



# Addendum B to the National University General Catalog 76

## GENERAL INFORMATION

### National University Golf Academy

ORI 37 Players Lab IA \$160 (per lab session)

Students enrolled in a National University Golf Academy degree program, certificate, or approved professional golf management elective, who are in good academic standing, are eligible to enroll in Player's Labs I and IA, provided they are enrolled in a course, and Player's Labs II and III, provided they are enrolled in or have completed a course in the past 45 days.

### TUITION

Doctorate - \$518 per quarter unit

## STUDENT SUPPORT SERVICES

### TECHNICAL REQUIREMENTS

#### WINDOWS USERS

Windows 7, XP or Vista

Pentium III 1 GHz processor

256 MB RAM

High-speed internet connection (ie: DSL, cable, etc.)

Note: Dial-up internet connection is supported

Sound Card & Speakers

Headset with Microphone with USB connection

Browser:

eCollege supports Microsoft Internet Explorer 9 and the two most recent releases of Mozilla Firefox and Google Chrome.

Those using Windows XP or Vista are encouraged to use Mozilla Firefox or Google Chrome. Those using Windows 7 are encouraged to upgrade to Internet Explorer 9.

#### MAC OS USERS

Mac OS X

G4, G5 or Intel Processor

256 MB RAM

High-speed internet connection (ie: DSL, cable, etc.)

Note: Dial-up internet connection is supported

Sound Card & Speakers

Headset with Microphone with USB connection

Browser: eCollege supports the two most recent releases of Apple Safari, Mozilla Firefox and Google Chrome.

*Notes: Browsers listed have been validated with the course platform. A user risks running into problems with the course software if they choose to use a non-supported browser.*

eCollege maintains a Technical Requirements web page that is updated frequently with Windows and Macintosh hardware and software requirements, including both recommended and supported web browser software. For further information, please check <http://myonlinelogs.com/index.learn?action=technical>.

## ACADEMIC INFORMATION FOR UNDERGRADUATE DEGREES

### College Level Examination Program (CLEP)

Spanish Language – Level I (9 quarter units)

Transfer Credit allowed for: SPN 100 and SPN 101

Spanish Language – Level II (18 quarter units)

Transfer Credit allowed for: SPN 100, SPN 101, and two General Education Area A-G

### Degree Conferral

Effective July 2013, degrees will be posted to transcripts six times annually, specifically on the third Sunday in January, March, May, July, September and November. Diplomas are mailed six to eight weeks following the degree conferral date. A maximum of five duplicate diplomas may be ordered at no additional charge.

## ACADEMIC INFORMATION FOR GRADUATE DEGREES AND CREDENTIALS

### National University Memorial Degree

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

### Application for Certificate

Awarding a certificate is not automatic upon completion of required courses. Students must submit an application for certificate located on the National University website: [www.nu.edu/OurPrograms/Graduation.html](http://www.nu.edu/OurPrograms/Graduation.html).

Students are advised to submit their application during their final required course. There is no fee to submit an application for certificate. Requirements for a certificate include:

1. Satisfactory completion of required courses or specific courses.
2. Students must complete two-thirds of the certificate program at National University.
3. Have a minimum overall cumulative grade point average of 3.0 for courses in the certificate program.

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

### Degree Conferral

Effective July 2013, degrees will be posted to transcripts six times annually, specifically on the third Sunday in January, March, May, July, September and November. Diplomas are mailed six to eight weeks following the degree conferral date. A maximum of five duplicate diplomas may be ordered at no additional charge.

-  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.

## GENERAL EDUCATION

Beginning February 4, 2013, the following Nevada programs will follow the General Education requirements as stated in the National University General Catalog:

Bachelor of Arts in Elementary Education with Nevada Licensure  
Bachelor of Arts in Mathematics Education with Nevada Licensure  
Bachelor of Arts in English Education with Nevada Secondary Licensure

### *Updated Heading*

#### **AREA A: CATEGORY 2 IS NOW TITLED ORAL COMMUNICATION**

### *New General Education Course*

#### **AREA A: CATEGORY 2: ORAL COMMUNICATION**

COM 101 Intro to Oral Communication

### *Change to General Education Requirement*

#### **AREA E: SOCIAL AND BEHAVIORAL SCIENCES**

COM 100 Intro to Mass Communication  
(This course will no longer fulfill Area A2 - Oral Communication)

## COLLEGE OF LETTERS AND SCIENCES

### *Terminated Programs*

The following are terminated in combination with the Associate of Arts:

Concentration in Criminal Justice Administration  
Concentration in Professional Golf Management

### *Modified Programs*

#### **■ ASSOCIATE OF ARTS IN COMMUNICATION**

Faculty Advisor: (858) 642-8450; cols@nu.edu

The Associate of Arts in Communication prepares students to enter professions in the communication field and 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 experience in a variety of contexts while establishing a broad foundation in communication theory. Students who successfully complete the coursework for this program are provided 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 oral communication messages.
- Establish appropriate communication goals.
- Create content that fulfills communication objectives.
- Apply critical analysis of mediated messages.
- Deliver an effective presentation using digital technology.
- Effectively deliver a clear and well-researched argument.

#### **Degree Requirements**

To receive the Associate of Arts in Communications, students must complete at least 90 quarter units, 31.5 of which must be taken in residence at National University. All students must complete a

minimum 34.5 units of Associate of Arts General Education requirements. 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.

#### **Requirements for the Major**

(9 courses; 40.5 quarter units)

COM 100 Intro to Mass Communication  
COM 101 Intro. to Oral Communication  
*Prerequisite: ENG 100, ENG 101*  
COM 103 Public Speaking  
or  
COM 120 Intro to Interpersonal Comm  
COM 130 Intro. to Intercultural Comm.  
*Prerequisite: ENG 100, ENG 101, COM 101*  
COM 150 Small Group Communication  
*Prerequisite: ENG 100, ENG 101, COM 101*  
COM 160 Argumentation and Debate  
*Prerequisite: ENG 100, ENG 101*  
COM 190 Business Communication  
*Prerequisite: ENG 100, ENG 101*  
COM 220 Media Literacy  
COM 303 Digital Literacy 2.0  
*Prerequisite: ENG 100, ENG 101*

### *Modified Core Requirements*

#### **■ BACHELOR OF ARTS IN SPANISH WITH OPTIONAL PRELIMINARY SINGLE SUBJECT TEACHING CREDENTIAL (CALIFORNIA)**

Faculty Advisor: Luis Acebal; (530) 226-4003; lacebal@nu.edu  
For Credential: Jo Birdsell; (858) 642-8395; jbirdsell@nu.edu

SPN 320 Advanced Spanish Conversation (this course replaces SPN 300 and SPN 300A in the Core Requirements)

#### **■ MASTER OF ARTS IN ENGLISH**

Faculty Advisor: Janet Baker; (858) 643-8472; j baker@nu.edu

### *Additional Course added to Program Electives:*

ENG 671 Pictures that Speak

### *New Program*

#### **■ MASTER OF SCIENCE IN MATHEMATICS FOR EDUCATORS**

Faculty Advisor: Igor Subbotin; (310) 662-2150; isubboti@nu.edu

The Master of Science in Mathematics for Educators is a strong graduate program in mathematics designed for people holding teaching single subject credentials in mathematics or a bachelor's degree in mathematics or related fields. This program is appropriate for students who want a broad background in pure mathematics including those who desire to be prepared for teaching in a community college or in the first two years of a college program. It is also aimed at high-school teachers who would like to expand their mathematics background and improve their credentials. The program will give students greater expertise in both mathematics and mathematics education.

This program does not confer any state certification as a teacher.

Over the course of the program, students formulate an original research question, examine the question at various mathematics and

mathematics education branches, and conduct research to produce a master's thesis suitable for peer-reviewed presentation. Students develop thesis projects in consultation with program faculty. The thesis process provides training in research methods and design, analysis, and scientific writing to enable students to participate in the field of mathematics and mathematics education at the entrance professional research level.

### Application Requirements

To be considered for admission, applicants must meet the University qualifications for graduate programs. In addition, students must have teaching credentials in mathematics and/or a bachelor's degree in mathematics or related fields.

### Additional Program Information and Requirements

All students are expected to begin the program of study by first enrolling in MTH 610 course, and taking subsequent MTH 620-670 courses. This sequence is designed to have students formulate a working thesis topic and repeatedly examine it at different levels and branches of mathematics and mathematics education, to iteratively generate new ideas and perspectives on the topic. All students are expected to select a thesis advisor early in the program, based on areas of interest and faculty availability. Students must obtain approval of their choice of thesis advisor from the Program Lead Faculty by the end of their sixth course in the program. Each student is expected to consult regularly with the thesis advisor regarding the thesis topic.

The Master's thesis in this program is an original research contribution, based on information gathered by the student under the supervision of the thesis advisor and based on data and information extracted and analyzed from existing literature and sources. Students must present a thesis proposal to their thesis advisor before the end of the course MTH 670. This proposal must be approved for thesis work by the end of the course MTH 681 (Research in Mathematics and Mathematics Education I). Thesis work primarily occurs during the course sequence MTH 681-683. Thesis progress is overseen by the thesis advisor. The thesis advisor, with two other faculty members, forms the thesis committee that evaluates the finished thesis. Students are expected to identify their complete thesis committee before the end of the course MTH 681 (Research in Mathematics and Mathematics Education I).

Thesis research, analysis, and write-up are expected to occur during the course sequence MTH 681-683. MTH 683 is eligible for "In Progress" grading, which allows for this particular course to extend up to 12 months for completion. The student's thesis is to be submitted to the thesis committee for review by the end of MTH 683.

### Program Learning Outcomes

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

- Based on acquired advanced mathematical abilities analyze and evaluate main principles of general mathematics and mathematics education.
- Evaluate primary research in mathematics education and related areas, including the identification of strengths and weaknesses of studies.
- Analyze the research results and data on curricular materials, content, teaching methods, and new trends in mathematics education.
- Propose and employ new robust and theoretically grounded approaches, methods and curricular related researches in teaching mathematics.
- Conduct original research in mathematics education and related mathematical content areas.

### Degree Requirements

To receive a Master of Science in Mathematics for Educators, students

must complete at least 45 quarter units of graduate coursework. A total of 4.5 graduate quarter units may be granted for equivalent graduate work completed at another institution, as it applies to this degree and provided the units were not used in earning another advanced degree. Students should refer to the section on graduate admission requirements for specific information regarding admission and evaluation.

### Program Prerequisites

(5 courses; 22.5 units)

MTH 411	Number Theory <i>Prerequisite: MTH 215, MTH 216A, MTH 216B, or MTH 301</i>
MTH 435	Linear Algebra <i>Prerequisite: MTH 220, and MTH 325</i>
MTH 416	Algebraic Structures <i>Prerequisite: MTH 435, and MTH 325</i>
MTH 417	Foundations of Geometry <i>Prerequisite: MTH 216A, and/or MTH 216B, or MTH 215, and MTH 311</i>
MTH 418	Statistical Analysis <i>Prerequisite: MTH 210, and MTH 220</i>

### Core Requirements

(10 courses; 45 quarter units)

MTH 610	Topics in Modern Algebra <i>Recommended Preparation: MTH 416, MTH 435, MTH 411</i>
MTH 620	Number Systems <i>Prerequisite: MTH 610</i>
MTH 630	Fundamentals of Geometry <i>Prerequisite: MTH 620, Recommended Preparation: MTH 417</i>
MTH 640	Real Analyses <i>Prerequisite: MTH 630, MTH 620</i>
MTH 650	Topics in Functional Analysis <i>Prerequisite: MTH 640</i>
MTH 660	Mathematical Statistics <i>Recommended Preparation: MTH 438, Prerequisite: MTH 650</i>
MTH 670	Mathematics Curriculum <i>Prerequisite: MTH 610, MTH 620, MTH 630, MTH 660</i>
MTH 681	Research in Math and Math Ed I <i>Prerequisite: MTH 670</i>
MTH 682	Research in Math and Math Ed 2 <i>Prerequisite: MTH 681</i>
MTH 683	Research in Math and Math Ed 3 <i>Prerequisite: MTH 682</i>

## ■ MASTER OF ARTS IN PERFORMANCE PSYCHOLOGY

Faculty Advisor: Doug Barba; (760) 268-1588; dbarba@nu.edu

### Modified Core Requirements

### Core Requirements

(12 courses; 54 quarter units)

PSY 602	Sport/Performance Psychology
HUB 601A	Organizational Behavior
HUB 641	Stages of Adult Development
PSY 603	Performance Psy Alt Population
HUB 650	Behavioral Research
HUB 642	Theories of Behavior Change
PSY 604	Performance Psy Corporate Pops
PSY 607	Ethics in Performance Psy
PSY 614	Counseling in Performance Psy
PSY 606	Motor Behavior
PSY 609	Psychopathology
PSY 615	Fieldwork <i>Prerequisite: Successful completion of all core requirements</i>

# SCHOOL OF BUSINESS AND MANAGEMENT

## New Program

### ■ ASSOCIATE OF ARTS IN PROPERTY MANAGEMENT

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

The Associate of Arts (A. A.) in Property Management program prepares students for entry level positions in property management, both commercial and residential (single and multi-unit). This degree program provides a focused business foundation for the challenges faced by professional property managers. Key study areas include: management, planning, budgeting, marketing, contracts and lease negotiations, maintenance and compliance, and risk management. The program provides an excellent basis for future professional growth.

#### Program Learning Outcomes

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

- Discuss the principles of property management.
- Explain the principles of contract and lease administration.
- Demonstrate a working knowledge of risk management principles.
- Demonstrate a working application of planning and marketing tools for property management.
- Demonstrate an awareness of safety, environmental, and regulatory compliance requirements, and the adoption of ethical practices for the property management industry.

#### Degree Requirements

To receive the Associate of Arts degree in Property Management students must complete at least 90 quarter units of which 31.5 quarter units must be completed in residence. All students must complete a minimum 34.5 units of Associate of Arts General Education requirements. In the absence of transfer credit, students may need to complete additional general electives to satisfy total units required for the degree. Refer to the section on undergraduate information for specific information on admission and evaluation.

#### Requirements for the Major

(14 courses; 63 quarter units)

#### Foundation Courses

(6 courses; 27 quarter units)

ACC 201	Financial Accounting Funds.
ECO 203	Principles of Microeconomics
BUS 100	Intro to Business
HRM 200	Intro to Basic Human Resources
ITM 205	Office Productivity Software
MKT 200	Basic Marketing

#### Core Courses

(8 courses; 36 quarter units)

PMA 200	Property Management Concepts
PMA 210	Contracts & Lease Negotiations
PMA 220	Risk Management
PMA 230	Property Planning & Marketing
PMA 240	Budgeting
PMA 250	Property Maintenance
PMA 260	Safety / Environment Compliance
PMA 270	Property Management Software

## Modified Core Requirements

### ■ BACHELOR OF BUSINESS ADMINISTRATION



Faculty Advisor: Brian Simpson; (858) 642-8431; bsimpson@nu.edu

#### Requirements for the Major

(9 courses; 40.5 quarter units)

BIM 400	Info Mgmt in Organizations
MGT 309C	Prin. of Mgmt & Organizations
MGT 400	Ethics in Law, Business & Mgmt
FIN 310	Business Finance
	Prerequisite: ACC 201
MNS 407	Management Science
	Prerequisite: MNS 205
MKT 302A	Marketing Fundamentals
MGT 430	Survey of Global Business
	Prerequisite: ECO 203, and ECO 204
MGT 451	Production & Ops Management I
BUS 480	Integrated Business Policy

### ■ MASTER OF BUSINESS ADMINISTRATION



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

#### BBA Transition Information

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, MKT 605, ECO 602. 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.

## SCHOOL OF EDUCATION

### Terminated Programs

Master of Arts in Accomplished Collaborative Leadership

### Modified Programs

The following programs have added an optional elective course:

Graduate Certificate in Applied Behavior Analysis  
Master of Science in School Psychology with PPSP Credential  
Specialization in Applied Behavior Analysis (ABA) for Master of Arts in Teaching

#### Optional Elective

(one course, 4.5 quarter units)

ABA 607	ABA Intensive Practicum
	Prerequisite: Permission of Program Lead Faculty

### ■ MASTER OF SCIENCE IN INNOVATIVE SCHOOL LEADERSHIP



Faculty Advisors: David Kurth; (909) 806-3313; dkurth@nu.edu  
Glenn Sewell; (209) 475-1442; gsewell@nu.edu

### Modified Core and Degree Requirements

#### Degree Requirements

To receive a Master of Science in Innovative School Leadership,

students must complete at least 45 quarter units of graduate work. A total of 4.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and if the units were not used in earning another advanced degree and provided the coursework was completed within the past 7 years. Course equivalence cannot be granted for life experience.

Please refer to the graduate information section of the National University General Catalog for admission and evaluation.

The culminating project is the completion of a Portfolio that consists of key artifacts from activities that were performed in class, in a school setting, or in the community. These artifacts must be relevant to the six California Professional Standards for Educational Leaders. The assignments/artifacts will be selected by the candidate. All candidates must present their portfolio to designated faculty members as the capstone for the program.

### Core Requirements

(10 courses; 45 quarter units)

ISL 661	Leadership Global Seminar
LED 604	Leading Change and Adaptation
ISL 662	Decision Making Organizations <i>Prerequisite: ISL 661</i>
EDA 623	Instructional Leadership
EDA 624	Supervision of Instruction
EDA 618	School Law and Policy
ISL 660	Financial and Information Mgt <i>Prerequisite: ISL 661</i>
LED 605	Conflict and Power Dynamics
EDA 680	Charter School Leadership
EDA 663	Community Leadership <i>Prerequisite: ISL 661, LED 604, ISL 662, EDA 623, EDA 624, EDA 618, ISL 660, LED 605, EDA 680</i>

## SCHOOL OF ENGINEERING, TECHNOLOGY AND MEDIA

### Terminated Programs

Graduate Certificate in Security and Safety Engineering  
Undergraduate Certificate in Construction Contract Administration  
Undergraduate Certificate in Construction Documents Technology  
Undergraduate Certificate in Construction Safety and Inspection  
Undergraduate Certificate in Electrical Systems Cost Estimating  
Undergraduate Certificate in Mechanical Systems Cost Estimating

## SCHOOL OF HEALTH AND HUMAN SERVICES

### MASTER OF SCIENCE IN NURSE ANESTHESIA

Faculty Advisor: Bryan Tune; (559) 256-4946; btune@nu.edu

### Modification to program unit count, sequence, and degree requirements

#### Degree Requirements

To receive an MSNA, students must complete 100.5 graduate quarter units. The program is designed in a cohort model and all courses must be taken in the set sequence. Due to the nature of the program no transfer credit is allowed. Further information on graduate admission

and evaluation may be found in the Academic Information for Graduate Degrees section of the National University General Catalog.

*Note: All course work must be completed with a grade of B- or higher to avoid academic probation and/or program dismissal.*

### Program Requirements

(24 courses; 100.5 quarter units)

#### Phase 1

ANE 600	Nurse Anesthesia Human Anatomy <i>Prerequisite: Admission to the Nurse Anesthesia Program and or approval from the course lead and Nurse Anesthesia Program Lead.</i>
ANE 600A	Nurse Anesthesia Anatomy Lab (1.5 quarter units) <i>Corequisite: ANE 600</i>
ANE 610	Nurse Anesthesia Assessment <i>Prerequisite: Admission to the Nurse Anesthesia Program and/or permission from course lead and Nurse Anesthesia Program Lead.</i>
ANE 620	Advanced Pharmacology I (2.25 quarter units) <i>Prerequisite: ANE 600, ANE 610</i>
ANE 615	Advanced Physiology / Patho I <i>Prerequisite: ANE 600, ANE 610</i>
ANE 630	Anesthesia Pharmacology I <i>Prerequisite: ANE 600, ANE 610, Corequisite: ANE 620, ANE 615</i>
ANE 635	Principles of Anesthesia I (7 quarter units) <i>Prerequisite: ANE 600, ANE 610, Corequisite: ANE 615, ANE 620, ANE 630</i>
ANE 616	Advanced Physiology / Patho II <i>Prerequisite: ANE 600, ANE 615, ANE 610, ANE 620, ANE 630, ANE 635</i>
ANE 621	Advanced Pharmacology II (2.25 quarter units) <i>Prerequisite: ANE 600, ANE 610, ANE 615, ANE 620, ANE 630, ANE 635, Corequisite: ANE 616, ANE 640</i>
ANE 640	Principles of Anesthesia II (7 quarter units) <i>Prerequisite: ANE 600, ANE 610, ANE 615, ANE 620, ANE 630, ANE 635, Corequisite: ANE 616</i>
ANE 631	Anesthesia Pharmacology II <i>Prerequisite: ANE 600, ANE 610, ANE 615, ANE 620, ANE 621, ANE 630, ANE 635, Corequisite: ANE 616, ANE 640</i>
ANE 650	Nurse Anesthesia EBP / Research <i>Prerequisite: ANE 600, ANE 610, ANE 615, ANE 620, ANE 630, ANE 635, ANE 616, ANE 640, ANE 621, ANE 631, Corequisite: ANE 645</i>
ANE 645	Principles of Anesthesia III (7 quarter units) <i>Prerequisite: ANE 600, ANE 610, ANE 615, ANE 620, ANE 630, ANE 635, ANE 616, ANE 640, ANE 621, ANE 631</i>
ANE 655	Aspects of CRNA Practice

#### Phase 2

ANE 660	Nurse Anesthesia Clinical I <i>Prerequisite: ANE 600, ANE 610, ANE 615, ANE 620, ANE 630, ANE 616, ANE 640, ANE 621, ANE 631, ANE 645, ANE 650, ANE 655</i>
ANE 661	Nurse Anesthesia Seminar I (3 quarter units) <i>Prerequisite: ANE 600, ANE 610, ANE 615, ANE 620, ANE 630, ANE 635, ANE 616, ANE 640, ANE 621, ANE 631, ANE 645, ANE 650, ANE 655</i>
ANE 666	Nurse Anesthesia Seminar II (3 quarter units) <i>Corequisite: ANE 665, Prerequisite: ANE 660, ANE 661</i>
ANE 665	Nurse Anesthesia Clinical II <i>Prerequisite: ANE 660, ANE 661</i>
ANE 671	Nurse Anesthesia Seminar III (3 quarter units) <i>Corequisite: ANE 670, Prerequisite: ANE 665, ANE 666</i>
ANE 670	Nurse Anesthesia Clinical III <i>Prerequisite: ANE 665, ANE 666, Corequisite: ANE 671</i>
ANE 675	Nurse Anesthesia Clinical IV <i>Prerequisite: ANE 670, ANE 671, Corequisite: ANE 676</i>
ANE 676	Nurse Anesthesia Seminar IV (3 quarter units) <i>Corequisite: ANE 675, Prerequisite: ANE 670, ANE 671</i>

- ANE 680 Nurse Anesthesia Clinical V  
*Prerequisite: ANE 675, ANE 676, Corequisite: ANE 681*
- ANE 681 Nurse Anesthesia Seminar V (3 quarter units)  
*Corequisite: ANE 680, Prerequisite: ANE 675, ANE 676*

## ■ MASTER OF SCIENCE IN NURSING

Faculty Advisor: Mary Kracun; (858) 309-3486; mkracun@nu.edu

### *Modified Program and New Specialization*

The Master of Science in Nursing (MSN) degree program is for baccalaureate prepared nurses. In keeping with the standards for graduate education for advanced practice nursing delineated by the American Association of Colleges of Nursing in the Essentials of Master's Education for Advanced Practice Nurses, the purpose of the MSN program is to prepare students to assume leadership roles in their particular specialization. Masters level nursing education is the appropriate level of education for nursing professionals who are seeking roles that require advanced practice skills in order to function as providers and organizers of the health care delivery process.

### Admission Requirements

To be eligible for admission to the MSN program at National University, candidates must:

- Meet the University requirements for graduate study, listed in the National University General Catalog under admission requirements.
- Hold a BSN degree from a State Board of Nursing approved and accredited school of nursing (State Board of Nursing, and CCNE and/or NLNAC.)
- Provide proof of current, active, and unencumbered RN license in the State of residence.
- Have completed the following prerequisite courses:
- BST 322 or an undergraduate course in biomedical statistics.
- NSG 422 or an equivalent undergraduate course in nursing research methodology and application.
- NSG 412, 411, & 410, or equivalent undergraduate coursework in Community Health Nursing.
- Have a GPA of at least 3.0 on a 4.0 scale.
- Have completed the University Application for Graduate Admissions, including the application fee.
- Provide one official transcript from each college or university attended to the Nursing department.
- Have completed the MSN online application.
- Have three letters of professional reference.
- Provide evidence of current, active professional liability and malpractice insurance coverage throughout the program.
- Provide evidence of specified immunizations, a report of a recent physical examination, and current BLS-AED certification.

### Additional Prerequisite Requirements

Students should be proficient in operating a personal computer, including:

- Demonstrated competency in standard computer operating systems and electronic filing systems, basic keyboarding skills, organizing and sorting electronic documents;
- Demonstrated knowledge of standard computer applications to include Microsoft Word and Excel;
- Familiarity with using internet browsers and standard email systems such as MS Outlook

### Program Learning Outcomes

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

- Implement appropriate theories, models, frameworks, and concepts from nursing and non-nursing disciplines when designing interventions that influence healthcare outcomes for diverse populations in a variety of settings.
- Collaborate with interdisciplinary teams, to evaluate fiscally appropriate healthcare delivery systems that integrate research and

- clinical expertise to provide evidence-based, patient-centered care.
- Evaluate economic, policy, environmental, and social forces that impact nursing practice, health care delivery and quality of health care.
- Participate in the analysis, implementation and evaluation of strategies for improving nursing practice through the implementation of health information systems and technologies.
- Demonstrate a professional commitment to creating an environment of lifelong learning for patients, families, communities, and other healthcare practitioners.

### Degree Requirements

(18 courses; 81 quarter units)

The Master of Science in Nursing requires a minimum of 58.5 graduate quarter units, with 45 of those units completed at National University.

A total of 13.5 units of graduate credit may be granted for graduate work completed at another institution as it applies to this program and provided the units were not used to earn another advanced degree. Refer to the National University General Catalog section on graduate admission requirements for specific information regarding admission and evaluation.

### Prerequisites

(5 courses; 22.5 quarter units)

- |         |   |
|---------|---|
| BST 322 | Intro to Biomedical Statistics                              |
| NSG 422 | Nursing Research<br><i>Prerequisite: BST 322</i>            |
| NSG 412 | Community Healthcare Delivery                               |
| NSG 411 | Community Health Frameworks<br><i>Prerequisite: NSG 412</i> |
| NSG 410 | Community: Population Focus<br><i>Prerequisite: NSG 411</i> |

### Core Requirements

(6 courses, 27 quarter units)

Students should take all Core Courses before taking Specialization courses.

- |         |                               |
|---------|-------------------------------|
| NSG 600 | Advanced Practice Nursing     |
| NSG 606 | Health Policy & Finance       |
| COH 602 | Biostatistics                 |
| NSG 607 | EBP for Advanced NSG Practice |
| NSG 620 | Theory in Advanced Practice   |
| NSG 622 | QI & Project Management       |

### Area of Specialization Requirements

(7 courses; 31.5 quarter units)

All students must complete an area of specialization.

## ▲ Specialization in Forensic Nursing

Faculty Advisor: Catherine Prato; (702) 493-3420; cprato@nu.edu

The Master of Science in Nursing with a specialization in Forensic Nursing is a professional degree designed for baccalaureate prepared, licensed, Registered Nurses who wish to pursue their Master of Science in Nursing and who have an interest in Forensics. This advanced degree will prepare graduates to work in a variety of Forensic areas.

### Program Learning Outcomes

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

- Effectively communicate and collaborate with members of the multidisciplinary forensic team.
- Utilize nursing judgment to manage, prioritize, and delegate patient care in a variety of forensic settings.

- Demonstrate professional identity by incorporating established standards of practice within the legal and ethical framework of forensic nursing.
- Select appropriate evidence into nursing practice to provide safe, quality, and ethical care in a variety of forensic settings.
- Analyze the basic principles and the role of crime scene investigators in forensic and legal procedures.
- Apply the scientific procedures and methods of identification, collection, preservation, chain of custody, analysis, comparison and report preparation of the biological, trace and toxicological evidentiary evidence.
- Evaluate the legal and psychological issues involved in competency to stand trial, diminished capacity, and insanity defenses.
- Analyze the legal, ethical, and constitutional tensions between the interests of society, and the rights of individuals in connection with various criminal procedures and contexts.
- Integrate scientific research methodology to explore issues in forensic nursing.

### Area of Specialization Requirements

(7 courses; 31.5 quarter units)

FSC 630	Forensic Pathology I
FSC 642	Forensic Pathology II <i>Prerequisite: FSC 630</i>
FSC 643	Forensic Psychology
FSC 647	Crime Scene Investigation
FSC 620	Advanced Criminalistics
FSC 622	Law and Criminal Procedure
FSC 662	Supervised Research Project <i>Prerequisite: Satisfactory completion of 8 FSC core courses.</i>

### ▲ Specialization in Nursing Administration

*Faculty Advisor: Mary Kracun; (858) 309-3486; mkracun@nu.edu*

The Master of Science in Nursing with a specialization in Nursing Administration prepares nurse managers who will provide leadership and management services to clinical care organizations. Successful decision-making strategies, evidence-based practice, team building and collaboration, fiscal management, quality improvement, creating a learning culture that supports high quality and safe patient care, and a systems approach to management are considered from a variety of theoretical and practical perspectives.

### Program Learning Outcomes

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

- Effectively communicate with members of the multidisciplinary healthcare team in the design and management of health care delivery systems.
- Employ best evidence and nursing judgment to make sound and ethical decisions that advance the quality and safety of nursing care and care delivery systems.
- Create and implement a plan for day-to-day operations for a clinical facility in order to maintain accreditation, to meet organizational goals, achieve quality and safety outcomes, and carry out the mission of the facility.
- Provide effective, caring, culturally sensitive, and fiscally responsible leadership to nurses and other members of the health care team in order to facilitate excellence in patient care services to diverse patient populations.
- Lead in the continuous improvement of quality and safety in patient care organizations.
- Develop an organizational culture that engenders lifelong learning, quality, safety, and competence in a clinical care organization.

### Area of Specialization Requirements

(7 courses; 31.5 quarter units)

Students take the MSN Core courses, then take the Specialization courses. The Practicum course is the final course of the program; all

other courses must be taken before the practicum.

NSG 650	Clin Informatics Foundations <i>Recommended: Prior completion of all MSN Core courses.</i>
NSG 671	Leadership and Management <i>Prerequisite: Must have completed all MSN Core Courses.</i>
NSG 672	Clinical Personnel Admin
NSG 673	Fiscal Mgmt in Clin Operations <i>Prerequisite: NSG 672 with a minimum grade of B</i>
NSG 674	Clinical Operations Mgmt <i>Prerequisite: NSG 673 with a minimum grade of B</i>
NSG 693A	Admin Practicum I <i>Prerequisite: All MSN Core courses and Nursing Administration courses with a minimum grade of B</i>
NSG 693B	Admin Practicum II <i>Prerequisite: NSG 693A</i>

### ▲ Specialization in Nursing Informatics

*Faculty Advisor: Mary McHugh; (858) 309-3519; mmchugh@nu.edu*

The Specialization in Nursing Informatics is designed for nurses who seek advanced education in nursing informatics theory and practice. Nurses play an important leadership role in the implementation of health information technology in health care delivery organizations. Potential students include nurses who participate and in some instances lead the successful deployment of health information technologies to achieve improvement in the quality, safety, outcomes and thus value of health services in the United States. The goal is to equip RNs for leadership roles in nursing informatics that includes the information and knowledge management best practices and effective technology capabilities for nurses identified through the Technology Informatics Guiding Education Reform Initiative: ([www.tigersummit.com/](http://www.tigersummit.com/)).

### Program Learning Outcomes

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

- Collaborate with practitioners, educators, administrators, and researchers, to conduct a needs assessment plan, design, transition to and evaluate information systems and innovative technologies.
- Employ evidenced based practice resources and references to support the adoption and use of healthcare technologies for nurses at the point of care.
- Evaluate ongoing quality and process improvement for patient-centered care systems that optimize clinical workflow, care coordination, and patient outcomes.
- Lead nursing and staff development educational and innovation-oriented programs associated with technology adoption in health care settings.
- Evaluate the healthcare technology environment to ensure compliance with ethical, legal and regulatory mandates and professional standards for advanced nursing practice.

### Area of Specialization Requirements

(7 courses; 31.5 quarter units)

NSG 650	Clin Informatics Foundations <i>Recommended: Prior completion of all MSN Core courses.</i>
NSG 656	Systems Life Cycle
NSG 657	Clinical Database Systems
NSG 658	Clinical Data Standards
NSG 660	Clinical Decision Support
NSG 692A	Informatics Practicum I <i>Prerequisite: All MSN Core courses and Nursing Informatics courses with a minimum grade of B.</i>
NSG 692B	Informatics Practicum II <i>Prerequisite: NSG 692A</i>

## Modified Program

### ■ DOCTOR OF NURSING PRACTICE

Faculty Advisor: Mary McHugh; (858) 309-3519; mmchugh@nu.edu

The purpose of National University's Doctor of Nursing Practice (DNP) Program of Studies in Nursing Administration or Nursing Informatics is to prepare post-Master's degree nurses for leadership in developing, implementing, and evaluating evidence-based practices designed to improve the quality of healthcare systems and healthcare safety. The DNP is the advanced specialty practice degree for nurses.

The DNP Program of Studies prepares nurses to advance practice by improving the effectiveness, quality, and safety of patient care and healthcare systems that support care in hospitals and other clinical settings. The DNP graduate accomplishes these improvements by developing, implementing, and evaluating new nursing practices, protocols, systems, and administrative programs, and by teaching these skills to the next generation of nurses in clinical or academic settings. The practice doctorate (DNP) is the advanced practice degree identified by the American Association of Colleges of Nursing (AACN) as appropriate for teaching advanced specialty practice.

The practice doctorate prepares nurses to function as leaders who have advanced clinical scholarship and practice skills in nursing administration and informatics that enable them to identify: sources of error in systems; sub-optimally performing systems; and design and evaluate improvements that reduce the incidence and impact of clinical errors.

#### Admission Requirements

To be eligible for admission to the Doctor of Nursing Practice Program of Studies at National University, applicants must:

- Meet the University requirements for doctoral study, listed in the National University General Catalog under admission requirements.
- Hold a Master's Degree in Nursing Administration or Nursing Informatics, or a post-masters Certificate in one of these two specialties from an accredited school of nursing (NLNAC or CCNE), within a regionally accredited University (e.g., WASC, North Central, etc.).
- Submit a detailed current professional curriculum vita.
- Provide proof of a current, active, and unencumbered RN license in the State in which the DNP mentored clinical immersion will be pursued or if in the military, a license accepted by the military.
- Provide proof of: the total number of precepted clinical hours in the applicant's chosen DNP specialty (e.g. Nursing Informatics or Administration) during their Master's Degree or Post Master's Certificate program.
- Have completed the following prerequisite courses with a grade of "B" or higher, or their equivalent: a) A graduate-level Statistics course within the past 5 years; b) A graduate-level Research Methods course (which included content on quantitative and qualitative methods, and evidence-based practice); c) A graduate-level Informatics course; d) A course in health care Quality Improvement at either the undergraduate or graduate level.
- Have a minimum GPA of 3.0 on a 4.0 scale at the graduate level.
- Have completed National University's application for DNP/Graduate Admissions, including a personal goal statement in which the applicant identifies a focus in either Nursing Administration or Nursing Informatics.
- The DNP Specialty chosen must match the focus on the Master's or Post-Master's Certificate.
- Provide one official transcript from each post-secondary school attended.
- Provide an example of scholarly writing (e.g. published paper, thesis, course paper).
- Submit three letters of professional reference, including one from a recent employment supervisor, and one from a colleague who can

attest to the quality of your professional work and values. If possible, the third should be from a nursing instructor in your Master's or Post Master's Certificate program. References from family members and personal friends are not acceptable.

- Provide evidence of current, active professional liability and malpractice insurance coverage, and maintain coverage throughout the program.
- Admission is competitive and determined by the NU-DNP Admissions Committee, which will review all application materials and hold an interview with each eligible candidate (either in person or via telecommunications media).
- Provide evidence of immunizations and health examinations as described in the admission packet.
- Provide a clear criminal background report from the company used by National University's Department of Nursing (Instructions will be provided).
- Provide evidence of acceptable TOEFL scores, if requested by the University.

#### Program Learning Outcomes

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

- Identify sources of variations in health care outcomes through analysis and integration of research findings, empirical evidence, and/or practitioner reflections on practice.
- Generate innovative practices, systems, and prevention programs at the patient, family, organization, community, and population levels for the purpose of improving health care outcomes.
- Lead healthcare systems in the delivery of high quality, safe, patient-centered care.
- Establish and lead collaborative, multidisciplinary teams that provide the range of expertise required in healthcare systems delivering care to complex, multi-need patients, families and communities.
- Advocate for culturally sensitive health care systems and policies that meet ethical and legal standards in order to reduce health disparities.
- Base decisions on synthesis of information from meta-analysis and other research reports, benchmark data, best practices reports, and other credible information sources.
- Analyze the impact of national and global health policy on the cost, quality, and accessibility of health care for diverse patient populations.

#### Degree Requirements

(13 courses; 54 quarter units)

To receive a Doctor of Nursing Practice, students must complete a minimum of 54 quarter units of doctoral coursework, with 45 of those units completed at National University. A total of 9 graduate theory quarter units may be granted for equivalent graduate work completed at another institution, as it applies to this degree provided the units were not used to earn another advanced degree. Students must achieve a 3.0 (B) or higher grade in each course. If a student fails a course, the course may be retaken once. If the course is failed a second time, or two different courses are failed, the student will be dismissed from the program.

To earn a DNP, students must complete a minimum of 1,000 post-baccalaureate practicum hours in their specialty focus. Hours from the Master's (or post-Master's Certificate) practica courses may be counted in the total. Transferred practicum hours must be in the same specialty. A minimum 400 practicum hours in the specialty must be completed in the NU DNP program.

Each specialty practice courses (DNP 840A and 840B or 842A and 842B) may be repeated for credit only once to meet the 1,000 practice hour requirement in Informatics or Administration.

DNP 801, 803, 805, 807A, and 807B must be completed before enrollment in the specialty practica. DNP 807A and 807B may be taken

concurrently or sequentially. After 807B is completed, practica courses (DNP 840A and DNP 840B or DNP 842A and DNP 842B courses) may be taken concurrently with core courses (DNP 813-817) with permission from the student's DNP Faculty Advisor. To advance to Doctoral Candidacy, students must have completed all required theory courses (DNP 801-817), all specialty practica courses (DNP 807B, 840A, 840B, or DNP 807B, 842A, 842B) and must then enroll in DNP 870.

### Core Theory Requirements

(9 courses, 40.5 quarter units)

Each core theory course is 8 weeks in length.

DNP 801	Doctor of Nurs. Practice Role <i>Prerequisite: Doctoral standing</i>
DNP 803	Decision Support Systems <i>Prerequisite: DNP 801</i>
DNP 805	EBP: Theory & Inquiry <i>Prerequisite: DNP 801, DNP 803</i>
DNP 807A	QI & Project Management <i>Corequisite: DNP 807B, Prerequisite: DNP 801, DNP 803, DNP 805</i>
DNP 809	Advanced Data Analytics I <i>Prerequisite: DNP 801, DNP 803, DNP 805</i>
DNP 811	Advanced Data Analytics II <i>Prerequisite: DNP 801, DNP 803, DNP 805, DNP 809</i>
DNP 813	Healthcare Financial Mgmt <i>Prerequisite: DNP 801, DNP 803, DNP 805</i>
DNP 815	Population Health <i>Prerequisite: DNP 801, DNP 803, DNP 805</i>
DNP 817	Policy Analysis, Advocacy <i>Prerequisite: DNP 801, DNP 803, DNP 805</i>

### Core Practica

(3 courses; 9 quarter units)

Each DNP practicum has an advanced practice specialty focus designed to support students as they assimilate knowledge and competencies required for doctoral practice. Each specialty practice courses (DNP 840A and 840B or 842A and 842B) may be repeated for credit only once to meet the 1,000 practice hour requirement in Informatics or Administration. The Capstone Project is conducted at practica sites. Students must complete a total of 1,000 practice hours in their specialty post-BSN (MSN+DNP) Program of Studies, with minimum of 15 quarter units in the DNP program.

DNP 807B	Quality Improvement Practicum (1.5 quarter units) <i>Corequisite: DNP 807A, Prerequisite: DNP 801, DNP 803, DNP 805</i>
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And select one pair from the following specialties:

DNP 840A	Informatics Practicum I (3 quarter units) <i>Prerequisite: DNP 801, DNP 803, DNP 805, DNP 807A, DNP 807B</i> <i>Corequisite: Can be taken concurrently with all courses* except the prerequisites</i>
DNP 840B	Informatics Practicum II <i>Prerequisite: DNP 840A with a minimum grade of S. Corequisite: May be taken concurrently with DNP 813, 815 or 817*.</i>
OR	
DNP 842A	Administration Practicum I (3 quarter units) <i>Prerequisite: DNP 801, DNP 803, DNP 805, DNP 807A, DNP 807B. Corequisite: Can be taken concurrently with all courses* except the prerequisites or DNP 870.</i>
DNP 842B	Administration Practicum II <i>Prerequisite: DNP 842A with a minimum grade of S. Corequisite: May be taken concurrently with DNP 813, 815 or 817*.</i>

\*Students who wish to take this practicum course with a core theory course must submit an Accelerated Study Request. Please see Policies and Procedures section of the National University General Catalog for more information.

### Capstone Course

(1 course; 4.5 quarter units)

DNP 870 Capstone

*Prerequisite: All required theory and practica courses.*

### New Programs

#### ● Graduate Certificate in Nursing Administration



*Faculty Advisor: Mary Kracun; (858) 309-3486; mkracun@nu.edu*

The Graduate Certificate in Nursing Administration is designed for nurses who seek advanced education in nursing administration theory and practice. Areas of discussion include: decision-making strategies, team building and collaboration, fiscal management, quality improvement, and a systems approach to management from a variety of theoretical and practical perspectives.

#### Admission Requirements

To be eligible for admission to the Graduate Certificate Program in Nursing Administration at National University, candidates must:

- Meet the University requirements for graduate study, listed in the National University General Catalog under admission requirements;
- Hold a MSN degree from an accredited school of nursing (State Board of Nursing, and CCNE and/or NLNAC);
- Provide proof of current, active, and unencumbered RN license in the State of residence;
- Have completed the following courses:
- A graduate course in statistics;
- A graduate course in research methodology and application;
- Have a GPA of at least 3.0 on a 4.0 scale;
- Have completed the University Application for Graduate Admissions, including the application fee;
- Provide one official transcript from each college or university attended;
- Have three letters of professional reference;
- Provide evidence of current, active professional liability and malpractice insurance coverage throughout the program;
- Provide evidence of specified immunizations, a report of a recent physical examination, and current BLS-AED certification

#### Additional Prerequisite Requirement

Students should be proficient in operating a personal computer, including:

- Demonstrated competency in standard computer operating systems and electronic filing systems, basic keyboarding skills, organizing and sorting electronic documents;
- Demonstrated knowledge of standard computer applications to include Microsoft Word and;
- Familiarity with using internet browsers and standard email systems such as MS Outlook.

#### Program Learning Outcomes

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

- Effectively communicate with members of the multidisciplinary healthcare team in the design and management of health care delivery systems.
- Create and implement a plan for day-to-day operations for a clinical facility in order to maintain accreditation, to meet organizational goals, achieve quality and safety outcomes, and carry out the mission of the facility.

- Provide effective, caring, culturally sensitive, and fiscally responsible leadership to nurses and other members of the health care team in order to facilitate excellent in-patient care services to diverse patient populations.
- Develop an organizational culture that engenders lifelong learning, quality, safety, and competence in a clinical care organization.

## Degree Requirements

The Graduate Certificate in Nursing Administration requires a minimum of 40.5 quarter units, with 27 of those units completed in residence at National University. A total of 9 quarter units of graduate credit may be granted for graduate work completed at another institution (two classes can transfer, but must be approved by the Department Chair) as it applies to this certificate. Refer to the National University General Catalog section on graduate admission requirements for specific information regarding admission and matriculation.

### Requirements for the Certificate

(9 courses, 40.5 quarter units)

NSG 622	QI & Project Management
NSG 650	Clin Informatics Foundations <i>Recommended: Prior completion of all MSN Core courses.</i>
NSG 656	Systems Life Cycle
NSG 660	Clinical Decision Support
NSG 672	Clinical Personnel Admin
NSG 673	Fiscal Mgmt in Clin Operations <i>Prerequisite: NSG 672 with a minimum grade of B</i>
NSG 674	Clinical Operations Mgmt <i>Prerequisite: NSG 673 with a minimum grade of B</i>
NSG 693A	Admin Practicum I <i>Prerequisite: All MSN Core courses and Nursing Administration courses with a minimum grade of B</i>
NSG 693B	Admin Practicum II <i>Prerequisite: NSG 693A</i>

## ● Graduate Certificate in Nursing Informatics

Faculty Advisor: Mary McHugh; (858) 309-3519; mmchugh@nu.edu

The Graduate Certificate in Nursing Informatics is designed for nurses who seek advanced education in nursing informatics theory and practice. Nurses play an important leadership role in the implementation of health information technology in health care delivery organizations. Potential students include nurses who participate and in some instances lead the successful deployment of health information technologies to achieve improvement in the quality, safety, outcomes and thus value of health services in the United States. The goal is to equip RNs for leadership roles in nursing informatics that includes the information and knowledge management best practices and effective technology capabilities for nurses identified through the Technology Informatics Guiding Education Reform Initiative (<http://www.tigersummit.com/>).

### Admission Requirements

To be eligible for admission to the Graduate Certificate Program in Nursing Informatics at National University, candidates must:

- Meet the University requirements for graduate study, listed in the National University General Catalog under admission requirements;
- Hold a MSN degree from an accredited school of nursing (State Board of Nursing, and CCNE and/or NLNAC);
- Provide proof of current, active, and unencumbered RN license in the State of residence;
- Have completed the following courses:
  - A graduate course in statistics;
  - A graduate course in research methodology and application;
  - Have a GPA of at least 3.0 on a 4.0 scale;
  - Have completed the University Application for Graduate Admissions, including the application fee;

- Provide one official transcript from each college or university attended;
- Have three letters of professional reference;
- Provide evidence of current, active professional liability and malpractice insurance coverage throughout the program;
- Provide evidence of specified immunizations, a report of a recent physical examination, and current BLS-AED certification

### Additional Prerequisite Requirement

Students should be proficient in operating a personal computer, including:

- Demonstrated competency in standard computer operating systems and electronic filing systems, basic keyboarding skills, organizing and sorting electronic documents;
- Demonstrated knowledge of standard computer applications to include Microsoft Word and;
- Familiarity with using internet browsers and standard email systems such as MS Outlook.

### Program Learning Outcomes

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

- Collaborate in the development, realization and evaluation of strategies for improving nursing practice through the implementation of health information systems and technologies.
- Evaluate ongoing quality and process improvement for patient-centered care systems that optimize clinical workflow, care coordination, and patient outcomes.
- Evaluate the healthcare technology environment to ensure compliance with ethical, legal and regulatory mandates and professional standards for advanced nursing practice.
- Lead nursing and staff development educational and innovation-oriented programs associated with technology adoption in health care settings.

### Certificate Requirements

The Graduate Certificate in Nursing Informatics requires a minimum of 40.5 quarter units, with 27 of those units completed in residence at National University. A total of 9 quarter units of graduate credit may be granted for graduate work completed at another institution (two classes can transfer, but must be approved by the Department Chair) as it applies to this certificate. Refer to the National University General Catalog section on graduate admission requirements for specific information regarding admission and matriculation.

### Requirement for Certificate

(9 courses; 40.5 quarter units)

NSG 622	QI & Project Management
NSG 650	Clin Informatics Foundations <i>Recommended: Prior completion of all MSN Core courses.</i>
NSG 656	Systems Life Cycle
NSG 657	Clinical Database Systems
NSG 658	Clinical Data Standards
NSG 660	Clinical Decision Support
NSG 673	Fiscal Mgmt in Clin Operations <i>Prerequisite: NSG 672 with a minimum grade of B</i>
NSG 692A	Informatics Practicum I <i>Prerequisite: All MSN Core courses and Nursing Informatics courses with a minimum grade of B.</i>
NSG 692B	Informatics Practicum II <i>Prerequisite: NSG 692A</i>

# SCHOOL OF PROFESSIONAL STUDIES

## ■ MASTER OF PUBLIC ADMINISTRATION

Faculty Advisor: Maryam Davodi-Far; (858) 642-8653; mdavodi-far@nu.edu

### *Modified Program Description*

The Master of Public Administration (MPA) is designed for students who want to pursue a career in government management at the federal, state, or local level and nonprofit management. The program is delivered and maintained through designed structured learning objectives within each class, all of which are foundational to the culminating research activity. The degree provides a wide range of skills in financial management, budgeting, quantitative methods, urban planning and redevelopment, personnel policies, politics, and grant writing. The focus on continuous improvement of written and oral communication skills through course requirements utilizing case studies, research papers and oral presentations further strengthens the skills developed and mastered. The requirement for the MPA student to complete research in a Capstone Project further bridges theory and practice.

## EXTENDED LEARNING

### ■ CAREER TECHNICAL EDUCATION CREDENTIAL

Faculty Advisor: Jo Birdsell; (858) 642-8365; jbirdsell@nu.edu

The Career Technical Education Credential program prepares students for a technical career path. Qualified teachers are needed who will teach the knowledge, skills and dispositions necessary for obtaining and retaining jobs. These teachers need an understanding of teaching and the pedagogical skills necessary for training workers in technical fields for a market requiring sensitivity to diversity, knowledge of skills and the practical application of those skills in the workplace. In order to train teachers for teaching students, choosing a technical education path, the State of California has developed professional standards for Career Technical Education. This program has been created based upon these standards. As a result, candidates will be prepared to use research-based pedagogical skills in the classroom by using the Career Technical Education standards and frameworks. These curriculum standards bolster California's standards-based education system by incorporating cutting-edge technology about career options, technology and skills required for success in adult life.

This program is offered in partnership with San Diego Unified School District, and is limited to SDUSD employee enrollment.

#### Program Requirements

The National University teacher preparation program for Career Technical Education is a four-month, five-course intensive program with a sequence of courses that includes supervised teaching that spans the entire program. If candidates are already teaching in a technical/vocational classroom, the supervised teaching will take place in their own classroom under the guidance and support of a University Supervisor and Site Mentor. Candidates who do not have their own classroom will need to secure employment in their subject specialty. All candidates will complete four months of supervised teaching with a minimum of 20 hours per week. The University Supervisor will be responsible for guiding and evaluating the candidate. The Site Mentor will guide candidates, answer questions and provide encouragement and feedback.

#### Program Learning Outcomes

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

- Develop the knowledge, skills and dispositions necessary for effective teaching.
- Develop a positive environment conducive to learning.
- Use knowledge of the diversity of language and culture in California to create a learning environment where all students can succeed.
- Use learning theory as the foundation of curriculum development and instructional practice.
- Use assessment to differentiate instruction to meet the needs of all students including, but not limited to English language learners (ELL), special needs, gifted students, the top 1/3 of the class, the middle 1/3 of the class and the bottom 1/3 of the class.
- Demonstrate ethical behaviors in the classroom, in the school and in the community.
- Describe the legal issues that impact the teaching profession including FERPA requirements and mandatory reporting.
- Create a list of school and community resources to meet the needs of students who struggle with issues of chemical dependency, abuse, violence, homelessness, and other issues impacting the quality of life.
- Describe and demonstrate OSHA safety requirements.
- Demonstrate effective application of the California Teacher Performance Expectations.
- Use the CTE California Standards and Frameworks to provide content knowledge to students concerning their chosen career path.
- Use information processing to create lesson plans that meet the unique needs of the individual student.
- Demonstrate written and oral skills in devising and delivering lessons.
- Design lessons and units that show students are engaged in developmentally appropriate learning

#### Credential Requirements

##### Requirements for the Three Year Preliminary CTE Credential

Individuals must satisfy all of the following requirements:

- Three years of work experience directly related to each industry sector to be named on the credential. One year equals a maximum of 1000 clock hours and the experience may be full-time or part-time, paid or unpaid. See Work Experience below for additional information regarding the experience requirement.
- High school completion by one of the following methods:
  - Possess a high school diploma
  - Possess a diploma based on passage of the GED Test
  - Possess the foreign equivalent of a high school diploma
- Verification, signed by the Commission-approved program sponsor, that the applicant has been apprised of the requirements for both the preliminary and clear credentials, including the requirements of the program of personalized preparation.
- Completed application (form 41-4)
- Completed Live Scan receipt (41-LS), verifying fingerprints have been taken and fees have been paid, unless fingerprint clearance is already on file at CTC.
- Application processing fee
- Recommendation by a Commission-approved CTE program sponsor

#### Authorization

The Preliminary CTE Teaching Credential authorizes the holder to teach in the subject or subjects named on the credential in grades twelve and below and in classes organized primarily for adults, in career technical, trade or vocational courses.

The preliminary credential is valid for three years.

Available subjects, also known as industry sectors, are as follows:

Agriculture and Natural Resources  
Arts, Media, and Entertainment  
Building Trades and Construction  
Education, Child Development, and Family Services

Energy and Utilities  
 Engineering and Design  
 Fashion and Interior Design  
 Finance and Business  
 Health Science and Medical Technology  
 Hospitality, Tourism, and Recreation  
 Information Technology  
 Manufacturing and Product Development  
 Marketing, Sales, and Service  
 Public Service  
 Transportation

## Work Experience

Verification of work experience means written confirmation of the applicant's qualifying experience, signed by the applicant's past or present employer(s) on company letterhead that attests to and/or includes all of the following:

- Employer's name, address, and telephone number
- The working relationship of the person signing the verification to the applicant
- Beginning and ending dates of employment
- Complete description of duties
- A statement as to whether or not the employment was full-time (If employment was less than full-time, an accounting of the number of hours the applicant was employed is required.) If the applicant was self-employed or if the applicant's experience was vocational, verification shall include a statement, signed by the applicant under penalty of perjury, detailing the information described in 1–5 above, and must be further substantiated, in writing, by other person(s) having first-hand knowledge of the applicant's self-employment or avocation, such as the applicant's accountant, major supplier of goods, or major user of goods or services. At least one year of the required work experience must be within the last five years, or two years within the last ten years, immediately preceding the issuance of the preliminary credential. Teaching experience is not generally accepted as work experience; however, for the purpose of meeting the residency requirement, any of the following, or a combination of the following, may be cumulated to total 1000 clock hours:
  - Work experience
  - College-level related course work
  - Non-college related course work
  - Occupational internship
  - Vocational teaching experience
- Completion of forty-eight (48) semester units of postsecondary vocational training related to the industry sector(s) named on the credential may be substituted for a maximum of two of the three years of required work experience. The course work must be verified by official transcript and may be made on a pro rata basis up to the two-year maximum.

## Period of Validity

The preliminary credential is valid for three years. The clear credential is valid for five years and must be renewed online every five year renewal cycle. Once issued, there are no additional academic requirements to renew the clear credential.

## Requirements for the Five-Year Clear Credential

Individuals must satisfy all of the following requirements:

- Possess a valid California Preliminary CTE Teaching Credential;
- Commission approved program of personalized preparation program that includes training in Specially Designed Academic Instruction Delivered in English (SDAIE);
- Completion of all seven requirement courses for the CTE program listed above;
- U.S. Constitution Requirement;
- Verify two years of successful teaching on the basis of the preliminary CTE Teaching Credential in the industry sector/s listed on the credential; and
- Application and Processing Fee.

## Authorization

The Clear CTE Teaching Credential authorizes the holder to teach in the subject or subjects named on the credential in grades twelve and below and in classes organized primarily for adults, including services to English learners in Specially Designed Academic Instruction Delivered in English (SDAIE) in career technical, trade or vocational courses. The clear credential is valid for five years and must be renewed online every five year renewal cycle. Once issued, there are no additional academic requirements to renew the clear credential.

## Required Courses

(7 courses; 31.5 quarter units)

Designated Subjects Career Technical Education (CTE) Teaching Credentials may be issued to individuals who meet the requirement for the preliminary credentials outlined below.

CTEX 1100X	Orientation to CTE <i>Prerequisite: Certificate of Clearance Application, Verification of a negative TB test, Admission into the CTE Program, Supervised Teaching Placement</i>
CTEX 1111X	Adolescent/ Adult Ed Psych <i>Prerequisite: Teacher Credential Certificate of Clearance Application, Verification of a negative TB test, Admission into CTE Program, Supervised Teaching Location</i>
CTEX 1125X	Instruction/Management
CTEX 1126X	Diverse Classroom <i>Prerequisite: CTEX 1100X, CTEX 1111X, CTEX 1125X</i>
CTEX 1199X	Supervised Teaching <i>Corequisite: CTEX 1100X, CTEX 1111X, CTEX 1125X, CTEX 1126X, Recommended Preparation: Please Note: The candidate must obtain a certificate of clearance from the Commission on Teacher Credentialing (CTC) before entering the clinical practice school.</i>
EDX 1201X	Computer Tech in Classroom
HEDX 1101X	Intro Health Ed: K-12

## NEVADA PROGRAMS

### Modified Program Titles

### ■ BACHELOR OF ARTS IN ELEMENTARY EDUCATION WITH NEVADA ELEMENTARY LICENSURE

### ■ BACHELOR OF ARTS IN MATHEMATICS EDUCATION WITH NEVADA SECONDARY LICENSURE

### ■ BACHELOR OF ARTS IN ENGLISH EDUCATION WITH NEVADA SECONDARY LICENSURE

Nevada programs will follow the General Education requirements as stated in the National University Catalog.

### Modified Programs

### ■ MASTER OF EDUCATION WITH NEVADA ELEMENTARY LICENSURE

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

The Master of Education with Nevada Elementary Licensure is designed for students who are committed to being instructional leaders in the K-8 setting. Courses for this degree meet the Nevada Department

of Education requirements for an initial teaching license. They also meet requirements for a master's degree from National University that interrelates theory and practice as well as promotes lifelong learning. The program is intended for students who want to obtain an initial teaching license and master's degree at the same time.

The student teaching courses are required for the initial teaching license. Students must have met subject matter competency prior to student teaching. Elementary and Secondary Education teacher candidates meet subject matter competence by passing the appropriate PRAXIS II examinations. Candidates must meet all state requirements for the Elementary Education Teaching License to apply to the Nevada Department of Education for licensure.

An electronic portfolio is required for the assessment of all teacher licensure candidates. The purpose of the portfolio is for candidates to show how their work in teacher education is linked to their own competency in the InTASC Domains of Professional Competence. The portfolio must be reviewed and approved by a National University faculty member prior to exiting the licensure program.

For more information, please see Nevada Licensing Program Information for Graduate Degrees in the National University General Catalog.

### Program Learning Outcomes

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

- Integrate knowledge and abilities in designing and implementing developmentally appropriate and challenging learning experiences that respect cognitive, linguistic, social, emotional, and physical differences.
- Integrate knowledge and abilities in establishing and maintaining inclusive learning environments enabling all learners to meet high standards while recognizing individual and cultural differences.
- Integrate knowledge and abilities in establishing and maintaining learning environments that support individual and collaborative learning, and encourage positive social interaction, active engagement in learning, and self-motivation.
- Integrate the discipline(s)' central concepts, tools of inquiry, and structures to create learning experiences accessible and meaningful for learners in mastering the content.
- Integrate concepts and differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- Integrate knowledge and abilities in designing and using multiple methods of assessment that learners use to monitor their own growth and decision-making as well as guide the teacher in instructional planning.
- Integrate knowledge of learners and the community context in planning instruction that supports every student in meeting rigorous learning goals of content areas.
- Integrate knowledge and abilities in using a variety of instructional strategies to encourage learners to develop deep understanding of content areas and build skills to apply knowledge in meaningful ways.
- Integrate knowledge and abilities in ongoing professional learning by using evidence to evaluate the influences of professional practices, choices, and actions on learners, families, other professionals, and the community.
- Seek appropriate leadership roles and opportunities by collaborating with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and advancement in the profession.
- Evaluate the application of educational research, evidence-based practices, and academic writing with a focus on elementary education.

### Degree Requirements

To receive a Master of Education with Nevada Elementary Licensure, students must complete at least 70.5 quarter units of graduate work, 57 of which must be taken in residence at National University. Students enrolled in the joint degree-licensure program will not be awarded the master's degree until they complete all graduate and licensure coursework, including student teaching.

### Program Requirements for Degree and Nevada licensure (15 courses; 70.5 quarter units)

TED 602	Educational Foundations
SPD 604	Psychological Fdns of Educ.
TED 606	Equity and Diversity
SPD 608	Exceptionalities
EDT 608	Technology in the Classroom
TED 621A	Lang. Dev. Methods: Elem. Sch. <i>Prerequisite: SPD 604, SPD 608, TED 602, TED 606</i>
TED 621B	Reading/Lang. Arts Methods <i>Prerequisite: TED 621A</i>
TED 616A	C&I I:History & Social Science
TED 616B	C&I II: Math & Science
TED 616C	C&I III:V & P Arts Health & PE
TED 626	Classroom Management <i>Prerequisite: TED 623, or TED 621A</i>
TED 640A	Student Teaching I (6 quarter units)
TED 640B	Student Teaching II (6 quarter units)
TED 649	Student Teaching Seminar
TED 690	Capstone <i>Prerequisite: TED 530B with a minimum grade of S, or TED 628I with a minimum grade of S, or TED 640B with a minimum grade of S</i>

### Course of Study

National University's Master of Education with Nevada Elementary Licensure is structured in four, intra- and inter-related areas: foundation courses, elementary education method courses, student teaching courses, and research course. This curricular organization is developmental in theoretical knowledge, applied skills, field K-6 classroom experiences, and learning outcomes. As a result, teacher candidates move from the foundation block of courses, to the method courses before applying for student teaching. The research course is the last course in the degree. Candidates who successfully complete the Professional Teacher Preparation courses and related requirements will be eligible for a Nevada teaching license; those students who choose to earn a Master in Education degree must complete one additional course.

### Foundation Courses

The five foundation courses are considered the foundation family because all the courses provide fundamental conceptual knowledge and skill, field experiences, and assessments. The foundation family is the theoretical basis for skill development and acquisition in the elementary education method courses. The courses that comprise this family are:

EDT 608	Technology in the Classroom
TED 602	Educational Foundations
SPD 604	Psychological Fdns of Educ.
TED 606	Equity and Diversity
SPD 608	Exceptionalities

### Student Teaching Courses

TED 649 is taken concurrently with TED 640A and TED 640B.  
TED 649 Student Teaching Seminar

- TED 640A Student Teaching I (6 quarter units)  
 TED 640B Student Teaching II (6 quarter units)

### Elementary Education Methods Courses

- TED 621A Lang. Dev. Methods: Elem. Sch.  
*Prerequisite: SPD 604, SPD 608, TED 602, TED 606*
- TED 621B Reading/Lang. Arts Methods  
*Prerequisite: TED 621A*
- TED 616A C&I I: History & Social Science  
 TED 616B C&I II: Math & Science  
 TED 616C C&I III: V & P Arts Health & PE  
 TED 626 Classroom Management  
*Prerequisite: TED 623, or TED 621A*

### Master of Education

- TED 690 Capstone  
*Prerequisite: TED 530B with a minimum grade of S, or TED 628I with a minimum grade of S, or TED 640B with a minimum grade of S*

### Nevada Licensing Programs

Certain licensing programs may require enrollment into an electronic portfolio. Please see your faculty advisor for further information.

## ■ MASTER OF EDUCATION WITH NEVADA SECONDARY LICENSURE

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

The Master of Education with Nevada Secondary Licensure is designed for students who are committed to being instructional leaders in grades 7-12 classrooms. Courses for this degree meet the Nevada Department of Education requirements for an initial teaching license. They also meet requirements for a master's degree from National University that inter-relates theory and practice as well as promotes lifelong learning. The program is intended for students who want to obtain an initial teaching license and master's degree at the same time. The student teaching courses are required for the initial teaching license. Students must have met subject matter competency prior to student teaching. Secondary Education teacher candidates meet subject matter competence by passing the appropriate PRAXIS II examinations. Candidates must meet all state requirements for the Secondary Education Teaching License to apply to the Nevada Department of Education for licensure. An electronic portfolio is required for the assessment of all teacher licensure candidates. The purpose of the portfolio is for candidates to show how their work in teacher education is linked to their own competency in the InTASC Domains of Professional Competence. The portfolio must be reviewed and approved by a National University faculty member prior to exiting the licensure program.

For more information, please see Nevada Licensing Program Information for Graduate Degrees in the National University General Catalog.

### Program Learning Outcomes

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

- Integrate knowledge and abilities in designing and implementing developmentally appropriate and challenging learning experiences that respect cognitive, linguistic, social, emotional, and physical differences.
- Integrate knowledge and abilities in establishing and maintaining inclusive learning environments enabling all learners to meet high standards while recognizing individual and cultural differences.
- Integrate knowledge and abilities in establishing and maintaining learning environments that support individual and collaborative learning, and encourage positive social interaction, active

engagement in learning, and self-motivation.

- Integrate the discipline(s)' central concepts, tools of inquiry, and structures to create learning experiences accessible and meaningful for learners in mastering the content.
- Integrate concepts and differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- Integrate knowledge and abilities in designing and using multiple methods of assessment that learners use to monitor their own growth and decision-making as well as guide the teacher in instructional planning.
- Integrate knowledge of learners and the community context in planning instruction that supports every student is meeting rigorous learning goals of content areas.
- Integrate knowledge and abilities in using a variety of instructional strategies to encourage learners to develop deep understanding of content areas and build skills to apply knowledge in meaningful ways.
- Integrate knowledge and abilities in ongoing professional learning by using evidence to evaluate the influences of professional practices, choices, and actions on learners, families, other professionals, and the community.
- Seek appropriate leadership roles and opportunities by collaborating with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and advancement in the profession.
- Evaluate the application of educational research, evidence-based practices and academic writing, a focus on secondary education matters.

### Degree Requirements

To receive a Master of Education with Nevada Secondary Licensure, students must complete at least 66 quarter units of graduate work, 52.5 of which must be taken in residence at National University. Students enrolled in the joint degree-licensure program will not be awarded the master's degree until they complete all graduate and licensure coursework, including student teaching.

### Program Requirements

(14 courses; 66 quarter units)

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|----------|--|
| TED 602  | Educational Foundations  |
| SPD 604  | Psychological Fdns of Educ.  |
| TED 606  | Equity and Diversity   |
| SPD 608  | Exceptionalities   |
| EDT 608  | Technology in the Classroom  |
| TED 623  | Lang. Dev. Methods: Secondary<br><i>Prerequisite: TED 602, SPD 604, TED 606, SPD 608</i>   |
| TED 632  | Content Area Curriculum<br><i>Prerequisite: TED 623</i>  |
| TED 633  | Content Area Instruct-Assess<br><i>Prerequisite: TED 623 with a minimum grade of C</i>   |
| TED 634  | Content Area Literacy<br><i>Prerequisite: TED 623</i>  |
| TED 626  | Classroom Management<br><i>Prerequisite: TED 623, or TED 621A</i>  |
| TED 640A | Student Teaching I (6 quarter units)   |
| TED 640B | Student Teaching II (6 quarter units)  |
| TED 649  | Student Teaching Seminar   |
| TED 690  | Capstones<br><i>Prerequisite: TED 530B with a minimum grade of S, or TED 628I with a minimum grade of S, or TED 640B with a minimum grade of S</i> |

### Course of Study

National University's Master of Education with Nevada Secondary Licensure is structured in four, intra- and inter-related areas: foundation courses, secondary education method courses, student teaching courses, and research course. This curricular organization is developmental in

theoretical knowledge, applied skills, G7-12 classroom experiences, and learning outcomes. As a result, teacher candidates move from the foundation block of courses, to the method courses before applying for student teaching. The research course is the last course in the degree. Candidates who successfully complete the Professional Teacher Preparation courses and related requirements will be eligible for a Nevada teaching license; those students who choose to earn a Master in Education degree must complete one additional course.

### Foundation Courses

The five foundation courses build upon conceptual knowledge and skills, field experiences, and assessments. Teacher candidates will complete the five foundation courses prior to beginning the secondary education method courses. The five foundation courses:

TED 602	Educational Foundations
SPD 604	Psychological Fdns of Educ.
TED 606	Equity and Diversity
SPD 608	Exceptionalities
EDT 608	Technology in the Classroom

### Secondary Education Methods Courses

As with the foundations courses, the five secondary education (methods) pedagogy courses reflect adult learning theory and experiences. The method courses represent integrated coursework and field experiences designed to prepare candidates for the upcoming student teaching experiences in the grades 7-12 classrooms. Teacher candidate will move in a sequenced manner, from one course to another in the secondary education method block.

TED 623	Lang. Dev. Methods: Secondary <i>Prerequisite: TED 602, SPD 604, TED 606, SPD 608</i>
TED 632	Content Area Curriculum <i>Prerequisite: TED 623</i>
TED 633	Content Area Instruct-Assess <i>Prerequisite: TED 623 with a minimum grade of C</i>
TED 634	Content Area Literacy <i>Prerequisite: TED 623</i>
TED 626	Classroom Management <i>Prerequisite: TED 623, or TED 621A</i>

### Student Teaching

TED 649	Student Teaching Seminar
TED 640A	Student Teaching I (6 quarter units)
TED 640B	Student Teaching II (6 quarter units)

### Master of Education

TED 690	Capstone <i>Prerequisite: TED 530B with a minimum grade of S, or TED 628I with a minimum grade of S, or TED 640B with a minimum grade of S</i>
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## ■ MASTER OF SCIENCE IN SPECIAL EDUCATION WITH NEVADA LICENSURE AND ENDORSEMENT FOR GENERALIST RESOURCE ROOM

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

The Master of Science in Special Education with Nevada Licensure and Endorsement for Generalist Resource Room is designed for students who are committed to being instructional leaders in the K-12 setting. Courses for this degree meet the Nevada Department of Education requirements for a teaching license. They also meet requirements for a

master's degree from National University that inter-relates theory and practice and promotes lifelong learning. The program is intended for students who want to obtain an initial teaching license and master's degree at the same time.

The purpose of this Special Education endorsement program is to prepare students to instruct learners with disabilities in the K-12 system.

This Special Education endorsement program at National University is based on the premise that meeting the special instructional needs of students in today's schools requires knowledge of a wide array of teaching strategies, as no one strategy can meet the needs of every special needs student. Another major premise is that all prospective teachers must develop an awareness and acceptance of cultural, linguistic, ethnic, economic, gender, lifestyle, and ability differences. The program is designed to present a variety of research validated methods, techniques, and opportunities to develop knowledge and skills to create and implement instructional programs that will positively impact the learning of K-12 students with special needs across developmental domains.

The student teaching courses are required for the initial teaching license. Students must have met subject matter competency prior to student teaching. An electronic portfolio is required for the assessment of all teacher licensure candidates. The purpose of the portfolio is for candidates to show how their work in teacher education is linked to their own competency in the Domains of Professional Competence. The portfolio must be reviewed and approved by a National University faculty member prior to exiting the licensure program.

### Application for a Nevada Teacher License

- Successful completion of the coursework with a minimum grade point average of 3.0 for graduate coursework. (Grades of "D" and "F" are not accepted.) All coursework must be completed within seven years to be accepted.
- Fulfillment of all financial obligations to the University before applying for the credential.

Each candidate must have on file:

- A zero account balance
- Official transcripts from all colleges/universities attended
- Passing score in PRAXIS I
- Passing score in PRAXIS II: Principles of Learning and Teaching.
- Verification of subject matter competency with passing score reports on PRAXIS II.
- Proof of passing with a grade of "C" or better coursework or an examination covering the U.S. Constitution, Nevada Constitution, and Nevada School Law.
- Written evaluations of performance in field experiences, internships, educational projects, student teaching and other practica

### Program Learning Outcomes

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

- Demonstrate knowledge of typical and atypical development and characteristics of students with disabilities and other special needs.
- Integrate fairness, equity, and access in designing the environment, teaching, and learning strategies to meet diverse student learning
- Integrate best practices, apply learning theories, methodologies, technology tools, and assessments across content areas to manage, monitor, and engage student learning. NVTL: B. V, VIII
- Demonstrate the ability to focus on student learning using technology tools through systematic study and reflection of one's own teaching practices and through shared knowledge gained from purposefully formed professional learning communities. NVTL: B. VIII
- Demonstrate an understanding of effective leadership by advocating for exceptional individuals, including those with diverse needs and

by collaborating within the learning community to advance professional practice.

- Demonstrate competence in the application of research methods including critiquing and synthesizing current, evidence-based education literature.

### Degree Requirements

(15 courses; 65.25 quarter units)

To receive a Master of Science in Special Education with Nevada Licensure and Endorsement for Generalist Resource Room, students must complete at least 65.25 quarter units of graduate work, 54.5 of which must be taken in residence at National University. Students enrolled in the joint degree-licensure program will not be awarded the master's degree until they complete all graduate and licensure coursework, including student teaching.

Candidates in the program must demonstrate mastery of methods and techniques that accommodate the increasing diversity in contemporary Special Education and General Education programs where students with special needs are served.

### Core Requirements

(10 courses, 45 quarter units)

SPD 604	Psychological Fdns of Educ.
SPD 608	Exceptionalities
SPD 614	Classroom and Behavior Mgmt
SPD 618	Law, Transition, & Collab
SPD 622	Assessment
SPD 628	Teaching Reading/Lang Arts
SPD 630	Tech for Teaching & Learning
SPD 632	Charac/Instr Stds w/ M/M Disab
SPD 636	Teaching Math/Writing for M/M
SPD 674	Collaborative Partners

*Prerequisite: ECSE Added-Authorization Candidates: Individuals who hold a preliminary, Level I, professional clear, clear, Level II, or life special education teaching credential may take this course.*

*Autism Added-Authorization Candidates: Candidates completing the Add-on Authorization for Autism through CTC must hold a Special Education credential for this completed sequence to apply. Moderate/Severe Authorization Candidates: Must take this course as the last course in the Moderate/Severe program of study.*

### Student Teaching

(3 courses, 11.25 quarter units)

SPD 681A	Nevada Student Teaching M/M <i>Prerequisite: SPD 604, SPD 608, SPD 614, SPD 618, SPD 622, SPD 628, SPD 630, SPD 632, SPD 636, SPD 674, Candidates must be enrolled in SPD 687A Clinical Practice Seminar concurrently with SPD 681A, Student teaching candidates must have successfully completed all coursework in the licensure program (Corequisite, Core and Advanced Specialization Courses) with an overall GPA of 3.0 or better.</i>
SPD 687A	Portfolio Clinical Seminar (2.25 quarter units) <i>Prerequisite: Candidates must be enrolled in SPD 687A Clinical Practice Seminar concurrently with SPD 681A</i>
SPD 681B	Nevada Student Teaching M/M II <i>Prerequisite: SPD 681A, SPD 687A</i>

### Project Courses

(2 courses, 9 quarter units)

SPD 695	Understanding Edu. Research
SPD 696	Capstone Project <i>Prerequisite: SPD 695</i>

## COURSE DESCRIPTIONS

### ABA – Applied Behavioral Analysis

#### ABA 607 ABA Intensive Practicum

*Prerequisite: Permission of Program Lead Faculty*

This practicum is designed to provide students with frequent, direct, on-site supervision of applied behavior analysis activities. The practicum is designed to meet the Behavior Analyst Certification Board criteria for an intensive, 750 hr. practicum experience.

### ACC – Accounting

#### ACC 611M Financial Accounting II

*Prerequisite: ACC 610M*

The second course of a comprehensive three-course sequence covering a substantial portion of U.S. financial reporting principles known as GAAP, accounting for tangible assets, natural resources and intangible assets, current and long-term liabilities, leases, and shareholder equity.

#### ACC 612M Financial Accounting III

*Prerequisite: ACC 611M*

The third course of a comprehensive three-course sequence covering a substantial portion of U.S. financial reporting principles known as GAAP, accounting for earnings per share, deferred income taxes, pensions, investments, changes and errors, the statement of cash flows, and full disclosures.

### BIM – Business Information Management

#### BIM 400 Info Mgmt in Organizations

Overview of Information Systems (IS) infrastructure and its utilization in today's global business environment. The use of technological tools and the role of information systems will be discussed from the organizational strategic, tactical and operational view. Students learn how to choose and utilize information and knowledge to gain competitive advantage in the industry.

### BIO – Biology

#### BIO 305 Genetics

*Prerequisite: BIO 161, BIO 162, BIO 163, BIO 100A, CHE 141, CHE 142, CHE 143, CHE 101A*

Principles of genetics and heredity. Topics include DNA replication and repair, gene expression and regulation, inheritance of traits, genetic engineering, relationship of genetics to human health, and application of genetics to understanding the evolution of species.

#### BIO 310 Evolution

*Prerequisite: BIO 161, BIO 162, BIO 163, BIO 100A*

Evolutionary biology. Topics include the history of life, fossil record, causes of microevolution (including natural selection and mutation), macroevolutionary processes (including speciation and extinction), evolutionary genetics and developmental biology ("evo-devo"), phylogeny construction and taxonomy.

#### BIO 330 Ecology

*Prerequisite: BIO 161, BIO 162, BIO 163, BIO 100A, CHE 141, CHE 142, CHE 143, CHE 101A*

A study of the relationship of plants and animals to their environment and to one another. Emphasizes populations, the population-community interface and community structure and interactions within the ecosystem.

## **BIO 440 Botany**

*Prerequisite:* BIO 161, BIO 162, BIO 163, BIO 100A, CHE 141, CHE 142, CHE 143, CHE 101A

Plant biology, including structure, function, evolution, taxonomy, and diversity of major groups of plants.

## **BIO 691 Thesis Research 1**

*Prerequisite:* BIO 680

Initiate thesis research under guidance of thesis advisor. Student conducts research, with regular conferences with course instructor. S/U grades only

## **BIO 692 Thesis Research 2**

*Prerequisite:* BIO 691

Continuation of thesis research under guidance of thesis advisor. Student conducts research, with regular conferences with course instructor. S/U grades only.

## **BIO 693 Thesis Research 3**

*Prerequisite:* BIO 692

Two-month course. Conclusion of thesis research under guidance of thesis advisor. Students submit completed thesis. S/U or In Progress (IP) grades.

## **CJA – Criminal Justice Administration**

### **CJA 470 Supervised CJ Senior Project**

*Prerequisite:* CJA 449

The supervised senior project is undertaken by students of criminal justice once they have completed all core courses in the program. The project is chaired and coordinated by the instructor of record. Each student will select a viable topic in criminal justice to research. Students meet as a class once a week for two months. Upon completion of the project, students present the project to the instructor, other faculty, and peers in an open forum. Grading is H, S, or U only. Accelerated study is not permitted with CJA 470. CJA 470 is two months in length. Students who do not complete the Senior Project within the two-month period are eligible, at the discretion of the instructor, to receive a grade of (IP). This allows the student up to one year to complete the project (from the start date of the class). Students who do not complete the project within one calendar year from the start date of the class will need to retake CJA 470. No grade of (I) can be given for this course. Grading is H, S, or U only. Course is eligible for In Progress (IP) grade.

## **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 101 Intro. to Oral Communication**

*Prerequisite:* ENG 100, ENG 101

Introduction to fundamentals of oral communication. Focus on theories of the communication process. Emphasis on listening, non-verbal communication and audience analysis, in different contexts

### **COM 130 Intro. to Intercultural Comm.**

*Prerequisites:* ENG 100, ENG 101, COM 101

Introduction to the ways culture shapes communication. Focus on

exploring the way different aspects of culture contribute to the way we create, send and receive messages.

### **COM 150 Small Group Communication**

*Prerequisite:* ENG 100, ENG 101, COM 101

Introduction to the dynamics of working in a small group setting. The focus will be on leadership styles, roles, conflict management and goal setting.

### **COM 160 Argumentation and Debate**

*Prerequisite:* ENG 100, ENG 101

Study of the skills in effective argumentation. Examination of the processes of creating and delivering a public argument. Emphasis on the construction of sound argument through research and critical thinking, and decision making.

### **COM 190 Business Communication**

*Prerequisite:* ENG 100, ENG 101

Examination of the professional work environment and the ways employees communicate. Introduction to theories of business communication in different contexts, including interviewing, workplace relationships, and professional presentations.

### **COM 385 Interactive Storytelling**

*Prerequisite:* ENG 101

Introduces the evolution of storytelling from oral delivery, to written and interactive texts, and transmedia publication. Examines the consequences of this adaptation for storytellers' and participants' identity and roles in interactive media platforms story formats. Offers hands-on creation of online identities and texts using blogs, vlogs, chats, wikis, IM, and texting to publish their work.

### **COM 411A Advertising Campaigns**

*Prerequisites:* COM 410A or MKT 443 and COM 365 or COM 400

Students create and present a complete advertising campaign and produce materials for multiple media platforms including print, broadcast, and digital media for interactive and Web 2.0 platforms. Provides hands-on experience presenting a creative plan to an interested audience, similar to working with clients.

### **COM 430A Interactive Strategies**

*Prerequisite:* COM 334

Examines the fundamental principles of communicating over the Internet to implement organizational objectives. Teaches use of the Internet as a marketing and persuasive medium. Students develop a new media communication campaign that includes traditional web sites, blogs, social networking sites, wikis, podcasts, videocasts, RSS, and widgets.

## **CTEX – Career Technical Education**

### **CTEX 1100X Orientation to CTE**

*Prerequisite:* Certificate of Clearance Application, Verification of a negative TB test, Admission into the CTE Program, Supervised Teaching Placement

This course provides an immediate foundation for effective teaching as measured by the California Standards for the Teaching Profession (CSTP). This course is designed as an introduction to the knowledge, skills and dispositions taught in other courses in the program.

### **CTEX 1111X Adolescent/Adult Ed Psych**

*Prerequisite:* Teacher Credential Certificate of Clearance Application, Verification of a negative TB test, Admission into CTE Program, Supervised Teaching Location

CTEX 1111X examines how educational psychology is applied to adolescent and adult learning and teaching. Theories of Development, Learning Theories, Instructional Approaches, Learning Environments, and Student Assessment are studied. Special emphasis will be given to

applying theory into practices through the Supervised Teaching experience.

### **CTEX 1125X Instruction/Management**

Focus on classroom management strategies used to create and implement a classroom management plan. Additionally, candidates will demonstrate an understanding of communication skills and strategies for effective parental involvement as well as working with other educators and community representatives.

### **CTEX 1126X Diverse Classroom**

*Prerequisite: CTEX 1100X, CTEX 111X, CTEX 1125X*

Integration of California K-12 academic content standards with effective instructional strategies for adolescent and adult learners. Candidates will access student background information for the purpose of designing and reflecting upon long and short term planning. Candidates will have the opportunity to create lesson plans and unit plans that integrate Career Technical Education standards with standards from other content areas. Candidates will create and teach entire units integrating at least two content area standards. Candidates will also be required to integrate the effective use of technology in their lesson plans.

### **CTEX 1199X Supervised Teaching**

*Corequisite: CTEX 1100X, CTEX 111X, CTEX 1125X, CTEX 1126X*

*Recommended Preparation: Please Note: The candidate must obtain a certificate of clearance from the Commission on Teacher Credentialing (CTC) before entering the clinical practice school.*

Supervised Teaching is required for all candidates seeking the CTE Preliminary Teaching Credential. Supervised Teaching will consist of a minimum of 16 weeks, 20 hours per week. Supervised teaching will be taken concurrently with the other required program courses. Candidates must successfully complete the following four units: 1) school site classroom orientation and responsibilities, 2) learning environment and classroom management, 3) assessment and evaluation, and 4) lesson design and differentiated instruction. Each component is emphasized throughout the 16 weeks. Grading is S or U.

## **LIT – Literature**

### **LIT 480 Literature of the Americas**

*Prerequisite: LIT 100*

This course will provide students with a hemispheric perspective to the study of the literatures of the Americas. The readings will come from a variety of prominent 20th century U.S. and Latin American literary texts. All works will be read in English translation.

## **CSC – Computer Science**

### **CSC 331 Discrete Structures and Logic**

*Prerequisite: CSC 252 and CSC 310*

(Cross-listed and equivalent to MTH 325) A theoretical foundation for computer science. Introduction to topics such as sets, propositional logic, Boolean algebra, counting techniques, recursive equations and solution techniques, graph algorithms with application to trees. Introduction to mathematical proofs. Students may not receive credit for both CSC 331 and MTH 325.

### **CSC 422 Database Design**

*Prerequisite: CSC 300*

A survey of principles, structure, analysis, and techniques of database design and implementation. Topics include physical and logical design, normalization, database models, security, integrity and queries.

### **CSC 436 Comp. Communication Networks**

*Prerequisite: CSC 335*

An in-depth study of fundamental concepts in the design and

implementation of computer communication networks. Coverage of core problems such as framing, error recovery, multiple-access, flow control, congestion control, routing and end-to-end reliability. Topics include basics of switched communication networks, packet switch architecture, TCP/IP networking, routing algorithms, Quality-of-Service networks, and wireless communications. Mathematical tools are applied in quantitative modeling and analysis of networks.

## **DNP – Doctor of Nursing Practice**

### **DNP 801 Doctor of Nurs. Practice Role**

*Prerequisite: Doctoral standing*

Introduction to the practice doctorate role and contributions graduates are prepared to make in nursing practice and education. Students explore the history, social context, and philosophical basis of the role. Differentiation between Masters, DNP, and PhD roles and competencies are explored. Students define goals for DNP program and future roles.

### **DNP 803 Decision Support Systems**

*Prerequisite: DNP 801*

Informatics tools and knowledge systems, including data analysis, information retrieval systems, expert systems, artificial intelligence explored. Human decision-making strategies and the need for decision support presented. Design of expert systems described. Health applications of artificial intelligence discussed.

### **DNP 805 EBP: Theory & Inquiry**

*Prerequisite: DNP 801, DNP 803*

Provides an advanced foundation for the use of translational research and evidence-based clinical practice. Critical analysis, synthesis, and application of translational research models will be considered. Areas of emphasis include: (a) bridging the gap between scientific research and clinical practice, (b) evaluation of research findings for application in evidence based practice, (c) analytic approaches to translational research (including interdisciplinary models), and (d) examining the impact of translational research findings into practice.

### **DNP 807A QI & Project Management**

*Prerequisite: DNP 801, DNP 803, DNP 805 Corequisite: DNP 807B*

Analysis of conceptual frameworks, models of Quality Improvement (QI) and Project Management (PM) prepare DNP students to direct healthcare projects. Application of QI and PM studies to change practice and policy emphasized. Current PM systems used in clinical management, administration, change management and policy covered.

### **DNP 807B Quality Improvement Practicum**

*Prerequisite: DNP 801, DNP 803, DNP 805 Corequisite: DNP 807A*

Introduction to practicum sites. With expert mentors, students negotiate practice goals, begin practice. In collaboration with mentors, students utilize EBP, QI knowledge to identify healthcare quality/safety question, begin research analysis, project development for DNP Capstone Project. This course provides 100 practicum hours. Grading is by S or U only.

### **DNP 809 Advanced Data Analytics I**

*Prerequisite: DNP 801, DNP 803, DNP 805*

Prepares the student to critically evaluate research findings and determine their applicability to advancement of nursing practice. Statistics used in healthcare research are explained from the perspective of research factors required by the statistic, research questions the statistic can answer, and interpretation of results.

### **DNP 811 Advanced Data Analytics II**

*Prerequisite: DNP 801, DNP 803, DNP 805, DNP 809*

Assists students to critically analyze research methodology and findings to determine if results sustain evidence-based guidelines. Advanced statistics used in healthcare research are discussed from the perspective

of the research factors required by the statistic, research questions the statistic can answer, and interpretation of results.

### **DNP 813 Healthcare Financial Mgmt**

*Prerequisite: DNP 801, DNP 803, DNP 805*

U.S. healthcare financial system impact on care access, costs, outcomes analyzed. Healthcare budgeting, fiscal reporting and evaluation, financial forecasting, risk and market analysis, and strategic planning covered.

### **DNP 815 Population Health**

*Prerequisite: DNP 801, DNP 803, DNP 805*

Integrates principles of epidemiology, biostatistics, health risk assessment, behavior and disease surveillance in: a) designing, delivering, evaluating disease prevention, health promotion programs; b) minimizing health impacts of natural, manmade disasters; c) identifying, addressing emerging communicable, non-communicable disease epidemics, pandemics. Population health impacts of migration, world travel, overpopulation, environmental degradation, bioterrorism, violence, war discussed. Strategies for collaboration in design, implementation of healthcare, emergency preparedness and policy systems covered.

### **DNP 817 Policy Analysis, Advocacy**

*Prerequisite: DNP 801, DNP 803, DNP 805*

Uses a socio-political perspective to explore health policy development, implementation and evaluation at national, state, and local levels. Students will be prepared to discuss the complexities of health policy development, analysis, implementation, and advocacy, including challenges and barriers. The DNP contribution to health policy and the use of evidence to inform policy will be discussed.

### **DNP 840A Informatics Practicum I**

*Prerequisite: DNP 801, DNP 803, DNP 805, DNP 807A, DNP 807B*

*Corequisite: Can be taken concurrently with all courses\* except the prerequisites or DNP 870.*

Students apply knowledge from DNP Core courses to improve healthcare quality and safety through evidence-based changes in nursing Informatics Practice. Students integrate informatics and DNP Core competencies to advance patient care quality through improved data, information, and knowledge designed to support nursing judgment and decision-making. This course provides 200 practicum hours. Grading is by S or U only.

### **DNP 840B Informatics Practicum II**

*Prerequisite: DNP 840A with a minimum grade of S. Corequisite: May be taken concurrently with DNP 813, 815 or 817\*.*

Continued practice experience with expert Informatics mentor. Continue to develop Informatics Specialist competencies, and complete learning contract goals. This course provides 200 practicum hours. Grading is by S or U only. This course is eligible for an In Progress (IP) grade.

### **DNP 842A Administration Practicum I**

*Prerequisite: DNP 801, DNP 803, DNP 805, DNP 807A, DNP 807B*

*Corequisite: Can be taken concurrently with all courses\* except the prerequisites or DNP 870.*

Students in the DNP Administration practicum apply knowledge from DNP Core courses to improve quality of patient care through evidence-based changes in healthcare Administration Practice. Students integrate prior practice and DNP Core knowledge and competences in healthcare facilities on projects that use best evidence to advance the quality of administrative practice and decision-making. This course provides 200 practicum hours. Grading is by S or U only.

### **DNP 842B Administration Practicum II**

*Prerequisite: DNP 842A with a minimum grade of S. Corequisite: May be taken concurrently with DNP 813, 815 or 817\*.*

Continued practice experience with expert Administration mentor.

Continue to develop Administration competencies, and complete learning contract goals. This course provides 200 practicum hours. Grading is by S or U only. This course is eligible for an In Progress (IP) grade.

### **DNP 870 Capstone**

*Prerequisite: All required theory and practica courses.*

Students demonstrate integration of advanced practice competencies through completion of a capstone project conducted in the student's practice focus area. The project requires the student to identify an opportunity for practice improvement, and to plan, implement, and evaluate a new practice, protocol, program, or system improvement in a clinical setting. This course provides 100 practicum hours. Grading is by S or U only. The course is eligible for an In Progress (IP) grade.

\*Students who wish to take this practicum course with a core theory course must submit an Accelerated Study Request. Please see Policies and Procedures section of the National University General Catalog for more information.

## **EDA – Educational Administration**

### **EDA 663 Community Leadership**

*Prerequisite: ISL 661, LED 604, ISL 662, EDA 623, EDA 624, EDA 618, ISL 660, LED 605, EDA 680*

Explores community leadership, outreach and partnerships through the lens of diversity and pluralism (of students, school personnel, the community, and society). Cultural competence is essential in working with diversity in present-day school environments. The course examines nonprofit models and community organizing that succeeds in supporting and enhancing schools and their surrounding communities.

## **MAT – Master of Arts in Teaching**

### **MAT 636 Teaching Algebra/Number Theory**

*Prerequisite: MAT 635*

Provides K-9 advanced study in teaching and learning algebra and number theory content. Presents effective strategies and models of instruction to improve pedagogy and assessment in mathematics classrooms.

### **MAT 637 Teaching Geometry/Measurement**

*Prerequisite: MAT 635, MAT 636*

Provides K-9 advanced study in teaching and learning geometry and measurement content. Presents effective strategies and models of instruction to improve pedagogy and assessment in mathematics classrooms.

### **MAT 638 Teaching Probability/Stats**

*Prerequisite: MAT 635, MAT 636, MAT 637*

Provides K-9 advanced study in teaching and learning probability and statistics content. Presents effective strategies and models of instruction to improve pedagogy and assessment in mathematics classrooms.

## **MTH – Mathematics**

### **MTH 610 Topics in Modern Algebra**

*Recommended Preparation: MTH 416, MTH 435, MTH 411*

Examines the algebra of various mathematical structures with the goal of gaining a broader and more sophisticated understanding of algebraic structures. Topics include groups, rings, fields and other main algebraic structures.

### **MTH 620 Number Systems**

*Prerequisite: MTH 610*

Provides students with a deeper understanding of algebraic foundations of the real number system and its generalizations, covers

the algebraic and topological properties of the real number system and several of its subfields and subrings.

### **MTH 630 Fundamentals of Geometry**

*Prerequisite: MTH 620 Recommended Preparation: MTH 417*

Considers areas of Euclidean and non-Euclidean geometries, axiomatic systems, synthetic and analytic representations, relationships with algebra, and selected topics and applications.

### **MTH 640 Real Analyses**

*Prerequisite: MTH 630, MTH 620*

Topics include real and complex number systems, elements of point-set topology of Euclidean space, numerical sequences and series, continuity and differentiability for functions of one and several variables. The Riemann-Stieltjes integral as a generalization of the Riemann integral, sequences and series of functions, and Fourier series will be studied as well.

### **MTH 650 Topics in Functional Analysis**

*Prerequisite: MTH 640*

A generalization of the main notions and concepts of analysis, geometry and algebra. Topics include operators (functions), metric and topological spaces, complete spaces, completion of metric spaces, contraction mapping principle, separable spaces, compactness of sets and criteria of compactness in a metric spaces, linear spaces and linear operators, linear normed spaces, finite spaces and subspaces, abstract Hilbert spaces, linear operators in linear normed spaces, space of linear operators.

### **MTH 660 Mathematical Statistics**

*Prerequisite: MTH 650 Recommended Preparation: MTH 438*

Theory and practices of statistical analysis and inference with emphasis on analyzing and solving real problems using statistics. Descriptive statistics, topics from probability, sampling distributions, estimation, hypotheses testing, regression, correlation, nonparametric techniques and analysis of variance, and computer programming incorporated throughout.

### **MTH 670 Mathematics Curriculum**

*Prerequisite: MTH 610, MTH 620, MTH 630, MTH 660*

Analyze secondary school mathematics curriculum development from a historical perspective and discuss past influences on current methodology. Distinguish current curriculum trends and design alternatives. Evaluate contemporary curriculum by assessing an existing text or program. Explores the current state and various facets of the changing mathematics curriculum, instruction, and assessment, looking at the national standards from the past and exploring directions and practical strategies for the future.

### **MTH 681 Research in Math and Math Ed I**

*Prerequisite: MTH 670*

The first course designated to the initial stage of the thesis development. The content of these courses will include an analysis of mathematics foundations of curricular materials and/or issues in mathematics education. Students will develop a proposal for thesis research in mathematics or mathematics education, incorporating fundamentals of research and possible practical implementation. Grading is by H, S, or U only.

### **MTH 682 Research in Math and Math Ed 2**

*Prerequisite: MTH 681*

A continuation of MTH 681 course. The content of these courses will include an analysis of mathematics foundations of curricular materials and/or issues in mathematics education. Within this course the students initiate and develop thesis research based on the approved in MTH 681 research proposal under guidance of thesis advisor. Grading is by H, S, or U only.

### **MTH 683 Research in Math and Math Ed 3**

*Prerequisite: MTH 682*

The last and final course from the series of MTH 681, 682, 683 Research in Mathematics Education project courses. Includes an analysis of mathematics foundations of curricular materials and/or issues in mathematics education. Within this course the students continue developing and finalize the thesis research under guidance of thesis advisor. Grading is by H, S, or U only. Course is eligible for an In Progress (IP) grade.

## **NSG – Nursing**

### **NSG 600 Advanced Practice Nursing**

This course explores the role of the Advanced Practice Nurse within a changing health care environment, focusing on role theory and role development related to advanced practice. Leadership skills are developed for independent practice and collaboration within multidisciplinary professional and organizational frameworks.

### **NSG 606 Health Policy & Finance**

Addresses the acquisition of knowledge and skills to promote health, help shape the health delivery system, and advance values through policy processes and advocacy. The intricacies of the organization and financing of healthcare delivery systems and the effect of health policies on healthcare delivery are the foci.

### **NSG 607 EBP for Advanced NSG Practice**

Exploration of types and quality of evidence used to support nursing practice. Study of research designs, measurement tools, and other methods for the safe application of evidence to development of improved care and care systems are emphasized. Identification of an evidence-based scholarly question pertinent to advanced practice nursing.

### **NSG 620 Theory in Advanced Practice**

This course develops critical thinking skills to support advancement of nursing knowledge through theory development, analysis, and application of advanced nursing practice in diverse settings. Students explore the philosophical and theoretical underpinnings of nursing practice and develop skill in analysis of nursing and related theories.

### **NSG 622 QI & Project Management**

Centers on identifying and developing the skills needed by leaders in today's healthcare arena. Students will employ the concept of leadership in the four key domains of advanced practice: clinical practice environments, the nursing profession, at the systems level, and in the health policy arena.

### **NSG 650 Clin Informatics Foundations**

*Recommended: Prior completion of All MSN Core courses.*

Applies health information systems and information technology to advanced practice nursing. Issues addressed include scope and standards of informatics nursing practice, electronic health records, data standards, interoperability, systems safety and security.

### **NSG 656 Systems Life Cycle**

Focus is on selecting and implementing clinical information systems beginning with feasibility studies, progressing through systems implementation using the structured systems analysis approach. Phases of the computer systems lifecycle are addressed including the importance of integrating evaluation throughout all phases. Budgeting, use of project management tools and strategies are discussed.

### **NSG 657 Clinical Database Systems**

Focus is on historical, theoretical, and application issues in the design and administration of clinical database management systems. Design techniques to support requirements are addressed with emphasis on understanding user views and translating them into data models,

development of data dictionaries, analysis of processing and storage resources.

### **NSG 658 Clinical Data Standards**

Standards of clinical and nursing data and information are explored as related to clinical systems design. Factors discussed include principles of interoperability, record preservation, security, confidentiality, and transportability of records. Terminology systems presented include SNOMED-CT, ICNP, NANDA, CCC. Students explore care delivery through nursing practice across multiple care settings.

### **NSG 660 Clinical Decision Support**

A variety of systems designed to support nursing decision-making are explored. Strengths and limitations of human decision-making strategies and the need for decision support are presented. Topics include data analysis, information retrieval systems, expert systems and artificial intelligence systems. Design of expert systems is described.

### **NSG 671 Leadership and Management**

*Prerequisite: Must have completed all MSN Core Courses.*

Critically examines leadership styles, strategies, and competencies required to lead in clinical care facilities. Emphasis is on ethical application of leadership and management skills, developing effective interdisciplinary work teams, and supporting collaboration in a patient-centric work environment. Students learn strategies for creating a work culture that supports safety and quality.

### **NSG 672 Clinical Personnel Admin**

Effective human resources management is essential to providing safe, high quality patient care. Effective recruitment, retention, and management policies and procedures are addressed to develop a well-educated nursing workforce. Benefits and challenges of attaining Magnet status are considered.

### **NSG 673 Fiscal Mgmt in Clin Operations**

*Prerequisite: NSG 672 with a minimum grade of B-.*

Focus is on the use of clinical facility budget as a tool for planning and control of operations with the goal of safe, thrifty, high quality patient care. Budgets of units, departments and special projects are considered as well as capital expenditures, zero-based budgeting, and variable budgeting.

### **NSG 674 Clinical Operations Mgmt**

*Prerequisite: NSG 673 with a minimum grade of B-.*

The concepts of human resource management, clinical operations, and quality improvement strategies in nursing are examined in relation to the daily operations of a healthcare system. Tools and techniques which facilitate sound nursing management across the continuum of care are emphasized. Safe, high quality care and risk management are considered.

### **NSG 692A Informatics Practicum I**

*Prerequisite: Prior completion of All MSN Core courses and Nursing Informatics courses with a minimum grade of B.*

Students experience the informatics nurse advanced practice role within a selected health care or vendor setting. The course is designed as a capstone experience which includes project implementation with appropriate research components for the project, and documenting the project and its progress. This is the first of two required practica. Grading is S/U only. Course is eligible for In Progress (IP).

### **NSG 692B Informatics Practicum II**

*Prerequisite: NSG 692A with a grade of S.*

Continuation of the experience begun in Practicum I, implementing the role of a Nurse Informaticist. The course is designed as a capstone experience which includes project completion, research, and final comprehensive paper. This is the second of the two required practica. Grading is S/U only. Course is eligible for In Progress (IP).

### **NSG 693A Admin Practicum I**

*Prerequisite: Prior completion of All MSN Core courses and Nursing Administration courses with a minimum grade of B.*

Students experience the nursing administration advanced practice role within a selected health care setting. Integration and application of the competencies required in the Nurse Administrator advanced practice role are the focus. This course is designed as a capstone experience which includes operationalizing the role with supervision of an expert preceptor. Also included are research activities appropriate for implementation of this role, and documentation of implementation of the role. This is the first of two required practica. Grading is S/U only. Course is eligible for In Progress (IP).

### **NSG 693B Admin Practicum II**

*Prerequisite: NSG 693A with a grade of S.*

Continuation of the experience begun in Practicum I, implementing a nursing administration role within a selected health care setting. This course is designed as a capstone experience which includes operationalizing the role with supervision of an expert preceptor. Also included are research activities appropriate for implementation of this role, and final comprehensive paper. Grading is S/U only. Course is eligible for In Progress (IP).

## **PGM – Professional Golf Management**

### **PGM 220 Adv Sem. Instr. Player Develop**

*Prerequisite: PGM 203*

An advanced seminar into the instruction and development of intermediate and advanced players. Player development theory: the application of player development principles in teaching, and the mental aspects of the game of golf will be discussed.

## **PMA – Property Management Associate**

### **PMA 200 Property Management Concepts**

Introduction to the concept of property management, covering the essential elements of contracts and lease negotiation, risk management, marketing, maintenance and compliance, and stakeholder relations.

### **PMA 210 Contracts & Lease Negotiations**

Overview of the management and administration of contracts made with property owners, tenants, vendors, and maintenance contractors. Negotiation skills and relevant compliance issues will be examined.

### **PMA 220 Risk Management**

Overview of the concept of risk from the owner's, property manager's, and stakeholder's points of view, emphasizing risk mitigation for litigation and insurance purposes.

### **PMA 230 Property Planning & Marketing**

Survey of the marketing and promotion of commercial and residential income property, including relevant revenue and cost calculations, market surveys, and capitalization rates.

### **PMA 240 Budgeting**

Explanation of the application of budgeting concepts to property management according to contractual parameters, dealing with revenue forecasts, and expense projections involved with the management of the property involved.

### **PMA 250 Property Maintenance**

Examination of the elements involved with the maintenance of property, including disciplines of preventive and scheduled maintenance, as well as administration of service contracts with subcontractors.

### **PMA 260 Safety/Environment Compliance**

Study of the rules and regulations applicable to residential and commercial apartment and commercial property management involving safety issues, and environmental concerns.

### **PMA 270 Property Management Software**

Exposure and training to property management software systems that provides familiarity with relevant software systems used in the industry.

## **PME – Advanced Project Management**

### **PME 602 Skills Management**

Focus on modern concepts and practical guidelines for leading people effectively and confidently towards challenging project and organizational objectives. The concepts behind dealing with diverse project teams, issues of delegation, empowerment, accountability, control, commitment, organizational linkages, alliances and intricacies of matrix management will be studied.

## **PSY – Psychology**

### **PSY 607 Ethics in Performance Psy**

Examination of the professional laws and ethics pertaining to the practice of counseling and psychotherapy, with an emphasis on the laws and ethics pertaining to therapy and consulting with individuals and groups in a wide variety of settings. The content of various relevant legal and ethical codes will be reviewed, and the similarities and differences in ethical practice between the contexts of psychotherapy and performance psychology consulting will be explored in depth.

### **PSY 615 Fieldwork**

*Prerequisite: Successful completion of all core requirements*

The fieldwork experience or internship provides practical application of performance psychology principles in a professional setting. A thesis consisting of the written report of an investigation or of a successful fieldwork project is required. This project must be initiated, executed, and reported by the student under the supervision of the faculty. The student must consult the lead faculty prior to beginning the fieldwork experience.

## **SPD – Special Education**

### **SPD 618 Law, Transition, & Collab**

This course offers a heightened awareness of working with other professionals and parents of special needs students. It is designed to insure that each candidate will recognize his/her role in the understanding and practice of the professional, legal, and ethical practices for instructing students with disabilities.

### **SPD 681A Nevada Student Teaching M/M**

*Prerequisite: SPD 604, SPD 608, SPD 614, SPD 618, SPD 622, SPD 628, SPD 630, SPD 632, SPD 636, SPD 674. Candidates must be enrolled in SPD 687A Clinical Practice Seminar concurrently with SPD 681A. Student teaching candidates must have successfully completed all coursework in the credential program (Co Requisite, Core and Advanced Specialization Courses) with an overall GPA of 3.0 or better.*

The student teaching experience requires candidates to be placed in a special education program that serves student with Mild/Moderate disabilities for 9 weeks or 40 days of full-day supervised teaching. Candidates are supervised/supported by a classroom teacher with a clear special education credential and by a certified University Supervisor. The course is graded satisfactory (S) or unsatisfactory (U).

### **SPD 681B Nevada Student Teaching M/M II**

*Prerequisite: SPD 681A, SPD 687A*

The student teaching experience requires candidates to be placed in a special education program that serves student with Mild/Moderate disabilities for 9 weeks or 40 days of full-day supervised teaching. Candidates are supervised/supported by a classroom teacher with a clear special education credential and by a certified University Supervisor. The course is graded satisfactory (S) or unsatisfactory (U).

### **SPD 687A Portfolio Clinical Seminar**

*Prerequisite: Candidates must be enrolled in SPD 687A Clinical Practice Seminar concurrently with SPD 681A*

SPD 687A is taken concurrently with Student Teaching (SPD 681A) to support the development of the Clinical Practice Portfolio submitted the last week of SPD 681B. During SPD 687A, candidates will focus on 10 INTASC Standards create or revise artifacts reflecting their knowledge and skills in each of the standards. These artifacts and reflections will be uploaded into their Professional Portfolio within the eCompanion Course. The completed Portfolio must be approved by the instructor in order to successfully pass this course. Grading is Honors (H), Satisfactory (S), Unsatisfactory (U).

## **SPN – Spanish**

### **SPN 320 Advanced Spanish Conversation**

*Prerequisite: SPN 201 or 3 semesters of college level Spanish language*

Focus on intensive oral practice obtained through the use of video programs, class discussions, and other interactive activities. Students will put into practice key elements of communication in standard spoken Spanish, with some focus on dialectal variations.





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