



**ACADEMIC INFORMATION FOR UNDERGRADUATE DEGREES**

**CAEL Portfolio**

In partnership with the Council on Adult and Experiential Learning (CAEL), National University has developed a portfolio-based system of demonstrating that a student has achieved the course outcomes for University undergraduate courses. Credit may apply towards both the lower division and upper division credit requirements of the University's undergraduate degree programs unless specified otherwise in policy or limited by the state or jurisdiction of a student's residence. In our Portfolio program, students demonstrate that what they already know is equivalent to what they would have learned in an equivalent college course. The program is designed to be as flexible as possible to meet students' needs. Students may have acquired this knowledge through past employment, independent reading and study, training programs or in-service courses, volunteer service, cultural or artistic pursuits, hobbies and recreational pastimes, community or religious activities, organizational memberships, adult education, non-credit courses, study abroad, military training not evaluated for credit by ACE, or other experiences. A portfolio enables students to identify and articulate this knowledge, and potentially earn credit for it. Students learn the process of identifying areas of course-equivalent learning and portfolio development skills through the PRLX2100X course offered through the Division of Extended Learning. The resulting portfolio is submitted for review by Subject Matter Experts for potential award of credit. For further information regarding the Portfolio program, please contact [extlearning@nu.edu](mailto:extlearning@nu.edu).

- BST 322 Intro to Biomedical Statistics
- COH 100 Personal Health
- COH 317 Public Health Nutrition
- COH 318 Drug Use and Abuse
- COH 319 Human Sexuality
- COH 150 Healthcare Terminology
- COH 310 Culture and Health
- COH 320 Chronic & Communicable Disease
- COH 317 Public Health Nutrition
- COH 318 Drug Use & Abuse
- COH 319 Human Sexuality
- COH 321 Health Behavior
- HSC 310 Issues and Trends in Healthcare
- HSC 330 Health Education & Promotion

**COLLEGE OF LETTERS AND SCIENCES  
UNDERGRADUATE DEGREE**

**ASSOCIATE OF ARTS**

**MAJOR IN CREATIVE WRITING**

*Faculty Advisor: Amina Cain; (310) 662-2165; [acain@nu.edu](mailto:acain@nu.edu)*

The AA with Major in Creative Writing is designed to help students develop their interests and talents as creative writers and to give them the skills to continue to improve their writing. Students will be introduced to three different genres and given the opportunity for more advanced study in two of them. The program will provide a sound foundation for further work or study in creative writing.

**Program Learning Outcomes**

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

- Recognize the basic conventions of contemporary fiction, poetry, and screenwriting
- Produce polished, completed works in two of the genres studied in the program (fiction, poetry, screenwriting)
- Analyze their own work critically and employ revision strategies to improve it
- Critique the writing of others and offer constructive suggestions for improving it in a collegial setting

**Degree Requirements**

To receive the Associate of Arts in Creative Writing, students must complete at least 90 quarter units, 31.5 of which must be taken in residence at National University. All students must complete a minimum 34.5 units of the Associate 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.

**Preparation for the Major**

(2 courses; 6 quarter units)

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

\* May be used to meet General Education requirements

**Requirements for the Major  
(9 courses; 40.5 quarter units)**

- LIT 100 Introduction to Literature**  
*Prerequisite: ENG 100 and ENG 101*
- ENG 240 Advanced Composition  
*Prerequisite: ENG 100 and ENG 101*
- ENG 201 Fiction Writing I  
*Prerequisite: ENG 101*
- ENG 202 Poetry Writing I  
*Prerequisite: ENG 101*

ENG 203 Screenwriting I  
*Prerequisite: ENG 101*

**Two (2)** of the following courses:

ENG 301 Fiction Writing II  
*Prerequisite: ENG 201*

ENG 302 Poetry Writing II  
*Prerequisite: ENG 202*

ENG 375 Nature Writing  
*Prerequisite: ENG 100 and ENG 101*

**Two (2)** of the following courses:

ART 100 Introduction to Art History  
*Prerequisite: ENG 100 and ENG 101*

ART 200 Visual Arts

BRO 210 History of Television  
*Prerequisite: ENG 100, ENG 101, and COM 100 or COM 103*

COM 100 Intro to Mass Communication

MUL 245 Principles of Web Design  
*Prerequisite: ENG 100, ENG 101, and COM 100 or COM 103*

MUL 255 Interactive Design  
*Prerequisite: ENG 100, ENG 101, and COM 100 or COM 103*

MUS 100 Fundamentals of Music

PHL 100 Introduction to Philosophy  
*Prerequisite: ENG 100 and ENG 101*

PSY 100 Introduction to Psychology

THR 200 Theater Arts

## GRADUATE DEGREE

### MASTER OF ARTS IN PERFORMANCE PSYCHOLOGY

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

The Master of Arts in Performance Psychology program focuses upon the intersection of performance psychology techniques, counseling, peak performance, and sport science. The coursework covers theory, research, and applied techniques across the fields of business, exercise physiology, the fine arts, military and combat psychology, and sport psychology. Coursework contributes to students' academic requirements for certification by the Association for Applied Sport Psychology (AASP), which is the premier sport, exercise and health psychology organization in North America offering sport psychology certification to its members.

By participating in practical and tailored hands-on learning experiences, graduates are able to apply their knowledge to settings including university and professional athletes, fine arts performance settings, corporate settings, children in school and community sports organizations, coaching, and teaching.

#### Program Learning Outcomes

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

- Analyze the means by which psychological factors influence performance.
- Analyze empirical and theoretical research related to the major.
- Apply theoretically sound performance enhancement assessments and techniques with individual performers and teams representing various competitive arenas.
- Integrate theoretical perspectives from counseling and sport psychology and related fields into performance settings.
- Apply counseling skills to working relationships with clients and athletes.
- Apply ethical principles in a professional and culturally appropriate manner.

#### Degree Requirements

To receive a Master of Arts in Performance Psychology degree, students must complete at least 67.5 quarter units. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and provided the units were not used in earning another advanced degree. Students should refer to the section on graduate admission procedures for specific information on admission and evaluation.

#### Core Requirements

(15 courses; 67.5 quarter units)

PSY 602 Sport/Performance Psychology

HUB 601A Organizational Behavior

HUB 641 Stages of Adult Development

PSY 637A Multicul Iss Perform Consult

PSY 603 Performance Psy Alt Population

PSY 614 Counseling in Performance Psy

PSY 613 Performance Consulting Skills  
*Prerequisite: PSY 602 and PSY 603*

HUB 650 Behavioral Research

HUB 642 Theories of Behavior Change

PSY 604 Performance Psy Corporate Pops

PSY 607 Ethics in Performance Psy

PSY 606 Motor Behavior

PSY 609 Psychopathology

PSY 639 Consulting Practice Dev.

PSY 615 Fieldwork

*Prerequisite: Successful completion of all core requirements*

## MINORS

### MINOR IN CREATIVE WRITING

*Faculty Advisor: Colin Dickey; (310) 662-2131; cdickey@nu.edu*

The Minor in Creative Writing is designed for students in other majors who wish to develop their creative writing skills.

#### Program Learning Outcomes

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

- Discuss the basic conventions of at least two different contemporary creative genres.
- Produce polished, completed works in those genres.
- Read their own work critically and employ revision strategies to improve it.
- Critique the writing of others and offer constructive suggestions for improving it in a collegial setting.
- Produce a significant project in one genre.

#### Preparation for the Minor

(2-3 courses; 9-13.5 quarter units)

LIT 100\* Introduction to Literature

*Prerequisite: ENG 100 and ENG 101*

Students will also need to take **one or more** of the following prerequisites for the Upper-Division requirements:

ENG 201\* Fiction Writing I

*Prerequisite: ENG 101*

ENG 202\* Poetry Writing I

*Prerequisite: ENG 101*

ENG 203\* Screenwriting I  
*Prerequisite: ENG 101*

\* May be used to meet General Education requirements

**Requirements for the Minor**  
(6 courses; 27 quarter units)

**Two (2)** of the following:

ENG 301 Fiction Writing II  
*Prerequisite: ENG 201*

ENG 302 Poetry Writing II  
*Prerequisite: ENG 202*

ENG 375 Nature Writing  
*Prerequisite: ENG 100 and ENG 101*

**One (1)** of the following:

LIT 401 Contemporary Fiction  
*Prerequisite: LIT 100 and ENG 240*

LIT 402 Contemporary Poetry  
*Prerequisite: ENG 240 and LIT 100*

**One (1)** of the following:

ENG 401 Fiction Workshop  
*Prerequisite: ENG 301*

ENG 402 Poetry Workshop  
*Prerequisite: ENG 302*

**Two (2)** of the following:

ART 315 Film as Art  
*Prerequisite: ENG 100 and ENG 101*

**or**

COM 360 Representation in the Media  
*Prerequisite: ENG 100 and ENG 101*

**or**

COM 385 Interactive Storytelling  
*Prerequisite: ENG 101*

**or**

Upper-Division ENG courses

**or**

Upper-Division JRN courses

**or**

Upper-Division LIT courses

## SCHOOL OF BUSINESS AND MANAGEMENT UNDERGRADUATE DEGREES

### ASSOCIATE OF SCIENCE

#### MAJOR IN BUSINESS

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

The Associate of Science in Business program is designed to prepare students for entry level management positions. The degree completion provides a transition path to a Bachelor of Business Administration (B.B.A.) degree. The curriculum includes courses in general business, accounting, economics, legal studies, management and marketing. With a goal to maximizing student success, the program is designed with two prerequisites as part of general education requirements: introductory business mathematics and internet literacy. Other courses may be taken in any sequence.

#### Program Learning Outcomes

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

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

#### Degree Requirements

To receive an Associate of Science in Business degree, students must complete at least 90 quarter units consisting of all courses as articulated below along with the required minimum 34.5 units of the Associate of Science General Education. In the absence of transfer credit, students may need to take additional general electives to satisfy total units for the degree. Refer to the section on undergraduate admission procedures for specific information regarding application and evaluation.

#### Prerequisites for the Major

(2 courses; 9 quarter units)

ILR 260\* Information Literacy

*Prerequisite: ENG 100 and ENG 101*

MNS 205\* Intro to Quantitative Methods

\* May be used to meet General Education requirements

#### Requirements for the Major

(8 courses; 36 quarter units)

#### Foundation Courses

BUS 100 Intro to Business

ACC 201 Financial Accounting Funds.

ACC 202 Managerial Accounting Funds.  
*Prerequisite: ACC 201*

ECO 100 Intro to Economics

#### Core Courses

LAW 304 Legal Aspects of Business I

MKT 200 Basic Marketing

FIN 310 Business Finance  
*Prerequisite: ACC 201*

MGT 309C Prin. of Mgmt & Organizations

## BACHELOR OF ARTS

### MAJOR IN MANAGEMENT

*Faculty Advisor: Richard Weaver; (858) 642-8490; rweaver@nu.edu*

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

**The Bachelor of Arts in Management/Master of Global Management (BAM/MGM) Transition Program** allows currently enrolled BAM students with a cumulative grade point average of at least a 3.0, who are within completing their last six courses, to register for two MGM courses as electives for their BAM degree. Students can take the following two courses: MGT 601M and IBU 606. The number of additional courses to complete to earn the MGM is reduced from 13 to 11 courses. To be eligible for the Transition Program, students must apply for the MGM and begin their program of study within six months after completing their final BAM course. Students must complete the 13-course MGM program (including the two courses in the Transition Program) within four years with no break exceeding 12 months. Students must complete graduate-level course work taken as part of the BAM degree with a grade of B or better. The course work will not transfer as graduate-level credit to National University or any other institution as it is part of an undergraduate degree program.

### Program Learning Outcomes

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

- Describe the basic functions of management and their practical implications on the operations of the organization.
- Analyze and evaluate management, leadership, and motivation theories.
- Identify organizational behavior, communications, and change theories and their practical implications.
- Explain the effect of international business environmental factors (legal, economic, and cultural) on the conduct of global business.
- Explain the principles and theories of ethical decision-making and their practical implications in the everyday conduct of business.

### Degree Requirements

To receive a Bachelor of Arts in Management, students must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University, 76.5 of which must be completed at the upper-division level, and a minimum 70.5 units of the University General Education requirements. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree. The following courses are specific degree requirements. Refer to the section of undergraduate admission procedures for specific information regarding admission and evaluation.

### Preparation for the Major

(2 courses; 9 quarter units)

ECO 203\* Principles of Microeconomics

ECO 204\* Principles of Macroeconomics

\* May be used to meet a General Education requirement

### Requirements for the Major

(11 courses; 49.5 quarter units)

LAW 304 Legal Aspects of Business I

BIM 400 Info Mgmt in Organizations

MGT 309C Prin. of Mgmt & Organizations

MGT 400 Ethics in Law, Business & Mgmt

MKT 302A Marketing Fundamentals

IBU 430 Survey of Global Business  
*Prerequisite: ECO 203 and ECO 204*

MGT 451 Production & Ops Management I

ODV 420 Intro to Organizational Behavior

LED 400 Introduction to Leadership

HRM 409B Survey in HRM & OD

MGT 442 Strategic Business Management

### Upper-Division Electives

(5 courses; 22.5 quarter units)

Students may choose to take any one of the concentrations listed below or appropriate elective courses to satisfy the total upper-division units for the degree in the following prefix areas: ACC, BKM, ECO, FIN, HRM, LAW, MGT, MKT, MNS, LED and ODV. Students planning to do an internship for academic credit must take BUS 491 as an elective.

### Concentrations Associated with Bachelor of Arts in Management

(Please see Catalog 80 for Concentration requirements.)

- Concentration in Alternative Dispute Resolution
- Concentration in Economics
- Concentration in Entrepreneurship
- Concentration in Human Resource Management
- Concentration in Marketing
- Concentration in Project Management

## BACHELOR OF BUSINESS ADMINISTRATION

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

The Bachelor of Business Administration (BBA) degree prepares students for career opportunities and advancement in business and industry. Successful completion of lower- and upper-division BBA requirements ensures that graduates comprehend the relationships among marketing, quantitative theory, accountancy, economic principles and financial, human and organizational management. The BBA gives students an opportunity to specialize in designated fields by pursuing concentrations and minors, or to choose an individualized set of general BBA electives.

### Bachelor of Business Administration/Master of Business Administration (BBA/MBA) Transition Program

Students must complete graduate-level coursework taken as part of the BBA degree with a grade of B or better. This coursework, which counts as electives, will not transfer as graduate-level credit to National University or any other institution as it is part of an undergraduate degree program. Grades earned in graduate level courses will be calculated as part of the student's undergraduate grade point average. Students must be within completing their last six courses in their undergraduate program and have a cumulative GPA of at least a 3.00 to be eligible. Lastly, students must apply for and begin the MBA program within six months after completing their final BBA course. Students must complete their MBA program within four years with no break exceeding 12 months.

Students in the BBA transition program may take up to three MBA classes as electives during the BBA. Students may choose from the following courses: MKT 602, MGT 605, ECO 607, IBU 606, MGT 608 and MNS 601.

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

### Program Learning Outcomes

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

- Apply ethical and legal principles to a business environment
- Demonstrate skills and knowledge in the areas of business math, economics, accounting, finance, and operations management needed to make sound business decisions

- Apply knowledge in the fields of management, information systems, and marketing to different business environments
- Apply the knowledge acquired in the program for the analysis of strengths, weaknesses, and potential improvements in a business
- Demonstrate written, presentation and research skills expected of a business-school graduate
- Develop a global business perspective based on the knowledge of foreign business environments and cultures

### Degree Requirements

To receive a BBA, students must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University, 76.5 of which must be completed at the upper-division level, and a minimum 70.5 units of the University General Education requirements. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree. The following courses are specific degree requirements. Refer to the section on undergraduate admission procedures for specific information regarding admission and evaluation. All students receiving an undergraduate degree in Nevada are required by State Law to complete a course in Nevada Constitution.

### Preparation for the Major

(6 courses; 27 quarter units)

MNS 205\* Intro to Quantitative Methods

ECO 203\* Principles of Microeconomics

ECO 204\* Principles of Macroeconomics

ACC 201 Financial Accounting Funds.

ACC 202 Managerial Accounting Funds.  
*Prerequisite: ACC 201*

LAW 304 Legal Aspects of Business I

\* May be used to meet General Education requirements

### 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

IBU 430 Survey of Global Business  
*Prerequisite: ECO 203 and ECO 204*

MGT 451 Production & Ops Management I

BUS 480 Capstone: Integrated Bus Policy  
*Prerequisite: Completion of at least 9 BBA preparation and Upper-Division core courses*

### Upper-Division Electives

(6 courses; 27 quarter units)

Students may choose to take one of the BBA Concentrations listed below and/or appropriate elective courses to satisfy the total units for the degree with the following prefixes: ACC, BIM, BUS, ECO, FIN, HRM, LAW, LED, MGT, MKT, ODV, or HUB.

### Recommended Electives

BUS 491 Internship Project  
*Prerequisite: 31.5 quarter units in business or business related courses and a 2.5 GPA*

FIN 446 International Financial Mgmt  
*Prerequisite: FIN 310*

FIN 440 Financial Institutions  
*Prerequisite: FIN 310*

HRM 409B Survey in HRM & OD

HRM 432 Recruit, Selection, Promo, Ret

HRM 439 Legal, Reg, & Labor Relation C

IBU 540 International Experience

LAW 305 Legal Aspects of Business II  
*Prerequisite: LAW 304*

MGT 422 Team Bldg, Interpers Dynamics

MKT 430 Intro to Global Marketing  
*Prerequisite: MKT 302A*

MKT 434 Intro to Market Research  
*Prerequisite: MKT 302A*

MKT 443 Introduction to Advertising  
*Prerequisite: MKT 302A*

### Concentrations Associated with Bachelor of Business Administration

(Please see Catalog 80 for Concentration requirements.)

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

## BACHELOR OF SCIENCE

### MAJOR IN ACCOUNTANCY

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

The major in Accountancy academically prepares students for a wide range of accounting-related careers, including public accounting, corporate accounting, internal audit, accounting in not-for-profit organizations, and job opportunities with state, local, and federal government agencies. The curriculum aligns with content specifications for various professional exams including CPA, CMA, and CIA. All students are advised to contact a full-time faculty member for a brief interview by phone or personal visit for the purpose of reviewing the student's career objectives.

### Bachelor of Science in Accountancy to Master of Business Administration (BS ACC/MBA) Transition Program

Students who are currently enrolled in the Bachelor of Science in Accountancy program, have at least a cumulative GPA of 3.0, and are within six courses of graduation may register for the BS ACC/MBA transition program. Students in the BS ACC/MBA transition program may take up to three MBA classes as electives during the BS ACC. Students can select any three graduate-level accounting courses for which required course prerequisites (if any) have been met, or may select from the following MBA core courses: IBU 606, ECO 607 and MGT 605. Students must complete graduate-level coursework taken as part of the BS ACC degree with a grade of B or better. This coursework, which counts as electives in the BS ACC, will not transfer as graduate-level credit to National University or any other institution as it is part of an undergraduate degree program. Grades earned in graduate level courses will be calculated as part of the student's undergraduate grade point average. Students must apply for and begin the MBA program within six months after completing their final BS ACC course. The number of courses required to earn a MBA degree for transition program students is reduced from 14 to as few as 11 courses, depending on classes selected and

grades earned. Students must complete their MBA program within four years with no break exceeding 12 months.

### Online Course Availability

All of the coursework in this program can be taken online. Most online courses offer one or two live voice/visual evening sessions per week, in which instructors orally explain important concepts, visually illustrate problem-solving techniques, and respond to student questions. These sessions are recorded so that students who are unable to attend at the scheduled time can play back the video recording at a convenient time.

### Program Learning Outcomes

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

- Utilize current technologies for presenting and analyzing accounting information.
- Demonstrate mastery of a common body of accounting knowledge.
- Develop ethical sensitivity to accounting scenarios.
- Employ effective communication of accounting information.
- Demonstrate awareness of International Financial Reporting Standards.
- Research issues to support critical assessment of accounting information.
- Operate effectively in group settings to enhance student learning.

### Degree Requirements

To receive a Bachelor of Science with a major in Accountancy, students must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University, 76.5 of which must be completed at the upper-division level, and a minimum 70.5 units of the University General Education requirements. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree. The following courses are specific degree requirements. Refer to the section of undergraduate admission requirements for specific information regarding admission and evaluation. All students receiving an undergraduate degree in Nevada are required by State Law to complete a course in Nevada Constitution.

### Preparation for the Major

(4 courses; 18 quarter units)

MNS 205\* Intro to Quantitative Methods

ECO 203\* Principles of Microeconomics

ECO 204\* Principles of Macroeconomics

ACC 201\*\* Financial Accounting Funds.

\* May be used to meet General Education requirements.

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

### Prerequisite for all Accounting Courses

Students must have completed ACC 201 or its equivalent with a minimum grade of "C" within two years of taking any of the following accounting courses, unless a grade of 75 or better is received on an appropriate challenge exam.

### Core Business Requirements

(5 courses; 22.5 quarter units)

LAW 304 Legal Aspects of Business I

BIM 400 Info Mgmt in Organizations

MGT 309C Prin. of Mgmt & Organizations

FIN 310 Business Finance  
*Prerequisite: ACC 201*

and

IBU 430 Survey of Global Business  
*Prerequisite: ECO 203 and ECO 204*

or

MKT 302A Marketing Fundamentals

or

MNS 407<sup>^</sup> Management Science  
*Prerequisite: MNS 205*

<sup>^</sup> Recommended for students considering the CPA or CMA designation.

### Core Accounting Requirements

(12 courses; 54 quarter units)

ACC 300 Applied Tech for Accountants  
*Prerequisite: ACC 201*

ACC 434 Government and Nonprofit Acct  
*Prerequisite: ACC 201*

ACC 433A Managerial Accounting I  
*Prerequisite: ACC 201*

ACC 433B Managerial Accounting II  
*Prerequisite: ACC 433A*

ACC 410A Intermediate Accounting I  
*Prerequisite: ACC 201*

ACC 410B Intermediate Accounting II  
*Prerequisite: ACC 410A*

ACC 410C Intermediate Accounting III  
*Prerequisite: ACC 410B*

ACC 431 Advanced Accounting  
*Prerequisite: ACC 410C*

ACC 432A Taxation-Individual  
*Prerequisite: ACC 431*

ACC 432B Taxation-Business  
*Prerequisite: ACC 432A*

ACC 435A Auditing I  
*Prerequisite: ACC 431*

ACC 435B Auditing II  
*Prerequisite: ACC 435A*

### Required Electives

(2 courses; 9 quarter units)

ACC 515 Accounting Ethics

ACCX 5500X Business Professional Development

As an alternative of the required electives, students may enroll in the Concentration in Accounting Professional Skills.

### CONCENTRATION IN ACCOUNTING PROFESSIONAL SKILLS

*Faculty Advisor: Sharon Lightner; (858) 642-8663; slightner@nu.edu*

This concentration is designed for students to obtain additional coursework and skills necessary for many professional opportunities in the field of accounting. For instance, to be a licensed CPA in the state of CA, students need 225 quarter units (150 semester units). Units may be obtained at the undergraduate or graduate level. The only units that are specified is 4.5 quarter units (3 semester units) of Accounting Ethics. The specialization introduces accounting ethics into our curriculum in addition to other courses that will assist students in preparing for professional exams. Interviewing for internships or jobs, networking, and obtaining data analytic skills.

## Program Learning Outcomes

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

- Identify key issues and recognize alternative viewpoints when presented with ethical problems and dilemmas
- Evaluate ethical decision processes between professional accountants and major stakeholders in various areas or professional accounting
- Enhance skills to effectively recruit and network within a professional accounting environment
- Demonstrate and apply accounting knowledge to real world situations or professional examination boards
- Manage, communicate and analyze information using advance technology skills

## Requirements for the Concentration

(4 courses; 18 quarter units)

ACC 515 Accounting Ethics

and

Choose **three (3)** of the following **five**:

- ACCX 5200X Professional Exam Review 1  
*Recommended: Should have completed approximately 72 quarter units of accounting and/or business.*
- ACCX 5250X Professional Exam Review 2  
*Prerequisite: ACCX 5200X*
- ACCX 5500X Business Professional Develop.
- ACC 555 Data Analytics
- ACC 591 Accounting Internship

## MAJOR IN FINANCIAL MANAGEMENT

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

The Major in Financial Management is designed to prepare students for positions in the field of corporate financial management and related areas. The program provides both practical and theoretical training in financial decision-making and the creation of wealth through the art and science of managing financial resources. Students also develop a broad perspective of the global economic and financial environment.

## Program Learning Outcomes

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

- Explain the financial objectives of an organization and apply quantitative, qualitative and problem-solving skills in order to achieve those objectives.
- Describe ethical, legal, and global issues that impact an organization's financial position.
- Discuss the theoretical and practical aspects of corporate finance.
- Explain the structure and operation of financial markets domestically and internationally.
- Demonstrate oral and written communication skills needed by financial managers.
- Examine the financial position of an organization and make financial decisions.

## Degree Requirements

To receive a Bachelor of Science with a major in Financial Management, students must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University, 76.5 of which must be completed at the upper-division level, and a minimum 70.5 units of the University General Education requirements. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree. The following courses are specific degree requirements. Refer to the section of undergraduate admission procedures for specific information regarding admission and evaluation.

## Preparation for the Major

(6 courses; 27 quarter units)

- ECO 203\* Principles of Microeconomics
- ECO 204\* Principles of Macroeconomics
- ACC 201 Financial Accounting Funds.
- ACC 202 Managerial Accounting Funds.  
*Prerequisite: ACC 201*
- MNS 205\* Intro to Quantitative Methods
- LAW 304 Legal Aspects of Business I

\* May be used to satisfy General Education requirements.

## Requirements for the Major

(16 courses; 72 quarter units)

### Core Business Requirements

(5 courses; 22.5 quarter units)

- MGT 309C Prin. of Mgmt & Organizations
- FIN 310 Business Finance  
*Prerequisite: ACC 201*
- MKT 302A Marketing Fundamentals
- ACC 410A Intermediate Accounting I  
*Prerequisite: ACC 201*
- ACC 410B Intermediate Accounting II  
*Prerequisite: ACC 410A*

### Core Finance Courses

(11 courses; 49.5 quarter units)

- FIN 440 Financial Institutions  
*Prerequisite: FIN 310*
- FIN 442 Investments  
*Prerequisite: FIN 310 and FIN 440*
- FIN 443 Working Capital Management  
*Prerequisite: FIN 310*
- FIN 444 Risk Management & Insurance  
*Prerequisite: FIN 310*
- FIN 446 International Financial Mgmt  
*Prerequisite: FIN 310*
- FIN 447 Financial Planning  
*Prerequisite: FIN 310 and FIN 442*
- FIN 449 Analysis of Financial Statements  
*Prerequisite: FIN 310*
- FIN 453 Finance and Banking  
*Prerequisite: FIN 310*
- FIN 454 Capital Structure & Financing  
*Prerequisite: FIN 310*
- FIN 455 Valuation of a Corporation  
*Prerequisite: FIN 310*
- FIN 456 Financial Project (Capstone)  
*Prerequisite: FIN 310, FIN 440, FIN 442, FIN 443, FIN 444, FIN 446, FIN 447, FIN 449, FIN 453, FIN 454 and FIN 455*

## GRADUATE DEGREES

### MASTER OF ACCOUNTANCY

Faculty Advisor: Russell Parkman; (858) 642-8462; rparkman@nu.edu

The Master of Accountancy (MAcc) academically prepares students for a wide range of accounting-related careers. Some examples include public accounting, corporate accounting, internal auditing, accounting in not-for-profit organizations, and accounting for state and local government agencies such as the Internal Revenue Service, Franchise Tax Board, Defense Contract Audit Agency, FBI, CIA and other agencies. The program is designed for students with little or no previous accounting background who have an undergraduate degree in any discipline, but it is not appropriate for students with an undergraduate degree in accounting. Course content is based largely on the published content specifications of the Uniform CPA Exam. Students who do well in this academic program may choose to invest several hundred hours of study in a recognized CPA Exam review course.

#### Program Learning Outcomes

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

- Integrate current information technologies to report and analyze financial information.
- Evaluate accounting information based upon mastery of a common body of accounting knowledge.
- Analyze ethical issues within the accounting profession.
- Effectively conduct and present accounting research.
- Critique international financial accounting standards as compared to Generally Accepted Accounting Principles (GAAP).
- Collaborate effectively as a team to enhance critical thinking.

#### Degree Requirements

To receive a Master of Accountancy, students must complete at least 63 quarter units of graduate work. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and provided the units were not used in earning another advanced degree. Students should refer to the section on graduate admission requirements for specific information regarding application and evaluation.

#### Core Requirements

(14 courses; 63 quarter units)

ACC 601M	Foundations of Financial Acc
ACC 657	Accounting Information Systems <i>Prerequisite: ACC 601M</i>
ACC 610M	Financial Accounting I <i>Prerequisite: ACC 601M</i>
ACC 611M	Financial Accounting II <i>Prerequisite: ACC 610M</i>
ACC 612M	Financial Accounting III <i>Prerequisite: ACC 611M</i>
ACC 615M	Advanced Financial Accounting <i>Prerequisite: ACC 612M</i>
ACC 620M	Taxation of Individuals <i>Prerequisite: ACC 615M</i>
ACC 621M	Taxation of Bus & Oth Entities <i>Prerequisite: ACC 620M</i>
ACC 630M	Cost Accounting <i>Prerequisite: ACC 601M</i>
ACC 631M	Advanced Managerial Accounting <i>Prerequisite: ACC 630M</i>

ACC 640M Acc for Gov't & NFP Entities  
*Prerequisite: ACC 601M*

ACC 650M Auditing Principles  
*Prerequisite: ACC 621M*

ACC 651M Auditing Procedures  
*Prerequisite: ACC 650M*

ACC 695M Cases in Accounting & Auditing  
*Prerequisite: Completion of prior core requirements*

### SPECIALIZATION IN ACCOUNTING PROFESSIONAL SKILLS

Faculty Advisor: Sharon Lightner; (858) 642-8663; slightner@nu.edu

This specialization is designed for students to obtain additional coursework and skills necessary for many professional opportunities in the field of accounting. For instance, to be a licensed CPA in the state of CA, students need 225 quarter units (150 semester units). Units may be obtained at the undergraduate or graduate level. The only units that are specified is 4.5 quarter units (3 semester units) of Accounting Ethics. The specialization introduces accounting ethics into our curriculum in addition to other courses that will assist students in preparing for professional exams. Interviewing for internships or jobs, networking, and obtaining data analytic skills.

#### Program Learning Outcomes

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

- Identify key issues and recognize alternative viewpoints when presented with ethical problems and dilemmas.
- Evaluate ethical decision processes between professional accountants and major stakeholders.
- Enhance skills to effectively recruit and network within a professional accounting environment.
- Demonstrate and apply accounting knowledge to real world situations or professional examination boards.
- Communicate and analyze information using advance technology skills.

#### Requirements for the Specialization

(4 courses; 18 quarter units)

ACC 515 Accounting Ethics

and

Choose **three (3)** of the following **five**:

ACCX 5200X Professional Exam Review 1  
*Recommended: Should have completed approximately 72 quarter units of accounting and/or business.*

ACCX 5250X Professional Exam Review 2  
*Prerequisite: ACCX 5200X*

ACCX 5500X Business Professional Develop.

ACC 555 Data Analytics

ACC 591 Accounting Internship

### MASTER OF BUSINESS ADMINISTRATION

Faculty Advisor: Ramon Corona; (858) 642-8427; rcorona@nu.edu

#### Current and Prospective International Students

Contact an advisor at isa@nu.edu or 1-800-NAT-UNIV

#### Current and Prospective Domestic Students

Contact an advisor at advisor@nu.edu or 1-800-NAT-UNIV

The mission of the Master of Business Administration (MBA) program is to prepare students for leadership positions in business and to provide them with the knowledge and skills needed to successfully manage organizations in an ever-



changing business environment. The MBA program imparts the conceptual understanding and application of problem-solving tools contained in basic business disciplines, including accounting, economics, data analysis, finance, management, leadership, and marketing. In addition, students are equipped with the skills needed for effective team-building, quantitative and qualitative decision-making, and creative problem-solving.

To ensure that MBA program meets the needs of today's leaders and managers, the program is dedicated to the following 5 themes:

#### 1. Relevance

The MBA program has been designed based on the demands in both domestic and global market place.

#### 2. Accessibility and Support

The MBA program is available to students in both online and onsite. Upon admission to the MBA program, students will be assigned to a faculty advisor to assist them throughout the program in making appropriate decisions about educational and career-related issues.

#### 3. Specialization

Students may design their degree as a general business program or may choose to specialize in a particular discipline.

#### 4. Application

The MBA program imparts the conceptual understanding and application of problem-solving tools contained in basic business disciplines. It also addresses the interests of the stakeholders of an enterprise and of the communities in which the enterprise is operating.

#### 5. Technology

In order to fulfill the learning outcomes, classes will integrate current technology in traditional onsite classes as well as in web-enhanced online classes.

### Contact the Faculty Advisor

All students are encouraged to contact an Admissions Advisor (see contact information listed below) for any information related to the MBA degree program and for the purpose of reviewing the student's career objectives and providing guidance regarding the courses and/or specialization to be selected. For specific information not addressed by the advisor, please contact the Lead Faculty for the MBA Program.

### MBA Transition Program

Students must complete graduate-level coursework taken as part of the undergraduate degree with a grade of B or better. This coursework, which counts as electives, will not transfer as graduate-level credit to National University or any other institution as it is part of an undergraduate degree program. Grades earned in graduate level courses will be calculated as part of the student's undergraduate grade point average. Students must be within completing their last six courses in their undergraduate program and have a cumulative GPA of at least a 3.00 to be eligible. Lastly, students must apply for and begin the MBA program within six months after completing their final undergraduate course. Students must complete their MBA program within four years with no break exceeding 12 months.

Students in the transition program may take up to three MBA classes as electives. Students in the BBA may choose from the following courses: MKT 602, MGT 605, ECO 607, IBU 606, MGT 608, MNS 601. Students in the BSAcc may choose from IBU 606, ECO 607 and MGT 605.

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

### Basic English and Math Skills

It is strongly recommended that students who are unsure about having adequate English writing or math skills take one or both one-hour Accuplacer tests to determine their level of competency. If below the minimum level needed to be comfortable and ensure success in the MBA program, students should seriously consider enrolling in appropriate writing skill courses. If a student has already taken the GRE or GMAT, a score of at least of 480 (verbal) and 570 (quantitative) on the GRE or a score of at least 550 on the GMAT indicates adequate proficiency.

### Program Learning Outcomes

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

- **Value Creation:** Evaluate the systems and processes used throughout an organization including the planning, decision-making, group dynamics, innovation, production, supply chain, operations, technologies, marketing and distribution, and management.
- **Leadership and Governance:** Demonstrate leadership ability and management skills within an environment of change to meet the objectives of the stakeholders of the organization.
- **Global Awareness & Citizenship:** Evaluate the forces in the global business environment, including social responsibility, sustainability, ethics, and the risk and opportunities associated with operating within a multi-cultural, business environment.
- **Quantitative Analysis:** Apply economic models, accounting principles, statistical techniques, and financial theories, analysis, and reporting in business decision-making.
- **Communication and Presentation:** Demonstrate effective business communication skills through written reports, presentations, and working in a collaborative, team setting.
- **Critical Thinking, Analysis and Problem Solving:** Design alternatives to solve business problems utilizing quantitative analysis, critical thinking, and sound ethical decision-making.
- **Strategic Planning:** Formulate strategies and policies utilizing environmental and resources assessment, and integrating various functions to achieve the mission and objectives of the organization.

### Degree Requirements

To receive an MBA degree, students must complete at least 63 quarter units of graduate credit. A total of 13.5 quarter units of equivalent graduate work may be granted if completed with a grade of "B" or better (3.0 GPA) at another regionally accredited institution as it applies to this degree and provided the units were not used in earning another advanced degree. Please refer to the section on graduate admission procedures for specific information regarding application, evaluation, and the course waiver process.

### Self-Paced Foundation Courses (Optional)

The following non-credit, self-paced, and self-study courses are offered online, free of charge to registered MBA students.

BUS 500A Intermediate Algebra (0 quarter units)

### Two-Week Foundation Courses (Required)

(2 courses; 4.5 quarter units—no graduate level credit granted)

The following two foundation courses are required for all MBA students, but may be waived if a score of 80 percent or above is achieved on a challenge exam. Rather than being self-study and self-paced, these courses are scheduled in normal fashion with qualified instructors. Each course is two weeks long: ACC 501 is offered in the first two weeks of an academic month and FIN 501 is offered in the second two weeks. The two courses are offered online and at certain onsite campus locations. Grading is "S" for Satisfactory, or "U" for Unsatisfactory. Although these courses are prerequisites for certain core courses and, do not provide academic credit, they have substantial content that is not covered in the related core courses and therefore must be successfully completed or waived by achieving a score of 80% on a challenge exam.

ACC 501\* Accounting Fundamentals (1.5 quarter units)

FIN 501 Finance Fundamentals (3 quarter units)

*Prerequisite: ACC 501 or ACC 201*

\* Students who have an undergraduate or graduate degree in accountancy are waived of ACC 501. Students who have recently taken a basic course in accounting such as ACC 201 or ACC601M should consider taking the challenge exam.

## Module I – Tools for Problem-Solving\* (Core Requirements)

(8 courses; 36 quarter units)

MGT 605	Organization Mgmt & Leadership
MKT 602	Marketing Management
MNS 601	Statistics for Business
IBU 606	Global Business
ACC 604***	Managerial Accounting <i>Prerequisite: ACC 501</i>
ECO 607**	Eco. for Managerial Decisions <i>Recommended: BUS 500A</i>
MGT 608	Managerial Support Systems
FIN 609A	Seminar in Financial Management <i>Prerequisite: FIN 310 or FIN 501</i>

\* Up to three of the eight Module I courses may be waived by a student who has taken an undergraduate course in a similar subject and can demonstrate sufficient knowledge retention by achieving a score of 84 percent or above on a graduate level challenge exam.

Students may then make up the quarter units needed to meet the 63 quarter units required for the degree by taking an additional graduate level course offered by the School of Business and Management. The fifth course of a five-course specialization would also provide the required quarter units.

\*\* It is strongly recommended that students take BUS 500A.

\*\*\* Students who successfully complete both ACC 630M and ACC 631M are waived of ACC 604 but must replace the quarter units by taking a graduate level course offered by the School of Business and Management. This course has a \$75 non-refundable technology fee.

## Module II – Application and Integration

(2 courses; 9 quarter units)

**Prerequisites:** All Module I courses must be completed before taking either of the Module II courses.

MGT 685C Business Strategy and Policy  
*Prerequisite: MGT 605, MGT 608, MKT 602, MNS 601, ECO 607, IBU 606, ACC 604 and FIN 609A*

MGT 695C Capstone  
*Prerequisite: MGT 605, MGT 608, MKT 602, ECO 607, MNS 601, ACC 604, FIN 609A and IBU 606*

## General Electives

(4 courses; 18 quarter units)

Students may select any graduate courses offered by the School of Business and Management, including BUS 691 Internship Project. As an alternative, students may enroll in an Area of Specialization (see below). Some of the specializations require five rather than four courses. The fifth course is the capstone for the area of specialization that can be used to replace MGT695C in the Module II. Also, if a student can successfully challenge one of the Module I courses (with approval of the Lead Faculty), the fifth specialization course can be used to replace the quarter units of the waived course.

LED 601	Ethics and Classic Theories
IBU 540	International Experience
MGT 625	Managerial Communication
MGT 652	Business Simulation
BIM 610	Strategic Decision Systems

## MBA SPECIALIZATION

### Requirements for Specialization

(4-7 courses; 18-31.5 quarter units)

In lieu of general electives, students can choose an Area of Specialization. In order to graduate with a specialization, students must complete all courses specified in the desired area in addition to all Module I and Module II requirements except the area of specializations that have capstone course. In that case students are required to take only MGT685C in the Module II.

### Specializations Associated with Master of Business Administration

(Please see Catalog 80 for Area of Specialization requirements.)

- Specialization in Financial Management
- Specialization in Human Resource Management
- Specialization in International Business
- Specialization in Integrated Marketing Communication
- Specialization in Management Accounting
- Specialization in Marketing
- Specialization in Mobile Marketing and Social Media
- Specialization in Organizational Leadership
- Specialization in Supply Chain Management

## SANFORD COLLEGE OF EDUCATION

### GRADUATE DEGREES

#### MASTER OF ARTS IN SPECIAL EDUCATION

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

The Master of Arts in Special Education (MASE) degree is designed for teachers already licensed with a preliminary or clear credential in special or general education and/or for professionals who want to broaden their intellectual and professional understanding of the role of special education within the PK to 22 setting. More and more, there is a demand for educators and professionals with a current understanding of the characteristics and needs of individuals with disabilities. In this rigorous program, candidates will expand their knowledge by developing, analyzing, and evaluating innovative and ethical practices in special education; and sustaining their commitment as educational practitioners and leaders in the field of education. The program will be offered in three modalities (online, onsite, and hybrid) and will be accessible for candidates at a national and global level.

#### Program Learning Outcomes

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

- Analyze the process for creating a shared vision and philosophy of establishing effective teaching and learning of students with disabilities at a school-wide level.
- Evaluate the role of special education practitioners and leaders in different contexts of education, in terms of implementing the vital elements of special education.
- Evaluate the appropriateness of various research methodologies in relation to a given topic related to Special Education.
- Analyze the ongoing process of establishing a collaborative and inclusive setting, for students with disabilities, to access a Free and Appropriate Public Education (FAPE).
- Evaluate the implications of Special Education law and procedures before applying them in different contexts of educational practices.
- Analyze the requirements of the roles of Special Education practitioners for providing access to curriculum, accommodations and modifications, by utilizing technology, including augmentative and assistive technology, and principles of Universal Design for Learning.

#### Degree Requirements

To receive a Master of Arts in Special Education, candidates must complete a minimum 45 quarter units of graduate work. A total of 4.5 quarter units of graduate credit may be granted for equivalent graduate work, as it applies to this degree, and if the units were not used in earning another degree.

#### Requirements for the Degree

(10 courses; 45 quarter units)

#### Core Requirements

(5 courses; 22.5 quarter units)

- SPD 650 Research in SPD: Design
- SPD 651 Ed Hist Perspt, Iss Trends SPD  
*Prerequisite: SPD 650*
- SPD 652 21 Century SPD Prac. & Systems  
*Prerequisite: SPD 651*
- SPD 653 Assist Tech & Practices in SPD  
*Prerequisite: SPD 652 and SPD 651*
- SPD 654 SPD Law & Leadership Practice  
*Prerequisite: SPD 651, SPD 652, and SPD 653*

#### Research Requirements

(1 course; 4.5 quarter units)

**Prerequisites:** Students must complete all core and Specialization courses prior to beginning research.

SPD 699 Research in SPD Capstone

*Prerequisite: SPD 651, SPD 652, SPD 653 and SPD 654*

#### Candidates Must Choose One of the Following Specializations:

(Please see Catalog 80 for Area of Specialization requirements.)

- Specialization in Autism
- Specialization in Early Childhood Special Education
- Specialization in Language and Academic Development
- Specialization in Mild/Moderate
- Specialization in Moderate/Severe

#### MASTER OF SCIENCE IN APPLIED SCHOOL LEADERSHIP WITH PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL OPTION (IN PARTNERSHIP WITH PARTICIPATING COUNTY OFFICES OF EDUCATION)

Faculty Advisor: Glenn Sewell; (209) 475-1442; gsewell@nu.edu

This program is designed for students who are committed to improving education and who are interested in advancing their careers by becoming school site or district administrators. This program is offered in collaboration with County Offices of Education--"Leaders in Educational Administration Program" (L.E.A.P), which is comprised of six courses leading to the Preliminary Administrative Services Credential. Students accepted into the program receive full National University graduate credit for the six County Education Office Tier I courses. In addition, students are required to enroll in two additional National University Tier I core courses, not including EDA 600 (Applications in Leadership). The EDA 600 National University requirement is met through the completion of 75 hours of on-site administrative fieldwork embedded in the six County Office of Education courses. Students must also take an additional four required National University Master of Science in Educational Administration courses for the completion of the Masters of Science in Applied Leadership Degree.

For additional information on credential requirements, please see the Sanford College of Education Credential Information section of the catalog.

#### Program Learning Outcomes

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

- Develop a personal vision of education that includes reflection with colleagues and school stakeholders.
- Implement a shared vision that places student and adult learning at the center of instructional leadership.
- Establish high expectations and standards for the academic and social development of all students and adult stakeholders.
- Devise effective communication systems that support the implementation of the vision of the school community and the infusion of the vision in the instructional program.
- Create consensus among the diverse constituencies in the school and community.
- Critically analyze a topic related to educational leadership through the lens of a researcher.

#### Degree Requirements

(10 courses; 45 quarter units)

To receive a Master of Science in Applied School Leadership in partnership with County Offices of Education, students must complete at least 45 quarter units of graduate work. A total of 4.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and if the units were not used in earning another advanced degree.

## Core Requirements

(8 courses; 36 quarter units)

EDA 631 (**), *	Shared Vision of Learning
EDA 632 (**), *	Teaching and Learning Culture
EDA 633 (**), *	Mgmt for Teaching/Learning
EDA 634 (**), *	Diverse Families/Communities
EDA 635 (**), *	Personal Ethics for Leadership
EDA 636 (**), *	Political and Social Influence
ILD 625	Educational Research
EDA 637	Action Research
	<i>Prerequisite: ILD 625</i>

(\*\*) SCCOE Courses

\* Required for Preliminary Administrative Services Certificate/Credential

Plus choose **two (2)** additional core courses from the following list:

EDA 652	Visionary Leadership
EDA 653	Curriculum Leadership
EDA 654	Instructional Leadership
EDA 655	School Improvement Leadership
EDA 656	Professional Growth Leadership
EDA 657	Org/Systems Leadership
EDA 658	Community Leadership

Fieldwork is required and the requirement is met through the completion of 75 hours of supervised on-site administrative fieldwork embedded in the six SCCOE courses).

## MASTER OF SCIENCE IN EDUCATIONAL COUNSELING WITH PPSC CREDENTIAL OPTION

*Faculty Advisor: Sonia Rodriguez; (858) 642-8385; srodriguez2@nu.edu*

The Department of School Counseling and School Psychology offers a graduate degree leading to the Master of Science in Educational Counseling and a recommendation for a Pupil Personnel School Counseling Credential (PPSC). This program is aligned with national standards and prepares candidates for the position of school counselor. Graduates of this program generally seek employment as school counselors in P-12 schools and employment in a institution of higher education.

Candidates enrolled in the degree and/or credential program are not awarded the master's degree until they have successfully completed all coursework, the action research project and the PRAXIS exam. All coursework must be completed prior to the PPSC credential recommendation. Course equivalence will not be granted for life experiences.

For additional information on credential requirements, please see the Sanford College of Education Credential Information section of the catalog.

### Program Learning Outcomes

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

- Distinguish among major developmental theories (personality, social, physical, emotional, and cognitive development) and chronological stages of life-long human development and the impact of these stages on school behavior and learning.
- Differentiate relevant social and diversity concerns and crises of individuals and groups of students.
- Implement comprehensive guidance programs based on relevant data that has been developed and implemented by the student.
- Implement individual counseling skills and techniques to help students cope with personal and interpersonal problems appreciating the diversity of each student.

- Implement group counseling skills and techniques to help students cope with personal and interpersonal problems appreciating the diversity of each student.
- Integrate positive consultative and collaborative skills and techniques in communication with school staff, parents, and community agencies in order to support candidate academic, career, and personal/social success.
- Evaluate legal mandates affecting education and school counseling and apply appropriate legal and ethical standards and practices to specific counseling situations.
- Advocate academic success for all preK-16 students by employing appropriate standardized and non-standardized group and individual educational and psychological assessment data and data driven educational decisions/interventions.
- Integrate computer technology relevant to the tasks and role of a school counselor.
- Construct curriculum for diverse classrooms and classroom interventions strategies based on learning theory.
- Perform as professional school counselors and professional leaders reflecting the history and trends of the profession to enhance the field of school counseling.
- Propose career based programs and interventions based on career development theories, and the impact of career development on school behavior and learning.
- Interpret findings of social science research, developed and implemented by the student, to professional practice.

## Degree Requirements

(19 courses; 81 quarter units)

To receive a Master of Science in Educational Counseling, students must complete at least 81 quarter units of graduate work. Credentialed teachers may waive the CED605 course, but they will be required to supplement the 4.5 quarter units with an alternative PED or EDA course. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and if the units were not used in earning another advanced degree and provided the coursework was completed within the past 7 years. Course equivalence cannot be granted for life experience.

### Core Requirements

(14 courses; 63 quarter units)

CED 607	School Counseling Orientation
CED 600	Applied Child/Adol Development
CED 602	Societal Issues in the Schools
	<i>Prerequisite: CED 607</i>
CED 605	Instructional Design
CED 606	Development and Evaluation
	<i>Prerequisite: CED 607</i>
CED 610	Adv Coun Theories & Methods
	<i>Prerequisite: CED 600 or PED 667</i>
CED 603	Multicultural Counseling
	<i>Prerequisite: CED 610</i>
CED 611	Group Counseling
	<i>Prerequisite: CED 610</i>
CED 601	Consultation in the Schools
	<i>Prerequisite: CED 610</i>
CED 612	Career & Academic Counseling
CED 613	Assessment for Ed Counselors
	<i>Prerequisite: CED 607 and Advancement to Candidacy</i>
CED 614	Legal and Ethical Practices
	<i>Prerequisite: CED 607</i>

- ILD 625 Educational Research  
 CED 637 School Counseling Research  
*Prerequisite: ILD 625*

Candidates are required to complete 100 hours of practicum prior to starting internship. These hours will be completed throughout CED coursework.

### INTERNSHIP REQUIREMENTS FOR MASTERS DEGREE WITH PPSC CREDENTIAL STUDENTS

(5 courses; 18 quarter units)

A minimum of 600 clock hours is required. The candidate will draft a plan with the Site Supervisor and University Supervisor, meet weekly with Site Supervisor for supervision, keep weekly logs of each 200 hours of internship, and submit logs to University Supervisor. No more than two sites at one time with no more than two Site Supervisors at one time. Includes two levels.

- CED 620 Internship Seminar (3 quarter units)  
*Prerequisite: Students must have completed ten (10) courses, and must be enrolled in their internship and have permission of the faculty advisor*  
*Corequisite: CED 631*

- CED 631 School Counseling Practicum (1.5 quarter units)  
*Corequisite: CED 620*

- CED 616 School Counseling Intern. I  
*Prerequisite: A record of a passing score on the Basic Skills Requirement (CBEST), completion of all program prerequisites, completion of ten (10) courses, 100 hours of practicum, have permission of faculty advisor and approval of internship site by Placement Specialist*

- CED 617 School Counseling Intern. II  
*Prerequisite: A record of a passing score on the Basic Skills Requirement (CBEST), completion of all program prerequisites, completion of ten (10) courses, 100 hours of practicum, have permission of faculty advisor and approval of internship site by Placement Specialist*

- CED 618 School Counseling Intern. III  
*Prerequisite: A record of a passing score on the Basic Skills Requirement (CBEST), completion of all program prerequisites, completion of ten (10) courses, 100 hours of practicum, have permission of faculty advisor and approval of internship site by Placement Specialist*

Candidates are expected to complete their internship either on a full time basis of 3 to 4 months (40 hours per week) or part time basis of a minimum of 8 hours per week.

### INTERNSHIP REQUIREMENTS FOR MASTER'S DEGREE ONLY STUDENTS

(5 courses; 18 quarter units)

For candidates that are only pursuing the MS degree in Educational Counseling (without the PPSC credential).

- CED 620 Internship Seminar (3 quarter units)  
*Prerequisite: Students must have completed ten (10) courses, and must be enrolled in their internship and have permission of the faculty advisor*  
*Corequisite: CED 631*

- CED 631 School Counseling Practicum (1.5 quarter units)  
*Corequisite: CED 620*

- CED 619 Couns Practicum Comm College  
*Prerequisite: Completion of all program prerequisites, completion of ten (10) courses, 100 hours of practicum, have permission of faculty advisor and approval of internship site by Placement Specialist*

or

- CED 616 School Counseling Intern. I  
*Prerequisite: A record of a passing score on the Basic Skills Requirement (CBEST), completion of all program prerequisites, completion of ten (10) courses, 100 hours of practicum, have permission of faculty advisor and approval of internship site by Placement Specialist.*

**Plus select two courses from the following list (other electives may be chosen in consultation with the Faculty Advisor by special permission):**

- TED 605 The Diverse Classroom  
 EDT 660 Multimedia & Interactive Tech.  
 EDA 656 Professional Growth Leadership  
 EDA 652 Visionary Leadership  
 EDA 640 Introduction to H.E. Admin.  
 EDA 648 Student Svcs & Enrollment Mgt  
 EDA 647 Curriculum & Instruction in HE  
*Prerequisite: EDA 640*

Candidates are expected to complete their internship either on a full-time basis or part time basis of a minimum of 8 hours per week.

### MASTER OF SCIENCE IN SCHOOL PSYCHOLOGY WITH PPSP CREDENTIAL

*Faculty Advisor: Tricia Crosby-Cooper; (714) 429-5129; tcrosbycooper@nu.edu*

The Department of Pupil Personnel Services-School Psychology offers a graduate degree leading to the Master of Science in School Psychology and a recommendation for a Pupil Personnel School Psychology credential (PPSP). Candidates enrolled in the degree and credential program are not awarded the master's degree until they have completed all coursework including practicum and internship and successful completion of the PRAXIS exam. Course equivalence cannot be granted for life experiences.

This program is aligned with California Commission for Teacher Credentialing (CCTC) standards and prepares candidates in California for the position of school psychologist. Graduates of this program generally seek employment as a school psychologist in Pk-12 school districts and must hold a PPSP credential for public school employment.

Students taking courses online are advised that there is a program requirement for students to meet onsite for 16 Saturdays to engage in experiential, hands-on training for the 4 assessment courses: PED 671-674. No make-up sessions will be available for the Saturday sessions; students absent from a session may be significantly delayed from completing the program. Onsite campuses for these four courses include Los Angeles, Costa Mesa, Rancho Cordova, San Diego, Fresno, and Bakersfield.

#### Program Advisement

All PPSP candidates will be assigned a faculty advisor. Candidates will meet with a faculty advisor for evaluation of prior coursework to meet program prerequisites. All candidates are expected to communicate with their assigned faculty advisor at the following times: (1) upon admission into the program, (2) after 5 classes, (3) before starting their practicum and internship, (4) at the exit of the program.

Candidates who receive a grade lower than a "B" in two or more courses may be evaluated by the faculty and may be required to repeat the course(s) at their own expense before being allowed to continue in the program.

For additional information on credential requirements, please see the Sanford College of Education Credential Information section of the catalog.

#### Program Learning Outcomes

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

- Analyze consultative/collaborative relationships with school staff, parents, and community agencies in support of student success.
- Evaluate various methods of assessment in order to make data-based decisions.

- Analyze how systemic school approaches can affect student outcomes.
- Examine societal influences on academic and social behavior.
- Appraise principles related to prevention in the context of their ability to improve services provided to students.
- Examine strategies related to family systems that support student success.
- Evaluate strategies that mitigate individual differences, abilities, disabilities, and other diverse characteristics in order to enhance services for students.
- Compare and contrast current research methodologies used in school psychology and related fields.
- Conduct research using relevant design, statistics, measurements, data analysis, and program evaluation methods to improve student outcomes.
- Interpret the ethical, legal, and professional standards necessary to engage in sound decision making.
- Design a crisis intervention plan that includes responses that address both individual and school-wide emergency concerns.

### Degree Requirements

To receive a Master of Science in School Psychology, students must complete at least 90.0 quarter units of graduate work. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and if the units were not used in earning another advanced degree. Students are not awarded the master's degree until they have completed all graduate and credential coursework, including internship and research (PED 637). Course equivalence cannot be granted for life experience. Students must complete all coursework with a GPA of 3.0 or better within seven years. Any courses taken more than seven years ago must be repeated.

### Core Requirements

(20 courses; 90 quarter units)

Candidates are required to complete ALL 450 hours of practicum prior to starting their internship. Candidates must complete the practicum experience under the supervision of a credentialed and experienced (three years) school psychologist.

- PED 603 School Psychology Orientation
- PED 680 Roles, Issues and Ethics  
*Prerequisite: PED 603*
- PED 665 Test and Measurements  
*Prerequisite: PED 603*
- PED 667 Developmental Psychopathology  
*Prerequisite: PED 603*
- CED 610 Adv Coun Theories & Methods  
*Prerequisite: CED 600 or PED 667*
- CED 601 Consultation in the Schools  
*Prerequisite: CED 610*
- PED 662 Leadership in School Psych  
*Prerequisite: PED 603 with a minimum grade of B*
- PED 671 Cognitive Assessment  
*Prerequisite: PED 665 and PED 680*
- PED 672 Psycho-Academic Assessment  
*Prerequisite: PED 671 with a minimum grade of B*
- PED 663 Curriculum Interventions  
*Prerequisite: PED 603 with a minimum grade of B*
- PED 673 Social/Emotional Assessment  
*Prerequisite: PED 672 with a minimum grade of B*
- PED 664 Crisis Response & Intervention  
*Prerequisite: PED 603 with a minimum grade of B*
- PED 676 Applied Behavior Analysis

- PED 674 Special Populations Assessment  
*Prerequisite: PED 673 with a minimum grade of B*
- PED 678 Practicum in School Psychology  
*Prerequisite: Students must have completed all PED and CED core courses. The practicum course (PED 678) begins the application process of the program that is built on the foundation of the core courses in the program. Students are expected to have knowledge from the core courses prior to starting their practicum experience. Exceptions to the core courses are: PED 685, 625, 637, 689 and 690. These courses must be completed after the successful completion of the practicum course (PED 678).*
- PED 625 Research Methods in Education  
*Prerequisite: PED 665 with a minimum grade of B*
- PED 637 School Psychology Research  
*Prerequisite: PED 625*
- PED 685 Internship Seminar  
*Prerequisite: Students must have completed all program core requirements (except PED 625 and PED 637), 450 hours of practicum, eligible to be enrolled in the internship and have permission of the faculty advisor.*
- PED 689 School Psych Internship I  
*Prerequisite: Students must have completed all program coursework, must be enrolled in their internship and have permission of the faculty advisor*
- PED 690 School Psychology Intern II  
*Prerequisite: Students must have completed all program coursework, must be enrolled in their internship and have permission of the faculty advisor*

## CREDENTIALS

### CLEAR EDUCATION SPECIALIST TEACHING CREDENTIAL

*Faculty Advisor: Nanette Fritschmann; (714) 429-5178; nfritschmann@nu.edu*

The Clear Education Specialist Teaching Credential Program is designed for educators who hold a Preliminary Education Specialist credential in M/M (Mild/Moderate), M/S (Moderate Severe). The program is a continuation of professional development for Education Specialist teachers who wish to clear their Preliminary credential.

The program consists of four courses, one of which is an elective selected by the participating teacher. Participating teachers will develop an Individual Induction Plan (IIP) focused on the California Standards for the Teaching Profession (CSTP) and receive support from a district support provider. Teachers interested in completing the Clear Education Specialist program must be employed as a special education teacher while participating in the program.

#### Program Learning Outcomes

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

- Demonstrate use of a variety of advanced evidence-based instructional strategies to engage and support all students.
- Develop and maintain effective equitable and inclusive learning environments appropriate for the support for all students.
- Demonstrate knowledge and organization of subject matter, academic content standards and curriculum frameworks to ensure all students understanding.
- Plan and develop instructional goals, adapt instructional plans and materials to meet the assessed learning needs of all students.
- Use assessment data to develop and monitor goals, plan, differentiate and modify instruction for all students.
- Reflect on your teaching practice with DSP, using current evidence based research, legal issues, collaboration with families and other professionals in the context of current teaching assignment.

#### Credential Requirements

(4 courses; 18 quarter units)

Candidates must possess a valid preliminary credential in M/M or M/S and be currently employed in special education. The program consists of 3 program courses and one elective course selected from an approved list of specialization courses.

The program includes 3 program specific courses and one elective.

SPD 660 Clear Orientation Seminar

*Prerequisite: California Preliminary Education Specialist Credential (DHH, M/M, or M/S) and a full-time teaching position in special education in a P-12 school or a pre-approved long term contracted substitute position*

SPD 661 Special Topics MM MS

*Prerequisite: SPD 660*

SPD 664 Clear Capstone

*Prerequisite: SPD 660 and SPD 661 and the elective course must be completed prior to registering for SPD 664 Clear Capstone. A 3.0 grade point average is required to complete the program*

and

**Level I candidates wishing to Clear their credential MUST take EXC 657 Community Resources and Transition in addition to one Elective from the list below.**

EXC 657 Comm. Resources & Transition

**Program participants selects one course from the following electives depending on their teaching assignment or as specified in their IIP and approved by the site support provider and university supervisor.**

SPD 642 Academic Instruction M/S

or

SPD 632 Charac/Instr Stds w/ M/M Disab

or

SPD 672 Intro to ECSE

*Prerequisite: SPD 672 Individuals who hold a preliminary, Level I, professional clear, clear, Level II, or life special education teaching credential may take this course.*

or

EXC 658 Adv. Spc. Mild/Moderate

or

EXC 659 Adv. Spc. Moderate/Severe

**For participating teachers interested in information on special populations and educational research choose from the following elective courses:**

EXC 621 Intro Students w/Autism Spect

or

SPD 630 Tech for Teaching & Learning

or

SPD 695 Understanding Edu. Research

### PUPIL PERSONNEL SERVICES CREDENTIAL SCHOOL COUNSELING (PPSC)

*Faculty Advisor: Sonia Rodriguez; (858) 642-8385; srodriguez2@nu.edu*

This credential authorizes the holder to serve as an educational counselor in a school setting at any grade level P-12. This credential is valid for a maximum of five years. Candidate should see "Admissions to Credential Programs" for specific admission information.

Candidates who have completed an appropriate master's degree in Counseling, Psychology, Social Work, or Education from National University or another regionally-accredited institution can work toward a Pupil Personnel Services Credential with a School Counseling Specialization (PPSC) (i.e. without receiving another master's degree). To meet state-required competencies for the credential, candidates must complete either the entire Master of Science in Educational Counseling or the prerequisites and requirements for the MS in Educational Counseling not already met in previous graduate coursework. Course equivalence cannot be granted for life experiences.

This program is aligned with national standards and prepares candidates for the position of school counselor. Graduates of this program generally seek employment as school counselors in P-12 school districts and must hold a PPSC credential for public school employment or employment in a community college.

Candidates enrolled in the credential program are not awarded the master's degree until they have completed all coursework and have successfully completed the PRAXIS exam. All coursework must be completed prior to the PPSC credential recommendation. Course equivalence cannot be granted for life experiences.

It is strongly recommended, but not required, that applicants have one year of related professional experience working with school age children, preferably in a public school setting.

For additional information on credential requirements, please see the Sanford College of Education Credential Information section of the catalog.

#### Program Advisement

All PPSC candidates will be assigned a faculty advisor. Candidates will meet with a faculty advisor for evaluation of prior coursework to meet program prerequisites. Only CED 607 and prerequisites can be taken prior to admission.

All candidates are expected to meet with their assigned faculty advisor at the following times: (1) upon admission into the program, (2) after five classes, (3) before starting their clinical practice, and (4) at the completion of internship hours.

Candidates are expected to complete their internship either on a full or part time basis.

### Exit Requirements

In order to receive a PPSC credential, candidates must complete all courses and internship within seven years and fulfill the following requirements:

Successful completion of all coursework, portfolio, practicum and internship. Successful completion of the ETS National Praxis: The Professional School Counselor (#0421 or #5421) examination in Professional School Counseling (passage score is 146 out of 200). Submit written evaluations of performance in internship experiences by Site Supervisor to University Supervisor. Complete Program Evaluation Form-School Counseling. Schedule an exit appointment with credential program specialist for final clearance and credential documents. Have a zero account balance.

### Program Learning Outcomes

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

- Distinguish among major developmental theories (personality, social, physical, emotional, and cognitive development) and chronological stages of life-long human development and the impact of these stages on school behavior and learning.
- Appraise and address relevant social and diversity concerns and crises of individuals and groups of students.
- Develop and evaluate comprehensive guidance programs based on relevant data.
- Implement individual counseling skills and techniques to help students cope with personal and interpersonal problems appreciating the diversity of each student.
- Implement group counseling skills and techniques to help students cope with personal and interpersonal problems appreciating the diversity of each student.
- Integrate positive consultative and collaborative skills and techniques in communication with school staff, parents, and community agencies in order to support candidate academic, career, and personal/social success.
- Evaluate legal mandates affecting education and school counseling and apply appropriate legal and ethical standards and practices to specific counseling situations.
- Support academic success for all preK-16 students by employing appropriate standardized and non-standardized group and individual educational and psychological assessment data and data driven educational decisions/interventions.
- Integrate computer technology relevant to the tasks and role of a school counselor.
- Construct curriculum for diverse classrooms and classroom interventions strategies based on learning theory.
- Perform as professional school counselors and professional leaders reflecting the history and trends of the profession to enhance the field of school counseling.
- Propose career based programs and interventions based on career development theories, and the impact of career development on school behavior and learning.
- Interpret findings of social science research, developed and implement by the student, to professional practice.

### Degree Requirements

(17 courses; 72 quarter units)

Credentialed teachers may waive the CED605 course, but they will be required to supplement the 4.5 quarter units with an alternative PED or EDA course.

### Advancement to Candidacy

Advancement to Candidacy is a process and is one of several evaluative steps to help ensure that program objectives are met and that candidate-learning outcomes are attained.

After admission as a credential seeking candidate, a candidate must also Advance to Candidacy. To qualify for candidacy, a candidate must:

- Complete CED 607 and the next four graduate CED courses with a grade no lower than a B minus.
- If a candidate earns less than 3.0 GPA upon completion of the above courses, the candidate will not Advance to Candidacy. The candidate will be required to meet with lead faculty. A plan for remediation or possible dismissal from the program will be considered.

### Core Requirements

(12 courses; 54 quarter units)

CED 607 School Counseling Orientation

CED 600 Applied Child/Adol Development

CED 602 Societal Issues in the Schools

*Prerequisite: CED 607*

CED 605 Instructional Design

CED 606 Development and Evaluation

*Prerequisite: CED 607*

CED 610 Adv Coun Theories & Methods

*Prerequisite: CED 600 or PED 667*

CED 603 Multicultural Counseling

*Prerequisite: CED 610*

CED 611 Group Counseling

*Prerequisite: CED 610*

CED 601 Consultation in the Schools

*Prerequisite: CED 610*

CED 612 Career & Academic Counseling

CED 613 Assessment for Ed Counselors

*Prerequisite: CED 607 and Advancement to Candidacy*

CED 614 Legal and Ethical Practices

*Prerequisite: CED 607*

Candidates are required to complete 100 hours of practicum prior to starting internship. These hours will be completed throughout CED coursework.

### Internship Requirements for Master's Degree with PPSC Credential Students

(5 courses; 18 quarter units)

A minimum of 600 clock hours is required. The candidate will draft a plan with the Site Supervisor and University Supervisor, meet weekly with Site Supervisor for supervision, keep weekly logs of each 200 hours of internship, and submit logs to University Supervisor. No more than two sites at one time with no more than two Site Supervisors at one time. Includes two levels (Elementary and Secondary). The internship consists of the following:

CED 620 Internship Seminar (3 quarter units)

*Prerequisite: Students must have completed ten (10) courses, and must be enrolled in their internship and have permission of the faculty advisor*

*Corequisite: CED631*

CED 631 School Counseling Practicum (1.5 quarter units)

*Corequisite: CED 620*



- CED 616 School Counseling Intern. I**  
*Prerequisite: A record of a passing score on the Basic Skills Requirement (CBEST), completion of all program prerequisites, completion of ten (10) courses, 100 hours of practicum, have permission of faculty advisor and approval of internship site by Placement Specialist.*
- CED 617 School Counseling Intern. II**  
*Prerequisite: A record of a passing score on the Basic Skills Requirement (CBEST), completion of all program prerequisites, completion of ten (10) courses, 100 hours of practicum, have permission of faculty advisor and approval of internship site by Placement Specialist.*
- CED 618 School Counseling Intern. III**  
*Prerequisite: A record of a passing score on the Basic Skills Requirement (CBEST), completion of all program prerequisites, completion of ten (10) courses, 100 hours of practicum, have permission of faculty advisor and approval of internship site by Placement Specialist.*

Candidates are expected to complete their internship either on a full time basis of 3 to 4 months (40 hours per week) or part time basis of a minimum of 8 hours per week.

## UNIVERSITY INTERNSHIP CREDENTIAL PROGRAM FOR PUPIL PERSONNEL SERVICES SCHOOL COUNSELING

*Faculty Advisor: Sonia Rodriguez; (858) 642-8385; srodriguez2@nu.edu*

The University Internship Pupil Personnel Services in School Counseling credential program allows students who meet the requirements to begin service as a “paid” school counselor in their sponsoring district while completing their formal coursework preparation. Students who qualify as a university intern may begin the program upon starting a school counseling position, either at the beginning of their program or while currently enrolled in the regular pupil personnel services credential program. Intern students participate in the standard coursework and internship coursework. National University students who are interested in becoming a university intern must complete and show verification of all prerequisite requirements.

For additional information on credential requirements, please see the Sanford College of Education Credential Information section of the catalog.

This program is aligned with national standards and prepares candidates for the position of school counselor. Graduates of this program generally seek employment as school counselors in P-12 school districts and must hold a PPSC credential for public school employment.

Candidates enrolled in the degree and credential program are not awarded the master’s degree until they have completed all coursework and have successfully completed the ETS PRAXIS-School Counseling exam. All coursework must be completed prior to the Preliminary PPSC credential recommendation. Course equivalence cannot be granted for life experiences.

### Program Advisement

All PPSC candidates will be assigned a faculty advisor. Candidates will meet with a faculty advisor for evaluation of prior coursework to meet program prerequisites. Only CED 607 and prerequisites can be taken prior to admission.

All candidates are expected to meet with their assigned faculty advisor at the following times: (1) upon admission into the program, (2) after five classes, (3) before starting their internship hours, and (4) at the completion of internship hours.

### Program Prerequisites

All candidates for the intern program must have a minimum GPA of 3.0. All candidates must possess an appropriate Master’s Degree or be in enrolled in the Master of Science in Educational Counseling program and meet the standard internship requirements. Verification of two years relevant paid experience in a P-12 public school or related system or as a licensed counselor or therapist. Letter of recommendation from the Principal or Administrator of the hiring school. Completion of an American School Counseling Association (ASCA) National Model essay. Recommendation by Faculty Advisor.

### Exit Requirements

In order to receive a Preliminary PPSC credential, candidates must complete all courses and internship within seven years and fulfill the following requirements:

- Successful completion of all coursework, portfolio, practicum and internship.
- Successful completion of the ETS Praxis (#0421 or #5421) examination in Professional School Counseling (passage score is 146 out of 200).
- Submission of written evaluations of performance in internship experiences by Site Supervisor to University Supervisor.
- Complete Program Evaluation Form-School Counseling.
- Schedule an exit appointment with Credential Program Specialist for final clearance and credential documents.
- Have a zero account balance.

### Program Learning Outcomes

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

- Appraise and address relevant social and diversity concerns and crises of individuals and groups of students.
- Distinguish among major developmental theories (personality, social, physical, emotional, and cognitive development) and chronological stages of life-long human development and their impact on school behavior and learning.
- Develop and evaluate comprehensive guidance programs based on relevant data.
- Implement individual counseling skills and techniques to help students cope with personal and interpersonal problems appreciating the diversity of each student.
- Implement group counseling skills and techniques to help students cope with personal and interpersonal problems appreciating the diversity of each student.
- Integrate positive consultative and collaborative skills and techniques in communication with school staff, parents, and community agencies in order to support candidate academic, career, and personal/social success.
- Evaluate legal mandates affecting education and school counseling and apply appropriate legal and ethical standards and practices to specific counseling situations.
- Advocate academic success for all preK-16 students by employing appropriate standardized and non-standardized group and individual educational and psychological assessment data and data driven educational decisions/interventions.
- Integrate computer technology relevant to the tasks and roles of a school counselor.
- Construct curriculum for diverse classrooms and classroom interventions strategies based on learning theory.
- Perform as professional school counselors and professional leaders reflecting the history and trends of the profession to enhance the field of school counseling.
- Propose career based programs and interventions based on career development theories, and the impact of career development on school behavior and learning.
- Interpret findings of social science research, developed and implement by the student, to professional practice.

### Degree Requirements

Credentialed teachers may waive the CED 605 course, but they will be required to supplement the 4.5 quarter units with an alternative PED or EDA course.

### Advancement to Candidacy

After admission as a credential seeking candidate, a candidate must also Advance to Candidacy. To qualify for candidacy, a candidate must:

- Complete CED 607 and next four graduate CED courses with a grade no lower than a B minus.

If a candidate earns less than 3.0 GPA upon completion of the above courses, the candidate will not Advance to Candidacy. The candidate will be required to meet with faculty advisor. A plan for remediation or possible dismissal from the program will be considered.

## INTERNSHIP PROGRAM RECOMMENDED COURSE SEQUENCE

### Program Requirements

(17 courses; 72 quarter units)

**Note:** Only CED 607 and prerequisites can be taken prior to admission.

### Internship Pre-Service Coursework

(5 courses; 22.5 quarter units)

- CED 607 School Counseling Orientation
- CED 600 Applied Child/Adol Development
- CED 605 Instructional Design
- CED 602 Societal Issues in the Schools  
*Prerequisite: CED 607*
- CED 606 Development and Evaluation  
*Prerequisite: CED 607*

### Program Requirements

(7 courses; 31.5 quarter units)

- CED 610 Adv Coun Theories & Methods  
*Prerequisite: CED 600 or PED 667*
- CED 603 Multicultural Counseling  
*Prerequisite: CED 610*
- CED 611 Group Counseling  
*Prerequisite: CED 610*
- CED 601 Consultation in the Schools  
*Prerequisite: CED 610*
- CED 612 Career & Academic Counseling
- CED 613 Assessment for Ed Counselors  
*Prerequisite: CED 607 and Advancement to Candidacy*
- CED 614 Legal and Ethical Practices  
*Prerequisite: CED 607*

Candidates are required to complete 100 hours of practicum throughout CED coursework.

### Internship

(5 courses; 18 quarter units)

A minimum of 600 clock hours is required. The candidate will draft a plan with the Site Supervisor and University Supervisor, meet weekly with Site Supervisor for supervision, keep weekly logs of each 200 hours of internship, and submit logs to University Supervisor. No more than two sites at one time with no more than two Site Supervisors at one time. Includes two levels (Elementary and Secondary).

The internship consists of the following:

- No more than two sites at one time with no more than two Site Supervisors at one time.
- Includes two levels (Elementary and Secondary).

CED 620 \* Internship Seminar (3 quarter units)

*Prerequisite: Students must have completed ten (10) courses, and must be enrolled in their internship and have permission of the faculty advisor*  
*Corequisite: CED 631*

CED 631 School Counseling Practicum (1.5 quarter units)

*Corequisite: CED 620*

CED 616 School Counseling Intern. I

*Prerequisite: A record of a passing score on the Basic Skills Requirement (CBEST), completion of all program prerequisites, completion of ten (10) courses, 100 hours of practicum, have permission of faculty advisor and approval of internship site by Placement Specialist*

CED 617 School Counseling Intern. II

*Prerequisite: A record of a passing score on the Basic Skills Requirement (CBEST), completion of all program prerequisites, completion of ten (10) courses, 100 hours of practicum, have permission of faculty advisor and approval of internship site by Placement Specialist*

CED 618 School Counseling Intern. III

*Prerequisite: A record of a passing score on the Basic Skills Requirement (CBEST), completion of all program prerequisites, completion of ten (10) courses, 100 hours of practicum, have permission of faculty advisor and approval of internship site by Placement Specialist*

\* Taken concurrently with Internship.

## PUPIL PERSONNEL SERVICES CREDENTIAL SCHOOL PSYCHOLOGY (PPSP) PROGRAM

*Faculty Advisor: Tricia Crosby-Cooper; (714) 429-5129; tcrosbycooper@nu.edu*

Candidates who have completed an appropriate master's degree in counseling, social work or psychology related to education/clinical practice from this or another regionally-accredited institution can work toward a Pupil Personnel Services Credential with a School Psychology Specialization (i.e. without receiving another master's degree). Course equivalence cannot be granted for life experiences.

No more than three comparable graduate level courses (13.5 quarter units) can be waived. Courses not eligible for waiver include all assessment courses, practicum, and internship.

To adhere to NASP Standards, waiver of PED 625 (Research in Education) and PED 637 (School Psychology Research) is not automatic. The candidate's previous research related coursework in their Master's Degree Program will be reviewed on a case by case basis to ensure that the overall quality and equivalence of an MS in School Psychology is being met. If PED 625 and PED 637 courses are waived, the candidate must replace these courses with an elective.

Candidates may participate in a paid internship if they are able to secure a position with an employing district/agency that meets the standards of the university internship program. Please note that the majority of internship positions are unpaid. For more information, contact a Credential Advisor.

Please see additional Credential requirements at the end of this Educational Administration and School Counseling/Psychology Department section of the catalog.

### Program Advisement

All PPSP candidates will be assigned a faculty advisor. Candidates will meet with a faculty advisor for evaluation of prior coursework to meet program prerequisites. All candidates are expected to communicate with their assigned faculty advisor at the following times: (1) upon admission into the program, (2) after 5 classes, (3) before starting their practicum and internship, (4) at the exit of the program.

Candidates who receive a grade lower than a "B" in two or more courses may be evaluated by the faculty and may be required to repeat the course(s) at their own expense before being allowed to continue in the program.

### Program Learning Outcomes

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

- Analyze consultative/collaborative relationships with school staff, parents, and community agencies in support of student success.
- Evaluate various methods of assessment in order to make data-based decisions.

- Analyze how systemic school approaches can affect student outcomes.
- Examine societal influences on academic and social behavior.
- Appraise principles related to prevention in the context of their ability to improve services provided to students.
- Examine strategies related to family systems that support student success.
- Evaluate strategies that mitigate individual differences, abilities, disabilities, and other diverse characteristics in order to enhance services for students.
- Compare and contrast current research methodologies used in school psychology and related fields.
- Conduct research using relevant design, statistics, measurements, data analysis, and program evaluation methods to improve student outcomes.
- Interpret the ethical, legal, and professional standards necessary to engage in sound decision making.
- Design a crisis intervention plan that includes responses that address both individual and school-wide emergency concerns.

*courses in the program. Students are expected to have knowledge from the core courses prior to starting their practicum experience. Exceptions to the core courses are: PED 685, 625, 637, 689 and 690. These courses must be completed after the successful completion of the practicum course (PED 678).*

### Degree Requirements

The School Psychology program contains a minimum of 90 quarter units as required by the CCTC. If PED 625 and PED 637 are waived, students must take two approved elective courses (9 quarter units).

### Credential Requirements

(20 courses; 90 quarter units)

### Core Requirements

(15 courses; 67.5 quarter units)

- PED 603 School Psychology Orientation
- PED 680 Roles, Issues and Ethics  
*Prerequisite: PED 603*
- PED 665 Test and Measurements  
*Prerequisite: PED 603*
- PED 667 Developmental Psychopathology  
*Prerequisite: PED 603*
- CED 610 Adv Coun Theories & Methods  
*Prerequisite: CED 600 or PED 667*
- CED 601 Consultation in the Schools  
*Prerequisite: CED 610*
- PED 662 Leadership in School Psych  
*Prerequisite: PED 603 with a minimum grade of B*
- PED 671 Cognitive Assessment  
*Prerequisite: PED 665, PED 680*
- PED 672 Psycho-Academic Assessment  
*Prerequisite: PED 671 with a minimum grade of B*
- PED 663 Curriculum Interventions  
*Prerequisite: PED 603 with a minimum grade of B*
- PED 673 Social/Emotional Assessment  
*Prerequisite: PED 672 with a minimum grade of B*
- PED 664 Crisis Response & Intervention  
*Prerequisite: PED 603 with a minimum grade of B*
- PED 676 Applied Behavior Analysis
- PED 674 Special Populations Assessment  
*Prerequisite: PED 673 with a minimum grade of B*
- PED 678 Practicum in School Psychology  
*Prerequisite: Students must have completed all PED and CED core courses. The practicum course (PED 678) begins the application process of the program that is built on the foundation of the core*

### Practicum Prerequisites

In PED 678 candidates are required to complete their practicum hours and experiences only in a public school based setting (according to CCTC requirements). A credential school site psychologist will supervise and evaluate the candidate's performance. Candidates must complete PED 671, PED 672, PED 673 and pass the CBEST.

### Internship Prerequisites

Candidates are required to complete ALL 450 hours of practicum prior to starting their internship. Candidates must complete the practicum experience under the supervision of a credentialed and experienced (three years) school psychologist.

In PED 678 (Practicum in School Psychology) candidates will do their practicum hours and experiences only in public school based settings (according to CCTC requirements). A credentialed school-based psychologist will evaluate candidate performance.

### Internship Requirements

(3 courses; 13.5 quarter units)  
(1,200 hours / 2 levels)

A minimum of 1200 hours is required, with 600 hours per level (Elementary (K-5/6 grades) and Secondary (6/7-12 grades)). The candidate will draft a plan with the Site Supervisor and University Supervisor, meet weekly for two hours with Site Supervisor for supervision, keep monthly logs of internship hours, and submit logs to University Supervisor each month. No more than two sites at one time with no more than two Site Supervisors at one time. The internship consists of the following:

- PED 685 Internship Seminar  
*Prerequisite: Students must have completed all program core requirements (except PED 625 and PED 637), 450 hours of practicum, eligible to be enrolled in the internship and have permission of the faculty advisor*
- PED 689 School Psych Internship I  
*Prerequisite: Students must have completed all program coursework, must be enrolled in their internship and have permission of the faculty advisor*
- PED 690 School Psychology Intern II  
*Prerequisite: Students must have completed all program coursework, must be enrolled in their internship and have permission of the faculty advisor*

Candidates are expected to complete their internship either on a full-time basis of 8 months (40 hours per week) or on part time basis of 17 months (20 hours per week). Less than 20 hours per week at the internship site will not be approved.

PED 685 course meets for two months during the entire internship.

### Electives

(2 courses; 9 quarter units)

Students must select graduate elective courses from the following course prefixes: ABA, CED, EDA, EXC, HUB, SPD, or TED.

## SCHOOL OF HEALTH AND HUMAN SERVICES UNDERGRADUATE DEGREE

### BACHELOR OF SCIENCE

#### MAJOR IN NURSING (BSN) (CALIFORNIA)

Faculty Advisor: (858) 521-3911; [nursing@nu.edu](mailto:nursing@nu.edu)

#### NURSING PROGRAMS - INFORMATION APPLICABLE TO ALL PRELICENSURE NURSING PROGRAMS

- A. Generic Entry
- B. LVN to BSN
- C. Second Bachelor

Individuals expressing interest in studying nursing at National University will be provided with objective counseling regarding all of the options available to them through the Department of Nursing. Enrollment in the University does not automatically include admission to a nursing program.

#### Admission Requirements

Students seeking to study nursing at National University must:

- A. Meet all requirements for admission to an undergraduate degree program at the University as outlined in the University Catalog.
- B. Have obtained a 2.75 cumulative GPA in the General Education and prerequisite courses, (Courses must have been taken at a regionally accredited institution.)
- C. Have earned a grade of "C" or higher in all prerequisite courses.
- D. Have a clear criminal background check and drug screen.
- E. Submit a separate application for admission into a specific nursing program (see below), \*Note: Meeting the minimum requirements, as listed above, does not guarantee admission into a nursing program.
- F. Complete all non-nursing courses prior to starting nursing courses.
- G. Attend a Pre-Nursing Program Information Forum which will describe the process for applying to and acceptance into the Nursing Program. The specifics described are: number of Nursing courses, sequence of courses, requirements for progression in the Program.  
**Note:** Prospective Students must attend a Pre-Nursing Forum before submitting the application packet. These Forums will be offered monthly (schedules are available by e-mailing the student's assigned advisor or [advisor@nu.edu](mailto:advisor@nu.edu)).
- H. Attend the mandatory new nursing student orientation and sign the attendance roster to complete the admission process.

#### Admission Process

Admission into the prelicensure nursing programs at National University is a two-step process:

- 1) Application to the University; and
- 2) Application to the respective nursing program

Prospective students should follow the University application requirements listed in the "General Admission Procedures" section of the catalog.

In addition, prospective nursing students will complete a separate application for admission to a specific nursing program. These applications, with supporting documents, should be sent to the Department of Nursing, to the campus at which you plan to enroll; San Diego, Fresno, or Los Angeles. These addresses are found on the Nursing application, online, and on the back of the University Catalog. Students taking their preparation courses at National University are held to the same standard as those who transfer preparation courses in from other schools.

A prospective student should first meet with an Admissions Advisor. The Advisors are located at each of the University campus offices. The prospective student will arrange to have transcripts from all other Colleges and Universities sent to National University.

These courses will be evaluated for equivalency to National University Department of Nursing required prerequisite courses. All non-nursing courses

required for the BSN degree must be completed with a passing grade prior to enrollment in the first nursing course.

A Calculation Worksheet will be used to evaluate each prospective student's application packet by the Admissions Committee of the Department of Nursing. The prospective student will be ranked in comparison to the other applicants for that application cycle. The scoring system will be explained at the pre-nursing forum. Items considered in the scoring system may include but are not limited to:

- Grades and other indicators of mastery of the prerequisite course content
- Testing: Including at least the Test of Essential Academic Skills Score (TEAS), (explained below) and a proctored essay
- CLEP English Composition Exam

**Please Note:** Students will be contacted by the Department of Nursing to schedule tests (such as the proctored essay and TEAS exam) once a complete Nursing application packet is on file, after the application deadline.

All prospective students must take the Test of Essential Academic Skills (TEAS) to be considered for admission to the Nursing Program, following completion of all Math and Science prerequisite courses. The procedure for taking the TEAS will be explained at the Pre-nursing Forum. The TEAS may be taken a total of 3 times (see Re-Application Process below), with no less than 60 days between tests.

All prospective students must take the CLEP English Composition Exam and request to have exam score sent to National University. Student will be required to obtain a score of 50 on the exam, which assesses writing skills taught in the first year college composition courses. Those skills include analysis, argumentation, synthesis, usage, ability to recognize logical development and research. Students may register for the CLEP English Composition Exam at <http://clep.collegeboard.org/exam/college-composition>.

Following the receipt of all application items, the prospective student's packet will be reviewed by the Admissions Committee for the Department of Nursing, and a decision made regarding acceptance. Tentative acceptance will be offered to students achieving the highest rank scores, until all class positions are filled for any one cohort. Final admission is confirmed upon the student signing the roster during the mandatory New Nursing Student Orientation Session. All prospective students must attend Orientation before they will be admitted to the nursing program. The prospective student will receive a letter confirming admission to the nursing program.

Students who are not accepted may re-apply for admission to the Nursing Program, up to a maximum of three applications. If the prospective student chooses to re-take the TEAS, she/he will need to follow the TEAS application process, and is responsible for any associated fees. If the prospective student chooses to re-do the essay question, she/he must contact the Nursing Department at the campus where the student applied for admission.

Students are not eligible for financial aid until the Nursing application, Evaluation Packet, and the formal degree evaluation is done by the Office of the Registrar.

#### Policy on Awarding Policy for Prior Military Experience

The National University Department of Nursing grants the awarding of college credit for prior military training and experience. Scores obtained on Advanced Placement, CLEP, DSST, DLPT, CAEL, Excelsior/Regents credit, and StraighterLine examinations are used to assess cognitive learning and to award college level credit for the general education course requirements. These standardized and validated tools are used to document the students' level of knowledge of the sciences and humanities. To assess the acquisition of nursing clinical skills, military nursing students are afforded the opportunity to demonstrate clinical competency in simulated laboratory settings, using standardized patients and human patient simulators. Faculty designed clinical evaluation tools are used to validate clinical proficiency. For non-clinical nursing courses, military nursing students are given the opportunity to demonstrate prior knowledge through challenge examinations. These clinical and non-clinical course credit options obviate the need to repeat nursing courses for which prior learning has been demonstrated.

## Clinical Facility Requirements

National University wishes to inform prospective students of the general nature of qualifications and restrictions of the clinical facilities. Further, National University wishes to assist applicants in meeting all essential qualifications. Applicants should assess their own capability to meet requirements of nursing prior to application to the program.

Before participating in clinical practice, students must submit proof of a health clearance that complies with the health facility's requirements for immunizations and health screening tests. In addition, before engaging in clinical practice at health facilities, students will be required to obtain professional liability insurance in the amount of \$1,000,000 per occurrence/\$3,000,000 aggregate. Continued liability coverage as well as current health clearance, clear background check and drug screen, and immunity coverage is required throughout the program. \*Note: failure to maintain health clearance and a clear background check during the nursing program may result in dismissal from the nursing program, and possibly refusal of the BRN to allow the student to take the RN licensure exam. Students must possess a social security number to disclose to the California Board of Registered Nursing (BRN) at the time of Application for Licensure by Examination.

The Department of Nursing requires that students who participate in fieldwork in healthcare facilities maintain current health insurance coverage and Cardio-Pulmonary Resuscitation (CPR) certificate from the American Heart Association (BLS-Basic Life Support for healthcare Providers plus AED certification). The student is responsible to determine if his/her personal health insurance coverage includes provisions for emergency room visits in the event of a needle stick or other high risk exposure in the clinical setting, as well as the costs of anti-HIV drugs if the physician determines the medications are warranted. Please note: if a student is out of the program for 5 months or more, she/he must re-do the drug screen and background check. Students are responsible to meet all requirements established by clinical facilities. If a student's background check changes such that he/she has a flag on the report at any time during the program, the student will be dismissed from the nursing program if a clinical placement for his/her clinical course(s) cannot be obtained.

Students must provide their own transportation to class and all clinical experiences. \*Note: Proof of auto insurance, a current car registration, and a valid driver's license is required for access to clinical facilities located on military installations.

## Mental and Physical Qualifications for Professional Nursing

Please be advised that there are minimum mental and physical qualifications to professional nursing practice. Typically, each nursing employer sets minimal physical and mental standards for employment as a Registered Nurse. These employers are also in control of providing National University nursing students with the clinical placements necessary to complete a nursing program. Their restrictions may affect some students' decision about whether to pursue a nursing career. At the present time, all clinical placements forbid visible tattoos and piercings (other than a single small earring in one or both ears). Any tattoos or piercings must be able to be concealed with clothing for a student to be able to pursue a nursing degree at National University. Synthetic fingernails and nail polish are prohibited.

The following are MINIMUM mental and physical qualifications for admission of applicants to a professional nursing program:

- Frequently work in a standing position, and do frequent walking.
- Lift and transfer patients up to 6 inches from a stooped position, then push or pull the weight up to 3 feet.
- Lift and transfer patients from a stooped to an upright position to accomplish bed-to-chair and chair-to-bed transfers.
- Physically apply up to 10 pounds of pressure to bleeding sites, or in performing CPR.
- Respond and react immediately to auditory instructions/requests/monitor equipment, and perform auditory auscultation without auditory impediments.
- Physically perform a twelve hour clinical laboratory experience.
- Perform close and distance visual activities (may use glasses) involving objects, persons, and paperwork, as well as discriminate depth and color perception.
- Discriminate between sharp/dull and hot/cold when using hands.

- Perform mathematical calculations for medication preparation and administration.
- Communicate effectively, both orally and in writing, using appropriate English grammar, vocabulary and wording.
- Make appropriate and timely decisions under stressful situations.

All students of the Department of Nursing are required to meet these qualifications and to abide by the rules and policies of clinical placement facilities. Additionally, students must successfully complete other course requirements in the Nursing program. Individuals applying for admission to the Department of Nursing should consider their eligibility in light of these qualifications and restrictions, and assess their ability to meet the physical and mental qualifications required in nursing. In carrying out the nondiscrimination policy of the Department of Nursing with regard to students and applicants with disabilities, the Department will endeavor to make reasonable modifications and otherwise reasonably accommodate students and applicants with disabilities. Students with disabilities should consider their ability to meet the above qualifications with reasonable accommodation. Any requests for accommodation will be considered through the University's Student Accessibility Service office as described in the university catalog.

For those female students who become pregnant during the Program, the above physical and mental qualifications should be kept in mind both during the pregnancy and during the postnatal recovery period. The student may be asked to provide a physician's clearance for return to the Program. This is especially important for women who deliver via cesarean section where the typical recovery period is 6-weeks.

## Program Advisement

All accepted students will be assigned a Nursing Faculty Counselor prior to the mandatory new student orientation. Students are encouraged to periodically communicate with both the Nursing Faculty Counselor and the Admissions Advisor throughout the program.

## Progression Requirements

All transfer courses accepted from another college or university must be equivalent in content and credit. Students with previous preparation in nursing are admitted to the program as space is available, providing requirements are met for admission to the University and the Department of Nursing. Prior nursing courses will be evaluated for equivalence and comparable content to nursing courses at National University. Transfer credit is not assured for prior nursing courses taken at another institution. All students with healthcare coursework from a foreign institution must have a foreign transcript evaluation done by an approved agency. Healthcare coursework includes, but is not limited to, courses taken in pursuit of a nursing, physician, dental, or other medical profession licensure. Please contact [foreignevaluations@nu.edu](mailto:foreignevaluations@nu.edu) for additional information.

Students who have not had continual enrollment in National University's nursing program (defined as not taking nursing coursework for more than a one calendar year) or who are transferring from another nursing program must demonstrate level appropriate proficiency skills prior to readmission to the program, and may be required to pass proficiency examinations for prior courses to demonstrate current competency. Likewise, these students will need to retake the medication calculation examinations successfully. The pre-licensure nursing programs at National University are Cohort programs. Students who are unsuccessful in their first attempt at any of the nursing courses or who take a break from the course sequencing for any reason will be placed in subsequent cohorts on a space available basis; that is if and when openings in the class are available. If a student leaves his/her original cohort for any reason, there is no guarantee of space in another cohort and the student might not be able to finish his/her nursing program.

Students who are absent for a period of 12 months or more are disenrolled from the nursing program, and must re-apply and will be held to the nursing requirements of the catalog requirements in force when they are readmitted. For students who take a break from the Program, a schedule change form must be submitted, which will then be evaluated by the Nursing Department. Students should contact the Nursing Department for assistance with this process.

Students must be aware that grading, scheduling, clinical and other department of nursing policies may change at any time during the program. Students will receive notice, if possible, at least 30 days in advance of policy changes. However, if hospitals and other clinical facilities change clinical policies, new policies may have to be implemented with no notice to satisfy the requirements for clinical

placements. Due to requirements of clinical agencies in which we place students for clinical courses, class and clinical schedules may be changed at any time prior to the start of a course. Unfortunately, the Department of Nursing does not control access to clinical agencies, and if the agency requires a last minute change, students must be prepared to make that change in order to continue in the program. For this reason, and due to the intensity of study requirements in nursing, students are strongly urged to avoid working during the nursing program.

Any student who wishes to challenge a nursing course (with an NSG prefix) or earn academic credit by examination must successfully complete the culminating examination(s) appropriate to the course. University policies, found in this catalog, should be followed to apply for Challenge or Credit by Examination opportunities. In the nursing theory or non-clinical courses, the terminal measures are often a final exam and/or term paper. In nursing theory courses, the challenge exam is typically a nationally standardized comprehensive test for which the passing standards are provided by the vendor of the test, or a course final exam, which must receive a passing grade of 80 percent or higher. In the nursing clinical laboratory classes students will demonstrate competent clinical care by way of return demonstration for all skills listed in the course syllabus being challenged. In the clinical courses where critical or life-threatening maneuvers are required, the student must perform the return demonstration with 100 percent skill and accuracy. Regardless of how many courses students take as challenge/credit by exam, they must still meet National University residency requirements.

“Students requesting to take one or more NSG courses in a nondegree status are required to submit a letter of intent to the Nursing Department Director in San Diego along with any BRN-issued documents related to course requirements. Students will complete a two-part interview process and may be required to demonstrate clinical competency in a nursing laboratory. Successful candidates will be enrolled in classes on a space available basis.”

### The Student Agreement

To ensure that graduates of National University’s nursing programs are able to meet the legal requirements of the California Board of Registered Nursing (the Board), all newly admitted nursing students must enter into a student agreement. A copy of the student agreement is distributed at the mandatory student orientation.

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

- Committed acts or engaged in conduct that could constitute grounds for denial of an RN license;
- Failed to demonstrate the requisite skills, and qualifications to satisfy the requirements for an RN license;
- Become impossible to place in a clinical agency due to a flag on the background check, or conduct that results in the agency refusing to admit the student for a clinical course lab.
- Demonstrated other qualities or behaviors enumerated in the student agreement inconsistent with National University’s recommendation of the student for an RN license. The student agreement also authorizes National University to release to the Board of Registered Nursing all pertinent information pertaining to the qualification or fitness for an RN license.

### Time Management

The professional nursing program, with its intense clinical practice component, is very demanding in terms of time and energy allocation. Students are advised not to undertake a work schedule that could jeopardize successful completion of the program. Specifically, students who work more than 8 hours per week while in the nursing program are at jeopardy of being dismissed from the program due to failing nursing courses.

### Student Assistance, Notice of Need to Improve, and Dismissal from School of Nursing Programs

National University is committed to maintaining quality standards throughout its nursing programs and to graduating competent professional nurses. As required by the Board, National University identifies and assists students who need special assistance, and retains in its programs only those students who are suited for entry into or advancement in the nursing profession. The Board is charged by the state with evaluating the moral character and fitness of all persons who wish to work as a registered nurse in California healthcare facilities. Every person who is an

applicant for, or who now holds any nursing license is answerable to the Board for his or her fitness-related conduct.

### Learning Contracts

Learning contracts will be used by faculty to notify students of low performance in either the classroom or clinical lab. If the student fails to meet the standard set forth in the learning contract, the following may result: 1) Immediate removal from a clinical laboratory or facility site, 2) Immediate removal from a theory course, and/or 3) Recommendation of dismissal from the program of study if the situation warrants. Students will receive a copy of the contract and an additional copy will be maintained in the student’s file in the Department of Nursing.

### Procedures Governing Problems with Progress in the Program

When a student is having an academic performance problem with the nursing program or a student is notified that she/he is not meeting the standards in either the classroom, nursing skills laboratory, or clinical facility, the student should meet first with the course lead or (if the deficit is in clinical practice) with the course lead and the clinical nursing faculty. The student should seek clarification of the deficit and work with the faculty to construct a plan for improvement which may or may not include the creation of a Student/Faculty Learning Contract.

Following the receipt of an unsatisfactory grade of C -or below (graded courses) or a U (a non-graded course) for any Nursing course, the student will receive a letter via mail notifying her/him of this unsatisfactory grade with a reminder that one more unsatisfactory grade of C-/U or below in any Nursing course will result in dismissal from the Program. The only appeal to dismissal for unsatisfactory grades as defined is if one of the unsatisfactory grades meets the grounds for a grade appeal. In that case students should follow the grade appeal process as noted in the Policies and Procedures section of this catalog.

### Application for Licensure

Students seeking an RN license must apply to the Board of Registered Nursing for such a license. It is the student’s responsibility to keep current on the laws pertaining to the practice of registered nursing, as these laws are subject to change. Students should submit the Application for Licensure by Examination at least four to six months before their graduation date. All requests for transcript forms must be signed after the completion/ graduation date. All first-time applicants are required to submit fingerprints with the application.

The Board requires applicants to take an examination administered by computer. The number of questions may vary from a minimum of 75 to a maximum of 265. The standard testing time for such examinations is a maximum of six hours.

### Program Description

The Bachelor of Science in Nursing (BSN) program provides the foundation for professional nursing practice as a beginning generalist clinician who provides care to individuals, families, communities and populations. The baccalaureate degree prepares nurses for leadership in providing direct care and collaborating within care teams that work to improve the quality and safety of health care. Graduates are eligible to take the professional licensure exam (NCLEX) to earn a State license to practice as a Registered Nurse (RN). Please reference Catalog 80 for program requirements regarding the BSN programs.

## BACHELOR OF SCIENCE

### MAJOR IN PUBLIC HEALTH

*Faculty Advisor: Marie Boman-Davis; (858) 309-3465; mbomandavis@nu.edu*

The Bachelor of Science in Public Health features a broad-based foundation in the liberal arts and sciences and an ecological perspective of public health and the role that public health professionals play in preventing disease while maintaining or increasing quality of life. Graduates of the program will possess an understanding of the contributions of core public health disciplines to the nation’s health. At the same time, graduates will also learn how to apply knowledge and skills relating to the interactions and interdependencies of health behavior, the physical and social environment, and public policy to affect health at local, state, national and international levels. The program is designed to prepare entry-level public health professionals to begin careers in a variety of health agencies: governmental health agencies, voluntary health agencies, community based/non-governmental

agencies, medical care services, education agencies, and business and industry. Within these practice settings, entry-level public health practitioners address significant health challenges from individual, family, group, organization, neighborhood, community, and societal perspectives. Graduates will apply their competencies to assess needs, plan and implement prevention programs, assess program outcomes, communicate and advocate for public health issues, and participate in the development of public health as a profession. Graduates will also enhance their opportunities for professional growth and job placement through planned field practicum. Upon graduation, entry-level public health practitioners may be eligible to sit for the Certified Health Education Specialists exam (CHES) through the National Commission on Health Education Credentialing, Inc. Community Health (COH) courses in levels 300 and 400 are only offered in two formats: 1) Hybrid 50/50; 2) Online.

### Program Learning Outcomes

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

- Describe behavioral and non-behavioral variables contributing to morbidity and mortality.
- Explain the core principles of public health and their relationship to the health status of groups, communities, and populations at the local, state, national, and international levels.
- Describe the contributions of health disparities to morbidity and mortality among specific groups, communities, and societies.
- Assess the need for health promotion programs in response to the characteristics of diverse communities of interest using primary and secondary data.
- Employ a variety of strategies to plan, implement, monitor and evaluate health promotion programs in a variety of settings to meet stated goals, objectives and established standards.
- Choose appropriate strategies and tactics to influence behavioral, environmental, and public policy change to address the health needs in a given community.
- Evaluate the progress and outcomes of prevention programs in meeting stated goals and objectives and established standards.
- Design a plan for lifelong learning incorporating high professional and ethical standards, leadership, and cultural competencies and their evolving role in society.

### Degree Requirements

To receive a Bachelor of Science degree in Public Health, students must complete at least 180 quarter units as articulated below including a minimum 70.5 units of the University General Education requirements, 45 quarter units of which must be completed in residence at National University, 76.5 quarter units of which must be completed at the upper-division level.

In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree. Refer to the section on undergraduate admission requirements for specific information regarding admission and evaluation.

### Preparation for the Major

(14 courses; 54 quarter units)

- COH 100 Personal Health
- PSY 100 Introduction to Psychology
- SOC 100 Principles of Sociology  
*Prerequisite: ENG 100 and ENG 101*
- BIO 201 Human Anatomy & Physiol I  
*Recommended: BIO 100, BIO 100A, CHE 101, and CHE 101A or equivalent courses.*
- BIO 201A Human Anatomy & Physiol Lab I (1.5 quarter units)  
*Prerequisite: BIO 201*
- BIO 202 Human Anatomy & Physiol II  
*Recommended: BIO 201 and BIO 201A, BIO 100 and BIO 100A, CHE 101 and CHE 101A or equivalent courses*

- BIO 202A Human Anatomy & Physiol Lab II (1.5 quarter units)  
*Prerequisite: BIO 202*
- BIO 203 Introductory Microbiology  
*Recommended: BIO 201 and BIO 201A, BIO 202 and BIO 202A, BIO 100 and BIO 100A, CHE 101 and CHE 101A or equivalent courses*
- BIO 203A Introductory Microbiology Lab (1.5 quarter units)  
*Prerequisite: BIO 203*
- HTM 310 Health Informatics
- BST 322 Intro to Biomedical Statistics
- COH 317 Public Health Nutrition  
*Prerequisite: ENG 100*  
*Recommended Preparation: COH 100*
- COH 318 Drug Use and Abuse  
*Prerequisite: ENG 100*  
*Recommended Preparation: COH 100*
- COH 319 Human Sexuality  
*Prerequisite: ENG 100*  
*Recommended Preparation: COH 100*

Satisfactory completion of all courses in "Preparation for the Major" is needed prior to enrolling in "Requirements for the Major".

### Core Requirements

(4 courses; 18 quarter units)

- COH 310 Culture and Health  
*Prerequisite: ILR 260*
- COH 315 Introduction to Epidemiology  
*Prerequisite: BST 322 and ILR 260*
- COH 320 Chronic & Communicable Disease  
*Prerequisite: ILR 260*
- COH 321 Health Behavior  
*Prerequisite: ILR 260*

Satisfactory completion of all courses in "Core Requirements" is needed prior to enrolling in "Requirements for the Major"

### Requirements for the Major

(11 courses; 49.5 quarter units)

- COH 300 The Ecology of Public Health  
*Prerequisite: COH 100, COH 320, COH 310, PSY 100, SOC 100, and BIO 203A*
- COH 380 HP Program Planning & Eval  
*Prerequisite: COH 300, COH 315, and HTM 310*
- COH 400 Environmental Health  
*Prerequisite: COH 380*
- COH 401 Health Promotion Concepts  
*Prerequisite: HTM 310, COH 300, COH 315, and COH 400*
- COH 412 Injury Prevention  
*Prerequisite: COH 401*
- COH 416 PH & Physical Activity  
*Prerequisite: COH 401*
- COH 422 Global Health Promotion  
*Prerequisite: COH 401*
- COH 430 HP Strategies & Tactics  
*Prerequisite: COH 401*

COH 435 PH Communications & Advocacy

*Prerequisite: COH 430*

COH 440 Preparedness & Disaster Mgmt

*Prerequisite: COH 401*

COH 499 Public Health Field Practicum

*Prerequisite: COH 300, COH 100, COH 310, COH 315, COH 320, COH 321, COH 380, COH 400, COH 401, COH 412, COH 440, COH 416, COH 317, COH 318, COH 319, COH 430, COH 435, and COH 422*

## GRADUATE DEGREES

### MASTER OF HEALTHCARE ADMINISTRATION

*Faculty Advisor: Lockford Jones; (858) 309-3483; ljones2@nu.edu*

The Master of Healthcare Administration (MHA) is a graduate professional degree designed to enhance the practice of healthcare administration/management by preparing students for entry level and middle management roles in healthcare organizations. Healthcare management involves the organization, financing and delivery of services to prevent and treat illness and disease, including programs that serve the public and private sectors at all levels—local, state, and federal. Faculty members have expertise in diverse fields such as management, economics, law, medicine, public health, planning, sociology, and statistics. They are united by a common commitment to solving problems and developing innovations related to the access, cost, and quality of healthcare.

The MHA program emphasizes the conceptual and analytical skills required to understand and manage today's healthcare organization and prepare for tomorrow's challenges. Special attention is given to the social contributions of the profession and its unique people dependent focus. Also featured are experiential opportunities in project management, teamwork and leadership. Ideal candidates for the MHA program are those students looking for career advancement from middle to upper middle management; those looking for career transition into healthcare administration from other professions; and those looking to advance from clinical/technical roles to management roles. Graduates will enhance their opportunities for professional growth and job placement through carefully planned internships and a capstone experience. The MHA program is an associate member institution of the Association of University Programs in Health Administration (AUPHA).

#### Program Learning Outcomes

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

- Solve complex problems in a healthcare environment by employing analytical skills.
- Establish strategic priorities of a healthcare organization in line with the needs and values of the community it serves.
- Conduct financial analysis, explain financial and accounting information, and make long-term investment decisions for a healthcare organization.
- Apply healthcare management concepts for healthcare organizations.
- Utilize administrative and clinical information technology and decision-support tools in process and performance improvement.
- Incorporate the principles of quality management for improving outcomes in healthcare organizations.
- Synthesize best practices in healthcare leadership.
- Evaluate the ethical, legal, and regulatory requirements of the healthcare industry.

#### Degree Requirements

To receive an MHA degree, students must complete at least 72 quarter units of graduate work. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and provided the units were not used in earning another advanced degree. Refer to the section on graduate admission requirements for specific information regarding application and evaluation.

#### Core Requirements

(16 courses; 72 quarter units)

HCA 600 U.S. Healthcare System

HCA 610 Health Policy

*Prerequisite: HCA 600*

COH 602 Biostatistics

*Prerequisite: HCA 600*

HCA 620 Health Organization Management

*Prerequisite: COH 602*

HCA 626 Healthcare Information Systems

*Prerequisite: HCA 620*

HCA 622 Quality Appraisal & Evaluation

*Prerequisite: HCA 600, HCA 610, HCA 620, and COH 606*

COH 606 Epidemiology

*Prerequisite: COH 602 and COH 605 or COH 616 or HCA 626*

HCA 660 Health Economics

HCA 628 HA Human Resources Management

*Prerequisite: HCA 622*

HCA 630 Healthcare Law & Ethics

HCA 624 Healthcare Planning & Marketing

*Prerequisite: COH 611*

HCA 663 Healthcare Accounting/Finance

*Prerequisite: HCA 628*

COH 611 Public Health Research Methods

*Prerequisite: COH 602*

HCA 670 Healthcare Leadership

*Prerequisite: HCA 624*

HCA 691 Healthcare Internship

*Prerequisite: HCA 630, COH 602, HCA 620, HCA 628, HCA 660, HCA 670, HCA 610, HCA 622, HCA 624, HCA 626, HCA 600, COH 606, COH 611, HCA 663, and permission by instructor*

HCA 692 Healthcare Capstone

*Prerequisite: HCA 691 or permission by instructor*

#### Recommended Elective

(1 course; 4.5 quarter units)

HCA 650 Medical Practice Management

### MASTER IN PUBLIC HEALTH

*Faculty Advisor: Brandon Eggleston; (858) 309-3428; beggleston@nu.edu*

The Master of Public Health (MPH) is a graduate professional degree designed to prepare students for leadership positions in health promotion and disease prevention, community mental health or public healthcare administration. Public Health involves multidisciplinary and collaborative strategies for solving health related problems and promoting social justice including programs that serve the public sector at all levels—local, state, federal, and global. Faculty members have expertise and experience in public health applied research and in higher education.

The MPH program emphasizes the application of broad-based, state-of-the-art quantitative and qualitative skills needed for problem-solving. Special attention is given to enhancement of communication skills needed to work with diverse populations. Ideal candidates for the MPH program are those students looking for career advancement within the public health sector; and those looking for career transition into public health from other health professions. Graduates will enhance their opportunities for professional growth and job placement through carefully planned internships and a comprehensive capstone experience. The MPH program is accredited by the Council on Education in Public Health (CEPH).



In accordance with the competency guidelines established by the National Commission for Health Education Credentialing (NCHEC) and the Council on Education in Public Health (CEPH), the Master of Public Health program prepares graduates to master the following program learning outcomes.

### Program Learning Outcomes

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

- Analyze and interpret health data.
- Describe the distribution and determinants of disease, disabilities and death in human populations.
- Evaluate the environmental factors that affect the health of a community.
- Analyze the planning, organization, administration and policies of health care organizations.
- Apply the concepts and methods of social justice and social and behavioral sciences relevant to the identification and solution of public health problems.

### Degree Requirements

To receive an MPH degree, students must complete at least 72 quarter units of graduate work including the core MPH requirements and one area of specialization. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and provided the units were not used in earning another advanced degree. Refer to the section on graduate admission requirements for specific information regarding application and evaluation.

### Core Requirements

(8 courses; 36 quarter units)

HCA 600 U.S. Healthcare System

COH 602 Biostatistics  
*Prerequisite: HCA 600*

COH 606 Epidemiology  
*Prerequisite: COH 602 and COH 605 or COH 616 or HCA 626*

COH 604 Theories of Health Behavior  
*Prerequisite: COH 603 or COH 621 or HCA 620*

COH 608 Public Health & the Environment  
*Prerequisite: COH 606*

COH 611 Public Health Research Methods  
*Prerequisite: COH 602*

COH 500 Global Health Experience

or

COH 691 Public Health Internship  
*Prerequisite: HCA 600, COH 602, COH 604, COH 606, COH 608, COH 611, and COH 613 or COH 619 or HCA 670*

COH 692 Public Health Capstone  
*Prerequisite: COH 691*

### Area of Specializations Associated with Master of Public Health

(Please see Catalog 80 for Area of Specialization requirements.)

- Specialization in Healthcare Administration
- Specialization in Health Promotion
- Specialization in Mental Health

## MASTER OF SCIENCE IN COMPLEMENTARY & INTEGRATIVE HEALTHCARE

*Faculty Advisor: Ellen Kaye Gehrke; (858) 309-3482; ekayegehrke@nu.edu*

The Master of Science in Complementary and Integrative Health (MSCIH) is a graduate professional degree designed to provide the student with advanced knowledge and skills in complementary and integrative health practices. The

program prepares students to master their ability to develop a therapeutic relationship between clients and practitioners that highlights the integration of mind, body and spirit, identifies appropriate evidence-based practices and incorporates multiple modalities to achieve optimal health and healing. The curriculum emphasizes prevention, health maintenance, early intervention and patient-driven care. Recognizing that integrative health is more than practicing modalities, students will also develop skills in communication and leadership, business management and how to work within a transforming healthcare system.

Graduates with this degree will be able to apply their new knowledge and skills in many healthcare environments including hospitals, integrative health facilities, acute care facilities, private clinical practices, nursing homes, hospice, wellness centers, health clubs and corporate settings.

The degree is divided into three distinct areas of concentration. Initially, students learn the evidence supporting the use of integrative health and the impact of the Affordable Care Act on integrative care delivery. Second, many of the proven modalities are studied and experienced including but not limited to Traditional Chinese Medicine (TCM) ayurvedic medicine, mind-body medicine, energy healing practices, nutrition, fitness, meditation, compassion cultivation, and expressive arts. Lastly, leadership, business management skills, coaching and consulting are included to provide graduates with practical competencies to lead an integrative health system.

### Program Learning Outcomes

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

- Evaluate the numerous domains and principles of complementary and integrative healthcare practices.
- Develop practices and skills to be a mindful, reflective and culturally competent integrative healthcare practitioner.
- Design responsible management and leadership practices for integrative healthcare settings.
- Create evidence-based health and healing strategies for implementation and assessment with self and clients.
- Formulate an evidence-based research project related to complementary and integrative healthcare.

### Degree Requirements

To receive a Master of Science in Complementary and Integrative Healthcare students must complete at least 54 quarter units of graduate work. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another graduate institution as it applies to this degree and provided that the units were not used in earning another advanced degree. Refer to the section on graduate admission requirements for specific information regarding application and evaluation.

### Core Requirements

(12 courses; 54 quarter units)

CIH 600 Foundations of CIH

CIH 610 Evidence Based Practice

CIH 620 Health Policies and Issues

CIH 630 The Energetic Body

CIH 640 Lifestyle Management

CIH 650 Healing Envir & Modalities

CIH 660 Health Coaching & Consulting

CIH 670 Integrated Healing Modalities

CIH 680 Nutritional Medicine

CIH 685 Mindfulness & Stress Mgt

CIH 690 Business Mgt & Leadership

CIH 699 Integrative Health Capstone

*Prerequisite: CIH 630, CIH 640, CIH 650, CIH 660, CIH 670, CIH 680, and CIH 685*

## MASTER OF SCIENCE IN NURSING

Faculty Advisor: Barbara Piper; (858) 309-3469; bpiper@nu.edu

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

### Admission Requirements

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

- Meet the University requirements for graduate study, listed in the General Catalog under admission requirements
- Hold a BSN degree from a State Board of Nursing approved and accredited school of nursing (State Board of Nursing, and CCNE and/or ACEN)
- Must demonstrate evidence of completed coursework in undergraduate nursing research methodology & application, statistics, and community health nursing
- Provide proof of current, active, and unencumbered RN license in the State of residence
- Have a cumulative GPA of at least 3.0 on a 4.0 scale. Applicants with a GPA of 2.5- 2.99 will be considered by the MSN Admissions Committee on a case by case basis
- Have completed the University Application for Graduate Admissions, including the application fee
- Provide one official transcript from each college or university attended to the Nursing Department
- Have completed the MSN application packet
- Provide three professional recommendation forms, preferably from individuals who hold graduate or doctoral degrees
- Provide evidence of current, active professional liability and malpractice insurance coverage throughout the program
- Provide evidence of specified immunizations, a report of a recent physical examination, a clear drug screen and background check, and current BLS-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.

### Additional Prerequisite Information

This is a hybrid program that includes both online, onsite, and clinical preceptored learning activities. It is offered at an accelerated pace of full-time study using an executive weekend format once a month (e.g., Thursday-Saturday). All accepted applicants must attend all orientation activities, including one virtual online meeting and a one-day mandatory campus orientation. Students in FNP and PMHNP specializations are required to attend once every 3 month on-site Objective Structured Clinical Examination (OSCE). In addition, FNP and PMHNP practicum courses are offered as immersion practicum experiences, conducted in faculty approved, in-person, preceptored clinical settings.

### Program Learning Outcomes

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

- Implement appropriate theories, models, frameworks, and concepts from nursing and non-nursing disciplines when designing interventions that influence healthcare outcomes for diverse populations in a variety of settings.

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

### Degree Requirements

The Master of Science in Nursing requires a minimum of 58.5 quarter units of graduate credit, 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 General Catalog section on graduate admission requirements for specific information regarding admission and evaluation.

**NOTE:** FNP and PMHNP Area of Specializations Carry Additional Program Fees.....\$11,325

### Prerequisite Courses

(2 courses; 9 quarter units)

MTH 210 Probability and Statistics

*Prerequisite: Accuplacer test placement evaluation or MTH 12A and MTH 12B*

NSG 422 Nursing Research

*Prerequisite: BST 322*

### Core Requirements

(6 courses; 27 quarter units)

Students should take all Core Courses before taking Specialization courses.

NSG 600 Advanced Practice Nursing

NSG 620 Theory in Advanced Practice

NSG 623 Biomedical Statistics

NSG 606 Health Policy & Finance

NSG 622 QI & Project Management

NSG 607 EBP for Advanced NSG Practice

(Please see Catalog 80 for Area of Specialization requirements.)

## GRADUATE CERTIFICATE

### POST-GRADUATE FAMILY NURSE PRACTITIONER CERTIFICATE

Faculty Advisor: Tina Ho; (858) 521-3919; tho@nu.edu

The Post-Graduate FNP Certificate will prepare advanced practice nurses to manage the care of individuals and families across the lifespan. This program is designed for nurses who hold a Master of Science in Nursing (MSN) or Doctor of Nursing Practice (DNP) or Doctor of Philosophy (PhD), who wish to advance their knowledge, education, and skills to practice in an advanced practice role as a FNP. The program emphasis is to foster the FNP's abilities to think critically; make differential diagnoses; use evidence-based findings to improve healthcare outcomes; and be accountable for the provision of healthcare to diverse individuals and families in the areas of health promotion, disease prevention, management of acute and chronic health conditions and primary care. The FNP provides clinical management of primary care conditions in a variety of clinics and community-based settings.

\* This certificate program is a non-degree, graduate-level program. Upon completion of the program, participant receives a Post-Graduate Family Nurse Practitioner Certificate.

## Admission Requirements

To be eligible for admission to the Post-Graduate FNP Certificate program at National University, candidates must:

- Meet the University requirements for graduate study, listed in the General Catalog under admission requirements
- Hold a Master's or doctoral degree in nursing from a regionally and CCNE and/or NLNAC accredited program in nursing
- Provide proof of current, active, and unencumbered RN license in the State of residence
- Have a GPA of at least 3.0 in graduate course work, on a 4.0 scale
- Have 2-year recent clinical practice as a professional nurse
- Have completed the University Application for Graduate Admissions, including the application fee
- Have completed the Post-Graduate Certificate application packet
- Provide one official transcript from each college or university attended to the Department of Nursing
- Have three professional recommendation forms, preferably from individuals who hold graduate or doctoral degrees
- Provide evidence of specified immunizations, a report of a recent physical clearance, a clear drug screen and background check, 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.

## Additional Information

This is a hybrid program that includes both online, onsite, and clinical preceptored learning activities. It is offered at an accelerated pace of full-time study using an executive weekend format once a month (e.g., Thursday-Saturday, all day sessions) and once every 3 month on-site Objective Structured Clinical Examination (OSCE). All clinical courses are offered as immersion practicum experiences, conducted in faculty approved, in-person, preceptored clinical settings. All students must complete all courses with a B or better to progress in the program. The entire program will take a minimum of 12 months to complete. All accepted applicants must attend all orientation activities, including one virtual online meeting and a one-day mandatory campus orientation.

## Program Learning Outcomes

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

- Synthesize theoretical and empirical knowledge derived from the physical and behavioral sciences and humanities as a basis for professional advanced clinical nursing practice.
- Devise evidence-based health promotion and disease prevention strategies at the patient, family, organizational, community, and population levels for the purpose of improving healthcare outcomes.
- Utilize current technologies to deliver, enhance, and document care across multiple settings to achieve optimal outcomes.
- Advocate for culturally sensitive health care systems and policies that meet ethical and legal standards as a means to improve outcomes and reduce disparity.
- Model collaboration with interdisciplinary and intradisciplinary teams in healthcare systems delivering care to complex, multi-need patients, families, and communities.
- Analyze the impact of national and global health policy on the cost, quality, and access to care in diverse patient populations.

## Degree Requirements

The Post-Graduate FNP Certificate Program of Study includes 46.5 quarter units, at least 600 clinical preceptored hours with expected completion in 4 quarters, each 12 weeks in length, over a 12-month time period. 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 General Catalog section on graduate admission requirements for specific information regarding admission and evaluation.

**NOTE:** Additional Program Fees .....\$10,125

## Requirements for the Certification

(10 courses; 46.5 quarter units)

NSG 681 Advanced Physical Assessment (6 quarter units)

NSG 641 Advanced Pharmacology I

NSG 682 Advanced Pathophysiology

NSG 642 Advanced Pharmacology II

FNP 683A Primary Care of Adult and Aged  
*Corequisite: FNP 683B*

FNP 683B Care of Adult & Aged Practicum  
*Corequisite: FNP 683A*

FNP 684A Primary Care-Women & Children  
*Corequisite: FNP 684B*

FNP 684B Women and Children Practicum  
*Corequisite: FNP 684A*

FNP 685A FNP Residency  
*Corequisite: FNP 685B*

FNP 685B FNP Residency Practicum  
*Corequisite: FNP 685A*

Experienced, practicing Advanced Practice Registered Nurse (APRN) can waive NSG 641, NSG 681, and NSG 682. All others can waive NSG 641 and NSG 681 if taken less than five (5) years prior to application to the Certificate Program, and NSG 682 if taken less than seven (7) years prior to application to the Certificate Program.

## POST-GRADUATE PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER CERTIFICATE

*Faculty Advisor: Jovita Ezirim; (310) 662-2181; jezirim@nu.edu*

The Post-Graduate PMHNP Certificate program will prepare advanced practice nurses to provide primary mental health care for individuals, groups and populations across the lifespan. This Certificate Program is designed for nurses who hold a Master of Science in Nursing (MSN) or Doctor of Nursing Practice (DNP) or Doctor of Philosophy in Nursing (PhD) who wish to advance their knowledge, education, and skills to practice in an advanced practice role as a PMHNP. This advanced practice nurse maintains a critical role in the health care team and ensures collaboration and the provision of safe, effective, coordinated care. As an independent member of the health care team, and in partnership with patients, the PMHNP provides a variety of evidence-based services and therapies. The PMHNP assesses, makes diagnoses and plans care for complex psychiatric and concomitant medical issues, including the prescription and management of psychopharmacologic agents. The PMHNP advocates for patients and their families within a recovery and trauma-informed paradigm. The PMHNP ensures that patients and their families are engaged and actively participate in their behavioral health (mental health and substance use) care as they respond to the illness experience. The PMHNP continuously enhances their care through quality improvement and safety efforts and influences policy at the local, regional and national levels. The PMHNP melds the art and science of professional nursing and skillfully manages the acute and enduring issues posed by people with behavioral health issues across the lifespan.

\* This certificate program is a non-degree, graduate-level program. Upon completion of the program, participants receive a PMHNP Certificate of Completion.

## Admission Requirements

To be eligible for admission to the Post-Graduate PMHNP Certificate program at National University, candidates must:

- Meet the University requirements for graduate study, listed in the General Catalog under admission requirements
- Hold a Master's or doctoral degree in nursing from a regionally and CCNE and/or NLNAC accredited program in nursing
- Provide proof of current, active, and unencumbered RN license in the State of residence
- Have a GPA of at least 3.0 in graduate course work, on a 4.0 scale
- Have 2-year recent clinical practice as a professional nurse
- Have completed the University Application for Graduate Admissions, including the application fee
- Have completed the Post-Graduate Certificate application packet
- Provide one official transcript from each college or university attended to the Department of Nursing
- Have three professional recommendation forms, preferably from individuals who hold graduate or doctoral degrees
- Provide evidence of specified immunizations, a report of a recent physical clearance, a clear drug screen and background check, 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. This is a hybrid program that includes both online, onsite, and clinical preceptored learning activities. It is offered at an accelerated pace of full-time study using an executive weekend format once a month (e.g., Friday-Sunday, all day sessions) and once every 3 month on-site Object Structured Clinical Examination (OSCE). All clinical courses are offered as immersion practicum experiences, conducted in faculty approved, in-person, preceptored clinical settings. All accepted applicants must attend all orientation activities, including one virtual online meeting and a one-day mandatory campus orientation.

## Additional Information

This is a hybrid program that includes both online, onsite, and clinical preceptored learning activities. It is offered at an accelerated pace of full-time study using an executive weekend format once a month (e.g., Friday-Sunday, all day sessions). All clinical courses are offered as immersion practicum experiences, conducted in faculty approved, in-person, preceptored clinical settings

## Program Learning Outcomes

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

- Synthesize theoretical and empirical knowledge derived from the physical and behavioral sciences and humanities as a basis for professional advanced clinical nursing practice.
- Devise evidence-based health promotion and disease prevention strategies at the patient, family, organizational, community, and population levels for the purpose of improving health care outcomes.
- Utilize current technologies to deliver, enhance, and document care across multiple settings to achieve optimal outcomes.
- Apply organizational and systems leadership to current healthcare issues for the promotion of quality, effective and safe patient care, including the emphasis on ethical and critical decision making, effective working relationships, and a systems-perspective approach.
- Model collaboration and coordination with interprofessional teams in health care systems delivering care to complex, multi-need patients, families and communities.

- Synthesize broad organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population behavioral healthcare and services to individuals, families, and identified populations.

## Degree Requirements

The Post-Graduate PMHNP Certificate Program of Study includes 46.5 quarter units, at least 600 clinical preceptored hours with expected completion in 4 quarters, each 12 weeks in length, over a 12-month time period. 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 General Catalog section on graduate admission requirements for specific information regarding admission and evaluation.

**NOTE:** Additional Program Fees .....\$10,125

## Requirements for the Certification

(10 courses; 46.5 quarter units)

NSG 681 Advanced Physical Assessment (6 quarter units)

NSG 641 Advanced Pharmacology I

NSG 682 Advanced Pathophysiology

MNP 643 Psychopharmacology in MH Care

MNP 694 MH Care: Adults/Aging Adults

MNP 696A Adults/Aging Adults Practicum  
*Corequisite: MNP 694*

MNP 687 MH Care: Children/Adolescents

MNP 696B Children/Adoles Practicum  
*Corequisite: MNP 687*

MNP 688A Introduction to Psychotherapy  
*Corequisite: MNP 688B*

MNP 688B Intro Psychotherapy Practicum  
*Corequisite: MNP 688A*

Experienced, practicing Advanced Practice Registered Nurse (APRN) can waive NSG 641, NSG 681, and NSG 682. All others can waive NSG 641 and NSG 681 if taken less than five (5) years prior to application to the Certificate Program, and NSG 682 if taken less than seven (7) years prior to application to the Certificate Program.

## SCHOOL OF PROFESSIONAL STUDIES UNDERGRADUATE DEGREE

### BACHELOR OF ARTS IN FILM ARTS

Faculty Advisor: Brian Arnold; (310) 425-5822; barnold@nu.edu

This Bachelor of Arts in Film Arts prepares graduates for entry-level positions in professional film and media content. Students develop skills and techniques necessary to collaborate with creative partners in writing, production and post-production of visual content for a distributed digital media environment. The curriculum includes the origin and development of contemporary cinematic techniques, creative story development, script and proposal writing, professional digital film-making and post-production techniques, and digital media asset management.

#### Program Learning Outcomes

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

- Demonstrate the principles of film by communicating assessments in oral, written or visual modes.
- Analyze the communication objectives of media content creators by communicating assessments in oral, written or visual modes.
- Generate coherent pre-production assets usable in the development of narrative media.
- Apply collaborative creative processes to the development of narrative media.
- Utilize storytelling techniques to present a coherent digital media based narrative.

#### Degree Requirements

To earn a bachelor's degree, students must complete 180 units, 45 of which must be completed at National University, 76.5 units must be at the upper-division level, and a minimum 70.5 units of general education units are required.

#### Requirements for the Major

(17 courses; 76.5 quarter units)

FLM 300	Film Foundations <i>Recommended Preparation: COM 101</i>
FLM 305	Narrative Film History <i>Prerequisite: FLM 300</i>
FLM 310	Sound Editing <i>Prerequisite: FLM 300</i>
FLM 320	Screenplay Writing I <i>Prerequisite: FLM 300</i>
FLM 325	Video Editing <i>Prerequisite: FLM 310</i>
FLM 330	Producing <i>Prerequisite: FLM 300</i>
FLM 340	Directing I <i>Prerequisite: FLM 330</i>
FLM 355	Post-production I <i>Prerequisite: FLM 325</i>
FLM 370	Screenplay Writing II
FLM 380	Directing II Cinematography <i>Prerequisite: FLM 340</i>
FLM 405	Narrative Film Contemporary <i>Prerequisite: FLM 305</i>
FLM 420	Screenplay Writing III <i>Prerequisite: FLM 370</i>

FLM 440	Directing III <i>Prerequisite: FLM 380</i>
FLM 455	Post-production II <i>Prerequisite: FLM 355</i>
FLM 460	Crowdsource Production Team <i>Prerequisite: FLM 405, FLM 455, FLM 420, and FLM 440</i>
FLM 480	Capstone I <i>Prerequisite: All courses required in the student's advanced area of study must be completed prior to taking Capstone I</i>
FLM 490	Capstone II <i>Prerequisite: FLM 480</i>

#### Elective

(1 course; 4.5 quarter units)

Student select one of the following electives. Other Upper-Division electives can be proposed. Contact lead faculty for more information.

FLM 470	Internship / Elective
ART 329	World Art <i>Prerequisite: ENG 100 and ENG 101</i>
ART 400	Expressive and Integrative Art
COM 385	Interactive Storytelling <i>Prerequisite: ENG 101</i>
COM 394	Strategic Writing <i>Prerequisite: ENG 101</i>
ENG 401	Fiction Workshop <i>Prerequisite: ENG 301</i>
MUL 315	Video Game Design <i>Prerequisite: COM 220 and ENG 100 with a minimum grade of B, ENG 101 with a minimum grade of B</i>
MUL 345	Applied Web Design <i>Prerequisite: COM 220 and ENG 100 with a minimum grade of B, ENG 101 with a minimum grade of B</i>
MUL 375	3-D Modeling for Game Art <i>Prerequisite: COM 220 and ENG 100 with a minimum grade of B, ENG 101 with a minimum grade of B</i>

## GRADUATE DEGREE

### MASTER OF FINE ARTS IN PROFESSIONAL SCREENWRITING

Faculty Advisor: Bettina Moss; (323) 337-2016; bmoss@nu.edu

The MFA in Professional Screenwriting program provides an in-depth study of the art of film, TV and transmedia writing wherein students learn to create compelling, well-structured stories with memorable characters. Students will also acquire a foundational understanding of how to market themselves and their work in the entertainment industry.

This program is hybrid, with the majority of classes delivered online. There is a two week required on-site residency in Los Angeles. Graduate candidates develop skills in advanced film, television and/or transmedia writing, the ability to critically evaluate film, television and/or transmedia scripts for practical and commercial outcomes and critical acumen in the area of media studies.

After foundational screenwriting instruction, students may choose one of three advanced tracks: screenwriting, television writing or transmedia writing. Students may take courses within the three areas. Graduate candidates will complete the program with one required thesis project and the option for a second. Other thesis deliverables include an aesthetic statement reflecting their artistic development and a marketing plan and pitch.

The program prepares graduates to work in a variety of capacities in the following fields: commercial, industrial or independent film, TV and transmedia writing and/or development, digital entertainment media and communication, and educational or instructional media programs. Course work covers screenwriting, television writing, transmedia writing (graphic novels, comics, web narratives, etc.), script analysis, script development, pitching and marketing as well as business aspects of entertainment programming. Internships and special extra-curricular electives are also available.

Upon completion of the Master of Fine Arts in Professional Screenwriting program, students will possess the knowledge and skills needed to evolve their writing to a professional level, participate in ongoing scholarly and critical discussions of issues in the field of film, TV and Transmedia writing and present their work to the entertainment industry. The MFA also provides the graduate with the degree required to teach at the university level.

### Application Requirements and Program Prerequisites

To be considered for admission, prospective students must meet the University graduate admission requirements listed in the catalog under general information for graduate degrees. There is no separate application process for this program.

Students are expected to possess or have reliable access to a high-speed Internet connection including an email account outside of National University for course projects and assignments. Students need to have access to a DVD rental and/or streaming service or other reliable source for obtaining access to films, television shows and transmedia. Students must have personal access to a computer that meets the system requirements for viewing films and film clips online and other relevant media.

The following software (at a minimum) is required: Microsoft Office (Word, Excel, PowerPoint) or comparable software capable of outputting PDF documents, and a variety of standard browser plug-ins (i.e. JavaScript, Flash, Shockwave, QuickTime, Real player etc.) Access to screenwriting software such as Final Draft or Scriptwriter is necessary. The use of free screenwriting software is discouraged due to technical issues. Students must also have reliable access to a headset and microphone capable of supporting online course technological requirements.

Students enrolling in the program are expected to have written and spoken proficiency in English at the graduate level. If in doubt about your English language skills, please contact the faculty advisor for the program.

### Program Prerequisites

The Professional Screenwriting MFA is a rigorous, graduate level program. Prior to entry it is expected that students have acquired the knowledge and skills needed to write, evaluate and engage in critical thought at the graduate level. Proficiency in basic writing skills such as spelling and grammar is a must. Prospective students are expected to have written and spoken proficiency in English at the graduate level.

Students who do not have such experience or skills should take appropriate courses before entering the program. It is recommended (although not absolutely required) that students have had undergraduate courses or experience in one or more of the following areas: communication, film, television, English, literary or media studies, history, philosophy, psychology or sociology or other relevant areas.

### Faculty and Content Creators

Instructors bring the benefit of professional film, television and other industry experience to their teaching. Faculty, content creators and guest speakers include writers, directors, executives, agents, producers and others who have worked in affiliation with high level industry entities such as (but not limited to); DreamWorks, Warner Bros., Lawrence Bender Productions, Cruise/Wagner Productions, HBO, Showtime, PBS, Sony Pictures, ABC, CBS, NBC, Miramax, Disney and Fox Studios.

Faculty, content creators and guest speakers include Emmy, Humanitas and Nichols Fellowship award-winning writers who have worked on such diverse projects, as Wall Street, Masters of the Universe, Little Fockers, Ray, Life As We Know It, Red Eye, Disturbia, Source Code, Snow White and the Huntsman and TV series such as From Earth To The Moon, Band Of Brothers, Deadwood, The District, Nip/Tuck, Picket Fences, Law And Order, Camarena Drug Wars, among many others, and transmedia projects such as, The Adventures of Kavalier and Clay (graphic novel), and Todd, The Ugliest Kid on Earth.

## Program Curriculum

### Core and Advanced Core

The program is offered as a hybrid, online/on-site low-residency program. All core courses, electives and advanced courses with studio practica are delivered online. After completing the core sequence, students may elect one of three Advanced Focus Tracks: Screenwriting, Television Writing or Transmedia Writing. Each track has three required courses that must be taken to fulfill that track. In addition, students may select two elective courses from the electives list. A three-course thesis sequence completes the program requirements.

### Residency

The residency component of the program consists of two courses which are taken concurrently. One is online and one is on site at the Los Angeles campus.

The residency courses provide students with the opportunity to learn in a collaborative environment which introduces them to working professionals. Students will synthesize crucial elements of film, TV and transmedia writing, pitch presentations and learn how business is conducted in the entertainment community. The two residency courses are educational opportunities to create relationships with professors and industry professionals and learn about the entertainment industry by direct experience. They are not designed to serve as venues for sale of creative material, for obtaining agent or manager representation or to procure employment.

### Thesis Sequence

To excel in the Master of Fine Arts in Professional Screenwriting thesis sequence, the successful MFA candidate must demonstrate her/his ability to work under the guidance of a thesis advisor(s). Students must have a minimum 3.0 GPA upon entering thesis. All prior required courses must be taken before thesis can begin. The thesis advisor and/or thesis committee determines whether or not the student has met or exceeded the qualification requirements for the Professional Screenwriting Master of Fine Arts. The final thesis course is IP (In Progress) grade eligible. A candidate must satisfactorily complete each thesis course within the maximum specified time period. A candidate who is unable to satisfactorily complete each course during the specified time period must retake the course. Any thesis course that receives an unsatisfactory evaluation must be repeated. For this thesis portfolio, students are expected to complete the following under the guidance of thesis advisor(s):

Independently develop, write and revise one project (i.e., screenplay and/or TV script and/or transmedia project) with the option (time and resources permitting) for a second project.

Independently develop and write an aesthetic statement documenting the artistic choices that resulted in the student's thesis projects and their overall evolution as a writer.

Create a marketing plan and audio or video pitch to introduce the student's work to the entertainment community.

The Professional Screenwriting thesis portfolio is developed during a three-course sequence that may last from 6-12 months and students should anticipate the longer timeline.

For the thesis portfolio, students are expected to accomplish the following under the guidance of thesis advisor(s):

### Program Fees

All fees are financial aid eligible.

### Residency Fees

SCR675 Course Fee .....	\$750
SCR670P Course Fee .....	\$250

Additional fees may apply to residency workshops including purchase of film or tour tickets, expendables, supplies and some meals. These can vary and are determined at the time of each on-site residency. Costs for accommodation and transportation are not included in the tuition or fees. Students are responsible for arranging their own accommodations and transportation as well as any meals not provided. For more information contact the program lead faculty advisor.

## Thesis Fees

SCR690 Course Fee .....	\$350
SCR691 Course Fee .....	\$350

Thesis fees provide compensation for committee member's time and attention to thesis projects.

## Program Learning Outcomes

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

- Differentiate critical points of view in the analyses and interpretation of films, television shows, screenplays and other entertainment content.
- Using films, television programs and transmedia IP's analyze the principles of writing in these varied media.
- Demonstrate critical reflection and viewpoint in evaluating the work of peers and others.
- Generate original and/or adapted narrative screenplays, TV Scripts or transmedia IP's employing the principles of these respective disciplines through various stages from introductory level to mastery.
- Articulate a critical understanding of self in relation to creativity and the influence of cultural and societal issues.
- Analyze and/or design and generate a marketing plan/pitch using the principles of entertainment industry marketing.
- Collaborate with others in achieving writing and/or pitching goals.

## Degree Requirements

To receive a Master of Fine Arts, students in the Professional Screenwriting program must complete at least 78.75 quarter units of graduate work, of which a minimum of 65.25 quarter units must be taken at National University. With approval of lead faculty advisor, students may be able to transfer up to 13.5 quarter units at the graduate level from a regionally accredited institution in the areas of screenwriting, communication, film or media studies, or other appropriate areas of study provided the units have not been used to satisfy the requirements of an awarded degree. Students wishing to transfer credits into the program should contact the program lead faculty advisor. Refer to the section in the graduate admission requirements for additional specific information regarding application and evaluation.

## Core Requirements

(6 courses; 22.5 quarter units)

**Note:** Practica are the "Studio labs" generally associated with writing workshops.

SCR 650	Script Reading and Coverage
SCR 679	Cinematic Writing
SCR 680	Screenwriting I <i>Prerequisite:</i> SCR 679
SCR 680P	Screenwriting I Practicum (2.25 quarter units) <i>Prerequisite:</i> SCR 680
SCR 681	Screenwriting II <i>Prerequisite:</i> SCR 680 <i>Corequisite:</i> SCR 681P
SCR 681P	Screenwriting II Practicum (2.25 quarter units) <i>Prerequisite:</i> SCR 680P <i>Corequisite:</i> SCR 681

## Advanced Core Requirements

(6 courses; 22.5 quarter units)

SCR 671	Character and Dialog
SCR 682	Adv Screenwriting Workshop <i>Prerequisite:</i> SCR 681 and SCR 681P
SCR 682P	Adv Screenwriting Practicum (2.25 quarter units) <i>Prerequisite:</i> SCR 681, SCR 681P, and SCR 682

SCR 670	Dev-Prod Writing <i>Prerequisite:</i> SCR 681 and SCR 681P
SCR 670P	Development/Production Practic (2.25 quarter units) <i>Prerequisite:</i> SCR 670, SCR 681, and SCR 681P <i>Corequisite:</i> SCR 675

## and

SCR 675	The Business of Screenwriting <i>Prerequisite:</i> SCR 681, SCR 681P, and SCR 670 <i>Corequisite:</i> SCR 670P
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## Advanced Focus Elective Track

(3 courses; 11.25 quarter units)

Select **one (1)** of the following Advanced Focus Tracks: Screenwriting, Television Writing, Transmedia Writing.

SCR 667	Marketing for Film & TV
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## and

SCR 683	Adaptation Workshop <i>Prerequisite:</i> SCR 681 and SCR 681P
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## and

SCR 683P	Adaptation Practicum (2.25 quarter units) <i>Prerequisite:</i> SCR 681, SCR 681P, and SCR 683
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## or

SCR 665	Introduction to TV Writing
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## and

SCR 684	TV Pilot/Series Writing Worksh <i>Prerequisite:</i> SCR 665 with a minimum grade of B
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## and

SCR 684P	TV Writing Practicum (2.25 quarter units) <i>Prerequisite:</i> SCR 665 and SCR 684
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## or

SCR 668	Introduction to Transmedia
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## and

SCR 685	Transmedia Writing Workshop <i>Prerequisite:</i> SCR 668 with a minimum grade of B
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## and

SCR 685P	Transmedia Writing Practicum (2.25 quarter units) <i>Prerequisite:</i> SCR 685 and SCR 668
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## Electives

(2 courses; 9 quarter units)

Students select **two (2)** courses from the following list of approved electives. Students may not repeat a course as an elective that is taken as a core requirement.

SCR 665	Introduction to TV Writing
SCR 667	Marketing for Film & TV
SCR 668	Introduction to Transmedia
SCR 692	Graduate Internship <i>Prerequisite:</i> SCR 675 with a minimum grade of B, SCR 670P with a minimum grade of B. For MFA in Professional Screenwriting students an internship can only be taken after onsite residency is completed. <i>Recommended Preparation:</i> MFA Students from other disciplines may be required to fulfill specific prerequisites prior to taking an internship. TBD by lead faculty for program
SCR 693	Guided Study <i>Recommended Preparation:</i> Students must demonstrate advanced skills and talent in order to be considered for participation

SCR 693P Guided Study Practicum (2.25 quarter units)

*Prerequisite: SCR 670P with a minimum grade of B and SCR 675 with a minimum grade of B*

This internship can only be taken after onsite residency is completed. MFA Students from other disciplines should contact the lead faculty for their program for required prerequisites prior to taking an internship.

A specially constituted course. Students must demonstrate advanced skills and talent in order to be considered for participation.

### **Thesis Sequence**

(3 courses; 13.5 quarter units)

Thesis courses must be taken in order (SCR 690, SCR 690A, and SCR 691).

SCR 690 Screenwriting Thesis

**Prerequisite:** All other program courses with potential exception of one elective and/or the onsite residency (by lead faculty approval only)

SCR 690A Advanced Rewriting  
*Prerequisite: SCR 690*

SCR 691 Thesis Qualification & Review  
*Prerequisite: SCR 690*

**Prerequisites:** ALL PROGRAM COURSES with potential exception of one elective (by lead faculty approval only)

## **COURSE INFORMATION**

### **COURSE TERMINATIONS**

EDA663 Community Leadership

EDA680 Charter School Leadership

### **COURSE DESCRIPTIONS**

#### **ACCX – ACCOUNTING (EXTENDED EDUCATION)**

##### **ACCX 5200X Professional Exam Review 1 (Previously ACC 520)**

*Recommended: Should have completed approximately 72 quarter units of accounting and/or business.*

This course is designed to help student pass the professional examination for various licensures in accounting. Passing professional exams provides additional opportunities and greater versatility to employment options within the accounting profession and other areas of business. Whether the professional exam is the CPA, CMA, CIA, or other, the review for the exam takes time, commitment, and dedication. Grading is S/U only. The professional exam review emphasizes learning through preparation and practice. The professional review is a review and reflection of some of the content of prior accounting and business courses as well as introduction of new material necessary to pass various professional exams.

##### **ACCX 5250X Professional Exam Review 2 (Previously ACC 525)**

*Prerequisite: ACCX 5200X*

This course is designed to help student pass the CPA Exam. Passing professional exams provides additional opportunities and greater versatility to employment options within the accounting profession and other areas of business. The review for the CPA exam takes time, commitment, and dedication. The professional exam review emphasizes learning through preparation and practice. The professional review is a review and reflection of some of the content of prior accounting and business courses as well as introduction of new material necessary to pass various professional exams.

##### **ACCX 5500X Business Professional Develop. (Previously ACC 550)**

Emphasis is on development of business professional soft skills to help a student prepare for a successful job search by knowing about their own personal profile, their career opportunities, and the skills necessary to effectively interact with other business professionals. Grading is S/U only.

### **CED - COUNSELOR EDUCATION**

#### **CED 620 Internship Seminar**

(3 quarter units)

*Prerequisite: Students must have completed ten (10) courses, and must be enrolled in their internship and have permission of the faculty advisor*

*Corequisite: CED 631*

Students will review the knowledge, skills, and standards of the graduate program in counseling in final preparation for their employment as professional counselors. Leadership opportunities within the counseling role are identified and developed. Students will prepare for the ETS Praxis examination, complete their program portfolios, and present their school project as part of this course. Grading is by H, S, or U only.

#### **CED 631 School Counseling Practicum**

(1.5 quarter units)

*Corequisite: CED 620*

Focus on the integration and practical application of counseling skills and conceptual frameworks to create strategies to individually assist students with concerns in the areas of personal, social, educational and career development. This course contributes to the counseling proficiency component of the program and is required of all candidates enrolled in the Educational Counseling program.

### **CIH - COMPLEMENTARY AND INTEGRATIVE HEALTH**

#### **CIH 699 Integrative Health Capstone**

*Prerequisite: CIH 630, CIH 640, CIH 650, CIH 660, CIH 670, CIH 680, & CIH 685*

Two-month project focused on relevant problem in complementary and integrative health theory or practice. Planning and completion of either a data-based research



project or a scholarly and creative activity related to integrative health. Grading is S/U only. Course is eligible for In Progress (IP) grade.

## **COH - COMMUNITY HEALTH**

### **COH 317 Public Health Nutrition**

*Prerequisite: ENG 100*

*Recommended Preparation: COH 100*

Human nutrition is examined in the context of physical and emotional health across the lifespan. The cultural, economic and political context of nutrition in contemporary society is considered. Students develop a personal nutrition plan. Interventions designed to influence better eating habits in communities are examined.

### **COH 318 Drug Use and Abuse**

*Prerequisite: ENG 100*

*Recommended Preparation: COH 100*

Social, psychological, behavioral and physiological impacts of psychoactive drug use and abuse explored. Impacts of specific drugs on health status examined. Educational programs, public policy and treatment of addiction considered.

### **COH 319 Human Sexuality**

*Prerequisite: ENG 100*

*Recommended Preparation: COH 100*

An exploration of the biological, psychological and sociological aspects of human sexuality. Development of a personal sexual philosophy, informed personal choice, awareness, tolerance and respect for sexual diversity. Critical analysis of research, information and public policy regarding sexuality.

### **COH 440 Preparedness & Disaster Mgmt**

*Prerequisite: COH 401*

Introductory study of the public health response to disasters at all levels of county, state and federal government. Emergency planning and management relative to human made and natural disasters will be explored. Students complete risk analysis, manage disaster preparation efforts, identify and analyze potential disasters, provide corrective action, plan, organize and implement contingency and recovery programs.

## **EDA - EDUCATION ADMINISTRATION**

### **EDA 600 Applications in Leadership**

Supervised application of theoretical concepts in practical settings. Candidates complete a portfolio of administrative activities demonstrating competency in areas identified in the California Professional Standards for Educational Leaders as sanctioned by the Commission on Teacher Credentialing for awarding of the preliminary administrative services credential. A triad consisting of the University Supervisor, the Site Mentor/Administrator, and the candidate, develops a plan at the onset of the class. This plan ensures that the activities in which the candidate is engaged are aligned in a sequence so that they coincide with the theory learned in the courses the candidate will take. As the candidate has courses scheduled in advance, the triad has advance notice of the course learning outcomes and can plan accordingly. The plan stresses day-to-day administrative functions as well as policy analysis and implementation. This course is the first course in the program and will be taken concurrently with all other program required courses. This course takes 7-12 months to complete. It must be completed within 12 months of being scheduled. This course must be completed in residence. Students approved for the intern program must remain in EDA600 for 12 months, per CTC requirements. Grading is S/U/IP only.

## **IBU - INTERNATIONAL BUSINESS**

### **IBU 430 Survey of Global Business (Previously MGT430)**

*Prerequisite: ECO 203 and ECO 204*

A study of the accelerating internationalization of all business, this course introduces upper-division undergraduate students to all facets of international business within three broad subject areas: (1) the economic framework of international business, (2) the operating frameworks of multinational corporations, and (3) a framework for global strategic management. It uses case studies to illustrate concepts and methods.

## **MNS - MANAGEMENT SCIENCE**

### **MNS 205 Intro to Quantitative Methods**

An examination of advanced algebra techniques in the business setting, including linear systems, polynomials, exponential and logarithmic functions, as well as introduction to probability and statistics. The primary quantitative course required for MNS 407. (Students who have taken college algebra (MTH 215) within the last three years are exempt from this course.)

## **PED - SCHOOL PSYCHOLOGY**

### **PED 662 Leadership in School Psych**

*Prerequisite: PED 603 with a minimum grade of B.*

This course will examine theories, principles, and practices related to the various leadership models. The focus of the course is to understand how to apply leadership theories in a comprehensive K-12 setting. An emphasis is placed on a professional and personal development with all stakeholders in an educational environment.

### **PED 663 Curriculum Interventions**

*Prerequisite: PED 603 with a minimum grade of B.*

This course provides students knowledge and training in Multi-Tiered System of Supports (MTSS) which includes Response-to-Instruction and Intervention (RtI). The framework focuses on differentiated learning and provides supports and resources for K-12 students in the areas of academics and behavioral success.

### **PED 664 Crisis Response & Intervention**

*Prerequisite: PED 603 with a minimum grade of B.*

This course provides students with knowledge and training in the prevention and intervention of school crisis. The framework focuses on students developing a protocol for the preparation, prevention, response, and recovery of a crisis while accounting for the mental health, physical safety and health of individuals related to the crisis.

### **PED 665 Test and Measurements**

*Prerequisite: PED 603*

Covers concepts of validity, reliability, norms, item analysis, and standardization; selection, administration, and interpretation of published psychological and educational tests; development of measurable goals by decision makers for various evaluation purpose; and the development and/or selection of tests, and collection of data.

### **PED 667 Developmental Psychopathology**

*Prerequisite: PED 603*

Addresses emotional and behavior pathology most likely to be encountered by school psychologists and school counselors working in school settings. It examines human development, and the biological, psychosocial, and cultural variables in the etiology of these disorders. Students will become familiar with characteristics, classification, assessment and diagnosis of such disorders, as well as developmental theories and stages of human development.

### **PED 678 Practicum in School Psychology**

*Prerequisite: Students must have completed all PED and CED core courses. The practicum course (PED 678) begins the application process of the program that is built on the foundation of the core courses in the program. Students are expected to have knowledge from the core courses prior to starting their practicum experience. Exceptions to the core courses are: PED 685, 625, 637, 689 and 690. These courses must be completed after the successful completion of the practicum course (PED 678).*

The school-based practicum provides School Psychology candidates an orientation to school and community professionals as well as clarify the role of the school psychologist. Candidates are placed in school settings and attend a university-based seminar. Placement consists of 450 hours. Grading is by S, U, and IP.

## **PSY - PSYCHOLOGY**

### **PSY 501A Foundations in Counseling I**

A study of the essential principles and theories of psychology. Topics include social, developmental, and cognitive psychology.

**PSY 501B Foundations in Counseling II**

A study of the essential principles and theories in psychology. Topics include an overview of biological psychology, personality theory, and abnormal psychology.

**PSY 612B Clinical Assessment II**

*Prerequisite: PSY 612A*

This course covers the assessment and diagnosis for Gender Dysphoria and Anxiety, Psychotic, Personality, and Dissociative Disorders in the DSM and other assessment systems. Students will practice assessment skills and development of treatment plans during the course. Outcomes assessment and case conceptualization processes will be discussed.

**PSY 637A Multicul Iss Perform Consult**

An exploration of the role of culture in concepts of performance psychology consultation and intervention. Students will examine how their own cultural background frames their understanding of themselves and others. Family heritage, culturally informed assessment and intervention, and the limitations of the dominant Eurocentric psychological world view to diverse populations are explored.

**SPD – SPECIAL EDUCATION****SPD 650 Research in SPD: Design (Previously SPD 697)**

This course is designed to provide an introduction to empirical research and a variety of research approaches common to the field of education. Upon completing the course, participants will be able to locate, understand, evaluate, and interpret qualitative as well as quantitative educational research and use these skills to become consumers of research and develop a draft of the capstone

**SPD 651 Ed Hist Perspt, Iss Trends SPD**

*Prerequisite: SPD 650*

This course is designed as an introduction to issues and trends in Special Education. Candidates in this course will examine, analyze, and synthesize current legislation, instructional formats, and Special Education research. They will be required to look at recent policies, issues, and trends that impact the Special Education field. Candidates will be expected to complete the first step in the research process and identify a research problem related to an issue or a trend in which they have a personal interest.