stds w/ M/M Disab
SPD 634	Assess of Std w/ M/M Disab
SPD 636	Teaching Math/Writing for M/M
SPD 638	Content Differentiation

## Clinical Practice Path for Supervised Teaching: Student Teaching Option

Faculty Advisor: Joan Sebastian; (858) 642-8006; jsebasti@nu.edu  
(3 courses; 13.5 quarter units)

Please see student teaching requirements under Clinical Practice in the Education Specialist area of the School of Education's Credential Programs section of the addendum.

SPD 682A	Student Teaching M/M Co-requisite: SPD 688
SPD 682B	Student Teaching M/M Co-requisite: SPD 688
SPD 688	Clinical Practice Seminar Co-requisite: SPD 682A, and SPD 682B, or SPD 684A, and SPD 684B, or SPD 692, and/or SPD 694

or

## Clinical Practice Path for Supervised Teaching: Internship Option

Faculty Advisor: Joan Sebastian; (858) 642-8006; jsebasti@nu.edu  
(2 courses; 9 quarter units)

Please see internship eligibility requirements under Clinical Practice in the Education Specialist area of the School of Education's Credential Programs section of the addendum.

SPD 692	Internship M/M Co-requisite: SPD 688
SPD 688	Clinical Practice Seminar Co-requisite: SPD 682A, and SPD 682B, or SPD 684A, and SPD 684B, or SPD 692, and/or SPD 694

Please see completion requirements under Education Specialist in the School of Education's Credential Programs section of this addendum.

## ■ PRELIMINARY EDUCATION SPECIALIST TEACHING CREDENTIAL: MODERATE/ SEVERE AUTHORIZATION WITH INTERNSHIP OPTION (CALIFORNIA)

Lead Faculty: Anne Spillane; (714) 429-5177; aspillane@nu.edu

The Preliminary Education Specialist with Moderate/Severe Authorization teaching credential program is designed to address both the Education Specialist standards and the program specific standards for Moderate/Severe, as well as the Teacher performance Expectations and California Standards for the Teaching Profession.

Please see admission requirements under Education Specialist in the School of Education's Credential Programs section of this addendum.

## Program Learning Outcomes

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

- Apply professional, legal and ethical practices for instructing students with disabilities (EDSP 2).
- Apply knowledge of typical and atypical development and characteristics of students with disabilities, including those specific to Moderate/Severe disabilities (EDSP 3 & 11, MS1).
- Apply effective communication and collaborative practices with parents, professionals and other stake holders, including those needed to participate in person/family centered planning, and case management (EDSP 4 & 8; M/S 3 & 8).
- Apply skill in the assessment of students with disabilities, including students with Moderate/Severe disabilities (EDSP 5; M/S 3).
- Apply the knowledge and skills to develop and implement effective curriculum and instruction for students with disabilities, including using educational and assistive technology (ESPS 13 & 6).
- Apply the skills needed to transition students between educational environments and programs as well as into successful post school experiences (EDSP 7 & 8; M/S 7).
- Apply the knowledge and skills to successfully teach reading and language arts to students with disabilities. (EDSP 9).
- Integrate and apply the knowledge and skills needed to teach English language learners and students from diverse backgrounds and experiences. (EDSP 10 & 3).
- Apply the knowledge and skills needed to provide behavioral, social and environmental supports, including the ability to design and implement positive behavioral support plans as well as create healthy learning environments for the safety and learning of students with disabilities (EDSP 12 & 14; M/S 4).
- Engage in multiple field experiences in a broad range of service delivery options for students with disabilities. (EDSP 15)
- Apply the knowledge and skills to assess their student's communication abilities, and develop with IEP team members, including family, needed augmentative and alternative systems, to allow students with Moderate/Severe disabilities to demonstrate academic knowledge, as well as to develop social interaction skills and facilitate social relationships. (M/S 2 & 6)
- Apply the knowledge and ability to support the movement, mobility, sensory and specialized health care needs required for students to access classrooms, schools and the community to the fullest extent of their ability. (M/S 5)

## Credential Requirements

(21 courses, 94.5 quarter units)

To receive a California Preliminary Education Specialist: Moderate/Severe Teaching credential candidates are required to successfully complete core courses, specific program (advanced) courses and a clinical practice path to supervised teaching (student teaching or internship).

Candidates choosing the Internship option to obtain the Preliminary Education specialist: Moderate/Severe 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. Forty-five 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

## SPED Core Requirements

(12 courses; 54 quarter units)

# School of Education

TED 602	Educational Foundations
SPD 604	Psychological Fdns of Educ.
TED 606	Equity and Diversity
SPD 608 *	Exceptionalities
SPD 614 *	Class Management & Assessment
TED 621A	Lang. Dev. Methods: Elem. Sch. <i>Prerequisites: TED 602, 606 and SPD 604, 608</i>

or

TED 623	Lang. Dev. Methods: Secondary <i>Prerequisites: TED 602, 606 and SPD 604, 608</i>
TED 621B *	Reading/Lang. Arts Methods <i>Prerequisite: TED 621A</i>
SPD 616	Law, Policy, & Collaboration
SPD 622	Assessment
SPD 624	Transition/Community Resources
SPD 626	Effective Clsrn & Beh Mgmt
SPD 628	Teaching Reading/Lang Arts

\* Internship Pre-Service courses

## Program Specific Courses (Advanced Courses)

(4 courses; 18 quarter units)

Please see advanced coursework requirements under Education Specialist in the School of Education's Credential Programs section of the addendum.

SPD 642	Academic Instruction M/S
SPD 644	Life Skills & Transitions M/S
SPD 646	PBS, Comm & Social Skills M/S
SPD 674	Collaborative Partners

## Clinical Practice Path for Supervised Teaching: Student Teaching Option

*Faculty Advisor: Joan Sebastian; (858) 642-8006; jsebasti@nu.edu*  
(3 courses; 13.5 quarter units)

Please see student teaching requirements under Clinical Practice in the Education Specialist area of the School of Education's Credential Programs section of the addendum.

SPD 684A	Student Teaching M/S <i>Co-requisite: SPD 688</i>
SPD 684B	Student Teaching M/S <i>Co-requisite: SPD 688</i>
SPD 688	Clinical Practice Seminar <i>Co-requisite: SPD 682A, and SPD 682B, or SPD 684A, and SPD 684B, or SPD 692, and/or SPD 694</i>

or

## Clinical Practice Path for Supervised Teaching: Internship Option

*Faculty Advisor: Joan Sebastian; (858) 642-8006; jsebasti@nu.edu*  
(2 courses; 9 quarter units)

Please see internship eligibility requirements under Clinical Practice in the Education Specialist area of the School of Education's Credential Programs section of the addendum.

SPD 694	Internship M/S <i>Co-requisite: SPD 688</i>
SPD 688	Clinical Practice Seminar <i>Co-requisite: SPD 682A, and SPD 682B, or SPD 684A, and SPD 684B, or SPD 692, and/or SPD 694</i>

Please see completion requirements under Education Specialist in the School of Education's Credential Programs section of this addendum.

## ■ PRELIMINARY EDUCATION SPECIALIST TEACHING CREDENTIAL: DEAF AND HARD-OF-HEARING AUTHORIZATION WITH PRELIMINARY MULTIPLE OR SINGLE SUBJECT CREDENTIAL AND INTERNSHIP OPTION (CALIFORNIA)

*DHH Faculty Advisor: Colleen L. Smith; (408) 236-1131; (866) 761-4828 videophone\*; csmith2@nu.edu*

### CTC Description

The Preliminary Education Specialist for Deaf and Hard-of-Hearing (DHH) Authorization Credential allows the holder to conduct assessments, provide instruction, and related services to individuals who are deaf and hard-of-hearing, deaf-blind and authorizes service to individuals ages birth through 22. It includes the Special Education Core (completed by all individuals pursuing one of CTC's Education Specialist Authorizations), courses specific to the DHH program and clinical practice. Courses within the program are designed to address both the Education Specialist standards and the Program Specific Standards for DHH, as well as the Teacher Performance Expectations (TPEs) and California Standards for the Teaching Profession (CSTPs). Clinical Practice includes field experiences as well as supervised teaching.

Please see additional Credential admissions requirements under Education Specialist in the School of Education's Credential Programs section of this addendum.

The Multiple or Single Subject Teaching Credential 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 Multiple or Single Subject teaching credential.

### Program Content

Program content includes the Special Education Core, courses specific to the DHH program and clinical practice. Courses within the program are designed to address both the Education Specialist standards and the program specific standards for DHH, as well as the TPEs and CSTPs. Clinical Practice includes field experiences as well as supervised teaching.

### Program Learning Outcomes

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

- Critique research 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.
- Apply 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.
- Utilize academic discourse competency and language proficiency in both ASL and English, and apply interpretation and translation skills between ASL and written English while teaching.
- Implement developmentally appropriate strategies supporting first and second language acquisition as well as cognitive development engaging each student in the learning process.
- 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

addressing state content standards and core curriculum in a culturally relevant manner.

- Apply 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.
- Identify differences between the etiologies and 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.
- Use appropriate developmental milestone goals and advocacy skills for individuals, from infancy to adulthood, to meet the communication and academic needs of deaf learners during key transitional stages.
- Apply effective collaboration skills working with and through diverse families, support providers (i.e. ASL-English bilingual specialist, audiologists, interpreters, paraprofessionals, and speech language pathologist), general education professionals, community agencies, and the deaf communities.

## Credential Requirements

(26-28 courses, 117-126 quarter units)

Candidates are required to successfully complete the Dual Common Core courses, DHH and Multiple or Single Subject core courses as well as Special Education Program Specific courses. In addition a clinical practice path for both Special Education (either student teaching or internship) and Multiple or Single Subject areas (student teaching).

Candidates choosing the Internship option to obtain the Preliminary Education Specialist: DHH 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. Forty-five 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

(Multiple Subject: 16 courses; 72 quarter units)  
(Single Subject: 17 courses; 76.5 quarter units)

## Dual Common Core

(7 courses; 31.5 quarter units)

TED 602 Educational Foundations  
SPD 604 Psychological Fdns of Educ.  
TED 606 Equity and Diversity  
SPD 608 \* Exceptionalities  
TED 621A Lang. Dev. Methods: Elem. Sch.  
*Prerequisites: TED 602, 606 and SPD 604, 608*

*or*  
TED 623 Lang. Dev. Methods: Secondary  
*Prerequisites: TED 602, 606 and SPD 604, 608*

TED 621B \* Reading/Lang. Arts Methods  
*Prerequisite: TED 621A*

SPD 614 \* Class Management & Assessment

\*Internship Pre-Service courses

## Special Education and Multiple or Single Subject Core

(Multiple Subject: 8 courses; 36 quarter units)

(Single Subject: 17 courses; 76.5 quarter units)

## Special Education Core

SPD 616 Law, Policy, & Collaboration  
SPD 622 Assessment  
SPD 624 Transition/Community Resources  
SPD 626 Effective Clsm & Beh Mgmt  
SPD 628 Teaching Reading/Lang Arts

*and*

## Multiple Subject Core

TED 635 Curr-Assess-Inst: SocSt/PE/Art  
*Prerequisite: TED 621A*  
TED 636 Curr-Assess-Inst: Math-Science  
*Prerequisite: TED 621A*  
TED 626 Classroom Management  
*Prerequisite: TED 623, or TED 621A*

*or*

## Single Subject Core

TED 632 Content Area Curriculum  
*Prerequisite: TED 623*  
TED 633 Content Area Instruct-Assess  
*Prerequisite: TED 623*  
TED 626 Classroom Management  
*Prerequisite: TED 623, or TED 621A*  
TED 634 \* Content Area Literacy  
*Prerequisite: TED 623 with a minimum grade of C*

\* Internship Pre-Service courses

## Program Specific Courses (Advanced DHH Courses)

(5 courses; 22.5 quarter units)

Please see advanced coursework requirements under Education Specialist in the School of Education's Credential Programs section of the addendum.

DHH 611 ASL Acquisition & Assessment  
DHH 612 Eng. Acquisition & Assessment  
DHH 613 Deaf Learners w/ Special Needs  
DHH 614 Biliteracy Curr. & Instruction  
DHH 615 Bilingual & Multicultural Ed.

## Clinical Practice Path for Supervised Teaching: Student Teaching Option

Please see student teaching requirements under Clinical Practice in the Education Specialist area of the School of Education's Credential Programs section of this addendum.

## Special Education: Deaf and Hard-of-Hearing

(3 courses; 13.5 quarter units)

DHH 682A Student Teaching  
*Co-requisite: DHH 688*  
DHH 682B Student Teaching  
*Co-requisite: DHH 688*  
DHH 688 Clinical Practice Seminar  
*Co-requisites: DHH 682A, and DHH 682B or DHH 692*

*or*

## Clinical Practice Path for Supervised Teaching: DHH Internship Option

(2 courses; 9 quarter units)

Please see internship eligibility requirements under Clinical Practice in the Education Specialist area of the School of Education's Credential Programs section of this addendum.



# School of Education

- DHH 692 Internship  
*Co-requisite: DHH 688*
- DHH 688 Clinical Practice Seminar  
*Co-requisites: DHH 682A, and DHH 682B or DHH 692*

and

## Multiple or Single Subject

(2 courses; 9 quarter units)

- TED 530A Student Teaching I  
*Co-requisite: TED 531*
- TED 531 Student Teaching Seminar  
*Co-requisite: TED 530A*

Please see completion requirements under Education Specialist in the School of Education's Credential Programs section of this addendum.

## ■ PRELIMINARY EDUCATION SPECIALIST TEACHING CREDENTIAL: MILD/MODERATE AUTHORIZATION WITH PRELIMINARY MULTIPLE OR SINGLE SUBJECT CREDENTIAL AND INTERNSHIP OPTION (CALIFORNIA) CREDENTIAL

*Faculty Advisor: Judy Menoher; (530) 226-4012; jmenoher@nu.edu*

### CTC Description

The Education Specialist Instruction Credential: Mild/Moderate Disabilities authorizes the holder to conduct educational assessments related to students' access to the academic core curriculum and progress towards meeting instructional academic goals, provide instruction, and special education support to individuals with a primary disability of specific learning disabilities, mild/moderate mental retardation, other health impairment, autism, and emotional disturbance, in kindergarten, grades 1 - 12 through age 22, and classes organized primarily for adults in services across the continuum of program options available.

The Multiple or Single Subject Teaching Credential 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 Multiple or Single Subject teaching credential.

Please see additional Credential admissions requirements under Education Specialist in the School of Education's Credential Programs section of this addendum.

### Program Content

Program content includes the Special Education Core, courses specific to the M/M program and clinical practice. Courses within the program are designed to address both the Education Specialist standards and the program specific standards for M/M, as well as the Teacher Performance Expectations and California Standards for the Teaching Profession. Clinical Practice includes field experiences as well as supervised teaching.

### Program Learning Outcomes

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

- Apply understanding and practice of professional, legal, and ethical practices for instructing students with mild/moderate disabilities and diverse learners.
- Apply knowledge of typical and atypical development and characteristics of students with disabilities, including students

with mild/moderate disabilities and diverse learners.

- Apply effective case management, communication and collaborative practices with parents, professionals and other stake holders, in order to facilitate access to the core curriculum for students with mild/moderate disabilities and diverse learners
- Apply the use of a variety of standardized and non-standardized assessment techniques and communicate results to all stakeholders in order to make appropriate educational decisions for students with mild/moderate disabilities and diverse learners.
- Apply the ability to develop, implement and evaluate evidence-based curriculum and instruction that includes assistive technology that provides access to the core standards for students with mild/moderate disabilities and diverse learners, including students with autism spectrum disorder
- Apply the skills needed to transition students between educational environments and programs as well as into successful post school experiences.
- Apply the knowledge and skills in teaching reading, speaking, listening, written language and mathematics to insure access to the general education curriculum across settings, to students with mild/moderate disabilities, including students with autism spectrum disorders and diverse learners.
- Apply the knowledge and skills needed to teach English learners and students from diverse backgrounds and experiences.
- Apply the knowledge and skills needed to participate effectively in a school wide behavior support process and to provide behavioral, social, and environmental supports as well as create healthy learning environments for the safety and learning of students with mild/moderate disabilities and diverse learners.
- Identify, evaluate and reflect on a broad range of service delivery options for students with mild/moderate disabilities and diverse learners through participation in multiple field experiences.

### Credential Requirements

(26-28 courses, 117-126 quarter units)

Candidates are required to successfully complete the Dual Common Core courses, Mild/Moderate and Multiple or Single subject core courses as well as Special Education Program Specific courses. In addition a clinical practice path for both Special Education (either student teaching or internship) and Multiple or Single Subject areas (student teaching).

Candidates choosing the Internship option to obtain the Preliminary Education Specialist: Mild/Moderate 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. Forty-five 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 units)

- |            |                            |
|------------|----------------------------|
| HEDX 1101X | Intro Health Ed: K-12      |
| EDX 1201X  | Computer Tech in Classroom |

### Core Requirements

(16 courses; 72 units)

### Dual Common Core

(7 courses; 31.5 units)

TED 602 Educational Foundations  
 SPD 604 Psychological Fdns of Educ.  
 TED 606 Equity and Diversity  
 SPD 608 \* Exceptionalities

TED 621A Lang. Dev. Methods: Elem. Sch.  
*Prerequisites: TED 602, 606 and SPD 604, 608*

or

TED 623 Lang. Dev. Methods: Secondary  
*Prerequisites: TED 602, 606 and SPD 604, 608*

TED 621B \* Reading/Lang. Arts Methods  
*Prerequisite: TED 621A*

SPD 614 \* Class Management & Assessment

\*Internship Pre-Service courses

## Special Education and Multiple or Single Subject Core

(Single Subject: 9 courses; 40.5 units)

(Multiple Subject: 8 courses; 36 quarter units)

### Special Education Core

SPD 616 Law, Policy, & Collaboration  
 SPD 622 Assessment  
 SPD 624 Transition/Community Resources  
 SPD 626 Effective Clsrn & Beh Mgmt  
 SPD 628 Teaching Reading/Lang Arts

and

### Multiple Subject Candidates

TED 635 Curr-Assess-Inst: SocSt/PE/Art  
*Prerequisite: TED 621A*  
 TED 636 Curr-Assess-Inst: Math-Science  
*Prerequisite: TED 621A*  
 TED 626 Classroom Management  
*Prerequisite: TED 623, or TED 621A*

or

### Single Subject Candidates

TED 632 Content Area Curriculum  
*Prerequisite: TED 623*  
 TED 633 Content Area Instruct-Assess  
*Prerequisite: TED 623*  
 TED 626 Classroom Management  
*Prerequisite: TED 623, or TED 621A*  
 TED 634 \* Content Area Literacy  
*Prerequisite: TED 623*

## Program Specific Courses (Advanced Mild/Moderate Courses)

(4 courses; 18 units)

Please see advanced coursework requirements under Education Specialist in the School of Education's Credential Programs section of this addendum.

SPD 632 Charac/Instr Stds w/ M/M Disab  
 SPD 634 Assess of Std w/ M/M Disab  
 SPD 636 Teaching Math/Writing for M/M  
 SPD 638 Content Differentiation

## Clinical Practice Path for Supervised Teaching: Student Teaching Option

*Faculty Advisor: Joan Sebastian; (858) 642-8006; jsebasti@nu.edu*

Please see student teaching requirements under Clinical Practice in the Education Specialist and Teacher Education areas of the School of Education's Credential Programs section of this addendum.

## Special Education: Mild/Moderate

(3 courses; 13.5 quarter units)

SPD 682A Student Teaching M/M

*Co-requisite: SPD 688*

SPD 682B Student Teaching M/M

*Co-requisite: SPD 688*

SPD 688 Clinical Practice Seminar

*Co-requisite: SPD 682A, and SPD 682B, or SPD 684A, and SPD 684B, or SPD 692, and/or SPD 694*

or

## Clinical Practice Path for Supervised Teaching: Internship Mild/Moderate Option

*Faculty Advisor: Joan Sebastian; (858) 642-8006; jsebasti@nu.edu*  
 (2 courses; 9 units)

Please see internship eligibility requirements under Clinical Practice in the Education Specialist area of the School of Education's Credential Programs section of the addendum.

SPD 692 Internship M/M

*Co-requisite: SPD 688*

SPD 688 Clinical Practice Seminar

*Co-requisite: SPD 682A, and SPD 682B, or SPD 684A, and SPD 684B, or SPD 692, and/or SPD 694*

and

## Multiple or Single Subject

(2 courses; 9 quarter units)

TED 530A Student Teaching I

*Co-requisite: TED 531*

TED 531 Student Teaching Seminar

*Co-requisite: TED 530A*

Please see completion requirements under Education Specialist in the School of Education's Credential Programs section of this addendum.

## PRELIMINARY EDUCATION SPECIALIST TEACHING CREDENTIAL: MODERATE/SEVERE AUTHORIZATION WITH PRELIMINARY MULTIPLE OR SINGLE SUBJECT CREDENTIAL AND INTERNSHIP OPTION (CALIFORNIA)

*Faculty Advisor: Anne Spillane; (714) 429-5177; aspillane@nu.edu*

The Preliminary Education Specialist with Moderate/Severe Authorization teaching credential with Internship Option program is designed to address both the Education Specialist standards and the program specific standards for Moderate/Severe, as well as the Teacher performance Expectations and California Standards for the Teaching Profession.

The California Preliminary Multiple Subject Teaching Credential 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 Multiple Subject teaching credential.

Please see admission requirements under Education Specialist in the School of Education's Credential Programs section of this addendum.

## Program Learning Outcomes

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

- Apply knowledge of typical and atypical development and characteristics of students with disabilities, including those specific to Moderate/Severe disabilities (EDSP 3 & 11, MS1).
- Apply effective communication and collaborative practices with

# School of Education

parents, professionals and other stake holders, including those needed to participate in person/family centered planning, and case management (EDSP 4 & 8; M/S 3 & 8).

- Apply skill in the assessment of students with disabilities, including students with Moderate/Severe disabilities (EDSP 5; M/S 3).
- Apply the knowledge and skills to develop and implement effective curriculum and instruction for students with disabilities, including using educational and assistive technology (ESPS 13 & 6).
- Apply the skills needed to transition students between educational environments and programs as well as into successful post school experiences (EDSP 7 & 8; M/S 7).
- Apply the knowledge and skills to successfully teach reading and language arts to students with disabilities. (EDSP 9).
- Apply the knowledge and skills needed to teach English language learners and students from diverse backgrounds and experiences. (EDSP 10 & 3).
- Apply the knowledge and skills needed to provide behavioral, social and environmental supports, including the ability to design and implement positive behavioral support plans as well as create healthy learning environments for the safety and learning of students with disabilities (EDSP 12 & 14; M/S 4).
- Engage in multiple field experiences in a broad range of service delivery options for students with disabilities. (EDSP 15)
- Apply the knowledge and skills to assess their student's communication abilities, and develop with IEP team members, including family, needed augmentative and alternative systems, to allow students with Moderate/Severe disabilities to demonstrate academic knowledge, as well as to develop social interaction skills and facilitate social relationships. (M/S 2 & 6)
- apply the knowledge and ability to support the movement, mobility, sensory and specialized health care needs required for students to access classrooms, schools and the community to the fullest extent of their ability. (M/S 5)

## Credential Requirements

(26-28 courses, 117-126 quarter units)

Candidates are required to successfully complete the Dual Common Core courses, Moderate/Severe and Multiple or Single subject core courses as well as Special Education Program Specific courses. In addition a clinical practice path for both Special Education (either student teaching or internship) and Multiple or Single Subject areas (student teaching).

Candidates choosing the Internship option to obtain the Preliminary Education Specialist: Moderate/Severe 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. 45 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

(16 courses; 72 quarter units)

## Dual Common Core

(7 courses; 31.5 quarter units)

TED 602 Educational Foundations

SPD 604 Psychological Fdns of Educ.

TED 606 Equity and Diversity

SPD 608 \* Exceptionalities

TED 621A Lang. Dev. Methods: Elem. Sch.

*Prerequisites: TED 602, 606 and SPD 604, 608*

or

TED 623 Lang. Dev. Methods: Secondary

*Prerequisites: TED 602, 606 and SPD 604, 608*

TED 621B \* Reading/Lang. Arts Methods

*Prerequisite: TED 621A*

SPD 614 \* Class Management & Assessment

\*Internship Pre-Service courses

## Special Education and Multiple or Single Subject Core Requirements

(Single Subject: 9 courses; 40.5 units)

(Multiple Subject: 8 courses; 36 quarter units)

## Special Education Core

SPD 616 Law, Policy, & Collaboration

SPD 622 Assessment

SPD 624 Transition/Community Resources

SPD 626 Effective Clsrn & Beh Mgmt

SPD 628 Teaching Reading/Lang Arts

and

## Multiple Subject Candidates

TED 635 Curr-Assess-Inst: SocSt/PE/Art

*Prerequisite: TED 621A*

TED 636 Curr-Assess-Inst: Math-Science

*Prerequisite: TED 621A*

TED 626 Classroom Management

*Prerequisite: TED 623, or TED 621A*

or

## Single Subject Candidates

TED 623 Lang. Dev. Methods: Secondary

*Prerequisites: TED 602, 606 and SPD 604, 608*

TED 632 Content Area Curriculum

*Prerequisite: TED 623*

TED 633 Content Area Instruct-Assess

*Prerequisite: TED 623*

TED 626 Classroom Management

*Prerequisite: TED 623, or TED 621A*

## Program Specific Courses (Advanced Moderate/Severe Courses)

(4 courses; 18 quarter units)

Please see advanced coursework requirements under Education Specialist in the School of Education's Credential Programs section of this addendum.

SPD 644 Life Skills & Transitions M/S

SPD 646 PBS, Comm & Social Skills M/S

SPD 642 Academic Instruction M/S

SPD 674 Collaborative Partners

## Clinical Practice Path for Supervised Teaching: Student Teaching Option

Please see student teaching requirements under Clinical Practice in the Education Specialist and Teacher Education areas of the School of Education's Credential Programs section of this addendum.

## Special Education: Moderate/Severe

(3 courses; 13.5 quarter units)

- SPD 684A Student Teaching M/S  
*Co-requisite: SPD 688*
- SPD 684B Student Teaching M/S  
*Co-requisite: SPD 688*
- SPD 688 Clinical Practice Seminar  
*Co-requisite: SPD 682A, and SPD 682B, or SPD 684A, and SPD 684B, or SPD 692, and/or SPD 694*

or

## Clinical Practice Path for Supervised Teaching: Internship Moderate/Severe Option

*Faculty Advisor: Joan Sebastian; (858) 642-8006; jsebasti@nu.edu*

(2 courses; 9 quarter)

Please see internship eligibility requirements under Clinical Practice in the Education Specialist area of the School of Education's Credential Programs section of this addendum.

- SPD 694B Internship M/S
- SPD 688 Clinical Practice Seminar  
*Co-requisite: SPD 682A, and SPD 682B, or SPD 684A, and SPD 684B, or SPD 692, and/or SPD 694*

and

## Multiple or Single Subject

(2 courses; 9 quarter units)

- TED 530A Student Teaching I  
*Co-requisite: TED 531*
- TED 531 Student Teaching Seminar  
*Co-requisite: TED 530A*

Please see completion requirements under Education Specialist in the School of Education's Credential Programs section of this addendum.

## ■ Graduate Certificate of Best Practices

*Faculty Advisor: Linda Ventriglia-Nava; (916) 855-4160; 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 video streaming 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:

- Integrate Best Practices for Standards-based instruction across content areas.
- 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.

## Certificate 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



# General Information for All Credential Programs

## General Information for All Credential Programs

Candidates seeking admission to a credential program (at either undergraduate or graduate level) at National University should refer to the academic information for undergraduate or graduate admission procedures. Information below that is specific to either an Undergraduate/Blended or Graduate level program is notated.

### CREDENTIAL PROGRAMS ADMISSION PROCESS

In addition to the admission requirements listed in the “General Admission Procedures” sections of catalog 74, applicants to all of National University’s credential programs must comply with the following admissions procedure:

**Stage 1:** All credential candidates must complete a credential orientation and complete a Credential Packet within 30 days of enrollment.

**Stage 2:** The Certificate of Clearance is a document that verifies the candidate has completed the California Commission on Teacher Credentialing fingerprint, character, and identification process. Candidates are required to show proof of Fingerprint Clearance prior to scheduling any coursework with a field experience component and/or prior to clinical practice.

**Stage 3:** Candidates must show either proof of completing the Basic Skills Assessment, or show attempt to complete the Basic Skills Assessment.

### Additional Notes about Credential Programs

- Candidates transferring from a credential program from another university must provide a letter of good standing
- 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
- Candidates enrolled in a credential program must meet the residency requirements as specified in the degree. ALL student teaching courses MUST be taken in residence and may not be waived. Courses taken online are considered to be in residence

Please see additional Financial Aid, Transfer Credit, Residency Requirements, and Catalog Rights information in the Undergraduate or Graduate Degree Information sections of catalog 74.

### THE STUDENT AGREEMENT

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 credential programs must enter into a student agreement. A copy of the student agreement is contained in the credential information packet that is available from a Credential Program Specialist.

The student agreement gives National University the right to suspend or terminate the candidate’s participation in the credential program upon a showing that the candidate has:

- 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

### STUDENT ASSISTANCE, NOTICE OF NEED TO IMPROVE, AND DISMISSAL FROM SCHOOL OF EDUCATION PROGRAMS

National University is committed to maintaining quality standards throughout its credential programs and to graduating competent professional educators. As required by the California Commission on Teacher Credentialing (CTC), National University identifies and assists candidates who need special assistance and retains in its programs only those candidates who are suited for entry to or advancement in the education profession. The CTC is charged by the state with evaluating the moral character and fitness of all persons who wish to teach or perform certified services in California public schools. Every person who is an applicant for, or who now holds any credential, certificate, permit, or license authorizing service in California public schools is answerable to the CTC and the Committee on Credentials for his or her fitness-related conduct. California’s Laws and Rules Pertaining to the Discipline of Professional Certificated Personnel (2002), available on the CTC website at [www.ctc.ca.gov](http://www.ctc.ca.gov), address legal, ethical, and behavioral standards to which all such persons must adhere.

If a candidate is identified as being deficient or needing assistance to meet program standards at any point during his or her program, the candidate’s instructor of record during coursework or University supervisor during a fieldwork assignment will issue the candidate a Candidate Assistance Plan. The plan will indicate one of three possible actions that the instructor/supervisor intends to recommend to the lead faculty in the program:

1. The candidate is identified as needing improvement in designated areas. A plan of improvement, with an expected date of completion, is attached to the form. The candidate will be permitted to continue taking classes or continue in his/her fieldwork assignment while completing the plan.
2. The candidate is identified as needing improvement in designated areas. A plan of improvement, with an expected date of completion, is attached to the form. The candidate receives a failing grade in the class or an unsatisfactory grade in the fieldwork assignment. The candidate will not be permitted to continue taking classes or continue in his/her fieldwork assignment until the plan is completed and the class or fieldwork assignment is re-taken, at the candidate’s expense.
3. The candidate is identified as being unsuited for the education profession and is recommended for dismissal from the program.

Upon receiving a Professional Growth and Development Plan, the candidate will meet with his/her instructor of record or University supervisor, along with the regional lead faculty and/or the lead supervisor. This Faculty Assistance Team will discuss any recommended plan of improvement with the candidate and will later meet with the candidate to evaluate the candidate’s performance of the expectations listed on the plan.

If the candidate is allowed to continue in the program and receives a second unsatisfactory grade in a practicum or student teaching assignment, the candidate will be recommended for dismissal from the program. The process for a hearing and appeal, upon recommendation for dismissal from a program, is outlined in the Policies and Procedures section of this catalog.

### Program Advisement

Every credential program has a 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

# General Information for All Credential Programs

the catalog under the heading of specific programs. These advisors are a resource for specific questions candidates may have about classes, curriculum, and instructors.

Each candidate also has a Credential Program Specialist available to him/her to help navigate the specifics of the state 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, Practicum and Advanced Program Specific coursework is 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 programs provide opportunities for Graduate/Post-Baccalaureate candidates to assume the responsibilities of full-time “teachers of record” while completing a teacher education or teacher services preparation program, 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 specific to their program. Please see the detailed University Internship requirements under each specific credential program in the catalog.

\* Candidates on permanent probation are not eligible to participate in a University Internship program.

## Options for Student Teaching with a Courtesy Placement

Courtesy Placements are for 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 Out-of-State Candidates to obtain a Preliminary Multiple or Single Subject Credential

Out-of-State Placements are for Non-California residents interested in completing a California preliminary credential who wishes 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 Courtesy Placement and 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 Credential Program Specialist and Faculty responsible for processing these requests 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 placements. 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 National University 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 universities 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 this placement option.

## 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:

- Undergraduate: Completed all requirements for the blended bachelor’s degree. (Completion must be verified by the Registrar’s office and degree must be conferred)
- 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
- Successful completion of the National University Admissions process
- Successful completion of the program coursework within seven years.
- Official transcripts from all colleges/universities attended on file at National University
- Completion of the undergraduate or graduate residency requirements
- Undergraduate candidates must also have a minimum of a 2.5 cumulative GPA overall for their bachelor’s degree
- Written evaluations of performance in field experiences, internships, educational projects, student teaching, and other practicum

# General Information for All Credential Programs

- Successful completion of the 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, or school district e-mail addresses since these e-mails are regularly blocked from these accounts. An active Yahoo! or Hotmail account is recommended instead.*

Please see additional program specific requirements to be recommended for a California Credential.

## TEACHER EDUCATION CREDENTIAL PROGRAMS

The Multiple Subject Teaching Credential authorizes the holder to teach in a self-contained classroom in grades PreK-12 or in classes organized primarily for adults. In addition, the holder of a Multiple Subject Teaching Credential may serve in a core or team teaching setting. The Single Subject Teaching Credential authorizes the holder to teach in departmentalized classes in any subject within 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.

## ADMISSION REQUIREMENTS

Candidates requesting to be admitted to a Teacher Education Credential Program must follow the steps listed under Graduate or Undergraduate Admission. In addition to the previously stated admission process, the following specific credential requirements must be met and verification of their completion must be submitted to a Credential Program Specialist within 30 days of enrollment. A Certificate of Clearance is required prior to scheduling any coursework with a field experience component.

- Complete a Credential Packet including the Acknowledgement of Terms and Agreements, Request for Student Teaching forms and Negative TB test results.
- Show proof of a Certificate of Clearance or other valid document showing fingerprint clearance issued by the CTC.
- A passing score or proof of attempt to pass the Basic Skills Assessment (must be passed prior to clinical practice).
- Complete a Credential Orientation

## TEACHING PERFORMANCE ASSESSMENT (TPA)

All Multiple and Single Subject credential candidates beginning their teacher preparation program on or after July 1, 2008 will be 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.

See Undergraduate TPA Sequence 2011 Chart on page 64.

See Graduate TPA Sequence 2011 Chart on page 65.

## CLINICAL PRACTICE REQUIREMENTS

In addition to meeting the general and program specific admission requirements, candidates must also complete the following and submit verification of their completion to a Credential Program Specialist before they are cleared for Clinical Practice:

### Student Teaching

- Valid Certificate of Clearance or other valid document showing fingerprint clearance issued by the CTC
- Passage of the Basic Skills Assessment
- Completion of 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)
- 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 school under the supervision of a University Supervisor and Supervising Teacher(s).
- In a supervised full-time student teaching assignment within the appropriate credential area for a minimum of 80 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 and in two different grade spans.

### Credential Candidates 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

# General Information for All Credential Programs

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.

## 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 able to waive student teaching under SB 57. See a Credential Program Specialist for details or obtain information on the CTC website at [www.ctc.ca.gov](http://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](http://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 employer meant to support the candidate in an environment similar to that authorized by the Preliminary credential obtained at the end of the program.

Graduate level National University candidates\* who are interested in becoming a university intern must complete and show verification of all prerequisite requirements and go through the internship eligibility process to determine suitability for the internship program. Once intern eligible, candidates must apply for an Internship Credential is valid for two years and issued specifically for the site of hire.

\* Candidates on permanent probation are not eligible to participate in a University Internship program.

## 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
- 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)
- Zero account balance

## Eligibility Requirements

In addition to completion of all internship prerequisites, candidates are required to verify completion of the following Intern Eligibility:

1. Verification of internship program prerequisites
2. Internship candidate acknowledgement
3. 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
3. Verification of intern eligibility determined in an interview by lead internship faculty

## Early Completion Internship Option

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 the candidate's subject matter area (TFE exam and subject matter competency must match)

## 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 (completed by appropriate course or 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\*

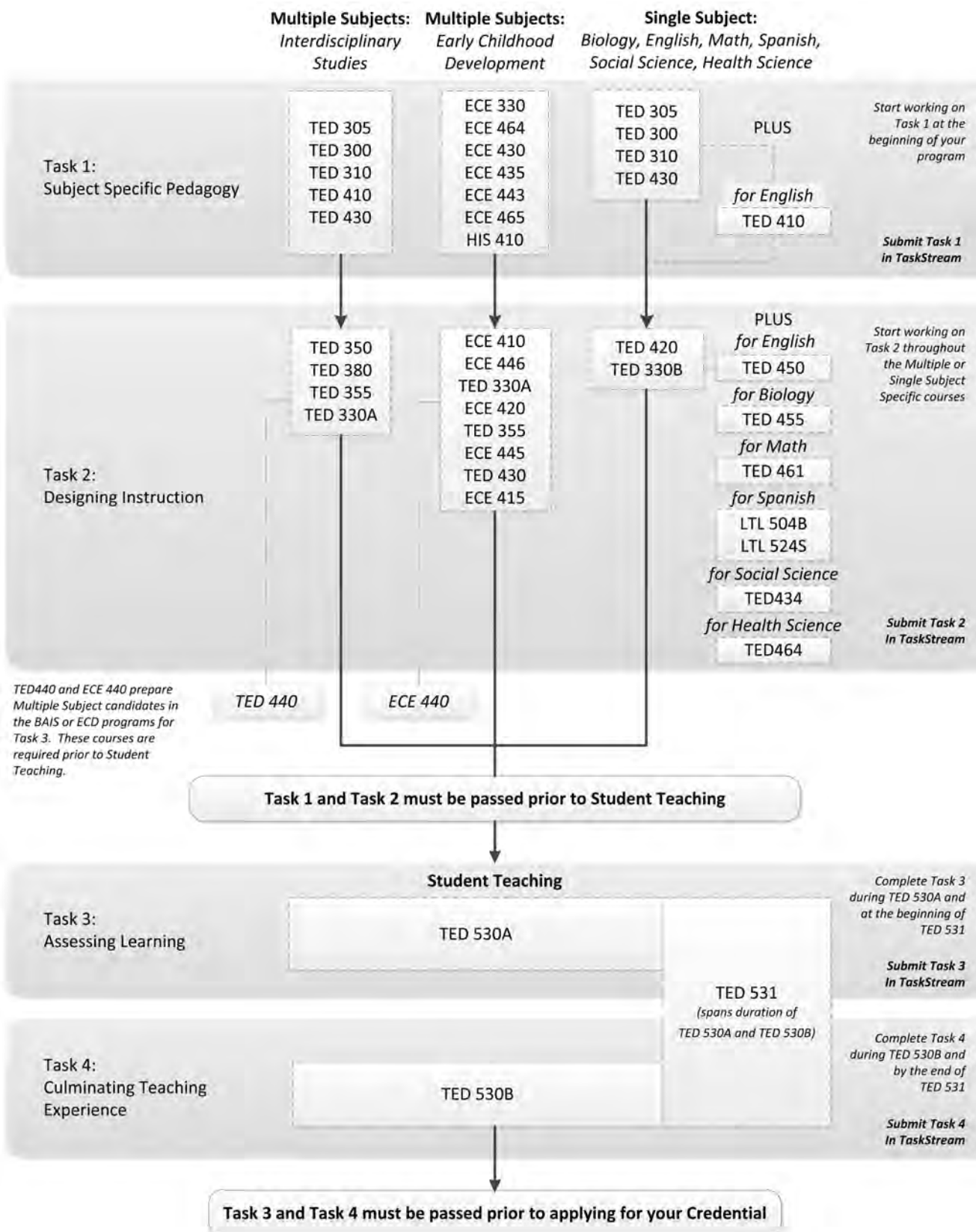
\* Candidates participating in the Early Completion Internship Option must pass each TPA Task on the first try. If an ECO intern does not pass a TPA Task on the first try, they must:

- 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).



# General Information for All Credential Programs

## UNDERGRADUATE TPA COURSE ALIGNMENT AND SUBMISSION SEQUENCE CHART



# General Information for All Credential Programs

## GRADUATE TPA COURSE ALIGNMENT AND SUBMISSION SEQUENCE CHART

### Core Requirements\*

\*TED 602, SPD 604, TED 606, TED 626 are also Core Requirements. They provide a meaningful background for all TPA Tasks and are program requirements.

Task 1: Subject Specific Pedagogy

SPD 608

Start working on Task 1 at the beginning of your program

Multiple Subjects

Single Subjects

Task 1: Subject Specific Pedagogy

AND

Task 2: Designing Instruction

TED 621A  
TED 621B  
TED 635  
TED 636

TED 623  
TED 632  
TED 633  
TED 634

Continue to work on Task 1 and start Task 2 throughout the Multiple or Single Subject Specific courses

Submit Task 1 and Task 2 in TaskStream

Task 1 and Task 2 must be passed prior to Student Teaching

Student Teaching

Task 3: Assessing Learning

TED 530A

Complete Task 3 during TED 530A and the beginning of TED 531

Submit Task 3 in TaskStream

TED 531  
(spans duration of TED 530A and TED 530B)

Task 4: Culminating Teaching Experience

TED 530B

Complete Task 4 during TED 530B and the by the end of TED 531

Submit Task 4 in TaskStream

Task 3 and Task 4 must be passed prior to applying for your Credential

# General Information for All Credential Programs

## COMPLETION REQUIREMENTS

In addition to the above requirements listed for admission and clinical practice, candidates must complete the following and submit verification of their completion 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
- 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)
- Undergraduate candidates must have successful completion of the Credential Portfolio
- 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 Teacher Education programs.

## Education Specialist Credential Programs

### DEAF AND HARD OF HEARING AND DUAL OPTION WITH MULTIPLE OR SINGLE SUBJECT CREDENTIAL

The Education Specialist Instruction Credential authorizes the holder to teach in the area of specialization 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

This authorization includes deafness; hearing impairment; deaf-blindness; and authorizes service to individuals ages birth through 22.

California has a two-tier credential structure. A five-year preliminary credential is the first credential issued, and then a clear credential is issued.

## PRELIMINARY ADMISSION REQUIREMENTS

Candidates requesting to be admitted to an Education Specialist with Deaf and Hard-of-Hearing authorization Credential Program must follow the steps listed under Graduate Admission. In addition to the previously stated admission process, the following specific credential requirements must be met and verification of their completion must be submitted to a Credential Program Specialist within 30 days of enrollment. A Certificate of Clearance is required prior to scheduling any coursework with a field experience component.

- Complete a Credential Packet including the Acknowledgement of Terms and Agreements and Negative TB test results.
- Show proof of a Certificate of Clearance or other valid document showing fingerprint clearance issued by the CTC.
- A passing score or proof of attempt to pass the Basic Skills Assessment (must be passed prior to clinical practice).
- Complete a Credential Orientation

In addition to the above credential admission requirements, candidates must also submit a completed application packet to the DHH Program Lead. The Packet should include:

- Application for Admission to the Education of the Deaf graduate program
- Personal and professional goals essay (1 full single-spaced page maximum)

- CD or DVD portfolio of ASL Fluency (video samples of self, 8 to 10 minutes maximum in length) including the following content:
- Introduction of self and description of your sign and written language acquisition experience
- Narration of a selected work of ASL literature or personal narrative
- Narration of a selected work of children's English literature
- Intermediate proficiency or better in American Sign Language competencies as assessed by the Proficiency Interview (ASLPI). Note: an ASLPI will be scheduled after submission of the three application items delineated above.

Send all above application items in one complete packet to:  
National University  
DHH Program - Admissions  
3031 Tisch Way, 100 Plaza  
San Jose, CA 95128

## ADVANCED SPECIAL EDUCATION COURSE REQUIREMENTS

Before moving onto Clinical Practice, candidates must qualify for their Advanced Special Education coursework by completing the following:

- Successful completion of all Core coursework
- Passage of the Basic Skills Assessment
- Completion of Subject Matter Competency
- Passage of the Generic Core Exam (Basic Skills and Subject Matter must be met prior to taking the Generic Core Exam)
- Interview with an Education Specialist faculty member
- Completion of Dispositions Checklist

All core courses are scheduled by an Admissions Advisor. A Credential Program Specialist will schedule the advanced special education courses and student teaching when candidates pass the generic core exam.

## CLINICAL PRACTICE REQUIREMENTS

In addition to meeting the general and program specific admission and advanced special education coursework requirements, candidates must also complete the following and submit verification of their completion to a Credential Program Specialist before they are cleared for Clinical Practice:

### Student Teaching

- Valid Certificate of Clearance or other valid document showing fingerprint clearance issued by the CTC
- Negative TB test (valid within the last four years)
- Successful completion of all Core and Advanced Education coursework
- Submit an application for Student Teaching to a Credential Program Specialist 30 days prior to the requested student teaching start date
- GPA (grades of "D", "F", or "U" are not accepted)
- Zero Account Balance
- Attend Student Teaching Orientation

### Student Teaching for Dual Candidates

In addition to the above Student Teaching requirements, Dual Candidates must also complete the following and submit verification of their completion to a Credential Program Specialist, before they are cleared for Clinical Practice:

- Successful Passage of TPA Task 1 and TPA Task 2
- Student Teaching Screening Interview
- Submit an application for Multiple or Single Subject Student Teaching with the Credential Packet

# General Information for All Credential Programs

## 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 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. Once intern eligible, candidates must apply for an Internship Credential is valid for two years and issued specifically for the site of hire.

\* Candidates on permanent probation are not eligible to participate in a University Internship program.

## 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
- 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)
- 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
- Internship candidate acknowledgment
- District or agency offer of employment for the intern as a full time teacher of record in a setting appropriate for the credential being sought with a minimum of 20 instructional hours per week
- Verification of intern eligibility determined in an interview by lead internship faculty

## COMPLETION REQUIREMENTS

In addition to the above requirements listed for admission and clinical practice, candidates must complete the following and submit verification of their completion 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
- Letter of recommendation from Master Teacher

- Comprehensive Examination
- 3.0 GPA (grades of "D", "F", or "U" are not accepted)
- Zero Account Balance

Dual candidates must also complete the following in order to be recommended for their Multiple or Single Subject credentials: Successful completion of all four TPA Tasks.

Please contact a Credential Program Specialist for specific information regarding any of the requirements for the Education Specialist programs.

## MILD/MODERATE and DUAL OPTION WITH MULTIPLE OR SINGLE SUBJECT CREDENTIAL

The Education Specialist Instruction Credential authorizes the holder to teach in the area of specialization Mild/Moderate in the following settings: Special day classes; Special schools; Home/hospital settings; Correctional facilities; Nonpublic schools and agencies; Resource rooms

This authorization includes specific learning disabilities; mild to moderate mental retardation; attention deficit and attention deficit hyperactivity disorders; serious emotional disturbance; and authorizes service in grades K-12 and in classes organized primarily for adults through age 22.

California has a two-tier credential structure. A five-year preliminary credential is the first credential issued, and then a clear credential is issued.

## PRELIMINARY ADMISSIONS REQUIREMENTS

Candidates requesting to be admitted to an Education Specialist with Mild/Moderate Dual Option with Multiple or Single Subject Credential Program must follow the steps listed under Graduate Admission and in addition to the previously stated Admission Process. In addition to the previously stated admission process, the following specific credential requirements must be met and verification of their completion must be submitted to a Credential Program Specialist within 30 days of enrollment. A Certificate of Clearance is required prior to scheduling any coursework with a field experience component.

- Complete a Credential Packet including the Acknowledgement of Terms and Agreements and Negative TB test results.
- Show proof of a Certificate of Clearance or other valid document showing fingerprint clearance issued by the CTC.
- A passing score or proof of attempt to pass the Basic Skills Assessment (must be passed prior to clinical practice).
- Complete a Credential Orientation

## ADVANCED SPECIAL EDUCATION COURSE REQUIREMENTS

Before moving onto Clinical Practice, candidates must qualify for their Advanced Special Education coursework by completing the following:

- Successful completion of all Core coursework
- Passage of the Basic Skills Assessment
- Completion of Subject Matter Competency
- Passage of the Generic Core Exam (Basic Skills and Subject Matter must be met prior to taking the Generic Core Exam)
- Interview with an Education Specialist faculty member
- Completion of Dispositions Checklist

All core courses are scheduled by an Admissions Advisor. A Credential Program Specialist will schedule the advanced special education courses and student teaching when candidates pass the generic core exam.



# General Information for All Credential Programs

## CLINICAL PRACTICE REQUIREMENTS

In addition to meeting the general and program specific admission and advanced special education coursework requirements, candidates must also complete the following and submit verification of their completion to a Credential Program Specialist before they are cleared for Clinical Practice:

### Student Teaching

- Valid Certificate of Clearance or other valid document showing fingerprint clearance issued by the CTC
- Negative TB test (valid within the last four years)
- Successful completion of all Core and Advanced Special Education coursework
- Submit an application for Student Teaching to a Credential Program Specialist 60 days prior to the requested student teaching start date
- GPA (grades of “D”, “F”, or “U” are not accepted)
- Zero Account Balance
- Attend Student Teaching orientation

### Student Teaching for Dual Candidates

In addition to the above Student Teaching requirements, Dual Candidates must also complete the following and submit verification of their completion to a Credential Program Specialist, before they are cleared for Clinical Practice:

- Successful Passage of TPA Task 1 and TPA Task 2
- Student Teaching Screening Interview
- Submit an application for Multiple or Single Subject Student Teaching with the Credential Packet

### 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 or Moderate/Severe 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. Once intern eligible, candidates must apply for an Internship Credential is valid for two years and issued specifically for the site of hire.

\* Candidates on permanent probation are not eligible to participate in a University Internship program.

### 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
- 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)
- 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
- 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

## COMPLETION REQUIREMENTS

In addition to the above requirements listed for admission and clinical practice, candidates must complete the following and submit verification of their completion 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

Dual candidates must also complete the following in order to be recommended for their Multiple or Single Subject credentials: Successful completion of all four TPA Tasks.

Please contact a Credential Program Specialist for specific information regarding any of the requirements for the Education Specialist programs.

## MODERATE/SEVERE and DUAL OPTION WITH MULTIPLE OR SINGLE SUBJECT CREDENTIAL

The Education Specialist Instruction Credential authorizes the holder to teach in the area of specialization Moderate/Severe in the following settings: Special day classes; Special schools; Home/hospital settings; Correctional facilities; Nonpublic schools and agencies; Resource rooms

This authorization 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.

California has a two-tier credential structure. A five-year preliminary credential is the first credential issued, and then a clear credential is issued.

## PRELIMINARY ADMISSIONS REQUIREMENTS

Candidates requesting to be admitted to an Education Specialist with Moderate/Severe authorizations and/or Dual Option with Multiple or Single Subject Credential Program must follow the steps listed under Graduate Admission. In addition to the previously stated admission process, the following specific credential requirements must be met and verification of their completion must be submitted to a Credential Program Specialist within 30 days of enrollment. A Certificate of Clearance is required prior to scheduling any coursework with a field experience component.

# General Information for All Credential Programs

- Complete a Credential Packet including the Acknowledgement of Terms and Agreements and Negative TB test results.
- Show proof of a Certificate of Clearance or other valid document showing fingerprint clearance issued by the CTC.
- A passing score or proof of attempt to pass the Basic Skills Assessment (must be passed prior to clinical practice).
- Complete a Credential Orientation

## ADVANCED SPECIAL EDUCATION COURSE REQUIREMENTS

Before moving onto Clinical Practice, candidates must qualify for their Advanced Special Education coursework by completing the following:

- Successful completion of all Core coursework
- Passage of the Basic Skills Assessment
- Completion of Subject Matter Competency
- Passage of the Generic Core Exam (Basic Skills and Subject Matter must be met prior to taking the Generic Core Exam)
- Interview with an Education Specialist faculty member
- Completion of Dispositions Checklist

All core courses are scheduled by an Admissions Advisor. A Credential Program Specialist will schedule the advanced special education courses and student teaching when candidates pass the generic core exam.

## CLINICAL PRACTICE REQUIREMENTS

In addition to meeting the general and program specific admission and advanced special education coursework requirements, candidates must also complete the following and submit verification of their completion to a Credential Program Specialist before they are cleared for Clinical Practice:

### Student Teaching

- Valid Certificate of Clearance or other valid document showing fingerprint clearance issued by the CTC
- Negative TB test (valid within the last four years)
- Successful completion of all Core and Advanced Special Education coursework
- Submit an application for Student Teaching to a Credential Program Specialist 60 days prior to the requested student teaching start date
- GPA (grades of "D", "F", or "U" are not accepted)
- Zero Account Balance
- Attend Student Teaching orientation

### Student Teaching for Dual Candidates

In addition to the above Student Teaching requirements, Dual Candidates must also complete the following and turn documentation into a Credential Program Specialist, before they are cleared for Clinical Practice:

- Successful Passage of TPA Task 1 and TPA Task 2
- Student Teaching Screening Interview
- Submit an application for Multiple or Single Subject Student Teaching with the Credential Packet

### 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 or Moderate/Severe 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. Once intern eligible, candidates must apply for an Internship Credential is valid for two years and issued specifically for the site of hire.

\* Candidates on permanent probation are not eligible to participate in a University Internship program.

### 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
- 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)
- 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
- 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

### COMPLETION REQUIREMENTS

In addition to the above requirements listed for admission and clinical practice, candidates must complete the following and submit verification of their completion 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
- GPA (grades of "D", "F", or "U" are not accepted)
- Zero Account Balance

Dual candidates must also complete the following in order to be recommended for their Multiple or Single Subject credentials: Successful completion of all four TPA Tasks.

Please contact a Credential Program Specialist for specific information regarding any of the requirements for the Education Specialist programs.

# School of Engineering and Technology

## School of Engineering and Technology

### New Programs

#### ■ ASSOCIATE OF SCIENCE ◆ MAJOR IN ENGINEERING TECHNOLOGY

Faculty Advisor: Peilin Fu; [pfu@nu.edu](mailto:pfu@nu.edu); (858) 309-3432

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 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.

#### Prerequisites for the Major

(8 courses; 27 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*
- MTH 215\* College Algebra & Trigonometry  
*Prerequisite: Placement Evaluation*
- CSC 242\* Intro to Programming Concepts  
*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*
- 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*

\* May be used to meet a General Education requirement

#### Requirements for the Major

(13 courses, 52.5 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 307 Introduction to Engineering  
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, Co-requisite: EGR 240L*
- EGR 240L Electronic Circuits Lab (1.5 quarter units)  
*Co-requisite: EGR 240*
- CSC 340 Digital Logic Design  
*Prerequisite: CSC 208 or EGR 220*
- CSC 340L Digital Logic Design Lab (1.5 quarter units)  
*Co-requisite: CSC 340*
- CSC 252 Programming in C++  
*Prerequisite: CSC 242*
- or
- CSC 262 Programming in JAVA  
*Prerequisite: MTH 215*
- DEN 308 Computer Aided Engineering I  
*Prerequisite: EGR 219*

#### ■ BACHELOR OF SCIENCE ◆ MAJOR IN BIOMEDICAL ENGINEERING TECHNOLOGY

Faculty Advisor: Peilin Fu; [pfu@nu.edu](mailto:pfu@nu.edu); (858) 309-3432

The impact of modern electronics technology in the growing field of medical instrumentation and device area mandates the needs for trained engineering technology professionals, to design, maintain, troubleshoot, and repair medical instruments and devices. This biomedical engineering technology program will cover areas such as electronic circuit design and analysis, digital circuits including microprocessors, medical devices and instrumentation, medical imaging, sensors, safety and compliance in healthcare, as well as such important skills as project management and team building. This program provides the student with knowledge and skills to function as medical instrumentation technologist/engineer.

Students will gain an in-depth understanding of human anatomy, sensing and monitoring principles, and instrumentation and device operation. Graduates of this degree program will find opportunities in manufacturing, hospitals, laboratories, government, and many other industrial sectors. This program will prepare students for the entry level jobs as:

- Test engineer
- Field engineer
- Production engineer
- Design engineer
- Quality engineer
- Sales engineer

# School of Engineering and Technology

## Program Learning Outcomes

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 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 Science in 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 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

(22 courses; 87 quarter units)

MTH 215*	College Algebra & Trigonometry <i>Prerequisite: Placement Evaluation</i>
PHS 104*	Introductory Physics <i>Prerequisite: 2 years of high school algebra, and MTH 204, or MTH 215, or MTH 216A, and MTH 216B</i>
PHS 104A*	Introductory Physics Lab (1.5 quarter units) <i>Prerequisite: PHS 104, or PHS 171 for science majors</i>
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) <i>Prerequisite: CHE 101, or CHE 141 for science majors</i>
ITM 230	Computer Network Overview
CSC 220	Applied Probability & Stats. <i>Prerequisite: MTH 215</i>
CSC 242*	Intro to Programming Concepts <i>Prerequisite: MTH 215</i>
CSC 252*	Programming in C++ <i>Prerequisite: CSC 242</i>
or	
CSC 262*	Programming in JAVA <i>Prerequisite: MTH 215</i>
CSC 340	Digital Logic Design <i>Prerequisite: CSC 208 or EGR 220</i>
CSC 340L	Digital Logic Design Lab (1.5 quarter units) <i>Co-requisite: CSC 340</i>
EGR 219	Intro to Graphics and Auto CAD <i>Prerequisite: MTH 215</i>
EGR 220	Engineering Mathematics <i>Prerequisite: MTH 215</i>
EGR 225	Statics & Strength of Material <i>Prerequisite: EGR 220</i>

EGR 230	Electrical Circuits & Systems <i>Prerequisite: MTH 215</i>
EGR 240	Electronic Circuits <i>Prerequisite: EGR 230, Co-requisite: EGR 240L</i>
EGR 240L	Electronic Circuits Lab (1.5 quarter units) <i>Co-requisite: EGR 240</i>
EGR 307	Introduction to Engineering
DEN 408	Computer Aided Engineering I <i>Prerequisite: EGR 219</i>
CSC 208*	Calculus for Comp. Science I <i>Prerequisite: MTH 215</i>
BIO 380	Human Biology for Teachers Recommended Preparation: BIO 100, and BIO 100A, or BIO 161, and BIO 162, and BIO 100A
ENG 334A*	Technical Writing <i>Prerequisite: ENG 100, and ENG 101</i>

\* May be used to meet a General Education requirement

## Requirements for the Major

(13 courses, 49.5 quarter units)

EGR 310	Engineering Economics <i>Prerequisite: MTH 215</i>
EGR 324	Linear Systems and Signals <i>Prerequisite: CSC 208, or MTH 220, EGR 230</i>
EGR 324L	Linear Systems and Signals Lab (1.5 quarter units) <i>Co-requisite: EGR 324</i>
EGR 340	Embedded Systems
EGR 340L	Embedded Systems Lab (1.5 quarter units) <i>Co-requisite: EGR 340</i>
DEN 423	Human Factors in Engineering <i>Prerequisite: MTH 215</i>
EGR 440	Project Management Fundamental <i>Prerequisite: EGR 307</i>
DEN 432	Concurrent Design Engineering <i>Prerequisite: MTH 210, EGR 307</i>
BET 401	Medical Devices I <i>Prerequisites: EGR 240, EGR 324, EGR 340</i>
BET 401L	Medical Devices I Lab (1.5 quarter units) <i>Co-requisite: BET 401</i>
BET 402	Medical Devices II <i>Prerequisite: BET 401, BET 401L</i>
BET 403	Medical Imaging Technology <i>Prerequisite: BET 401, BET 402</i>
BET 404	Medical Device Compliance

## Capstone Project

(2 courses; 9 quarter units)

EGR 496A	Senior Capstone Project I <i>Prerequisite: EGR 440 and approval of lead faculty</i>
EGR 496B	Senior Capstone Project II <i>Prerequisite: EGR 496A</i>

## Modified Programs

## ■ MASTER OF SCIENCE IN MANAGEMENT INFORMATION SYSTEMS

*Faculty Advisors: Rell Snyder; (714) 429-5282; rsnyder@nu.edu and Farnaz Sharifarazi; (858) 642-8468; fsharifrazi@nu.edu*

The Master of Science in Management Information Systems (MSMIS) program is designed to provide students with the requisite management, business, strategic, and technical skills needed to help them apply information systems technology more efficiently and effectively. The MSMIS program's objective is to close this gap by providing the needed education and career development



# School of Engineering and Technology

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

(12 courses; 54 quarter units)

To receive a Master of Science in Management Information Systems, students must complete 54 quarter units of graduate coursework. A total of 13.5 quarter units of graduate work completed at another regionally accredited institution may be transferred to meet stated requirements in the program provided those units were not used in earning another advanced degree. 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 Business Project 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*

## School of Health and Human Services

### New Programs

#### ■ ASSOCIATE OF SCIENCE

##### ◆ MAJOR IN HEALTH INFORMATICS

Faculty Advisor: GinaMarie Piane; gpiane@nu.edu; (858) 309-3474

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 the degree, students must complete at least 90 quarter units, 31.5 of which must be taken in residence at National University. Students are urged to meet English requirements as early as possible in their college career to avoid serious difficulties in other course work. The General Education requirements can be found in the General Education section of this addendum. Refer to the section on undergraduate admission in the university catalog for specific information regarding 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 <i>Prerequisite: HTM 200 with a minimum grade of C</i>
COH 250	Public Health IT
ITM 230	Computer Network Overview
HTM 212	Electronic Health Records
HTM 210	Healthcare Workflow Processes
HTM 214	Quality Improvement
HCA 200	Health Organization Management
MUL 200	Communication Tools <i>Prerequisite: ENG 100, ENG 101, and COM 100, or COM 103</i>
HTM 290	EHR Implementation Project (1.5 quarter units) <i>Prerequisite: 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</i>

#### ■ BACHELOR OF ARTS

##### ◆ MAJOR IN HEALTH SCIENCES WITH A PRELIMINARY SINGLE SUBJECT CREDENTIAL (CALIFORNIA)

Faculty Advisors

For Health Science: Alba Lucia Diaz; (858) 309-3467; adiaz@nu.edu

For Credential: Nedra Crow; (858) 642-8004; ncrow@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.

Please see additional Credential admissions requirements under Teacher Education in the School of Education's Credential Programs section of this addendum.

#### 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.

# School of Health and Human Services

- 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 Health Sciences 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 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*
- MTH 209A\* Fundamentals of Mathematics I  
*Prerequisite: Placement Evaluation*
- 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 100, and BIO 100A, or BIO 161, and BIO 162, and 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 417 Public Health Nutrition
- COH 418 Drug Use & Abuse
- COH 419 Public Health & 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 418

- HED 351 Coordinated School Health  
*Prerequisite: COH 100, Recommended: Prior completion of: COH 321*

## Education Theory /Methodology Requirements

(7 courses; 31.5 quarter units)

All Teacher Education (TED) courses include a field experience component.

- TED 305 Teaching as a Profession
- 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 420 Diversity in Schooling  
*Prerequisite: TED 305, or TED 320*
- TED 430 Special Needs Students  
*Prerequisite: TED 305, or TED 320*
- 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 417, COH 418, COH 419, HED 308, COH 100, HED 311, HED 414, COH 321*

## Student Teaching Requirements

(3 courses; 13.5 quarter units)

Please see student teaching requirements under Clinical Practice in the Teacher Education area of the School of Education's Credential Programs section of this addendum.

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  
*Co-requisite: TED 531*
- TED 530B Student Teaching II  
*Prerequisite: TED 530A, Co-requisite: TED 531*
- TED 531 Student Teaching Seminar  
*Co-requisite: TED 530A with a minimum grade of S, and TED 530B with a minimum grade of S*

Please see completion requirements under Clinical Practice in the Teacher Education area of the School of Education's Credential Programs section of this addendum.

## Credentialing Requirements

(1 course; 4.5 quarter units)

- EDX 1201X Computer Tech in Classroom

## Modified Programs

## ■ MASTER OF HEALTHCARE ADMINISTRATION (MHA)

*Faculty Advisor: GinaMarie Piane; (858) 309-3474; gpiane@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

# School of Health and Human Services

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
	<i>Prerequisite: COH 602</i>
HCA 660	Health Economics
HCA 628	HA Human Resources Management
HCA 630	Healthcare Law & Ethics
HCA 663	Healthcare Accounting/Finance

HCA 624	Healthcare Planning & Marketin
COH 611	Public Health Research Methods
	<i>Prerequisite: COH 606</i>
HCA 670	Healthcare Leadership
HCA 691	Healthcare Internship
	<i>Prerequisites: HCA 600, COH 602, COH 606, COH 611, HCA 610, HCA 620, HCA 622, HCA 624, HCA 626, HCA 628, HCA 630, HCA 660, HCA 663, HCA 670, and HCA 690, or permission by instructor</i>
HCA 692	Healthcare Capstone
	<i>Prerequisite: HCA 691 or permission of instructor</i>

## Recommended Elective

(1 course, 4.5 quarter units)

HCA 650	Medical Practice Management
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# School of Media and Communication

## School of Media and Communication

### New Programs

#### ■ ASSOCIATE OF ARTS

#### ◆ MAJOR IN COMMUNICATIONS

Faculty Advisor: Joan Van Tassel; (858) 309-3446; [jvantassel@nu.edu](mailto:jvantassel@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 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 Undergraduate Information section for admission and evaluation.

#### Prerequisites for the Major

(6 courses; 24 quarter units)

National University has general education requirements in the following eight areas:

ENG 100*	Effective College English I (3 quarter units) <i>Prerequisite: Satisfactory performance on Accuplacer</i>
ENG 101*	Effective College English II (3 quarter units) <i>Prerequisite: ENG 100</i>
ENG 240*	Advanced Composition <i>Prerequisite: ENG 100, and ENG 101</i>
COM 220*	Media Literacy
ART 200*	Visual Arts
PHS 102	Survey of Physical Science

\* May be used to meet a General Education requirement

#### Requirements for the Major

(10 courses; 45 quarter units)

COM 120	Intro to Interpersonal Comm
MUL 200	Communication Tools <i>Prerequisite: ENG 100, ENG 101, and COM 100, or COM 103</i>
MUL 205	Principles of Graphic Design <i>Prerequisite: ENG 100, ENG 101, and COM 100, or COM 103</i>

MUL 245	Principles of Web Design <i>Prerequisite: ENG 100, ENG 101, and COM 100, or COM 103</i>
COM 303	Digital Literacy 2.0 <i>Prerequisite: ENG 100, ENG 101</i>
COM 100	Intro to Mass Communication
SOC 260	Cultural Anthropology <i>Prerequisite: ENG 100, and ENG 101</i>
COM 230	Social Media Studies
COM 103	Public Speaking
COM 305	Intercultural Communication <i>Prerequisite: ENG 101, and COM 100, COM 103, or COM 220</i>

#### ◆ MAJOR IN DIGITAL MEDIA

Faculty Advisor Cynthia Sistek-Chandler; (858) 309-3457; [cchandler@nu.edu](mailto:cchandler@nu.edu)

The AA in Digital Media 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

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 general education 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) <i>Prerequisite: Satisfactory performance on Accuplacer</i>
ENG 101*	Effective College English II (3 quarter units) <i>Prerequisite: ENG 100</i>
COM 220*	Media Literacy
COM 100*	Intro to Mass Communication <i>or</i>
COM 103*	Public Speaking

\* May be used to meet a General Education requirement

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## Requirements for the Major

(7 courses; 31.5 quarter units)

MUL 200	Communication Tools <i>Prerequisite: ENG 100, ENG 101, and COM 100, or COM 103</i>
MUL 205	Principles of Graphic Design <i>Prerequisite: ENG 100, ENG 101, and COM 100, or COM 103</i>
MUL 245	Principles of Web Design <i>Prerequisite: ENG 100, ENG 101, and COM 100, or COM 103</i>
MUL 255	Interactive Design <i>Prerequisite: ENG 100, ENG 101, and COM 100, or COM 103</i>
MUL 265	Digital Audio and Video <i>Prerequisite: ENG 100, ENG 101, and COM 100, or COM 103</i>
MUL 275	3-D Modeling and Rendering <i>Prerequisite: ENG 100, ENG 101, and COM 100, or COM 103</i>
MUL 295	Professional Project <i>Prerequisites: MUL 200, MUL 205, MUL 245, MUL 255, MUL 265, MUL 275</i>

## Modified 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.
- Compare past and present trends in news writing, reporting, and editing.

## Degree Requirements

(14 courses; 60 quarter units)

To receive a Master of Arts in Digital Journalism students must complete at least 58.5 quarter units of graduate work, of which a minimum of 45 quarter units must be taken in residence at National University. Students can transfer up to 13.5 quarter units at the graduate level from a regionally accredited institution provided the units have not been used to satisfy the requirements of an awarded degree and the Faculty Advisor determines the course content is applicable to the program. 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 evaluation. The capstone in this program will be developed individually with the advisor and may include an internship in a student’s home community or one arranged through National University’s student publications.

## Program Prerequisites

(1 course; 1.5 quarter units)

JRN 502 Essential Digital Competencies (1.5 quarter units)

# School of Media and Communication

Students who feel they have met the competencies of this class should speak to the Faculty Advisor regarding the requirements needed to submit a waiver.

## Core Requirements

(13 courses; 58.5 quarter units)

JRN 600	The New News
JRN 605	Advanced Non-Fiction Writing
JRN 610	Backpack Digital Audio & Video <i>Prerequisite: JRN 502</i>
JRN 615	International Reporting
JRN 620	Online Publishing
JRN 630	Professional Editing
JRN 640	Emerging News Business Models
JRN 650	Computer-Assisted Research
JRN 655	Communication Law
JRN 656	Ethics in the New Media World
JRN 660	Investigative Methods
JRN 670	Producing Enterprise Projects
JRN 680	Capstone Project

## ■ MASTER OF FINE ARTS IN DIGITAL CINEMA

Faculty Advisor: E. Alyn Warren III; 714-429-5131; [awarren@nu.edu](mailto:awarren@nu.edu)

### Modified 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:	
SOMC MDC 688 Course Fee.....	\$1,200
SOMC MDC 689 Course Fee.....	\$550

## 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 email 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 web site 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 non-linear editing software prior to taking MDC 661, 651, and 652.

The following software is required to complete program course work: Microsoft Office (Word, Excel, PowerPoint, Internet Explorer) or comparable software capable of outputting PDF documents, 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 (MDC 661 & 651), Apple QuickTime Pro and the above mentioned AVID Media or Composer, Final Cut Pro

# School of Media and Communication

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.

## ■ MASTER OF FINE ARTS IN PROFESSIONAL SCREENWRITING

Faculty Advisor: Bettina Moss; (310) 662-2152; [bmoss@nu.edu](mailto: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. While they may take courses within the three disciplines and produce thesis projects in more than one discipline students must identify one track for focus. 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. Course work covers screenwriting, television writing, transmedia writing (videogames, 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.

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 (*Transformers*, *Up In The Air*, *Cowboys* and *Aliens*), Jerry Weintraub Productions (*Oceans* franchise, *Karate Kid*), Dan Lin Productions (*Sherlock Holmes*, *Terminator Salvation*), Lawrence Bender Productions (*Inglorious Basterds*, *An Inconvenient Truth*), Mirage Enterprises (*Sabrina*, *Random Hearts*, *The Talented Mr. Ripley*), Tony Scott (*The Last Boy Scout*, *Crimson Tide*), Cruise/Wagner Productions (Mission Impossible franchise), Forward Pass (*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 screenwriters who have worked on such diverse films, as *Ray*, *Life As We Know It*, *Red Eye*, *Disturbia*, *Wall Street, W*, *The Black Stallion*, *The Journey of Natty Gann*, and Emmy and Humanitas award-winning TV writers on such series as *From Earth To The Moon*, *Band Of Brothers*, *Deadwood*, *The District*, *Nip/Tuck*, *Picket Fences*, *Law And Order*, and *Camarena Drug Wars*, among many others. Transmedia writers and IP developers include those with credits

such as, *The Ultimate Guide to Video Game Writing and Design*, *The Chronicles of Riddick*, *Sin City*, *Transformers: War for Cybertron*, and *Rage of Angels*.

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.

### 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. Depending upon their creative and professional interests, 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 during the two week on-site low-residency at National University’s Los Angeles campus and run concurrently.

SCR 670P Development-Production Practicum  
SCR 675 The Business of Screenwriting

Prerequisite courses are taken online.

The residency courses provide students with the opportunity to learn in person in a collaborative environment that 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  
SCR670P: \$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 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

### Thesis Sequence

To qualify for the Master of Fine Arts in Professional Screenwriting the successful MFA candidate must demonstrate her/his ability to work under the guidance of a thesis advisor(s) and to:

- a) independently develop, write and revise a minimum of two feature length screenplays and/or teleplays and/or transmedia projects.



# School of Media and Communication

- b) independently develop and write an aesthetic statement documenting the artistic choices that resulted in the student's thesis projects and reflect how their artistic choices exist within a larger cultural and social context and;
- c) create a marketing plan and pitch to introduce the student's work to the entertainment community.

These must be contained in the MFA Thesis Portfolio.

In order to proceed to thesis, candidates must apply in writing to the program lead faculty for "advancement to candidacy."

On the basis of the application, the MFA candidate is assigned to a thesis advisor. To be eligible for advancement to thesis candidacy, prospective candidates must have successfully completed all core courses by maintaining a "B" average AND have completed all advanced courses with a minimum grade of "B." Candidates who do not meet these criteria will be required to successfully repeat a course and/or complete an approved "guided study" or "professional internship."

The Professional Screenwriting thesis portfolio is developed during a two-course sequence that may last from 4-12 months. The courses are SCR 690 Screenwriting Thesis and SCR 691 Thesis Qualification & Review. During the Screenwriting Thesis course, a candidate works with a thesis advisor and/or committee to develop a Portfolio by polishing and/or revising two scripts and/or projects previously developed in Advanced Writing classes and/or developing and writing new material. In addition, an aesthetic statement is crafted along with a marketing plan and pitch.

After demonstrating successful progress of these components as determined by the thesis advisor and/or committee, the graduate candidate is cleared to take the SCR 691 Thesis Qualification & Review. The candidate submits the writing projects, aesthetic statement and marketing plan for evaluation. Based upon this review the candidate may be required to revise the portfolio and meet the standards for qualification review. The thesis advisor and/or thesis committee determines whether the student has met or exceeded the qualification requirements for the Professional Screenwriting Master of Fine Arts. Both Thesis courses are IP (In Progress) grade eligible.

A candidate must satisfactorily complete each thesis course within the maximum specified time period. A candidate who is unable to satisfactorily complete each course during the specified time period must retake the course. Any thesis course that receives an unsatisfactory evaluation must be repeated.

## 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 email 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 software specific to the creation of film, television and transmedia scripts.

Additional fees apply to residency workshops including workshop expenses, expendables, materials, supplies and meals. Expenses for accommodation and transportation related to the residency are not included in the tuition or fees, and students are responsible for arranging their own accommodations and transportation during the onsite residency. For more information on any of the above requirements contact the program lead faculty advisor.

Students enrolling in the program are expected to have written and spoken proficiency in English at the graduate level. 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.

## Program Learning Outcomes

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

- Differentiate critical points of view in the analyses and interpretation of films, television shows, screenplays and other entertainment content.
- Using films, television programs and transmedia IP's analyze the principles of writing in these varied media.
- Demonstrate critical reflection and viewpoint in evaluating the work of peers and others.
- Generate original and/or adapted narrative screenplays, TV Scripts or transmedia 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

(18 courses; 69.75 quarter units)

To receive a Master of Fine Arts in Professional Screenwriting, students must complete at least 69.75 quarter units of graduate work, of which a minimum of 65.25 quarter units must be taken at National University. Students can transfer up to 4.5 quarter units at the graduate level from a regionally accredited institution in the areas of 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.

# School of Media and Communication

## Core Requirements

(7 courses; 27 quarter units)

- SCR 650 Script Reading and Coverage  
MDC 660 Narrative Structure in Film  
MDC 680 Screenwriting  
*Co-requisite: MDC 680P*  
MDC 680P Screenwriting I Practicum (2.25 quarter units)  
*Co-requisite: MDC 680*  
MDC 681 Screenwriting II  
*Co-requisite: MDC 681P,*  
*Prerequisite: MDC 680*  
MDC 681P Screenwriting II Practicum (2.25 quarter units)  
*Co-requisite: 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 669 World Film  
SCR 665 TV Writing-From Idea To Pitch  
SCR 668 Introduction To Transmedia

## Advanced Core Requirements

(7 courses; 24.75 quarter units)

- SCR 682 Adv Screenwriting Workshop  
*Prerequisite: MDC 681*  
SCR 682P Adv Screenwriting Practicum (2.25 quarter units)  
*Prerequisite: MDC 681*  
SCR 670 Dev-Prod Writing  
*Prerequisite: MDC 681*  
SCR 670P Dev-Prod Writing Practicum (2.25 quarter units)  
*Prerequisite: MDC 681 and SCR 670*  
SCR 675 The Business of Screenwriting  
*Prerequisite: MDC 681 and SCR 670*

Please choose one of the following two sequences:

- SCR 683 Adaptation Workshop  
*Prerequisite: SCR 681*  
SCR 683P Adaptation Practicum (2.25 quarter units)  
*Prerequisite: SCR 681*  
or  
SCR 684 TV Pilot/Series Writing Worksh  
*Prerequisite: SCR 665*  
SCR 684P TV Writing Practicum (2.25 quarter units)  
*Prerequisites: SCR 665, SCR 684*  
or  
SCR 685 Transmedia Writing Workshop  
*Prerequisite: SCR 668*  
SCR 685P Transmedia Writing Practicum (2.25 quarter units)  
*Prerequisite: SCR 685*

## 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.

- SCR 667 Marketing for Film & TV  
MCW 600 Pedagogy of Creative Writing  
ENG 665 Film Theory  
ENG 667 Film History: American Film  
ENG 668 Film Genre Studies  
ENG 669 World Film  
MCW 630 Seminar in Fiction  
MCW 650 Seminar in Creative Nonfiction  
MDC 650 Producing Digital Cinema

MDC 661 Cinematic Design & Grammar

SCR 692 SOMC 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.*  
*Recommended Preparation: MFA Students from other SOMC disciplines may be required to fulfill specific prerequisites prior to taking an internship as determined by lead faculty for program.*

## 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)

(2 courses; 6.75 quarter units)

- SCR 693 Guided Study  
*Prerequisites: SCR 670P, SCR 675*  
*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)  
*Recommended Preparation: Students must demonstrate advanced skills and talent in order to be considered for participation.*  
*Prerequisites: SCR 670P, SCR 675*

# Nevada Program Information

## Nevada Program Information

### Nevada Programs

All students receiving an undergraduate degree in Nevada are required by State Law to complete a course in Nevada Constitution. All students must complete HIS375 – Nevada History, Gov't and Cons or transfer an equivalent course that meets the requirement from another school. This class is in addition to all other degree requirements (unless listed as a degree requirement).

Associate of Science in Health Science and Pre-Nursing  
Associate of Science in Nursing  
Bachelor of Arts with a Major in Arabic Studies  
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  
Bachelor of Science in Nursing (RN Completion)

### *Modified Program*

## ■ ASSOCIATE OF SCIENCE IN HEALTH SCIENCE AND PRE-NURSING (A.S. - HS) NEVADA

Faculty Advisor: Huda Makhluף; (858) 642-8488; hmakhluף@nu.edu

The Associate of Science in Health Science and Pre-Nursing 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.

### 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 and to gain access to multiple informational resource services.
- Communicate effectively with others using oral, visual, and written methods.
- Discuss career options in the field of healthcare.

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.

### Degree Requirements

To receive the A.S. – HS 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. The other 48 units can be comprised of required elective courses and/or specific major program preparatory courses.

### AREA A: ENGLISH COMMUNICATION Requirements for the Degree

#### 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 C: INFORMATION LITERACY AND TECHNOLOGY

(4.5 quarter units)

- ILR 260 Information Literacy  
*Prerequisite: ENG 100, and ENG 101*

#### AREA E: SOCIAL AND BEHAVIORAL SCIENCES

(9 quarter units)

- PSY 100 Introduction to Psychology
- SOC 100 + Principles of Sociology  
*Prerequisite: ENG 100, and ENG 101*

#### AREA F: PHYSICAL AND BIOLOGICAL SCIENCES

(18 quarter units)

- BIO 201 Human Anatomy & Physiol I  
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*

It is strongly recommended that students complete the BIO 201 - 203A series in numerical sequence BIO 201 + 201A, 202 + 202A, 203 + 203A

#### Electives

Students must complete at least 4.5 quarter units at the upper-division level within the elective section. In addition to introductory science courses BIO 100, 100A, CHE 101, and 101A, students are encouraged to take courses in mathematics, particularly a course involving statistical analysis such as MTH 210 or NSG 322. ALL NEVADA STUDENTS ARE REQUIRED TO TAKE MTH204 AS AN ELECTIVE COURSE IN THIS PROGRAM.

## Extended Learning

### Fees

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

Program Fees for the Professional Certificate in Marine Technology:  
Student fee for materials and supplies (must be paid prior to attending the first class) .....\$2000

### ■ NUPI PROFESSIONAL CERTIFICATE IN MARINE TECHNOLOGY

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 and Crane Safety Operations Certificate

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.

### ■ PARALEGAL SPECIALIST CERTIFICATES

Faculty Advisor: Brian Hance; (310) 662-2115; bhance@nu.edu

#### ▲ 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, and documents for the formation, management, and dissolution of corporate entities. The certificate is offered and ABA-approved at the Los Angeles and Sherman Oaks campuses. CEU courses may not be transferred to the Associate of Science or Bachelor of Science in Paralegal Studies degree programs.

#### Program Learning Outcomes

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

- Discuss broad legal principles from the primary areas of law, such as Torts, Contracts, Real Property, and others, and explain the definitions of certain basic legal terms and phrases.
- Conduct legal research using manual and computer-assisted methods.
- Demonstrate the basic process of legal reasoning and analysis.
- Describe the paralegal's role in a corporate law practice.
- Recognize how broad ethical principles apply to paralegals in a corporate law practice.

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.

### Certificate Requirements

This program option requires the completion of 90 quarter units of coursework. It includes 8 courses (36 quarter units), all of which are legal specialty courses. Please note that a minimum of 27 quarter units of general education course work (across at least three disciplines, such as social science, natural science, mathematics, humanities, foreign language, and English) are required by the American Bar Association.

All lower division general education courses must be completed at National University or another regionally-accredited institution. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the Certificate.

#### Requirements for the Certificate

(8 courses; 36 quarter units)

- PLX 1000X Torts
- PLX 1001X Leg Res Wrtg-Briefing/Analysis
- PLX 1002X Contracts
- PLX 1003X Leg Res Wrtg-Legal Memo
- PLX 1804X Foundations of Property Law
- PLX 1005X Computers & the Law
- PLX 1806X Legal Writing Project  
*Prerequisite: PLX 1001X, and PLX 1003X*
- PLX 1808X Essentials of Corporate Law

#### ▲ 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 and ABA-approved at the Los Angeles and Sherman Oaks 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.

### Certificate Requirements

This program option requires the completion of 90 quarter units of coursework. It includes 8 courses (36 quarter units), all of which are legal specialty courses. Please note that a minimum of 27 quarter units of general education course work (across at least three disciplines, such as social science, natural science, mathematics,



# Extended Learning

humanities, foreign language, and English) are required by the American Bar Association.

All lower division general education courses must be completed at National University or another regionally-accredited institution. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree.

## Requirements for the Certificate

(8 courses; 36 quarter units)

PLX 1000X Torts  
PLX 1001X Leg Res Wrtg-Briefing/Analysis  
PLX 1002X Contracts  
PLX 1003X Leg Res Wrtg-Legal Memo  
PLX 1804X Foundations of Property Law  
PLX 1005X Computers & the Law  
PLX 1806X Legal Writing Project  
*Prerequisite: PLX 1001X, and PLX 1003X*  
PLX 1809X Essentials of Criminal Law

## ▲ 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 and ABA-approved at the Los Angeles and Sherman Oaks 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.

## Certificate Requirements

This program option requires the completion of 90 quarter units of coursework. It includes 8 courses (36 quarter units), all of which are legal specialty courses. Please note that a minimum of 27 quarter units of general education course work (across at least three disciplines, such as social science, natural science, mathematics, humanities, foreign language, and English) are required by the American Bar Association.

All lower division general education courses must be completed at National University or another regionally-accredited institution. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree.

## Requirements for the Certificate

(8 courses; 36 quarter units)

PLX 1000X Torts  
PLX 1001X Leg Res Wrtg-Briefing/Analysis  
PLX 1002X Contracts  
PLX 1003X Leg Res Wrtg-Legal Memo  
PLX 1804X Foundations of Property Law  
PLX 1005X Computers & the Law  
PLX 1806X Legal Writing Project  
*Prerequisite: PLX 1001X, and PLX 1003X*  
PLX 1807X Litigation Essentials

## Course Descriptions

### ADC-Alcohol and Drug Counseling

#### ADC 205 Intro to Substance Abuse

Prerequisites: PSY 100, SOC 100

Focus on the definitions and diagnostic criteria for substance abuse and dependence, theories of etiology, medical and social model approaches, and the use of 12-step programs as adjuncts to treatment. It introduces the twelve core functions of chemical dependency counseling.

#### ADC 245 Individual Counseling I

Prerequisites: PSY 100, SOC 100, ADC 205

Focus on the major theories and techniques of substance abuse counseling. Emphasis will be on strategies related to assisting clients in accepting the diagnosis of substance abuse and the early stages of recovery. Considerations for working with special populations will be discussed. Students will use case studies to apply techniques.

#### ADC 255 Individual Counseling II

Prerequisites: ADC 245

Focus 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.

### 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.

### 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 sphygmomanometers will be studied. Topics include biosignals acquisition, processing, and filtering; design of devices; embedded design and implementation; and testing and calibration of devices.

#### BET 401L Medical Devices I Lab 1.5 quarter units

Co-requisites: BET 401

Laboratory 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 practiced 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 to the basic physics of medical imaging modalities. It

will provide a variety of information about the human body, including anatomy, function, blood flow, and metabolism. The fundamental modality will include X-ray radiography, Computer Tomography (CT), Ultrasound (US), Magnetic Resonance Imaging (MRI) and Nuclear Spectroscopy along with introduction to the state-of-art in modern medical imaging.

#### BET 404 Medical Device Compliance

Overview of medical device safety and applicable regulations including broad themes in medical device surveillance. Discussion of various regulatory agencies and how they oversee the various safety and regulatory aspects related to medical devices.

### BGS-General Studies

#### BGS 301 Intro to General Studies

Focus on the integration of knowledge across various disciplines, essential to a critical and interdisciplinary approach. Emphasis on the interconnectedness of different fields of knowledge central to broad, critical, and holistic view of education.

#### BGS 385 Methods of Research

Prerequisites: BGS 301 and four additional courses from the major. Study of qualitative and quantitative research designs and methods including observation, interviews, surveys, primary and secondary data analysis, and experimentation. Development of the critical ability to understand the ethical solutions to problems faced by contemporary researchers.

#### BGS 499 Capstone Project

Prerequisites: Completion of other major requirements. Must be taken within last three classes prior to graduation.

Capstone course that focuses on portfolio and completion of capstone project. It is designed to provide students with an opportunity to integrate lessons learned from general studies portfolio-building and the research class. Grading is H, S, or U only. Course is eligible for In Progress (IP) grade.

### BIO-Biology

#### 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 multi-cellular organisms, particularly plants and animals. Concepts include plant structure and physiology, and comparative animal morphology and physiology. Intended for science majors.

#### BIO 380 Human Biology for Teachers

Recommended Preparation: BIO 100 and BIO 100A or 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 kinetics, the role of torque

# Course Descriptions

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.

## **BIS-Interdisciplinary Studies**

### **BIS 405 Genetic Anthropology**

Prerequisites: BIS 301

Recommended: Prior completion of: MTH 215

This elective is open to non-science majors. This trans-disciplinary course is a comprehensive team science approach to learning the basic concepts of genetic anthropology, human evolution, migration and cultural diversity, genetics and human variation, and epidemiology of disease. It will make use of computer technology. Students will participate in virtual learning environments and be introduced to interdisciplinary case studies. Teams of students will engage in investigative data search and analysis. Patterns of human migration will be examined within the context of cultural diversity, language, and the impact of environment on disease.

## **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.

## **CHE-Chemistry**

### **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.

## **COH-Community Health**

### **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 412 Injury Prevention**

Prerequisites: none

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**

Prerequisites: none

Traces the biological foundations of the stress response in

contemporary society. Associates stressors with factors that may lessen or increase effects. Concept of allostatic load and disease occurrence considered. Specific strategies to manage stress presented.

### **COH 416 PH & Physical Activity**

Challenges to establishing and maintaining a physically active lifestyle in society examined. Physical, psychological, and social benefits of habitual physical activities considered. Public health impacts of sedentary living presented. Interventions to improve physical activity assessed.

### **COH 417 Public Health Nutrition**

Core concepts of nutrition and health presented. Health issues from undernutrition and overnutrition considered. Context of nutrition in contemporary society examined, including cultural, economic, and political. Interventions to influence nutritional intake considered.

### **COH 418 Drug Use & Abuse**

Biomedical, physiological, psychological, and sociological impacts of drugs of use and abuse explored. Effects of changing public policy and educational programs considered. Impacts of specific drugs on society and health status examined. Social norm and policy effects considered.

### **COH 419 Public Health & Sexuality**

Consideration of biological, psychological, and social dimensions of sexuality. Evolving social influences on sexuality, including behaviors, identity, contraception, pregnancy and birth rates examined. Population dynamics included. Transmission of disease through sexual behavior is evaluated.

### **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 691 Public Health Internship**

Prerequisites: HCA 600, COH 601, COH 602, COH 603, COH 604, COH 606, COH 608, COH 611, COH 612, minimum of 120 hours of structured work experience in a public health organization under the direct supervision of one or more experienced public health educators.

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.

## **COM-Communication**

### **COM 100 Intro to Mass Communication**

Introduction to Mass Communication is a survey course that many students take to fulfill a general education requirement. It is also a prerequisite for further in-depth studies in the field of communication. The course examines the cultural, linguistic and institutional factors that shape even the most everyday talk or exchange of information. It also looks at the major mass media industries, including books and newspapers, TV and radio, film, advertising, and the Internet. Through readings and projects, the course introduces students to the history and evolution of the media as well as rhetorical analysis and theories used to study the media.

### **COM 103 Public Speaking**

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 220 Media Literacy**

Teaches ability to access, analyze, and evaluate information received

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from the media. Investigates message design strategies, the effects of media consumption and information fatigue, and the influences of bias and economic forces on media content. Covers meaning formation, verbal and visual rhetorical structures and the effects of media convergence.

## **COM 230 Social Media Studies**

Facebook, Twitter, social networks and other Web 2.0 applications now account for the majority of time people spend on the Internet. Blogs, videoblogs, podcasts, online video, wikis, social recommendation sites, geotagging, virtual reality and mobile environments, and live collaboration are just some of the newest and most powerful topics students will learn and use.

## **COM 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. Explores effects of television news, popular access to video and electronic technologies, and global electronic networks on contemporary political and cultural discourse.

## **COM 630 Campaign & Program Evaluation**

Prerequisites: COM 610, COM 615  
Course covers communication campaign evaluation, before during and after the campaign period. Focuses on systematic qualitative, quantitative, and observational methods appropriate to guide campaign planning, make mid-course corrections to messages and media mix and to assess post-campaign effectiveness. Also presents techniques to conduct communication audits.

## **CSC-Computer Science**

### **CSC 242 Intro to Programming Concepts**

Prerequisite: MTH 215  
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 340 Digital Logic Design**

Prerequisite: 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.

## **DEN-Design Engineering**

### **DEN 308 Computer Aided Engineering I**

Prerequisite: EGR 219  
Introduction to simulation modeling and analysis, model development, intermediate and detailed modeling, modeling issues and techniques.

## **DHH-Deaf and Hard-of-Hearing**

### **DHH 611 ASL Acquisition & Assessment**

This one-month course will provide candidates with current and historic research on the acquisition of ASL, including finger spelling, by students of diverse experiences and developmental levels. This course will provide an overview and classroom application of strategies for ASL-English bilingual development and promotion of social and academic language development. Qualitative and quantitative assessment methodologies (observation and testing) will be used for assessment of baseline cognitive and communicative abilities.

### **DHH 612 Eng. Acquisition & Assessment**

This month-long course begins with a review of environmental factors that are known to influence written and spoken English usage among DHH students, ages 0-22. We will also review visual learning pedagogy that promotes written and spoken language development within dual language context. Emphasis will be placed on how to bridge current trend and research in Deaf Education to developing effective instructional methods and assessing growth in written and spoken language development among DHH students.

### **DHH 613 Deaf Learners w/ Special Needs**

This one-month course will equip prospective teachers with the necessary tools to assess and develop instruction plans, and strategies to work with deaf learners with autism, students who are deaf-blind, and deaf students with special needs. Candidates will develop specific goal-setting strategies and actively participate in a partnership approach to education and transition planning for this particular student population through collaboration with a variety of professionals in the community.

### **DHH 614 Biliteracy Curr. & Instruction**

This two-month course teaches curriculum and instructional materials design for teachers of DHH students. Topics include first and second-language acquisition, dual language planning and classroom integration, and instruction and assessment strategies for bilingual programs. Candidates will determine student reading levels; employ skill-building techniques based on authentic assessments and motivational tools such as storytelling and critical dialogue, design thematically appropriate curriculum using State Content Standards, and tailor lesson plans to individual student needs.

### **DHH 615 Bilingual & Multicultural Ed.**

During this one month course, theories regarding multiculturalism and multilingualism will be explored, analyzed and synthesized to gain insights of what might inform an equitable teaching environment. An anthropological definition will be used to interpret culture through a variety of identities to which Deaf people relate. Lesson plans will be analyzed and created using culturally responsive pedagogies.

### **DHH 682A Student Teaching**

Co-requisite: DHH 688  
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**

Co-requisite: DHH 688  
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 688 Clinical Practice Seminar**

Co-requisites: DHH 682A, and DHH 682B or DHH 692  
Integrates theory and current research findings to situations encountered in the student teaching experience. Content areas include professional portfolio preparation, reflection of successful



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teaching strategies and solutions to challenges that occur in the classroom, collaboration and legal and ethical issues related to the teaching profession. The course is graded satisfactory (S) or unsatisfactory (U).

## **DHH 692 Internship**

Co-requisite: DHH 688

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).

## **ECE-Early Childhood Education**

### **ECE 201 The Growing Child: Zero to 8**

Overview of major and theoretical frameworks and perspectives. Focus on gender and cultural impact on biological, physical, cognitive, social, moral, emotional and behavioral aspects of development for effective educational practices.

### **ECE 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: LLR 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 required.

Successful candidates have an opportunity of applying theory and practice into a child-centered curriculum which shows competence in selection of teaching strategies designed to create diverse developmentally appropriate, safe, healthy and learning environment in a preschool setting under supervision.

## **ECE 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.

## **ECO-Economics**

### **ECO 100 Intro to Economics**

Overview of basic macroeconomic and microeconomic principles to help students understand how individuals, firms, and government make economic choices. The course discusses the concepts of equilibrium, national income accounting, inflation, unemployment, business cycle, monetary and fiscal policies, the industrial organization, international trade and international finance.

## **EGR-Engineering**

### **EGR 220 Engineering Mathematics**

Prerequisite: MTH 215

An examination of the major mathematical tools for engineers and scientists.

### **EGR 240 Electronic Circuits**

Prerequisites: EGR 230

Co-requisites: EGR 240L

Analysis and design of analog electronic circuits which are used in communications, computers and instrumentation. Provide fundamentals and analysis of non-linear, 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**

Co-requisites: 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 324 Linear Systems and Signals**

Prerequisites: CSC 208, 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 324L Linear Systems and Signals Lab 1.5 quarter units**

Co-requisites: EGR 324

This lab course provides a collection of hands-on experiments for supporting the lectures of EGR 324. The MATLAB, LABVIEW and NI equipment based experiments are designed to enable students to understand the theory behind signals and systems as well as validate the theory with real-world examples. The lab will cover time-domain and frequency-domain characterization of signals and systems, transforms, filtering and sampling.

### **EGR 340 Embedded Systems**

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.

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## **EGR 340L Embedded Systems Lab 1.5 quarter units**

Co-requisites: 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 496A Senior Capstone Project I**

Prerequisite: EGR 440 and approval from faculty advisor

A culminating experience for BSMDE majors involving a substantive project that demonstrates a synthesis of learning accumulated in program studies. This is the first part of a two-part Engineering Senior Project sequence. Students will be working in teams of 204 students and doing research leading to preliminary development of the final project product.

## **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 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 691 Healthcare Internship**

Prerequisites: HCA 600, COH 602, COH 606, COH 611, HCA 610, HCA 620, HCA 622, HCA 624, HCA 626, HCA 628, HCA 630, HCA 660, HCA 663, and HCA 670, or permission by instructor. Minimum of 120 hours of structured work experience in a healthcare organization under the direct supervision of one or more experienced healthcare managers. Grading is by S or U only. Course is eligible for an "IP" grade.

### **HCA 692 Healthcare Capstone**

Prerequisite: HCA 691, or permission by instructor. Two-month capstone project focused on a relevant problem in healthcare administration theory or practice. Planning and completion of either a data-based research project or a scholarly and creative activity related to healthcare administration.

## **HED-Health Education**

### **HED 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 418  
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.

## **HEDX-Health Education Extended Learning**

### **HEDX 1101X Intro Health Ed: K-12**

An introductory study of a coordinated school health program. Health problems and issues are addressed at developmentally appropriate grade levels (K-12) using the Health Framework for California Public Schools in the following areas: mental and emotional health, personal health, consumer and community health, injury prevention and safety, alcohol, tobacco and other drugs, nutrition, environmental health, family living, individual growth and development and communicable and chronic diseases. The legal responsibilities of teachers related to student health and safety will be explored. Effective communication with parents and site-based and community resources to meet the individual needs of students, research-based school health programs, life skills and positive behaviors, needs of special populations, and evaluation of health web sites will be discussed. This course meets the state requirement for all teachers to have taken a general health education course.

## **HIS-History**

### **HIS 695 Directed Research Methods**

Prerequisites: HIS 600

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 699 Thesis**

Prerequisites: HIS 695 and all other program requirements

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

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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.**

Introduction to concepts of service and the customer, integrating the need for service quality and the continuing efforts to maximize returns for the operation. In addition, this course provides the student with an understanding of the role of service in different areas of the industry. Students gain in-depth managerial knowledge, planning skills, and hands on techniques for consistently delivering quality and service in a variety of operations.

## **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.

## **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**

Prerequisites: HCA 100, COH 150, ITM 210, HTM 200, COH 250, HTM 200L, ITM 230, HTM 210, HTM 212, HTM 214, 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.

## **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.

## **JRN-Journalism**

### **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 transmuted 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

# Course Descriptions

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.

## **MCW-Creative Writing**

### **MCW 635 Child & Young Adult Writing**

Two-month advanced writing workshop for students interested in writing for younger audiences. Attention will be paid to both writing for children and for young adults. Principles of age-appropriate narrative structure and vocabulary will be discussed, as well as genre and the relationship between writing and illustration.

## **MKT-Marketing**

### **MKT 449 Predictive Analytics**

Prerequisites: MKT 434

Data is everywhere, but knowledge is precious. Organizations use predictive analytics to find patterns in massive amounts of data, then use the patterns 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.

## **MUL-Digital Entertainment and Interactive Arts**

### **MUL 305: Graphic Design and Artistry**

(Prerequisites: COM 100 and COM 103 or COM 220)

Hands-on application of principles and techniques of graphic design 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 365 Digital Video Editing**

(Prerequisites: COM 100 and COM 103 or COM 220)

Students develop hands-on experience in advanced nonlinear editing. Students assess the aesthetic impact of editing decisions and demonstrate proficiency with timing, continuity, music cuing, transitions, and the use of color. Focus is placed on the role of editing in telling a compelling story.

### **MUL 375: 3D Modeling for Game Art**

(Prerequisites: COM 100 and COM 103 or 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 430: Advanced Design Project**

(Prerequisites: COM 100 and COM 103 or 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 445: Digital Project Management**

(Prerequisites: COM 100 and COM 103 or 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.

## **NSG-Nursing**

### **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, and NSG 211T, and NSG 211A, and NSG 304, and NSG 200, and NSG 200A, and NSG 205, and NSG 205A, and 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.

## **PGM-Professional Golf Management**

### **PGM 200 Personnel Dev & Human Relation**

Prerequisites: (may only be taken by students in the Associate of Science 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 202 Sustainable Golf & Turf Mgmt 6 quarter units**

Prerequisites: (\*may only be taken by students in the Associate of Science in Professional Golf Management)

A survey of basic science behind turf management and the application of sustainable technologies in golf facility management.

## **PHS-Physics**

### **PHS 171 General Physics 1**

Prerequisites: MTH 215, or MTH 216A, and MTH 216B

Non-calculus based general physics course. Intended for Science majors. Study of one-dimensional and two – dimensional kinematics, dynamics, statics, work, energy, linear momentum, circular motion and gravitation.

### **PHS 172 General Physics 2**

Prerequisites: PHS 171

Non-calculus based general physics course for Science majors. Study of temperature, kinetic theory, gas laws, heat, oscillatory motion and waves, and electricity.

## **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.



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## **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 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, restitutionary, coercive, and declaratory remedies, prejudgment (provisional) remedies, and procedures for the enforcement of judgments. The second part of the course discusses various methods of resolving disputes, including negotiation, mediation, and arbitration.

## **PLA 325 Litigation I**

Explores civil procedure in both state and federal courts, including jurisdiction, venue, parties, pleadings, motions, and an analysis of civil-litigation strategies. Emphasizes the role of the paralegal in discovery and includes discussions of various types of discovery (including depositions, interrogatories, and demands for production of documents), the attorney-client privilege, the work product doctrine, and trial-setting matters.

## **PLA 329 Corporations I**

Covers the formation and structure of corporations, analysis of common corporate documents, initial and amended articles of incorporation, by-laws, meetings and minutes, initial stock-issuance documents, documents relating to internal management of corporate affairs, stock options, buy/sell agreements, resolutions, stock dividends and splits, and liquidation and dissolution.

## **PLA 333 Criminal Law I**

Examines criminal law, including the criminal legal system, what constitutes a crime, the elements of crimes, inchoate crimes, and criminal defenses.

## **PLA 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 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 434 Criminal Law II**

Prerequisites: PLA 333

Covers criminal procedure, including search and seizure, confessions and pretrial identification procedures, initial appearance, extradition, grand jury, pretrial conference, constitutional rights, sentencing, punishment, and review.

## **PLA 495 Objective Writing Capstone**

Prerequisites: All other courses required for the major (except PLA 496) must be completed prior to enrolling in this course.

Allows students the opportunity to conduct in-depth legal research using both print and online resources. Focuses on creating an objective legal document, such as an office memorandum or scholarly legal article, suitable for publication or use as a writing sample on a job interview.

## **PLA 496 Persuasive Writing Capstone**

Prerequisites: All other courses required for the major must be completed prior to enrolling in this course.

Allows students the opportunity to conduct in-depth legal research using both print and online resources. Focuses on creating a persuasive legal document, such as a motion, mediation brief, or appellate argument, suitable for publication or use as a writing sample on a job interview.

## **PLX-Paralegal Studies Extended Learning**

### **PLX 1000X Torts**

Examines the fundamental principles of the law of intentional torts (e.g., battery, assault, false imprisonment, intentional infliction of emotional distress); negligence (standard of care, breach of duty, causation, damages); strict liability; the torts of nuisance, defamation, invasion of privacy torts; and the defenses to each of these torts. Also addresses the concepts of products liability and vicarious liability.

### **PLX 1001X Leg Res Wrtg-Briefing/Analysis**

Develops legal research skills through focused exercises using print and computerized research. Exposes students to primary and secondary legal authorities, with an emphasis on constitutions and statutes. Develops writing skills by analyzing and briefing court opinions, drafting letters, and examining the purposes and uses of a legal memorandum.

### **PLX 1002X Contracts**

Examines basic contract principles, including formation, validity, defenses to formation, rights of third parties, performance, breach, remedies, and damages. Emphasizes case analysis and application of principles, and covers code sections from Article 2 of the Uniform Commercial Code and the Restatement Second of Contracts.

### **PLX 1003X Leg Res Wrtg-Legal Memo**

Develops legal research skills through focused exercises using print and computerized research. Exposes students to primary and secondary legal authorities, with an emphasis on legislative history, administrative materials and loose-leaf services. Develops writing skills by examining different parts of the legal memorandum, including questions presented, brief answers, statements of fact, and conclusions.

### **PLX 1005X Computers & the Law**

Teaches computer technology as a tool to assist the legal professional in the practice of law. Utilizes lecture, group discussion, and hands-on computer use. Using the latest software for time and billing, case management, docketing control, and litigation support, students complete legal projects with assignments in the computer lab. Students learn how to effectively evaluate vendor products, and design and manage a litigation database project. Also covered are telecommunications and computer-assisted research, and ethical

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considerations, such as software piracy, misuse of software and databases, security, and protecting client data.

## **PLX 1804X Foundations of Property Law**

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**

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**

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**

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**

Covers criminal law and procedure, including crimes and their defenses, constitutional protections, and criminal litigation practice. Credit granted as Continuing Education Unit only.

## **PSY-Psychology**

### **PSY 302 Foundation of Sport Psychology**

Prerequisites: ENG 100, and ENG 101, PSY 100

Introduction and overview of the growing field of Sport Psychology, applying psychological principles to athletic performance. Topics will include theoretical foundations of behavior, psychological interventions for performance enhancement, adherence and maintenance of gains, and the impaired athlete.

### **PSY 303 Motor Learning**

Prerequisites: ENG 100, and ENG 101, PSY 100

Students will learn the major principles underlying the acquisition of motor skill and how control of skilled movements is gained, maintained, and adapted. This course covers the various way that people learn to move, learn skilled actions, and how the principles of motor performance and learning can be useful in teaching, coaching, and rehabilitation.

### **PSY 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 448 History of Sport & Sport Psych**

Prerequisites: ENG 100, ENG 101, and PSY 100

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 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 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.

## **SCR-Screenwriting**

### **SCR 650 Script Reading and Coverage**

This seminar focuses on screenplay analysis as an essential tool of the film and television industry. The core components of screenplays are explored including the three act structure, characterization, dialog, tone, theme and voice. Students learn to write "coverage" including synopses and producer-appropriate commentary.

### **SCR 665 TV Writing-From Idea To Pitch**

This one-month seminar focuses on making students conversant in elements of television history, series idea creation and pitching as well as offering a general overview of the television business 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 foundational graduate seminar focuses on providing in depth familiarization of game writing and other current forms of Transmedia Writing for film and TV writers and filmmakers.

### **SCR 670 Dev-Prod Writing**

Prerequisite: MDC 681

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

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. Grading is S or U only.

### **SCR 675 The Business of Screenwriting**

Prerequisites: MDC 681, SCR 670

This seminar explores the business side of film, TV and/or Transmedia writing and provides an in person experience. Professionals from the entertainment business such as screen and television writers, IP developers, development executives, producers, marketing strategists, agents and managers, studios, guilds and other entities integral to the entertainment industry deconstruct how they choose projects and engage in the business of Hollywood.

### **SCR 682 Adv Screenwriting Workshop**

Prerequisite: MDC 681

Building on core screenwriting courses, this advanced workshop focuses on creating an outline that employs more sophisticated structural and character elements such as ensemble storytelling and/or non-linear structure. Students receive critical review of their outline and in a consultation with the instructor will create an action plan for writing the screenplay. In addition, the student will reflect upon the study of screenwriting in a critical essay.

### **SCR 682P Adv Screenwriting Practicum 2.25 quarter units**

Prerequisite: MDC 681

Building on core screenwriting courses, this advanced studio

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practicum focuses on writing a feature length screenplay based upon the outline created in SCR 682 and, in consultation with the instructor, will create an action plan for future revision. Grading is S or U only.

## **SCR 683 Adaptation Workshop**

Prerequisite: MDC 681

Building on core screenwriting courses, this advanced workshop focuses on creating an outline for a feature-length screenplay based upon source material from another medium such as short stories, news articles and other sources. Students receive critical review of their outline and in a consultation with the instructor will create an action plan for writing the screenplay.

## **SCR 683P Adaptation Practicum 2.25 quarter units**

Prerequisite: MDC 681

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. Grading is S or U only.

## **SCR 684 TV Pilot/Series Writing Worksh**

Prerequisites: SCR 665

This advanced workshop focuses on creating an outline for a television pilot and series based upon source material from another medium or an original idea. Students receive critical review of their outline and in a consultation with the instructor will create an action plan for writing the TV pilot/series.

## **SCR 684P TV Writing Practicum 2.25 quarter units**

Prerequisites: SCR 665, SCR 684

This advanced studio practicum focuses on writing a teleplay for a series pilot based upon the outline created in SCR684 and, in consultation with the instructor, planning for future revision and series bible.

## **SCR 685 Transmedia Writing Workshop**

Prerequisites: SCR 668

This advanced workshop focuses on creating a transmedia project based upon source material from another medium or an original idea (IP). Students receive critical review of their outline and in a consultation with the instructor will create an action plan for the transmedia project.

## **SCR 685P Transmedia Writing Practicum 2.25 quarter units**

Prerequisite: SCR 685

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 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. 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. Grading is H, S, or U only.

## **SCR 692 SOMC Graduate Internship**

Prerequisite: SCR 675

For MFA in Professional Screenwriting students an internship can only be taken after onsite residency is completed. Recommended Preparation: MFA Students from other SOMC disciplines may be required to fulfill specific prerequisites prior to taking an internship. Combines work experience with college instruction. Educators and employers in the film, TV and transmedia industries cooperate to give students practical experience in the entertainment industry and to make vital contacts that may help with employment opportunities in the future. Grading is S, U only. Course is eligible for an "In Progress" (IP) grade after two months. Course may be repeated once.

## **SCR 693 Guided Study**

Prerequisite: SCR 670P

Recommended Preparation: Students must demonstrate advanced skills and talent in order to be considered for participation. Guided study is typically (although not exclusively) an extra-curricular course that deals with material not required in the MFA in Professional Screenwriting Program. Such courses may include (but not be limited to) Advanced Screenwriting Workshops by invitation only held in conjunction with film festivals and/or screenwriting conferences.

## **SCR 693P Guided Study Practicum 2.25 quarter units**

Prerequisites: SCR 670P, SCR 675

Recommended Preparation: Students must demonstrate advanced skills and talent in order to be considered for participation. Guided study is typically (although not exclusively) an extra-curricular course that deals with material not required in the MFA in Professional Screenwriting Program. Such courses may include (but not be limited to) Advanced Screenwriting Workshops by invitation only held in conjunction with film festivals and/or screenwriting conferences.

## **SMG-Sports Management**

### **SMG 432 Leisure Services Management**

Examination of the organization and administration of the leisure service field, ranging from not-for-profit entities such as parks and libraries to businesses such as hotels, restaurants, amusement parks and country clubs. Students will analyze operating problems and propose solutions to enhance their knowledge and outlook on leisure facilities and operational management.

## **SPD-Special Education**

### **SPD 604 Psychological Fdns of Educ.**

An examination of learning processes in educational settings will address human motivation; development of children and youth in the affective, cognitive, social, and personal domains; individual differences; and implications of theory and research for teaching and learning.

### **SPD 608 Exceptionalities**

An examination of four major types of learners: students with disabilities, English learners, students with gifts and talents, and students at risk. Explores how these groups of learners can best be served in general education using effective instructional strategies, including accommodations, modifications, and differentiated instruction.

### **SPD 614 Class Management & Assessment**

This course is designed to assist candidates in developing a practical working understanding of the principles of classroom management and student assessment. Best practices for classroom management and positive behavior support will be reviewed, as well as using informal and formal assessments to plan for instruction.

### **SPD 616 Law, Policy, & Collaboration**

This course provides a comprehensive overview of the professional, legal, and ethical practices for educators. The focus is on special education law and issues, but also incorporates legal issues related to education in general. The candidate will also examine



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collaborative practices with all practitioners including community members and family members.

## **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 Clsrm & Beh Mgmt**

Course content focuses on effective classroom and behavior management emphasizing practical working understanding of the principles of classroom behavior management, positive behavioral supports, functional behavior analysis, and positive behavior intervention plans. Basic principles of behavior management and reinforcement are delineated. Emphasis is placed on effective classroom management and functionally-derived positive behavioral strategies for use in educational settings.

## **SPD 628 Teaching Reading/Lang Arts**

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 632 Charac/Instr Stds w/ M/M Disab**

This course provides candidates with knowledge in identifying students with mild/moderate disabilities and their needs for service delivery, placement, IEP development and instruction. Positive behavior support, learning strategies, study skills, instructional and behavioral support partnerships with parents and establishing positive environments are also covered. Candidates will recognize how mild/moderate disabilities affect students in their ability to learn the California core curriculum.

## **SPD 634 Assess of Std w/ M/M Disab**

This course is designed to provide the candidate with knowledge and skills required for assessing children and youth with disabilities and special needs with mild/moderate disabilities using formal and informal assessment techniques. The course also provides knowledge and skills required for linking assessment findings to instructional planning, including development, implementation and communication of the Individualized Education Program.

## **SPD 636 Teaching Math/Writing for M/M**

This course provides an overview of the educational demands experienced by K-12 students with M/M disabilities in all settings. Candidates will develop skill in planning and evaluating curriculum, methods, techniques, strategies, materials and media for teaching students. This course focuses on planning for instruction in two areas: written expression and mathematics. The course emphasizes learning strategies, study skills, and core vocabulary development as they relate to the IEP and accessing the general education curriculum.

## **SPD 638 Content Differentiation**

An in-depth look at students with mild to moderate disabilities served both in and out of the general education classroom with an emphasis on differentiating instruction for successful learning.

## **SPD 642 Academic Instruction M/S**

This course covers identifying and teaching academic content for

students with severe disabilities across the educational placement continuum, including instruction in the general curriculum, use of Universal Design principles, and a functional skills approach. The course presents methods for determining functional skills, curriculum selection, development and adaptation to approximate the general education curriculum using the California curriculum frameworks and State standards. Assessment in all areas of academic instruction is emphasized.

## **SPD 644 Life Skills & Transitions M/S**

Life Skills and Transitions for Learners with Moderate/Severe disabilities. This course is advanced methodology designed to ensure that candidates will be able to meet curriculum needs of their students with moderate/severe disabilities in the areas of teaching life skills, self-advocacy, and transition to post secondary school needs. Issues regarding parent involvement, IEPs and ITPs, Community Living, recreation and leisure are included.

## **SPD 646 PBS, Comm & Social Skills M/S**

This course prepares candidates to meet the communication, behavior, and social skill needs of students with moderate/severe disabilities. Candidates conduct behavioral assessments and plan behavior interventions for the behavioral needs of these students. They learn strategies to meet the communicative needs of their students, including using AAC devices. Methods for improving social skills of these students in all settings are presented. Collaboration, assistive technology, and functional communication training are emphasized.

## **SPD 674 Collaborative Partners**

Examination of interactive techniques required of the special educator 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 682A Student Teaching M/M**

Co-requisites: SPD 688

Six weeks or 30 days of full-day supervised teaching with Mild/Moderate special education students. Candidates are supervised by a teacher with a clear special education credential and by a certified University Supervisor. The course is graded satisfactory (S) or unsatisfactory (U).

## **SPD 682B Student Teaching M/M**

Co-requisites: SPD 688

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**

Co-requisites: SPD 688

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**

Co-requisites: SPD 688

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 688 Clinical Practice Seminar**

Co-requisites: SPD 682A, and SPD 682B, or SPD 684A, and SPD 684B, or SPD 692, and/or SPD 694

This is the culminating course for all preliminary authorization programs. During the course, candidates will be focusing on each of the CTC Teaching Domains, and creating or revising artifacts reflecting their knowledge and skills in each of those Domains to be



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uploaded into their Professional Portfolio. The completed Professional Portfolio must be completed and approved by the instructor in order to successfully pass this course. Grading is Satisfactory/Unsatisfactory.

## **SPD 692 Internship M/M**

Co-requisites: SPD 688

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**

Co-requisites: SPD 688

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.

## TED-Teacher Education

### **TED 100 Intro to P-12 Education System**

Foundational information regarding the public educational system: it's 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 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 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 464 Mths Teach Sec Health Sci**

Prerequisites: TED 305, TED 300, TED 310, TED 430, HED 351, COH 100

Recommended: Prior completion of: TED 330B, TED 420, COH 320, COH 416, COH 417, COH 418, COH 419, HED 308, HED 311, HED 414, COH 321

Prepares individuals seeking a single subject teaching credential in Health Science to be effective and reflective teachers in middle or secondary schools. Candidates will learn pedagogical content knowledge, methods of teaching and learning, classroom management strategies, lesson planning, and assessment of student learning.

### **TED530A Student Teaching I**

Co-requisite TED 531

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.

### **TED530B Student Teaching II**

Prerequisite TED 530A

Co-requisite TED 531

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**

Co-requisites: TED 530A and B

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 602 Educational Foundations**

This course is designed to provide the teacher candidate with the theoretical foundation of education with emphasis in 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 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

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abilities and disabilities of individuals serve. Culturally relevant learning pedagogy to meet individual and collective learners' academic and social equity needs are addressed.

## **TED 621A Lang. Dev. Methods: Elem. Sch.**

Prerequisites: TED 602, 606 and SPD 604, 608

Designed for single-subject credential candidates and focuses on current theories and research in language structure and use, and in language learning, particularly those in the first and second language development. Considers social, cultural, political, legal, psychological, general pedagogic and specific methodological factors affecting the first and second language development. Addresses application of these theories, strategies and techniques of second language learning across content areas in diverse educational environment in elementary schools.

## **TED 621B Reading/Lang. Arts Methods**

Prerequisite: TED 621

Multiple Subject Candidates with research-based methods and strategies for designing and implementing a balanced and comprehensive program of instruction in reading, writing and related language arts aligned to the state adopted Content Standards and Reading/Language Arts Framework for California Public Schools. Prepares candidates for TPAs and RICA. It is strongly recommended that students take RICA examination after completion of this course.

## **TED 623 Lang. Dev. Methods: Secondary**

Prerequisites: TED 602, 606 and SPD 604, 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 626 Classroom Management**

Prerequisites: TED621A or 623

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**

Co-requisite: TED 629I or 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 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**

Prerequisite: TED623

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**

Prerequisite: TED 623

This is 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/PE/Art**

Prerequisite: TED621A

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**

Prerequisite: TED621A

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 690 Capstone**

Prerequisites: TED 530B or TED628I

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.



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