



ADDENDUM B

TO THE NATIONAL UNIVERSITY GENERAL CATALOG 84

Effective April 4, 2022, National University Headquarters will be located at Spectrum Business Park Campus.

National University
Spectrum Business Park
9388 Lightwave Ave,
San Diego, CA. 92123.

The following updates will take effect April 4, 2022.

Technology Fees and Policy Information

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

BUS 485A.....	\$63.74
MNS 205.....	\$94.50
PSY 433	\$77.00
CYB 202	\$79.50
CYB 204	\$71.50
CYB 206	\$15.50
CYB 213	\$15.50
CYB 214	\$15.50
CYB 215	\$15.50
CYB 216	\$75.50
CYB 320	\$15.50
CYB 331	\$15.50
CYB 332	\$15.50
CYB 333	\$15.50
CYB 340	\$15.50
CYB 420	\$15.50
CYB 450	\$15.50
CYB 451	\$15.50
CYB 452	\$15.50
CYB 453	\$15.50
CYB 454	\$15.50
CYB 460	\$15.50
CYB 461	\$15.50
CYB 462	\$15.50
CYB 463	\$15.50
CYB 470	\$15.50
CYB 471	\$83.50
CYB 472	\$15.50
CYB 473	\$15.50
CYB 499A	\$15.50
CYB 499B	\$15.50
CYB 499C	\$15.50
CYB 600	\$71.50
CYB 601	\$79.50
CYB 602	\$15.50
CYB 604	\$63.50
CYB 606	\$15.50
CYB 607	\$15.50
CYB 608	\$15.50
CYB 612	\$15.50
CYB 613	\$15.50
CYB 616	\$15.50
CYB 632	\$15.50
CYB 633	\$15.50
CYB 634.....	\$15.50
CYB 699A	\$15.50
CYB 699B	\$15.50
CYB 699C	\$15.50
ITM 200	\$15.50
ITM 205	\$15.50
ITM 230	\$15.50

ITM 320	\$15.50
ITM 325	\$15.50
ITM 340	\$15.50
ITM 345	\$15.50
ITM 420	\$15.50
ITM 430	\$15.50
ITM 434	\$58.50
ITM 435	\$58.50
ITM 438	\$15.50
ITM 440	\$15.50
ITM 450	\$15.50
ITM 470	\$15.50
ITM 475	\$15.50
ITM 490A	\$15.50
ITM 490B	\$15.50
ITM 490C	\$15.50

Straighterline updates

STRAIGHTERLINE	MINIMUM SCORE	UNITS (QTR)	TRANSFER CREDIT ALLOWED FOR
BIO 201 – Anatomy & Physiology I	70%	4.5	1 Area F Lecture
BIO 201L – Anatomy & Physiology I Lab	70%	1.5	1 Area F Lab
BIO 202 – Anatomy & Physiology II	70%	4.5	1 Area F Lecture
BIO 202L – Anatomy & Physiology II Lab	70%	1.5	1 Area F Lab
BIO 250 – Microbiology	70%	4.5	1 Area F Lecture
BIO 250L – Microbiology Lab	70%	1.5	1 Area F Lab

Sanford College of Education - Candidate Assistance Process Procedures

The Sanford College of Education has developed procedures to assist candidates (students in professional preparation programs) in meeting School and program requirements. Candidates must be able to demonstrate the requisite knowledge, skills and dispositions of the School's Conceptual Framework and the values of National University. These knowledge, skills and dispositions provide a foundation for educators in today's schools.

Within the Sanford College of Education, each program has identified knowledge, skills, and dispositions necessary for specific professional responsibilities. The knowledge, skills and dispositions are based upon the Sanford College of Education Conceptual Framework, and California Commission on Teacher Credentialing (CTC) preparation

Candidate Progress Alert

When an instructor becomes aware that a candidate needs assistance to effectively demonstrate the appropriate knowledge, skills and/or dispositions within their program, a Candidate Progress Alert will be initiated by their instructor. This is the first step in the Candidate Assistance Process that is intended to be supportive, based upon each program's standards and individualized to the candidate. The Candidate Progress Alert is intended to alert the candidate to areas of performance that are in need of growth, support, or remediation.

When a Progress Alert is initiated, the candidate and instructor will meet to develop activities to improve areas requiring attention and identify methods of assessment.

Candidate Assistance Plan (CAP)

In cases where a candidate has been unable to adequately address areas identified in a Progress Alert, the appropriate faculty member will develop a formal Candidate Assistance Plan. The Plan will identify target areas for growth and prescribe specific activities and/or intervention strategies the candidate must address to successfully meet knowledge, skills and/or dispositions. A success team of faculty and support stakeholders will meet with the Candidate review the CAP with the candidate to ensure that the information, intervention strategies and assessment measures are clear. A candidate's signature and/or virtual verbal agreement during the formal Candidate Assistance Plan meeting will acknowledge receipt and review of the Plan and will be maintained by the Sanford College of Education.

Unsatisfactory Completion of Candidate Assistance Plan

When a candidate has not satisfactorily completed a Candidate Assistance Plan, the Plan, and a detailed description of activities or areas not adequately met, will be forwarded by the appropriate faculty member with a recommendation to the Sanford College of Education and Office of Student Services designees. Unsuccessful completion of the Candidate Assistance Plan will result in dismissal from the program. The candidate will be notified by the Dean of the Sanford College of Education regarding the candidate's continuing status within the program and/or the College.

Requesting Accommodations to a Candidate Assistance Plan

Students with disabilities who wish to apply for accommodations to a Candidate Assistance Plan may do so by applying for accommodations with Student Accessibility Services (www.nu.edu/sas). Students with questions about this process can either call the office at (858) 521-3967 or email at sas@nu.edu. Following completion of the registration process and approval of accommodations, the student is responsible for sharing their accommodation letter with their faculty. The faculty is responsible for implementing the Plan and will schedule a formal meeting with the student to review the Plan and the approved accommodations. The timeline for completion of a Plan is halted during the accommodations application and review process and begins following the formal meeting. For a full description of the requirements and policies regarding the application for and provision of accommodations, please see either the department website (www.nu.edu/sas) or the University Catalog (www.nu.edu/catalog).

Course Terminations

CJA 625 - Security Management & Planning
CJA 655 - Advanced Research Methods
CJA 660 - Drugs, Alcohol & Public Policy
CJA 690 - Research Project Thesis
MGT 610C - Graduate Business Project
MGT 635 - The Org Consulting Process
MGT 640 - Operation Planning and Implementation
MGT 651 - Managing Safety Issues & Regs

Updated Programs

Associate of Arts in General Education

Status: *Historical-Review all addendums*

Academic Program Director: Melinda Campbell; 8582323077 mlcampbell@nu.edu

The Associate of Arts (AA) degree is designed to give students a solid foundation for continuing professional and traditional studies as well as continued intellectual growth.

General Education Program Requirements

To receive the AA degree in General Education, students must complete at least 90 quarter units, 18 of which must be taken in residence at National University. Of the 90 units required, 69 must fall into the areas of General Education as listed below. A list of courses for each category can be found in the General Education section of the Catalog under General Education for Bachelor Degrees. In the absence of transfer credit, additional general elective courses may be taken to fulfill the total unit requirement for the degree.

Students planning to apply to National University's Bachelor of Science in Nursing (BSN) program should take onsite anatomy & physiology (BIO201A and BIO202A) and microbiology (BIO203A) labs. The online version of these lab courses are not accepted into NU's BSN programs.

Program Learning Outcomes:

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

- Demonstrate skills for self-development that contribute to lifelong learning.
- Demonstrate literacy in written and oral communication.
- Apply information literacy skills in developing research projects and presentations.
- Demonstrate a capacity for responsible citizenship in a diverse society.
- Demonstrate awareness of past and present human and cultural diversity.
- Identify ethical issues raised in different disciplines.
- Demonstrate scientific and quantitative literacy skills in appraising information and solving problems.
- Demonstrate the ability to use the elements of critical thinking to analyze issues, solve problems, and make decisions.
- Demonstrate the ability to work successfully in a team.
- Demonstrate creative thinking in expression or problem solving.

Degree Requirements:

The General Education Program consists of a minimum of 69 quarter units. Of the 69 units, students must complete at least 4.5 units at the upper-division level and 4.5 units in diversity enriched coursework. A plus [+] indicates a diversity enriched offering.

Students are urged to meet English and Mathematics requirements as early as possible in their college studies to avoid serious difficulties in other coursework. Refer to the section on Undergraduate Admission Procedures for specific information regarding application and placement evaluation.

AREA A: ENGLISH COMMUNICATION (Minimum 13.5 quarter units)

**AREA B: MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING
(Minimum 4.5 quarter units)**

AREA C: INFORMATION LITERACY (Minimum 4.5 quarter units)

**AREA D: ARTS, HUMANITIES, AND LANGUAGES (Minimum 18 quarter units in
at least 2 areas)**

AREA E: SOCIAL AND BEHAVIORAL SCIENCES (Minimum 13.5 quarter units)

AREA F: PHYSICAL AND BIOLOGICAL SCIENCES (Minimum 6 quarter units)

Note: One 1.5 qu science lab is required. Perspective NU BSN students - the following online lab courses are not accepted into NU BSN programs (BIO 191A, BIO 192A, BIO 193A).

AREA G: LIFELONG LEARNING AND SELF DEVELOPMENT (Minimum 4.5 quarter units)

AREA A-G: GENERAL EDUCATION (Minimum 4.5 quarter units)

Concentration in Business Administration

Academic Program Director: Kentaya Beeler; kbeeler@nu.edu

This concentration is designed for students enrolled in the Associate of Arts degree to provide a broad base of introductory business related disciplines. Students completing this degree and concentration are prepared for entry-level positions in business and/or articulation into a bachelor's degree program in business.

Requirements for the Concentration (8 courses; 36 quarter units)

MNS 205	Intro to Quantitative Methods	4.50
ECO 203	Principles of Microeconomics	4.50
ECO 204	Principles of Macroeconomics	4.50
ACC 201	Financial Accounting Funds.	4.50
ACC 202	Managerial Accounting Funds.	4.50
	Prerequisite: ACC 201	
FIN 310	Business Finance	4.50
	Prerequisite: ACC 201	
LAW 204	Legal Aspects of Business I	4.50
MGT 309	Prin. of Mgmt & Organizations	4.50

Associate of Science in General Education

Status: *Historical-Review all addendums*

Academic Program Director: Huda Makhluף; hmakhluף@nu.edu

The Associate of Science (AS) degree is designed to give students a solid foundation for continuing professional and traditional studies as well as continued intellectual growth.

General Education Program Requirements

To receive the AS degree in General Education, students must complete at least 90 quarter units, 18 of which must be taken in residence at National University. Of the 90 units required, 78 must fall into the areas of General Education as listed below. A list of courses for each category can be found in the General Education section of the Catalog under General Education for Bachelor Degrees. In the absence of transfer credit, additional general elective courses may be taken to fulfill the total unit requirement for the degree.

The General Education Program consists of a minimum of 78 quarter units. Of the 78 units, students must complete at least 4.5 units at the upper-division level and 4.5 units in diversity enriched coursework. A plus [+] indicates a diversity enriched offering.

Students are urged to meet English and Mathematics requirements as early as possible in their college studies to avoid serious difficulties in other coursework. Refer to the section on Undergraduate Admission Procedures for specific information regarding application and placement evaluation.

Students planning to apply to National University's Bachelor of Science in Nursing (BSN) program should take onsite anatomy & physiology (BIO201A and BIO202A) and microbiology (BIO203A) labs. The online version of these lab courses are not accepted into NU's BSN programs.

Program Learning Outcomes:

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

- Demonstrate skills for self-development that contribute to lifelong learning.
- Demonstrate literacy in written and oral communication.
- Apply information literacy skills in developing research projects and presentations.
- Demonstrate a capacity for responsible citizenship in a diverse society.
- Demonstrate awareness of past and present human and cultural diversity.
- Identify ethical issues raised in different disciplines.
- Demonstrate scientific and quantitative literacy skills in appraising information and solving problems.
- Demonstrate the ability to use the elements of critical thinking to analyze issues, solve problems, and make decisions.
- Demonstrate the ability to work successfully in a team.
- Demonstrate creative thinking in expression or problem solving.

AREA A: ENGLISH COMMUNICATION (Minimum 13.5 quarter units)

AREA B: MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING

(Minimum 9.0 quarter units)

AREA C: INFORMATION LITERACY (Minimum 4.5 quarter units)

AREA D: ARTS, HUMANITIES, and LANGUAGE (Minimum 9 quarter units over at least 2 areas)

AREA E: SOCIAL AND BEHAVIORAL SCIENCES (Minimum 13.5 quarter units)

AREA F: PHYSICAL AND BIOLOGICAL SCIENCES (Minimum 18 quarter units required)

Note: One 1.5 qu science lab is required. Perspective NU BSN students - the following online lab courses are not accepted into NU BSN programs (BIO 191A, BIO 192A, BIO 193A).

AREA G: LIFELONG LEARNING AND SELF DEVELOPMENT (Minimum 4.5 quarter units)

AREA A-G: GENERAL EDUCATION (Minimum 4.5 quarter units)

Bachelor of Arts in English with Inspired Teaching and Learning Preliminary Single Subject Teaching Credential (California)

Status: *Historical-Review all addendums*

Academic Program Director: John Miller; jmiller@nu.edu, Ida Randall; irandall@nu.edu

The Bachelor of Arts in English with Inspired Teaching and Learning Preliminary Single Subject Credential provides a rigorous education preparing candidates for a career as a teacher of English at the middle and secondary school levels. The program stresses literary analysis, diversity, and critical thinking and written and oral communication skills through a rigorous curriculum of literature, composition, language and linguistics, and communication studies. Completion of the Bachelor of Arts in English also satisfies the California Commission on Teacher Credentialing (CTC) requirements for subject matter preparation in English; students who complete the English requirements will not be required to take the CSET exam. This program also prepares teacher candidates with the knowledge, skills and dispositions required for entry into California's teaching profession as an English teacher. It is designed for teacher candidates who will be dedicated to inspiring all K-12 learners by ensuring for them: social-emotional thriving, meaningful academic achievement, and equitable and inclusive learning communities. The Education courses meet the CTC requirements for a Preliminary Single Subject Teaching Credential.

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

Program Disclosure Information

The Bachelor of Arts in English with ITL Single Subject Credential Program is currently operating using credential guidelines for California only.

For up-to-date information on program licensure eligibility requirements in a state, please visit:
<https://www.nu.edu/licensuredisclosures/>

Program Learning Outcomes:

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

- Knowledgeably discuss major writers, works, movements, and periods of the British and American literary traditions.
- Apply close reading skills to analyze literary and other texts.
- Critically examine the relevance of variables of human diversity such as race, ethnicity, gender, class, and sexuality to the understanding and cultural significance of literature.
- Apply relevant cultural and historical information in the analysis of literary texts.
- Critically evaluate the assumptions and implications of major critical approaches to literature.
- Analyze the significance of genre conventions to the meanings and effects of literary works.
- Explain and defend their own criteria for evaluating works of literature.
- Collaborate with others to develop more complicated interpretations or arguments.
- Compose sophisticated written arguments about works of literature, incorporating appropriate close reading, research, and writing skills.

Degree Requirements:

To receive a Bachelor of Arts in English with Single Subject Matter Preparation and Inspired Teaching and Learning Preliminary Single Subject Teaching Credential (California), candidates must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University, 76.5 of which must be completed at the upper division level, and a minimum of 69 units of the university General Education. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree. The following courses are specific degree requirements. All students receiving an undergraduate degree in Nevada are required by State Law to complete a course in Nevada Constitution.

Preparation for the Major (1 courses; 4.5 quarter units)

LIT 100	Introduction to Literature*	4.50
	Prerequisite: ENG 102	

*May also be used to satisfy General Education requirements.

English Requirements (11 courses; 49.5 quarter units)

TWO of the following four courses LIT 311, LIT 312, LIT 321, or LIT 322. Of the TWO courses ONE must be either LIT 311 or LIT 321.

LIT 311	British Literature I	4.50
	Prerequisite: ENG 240 and LIT 100	
OR		
LIT 312	British Literature II	4.50
	Prerequisite: ENG 240 and LIT 100	
OR		
LIT 321	American Literature I	4.50
	Prerequisite: ENG 240 and LIT 100	
OR		
LIT 322	American Literature II	4.50
	Prerequisite: ENG 240 and LIT 100	

LIT 338	Shakespeare Prerequisite: ENG 240 and LIT 100	4.50
AND		
LIT 365	Contemporary Literary Theory Prerequisite: ENG 240 and LIT 100	4.50
AND		
ANY ONE additional Upper Division LIT Course		
Any ONE of the following THREE courses: LIT 410 or LIT 420 or LIT 460		
LIT 410	African American Literature Prerequisite: ENG 240 and LIT 100	4.50
OR		
LIT 420	U.S. Latino Literature Prerequisite: ENG 240 and LIT 100	4.50
OR		
LIT 460	Gender and Literature Prerequisite: ENG 240 and LIT 100	4.50
ANY FOUR of the following:		
COM 360	Representation in the Media <i>Historical-Review all addendums</i> Prerequisite: ENG 102	4.50
OR		
ENG 301	Fiction Writing II <i>Historical-Review all addendums</i> Prerequisite: ENG 201	4.50
OR		
ENG 302	Poetry Writing II <i>Historical-Review all addendums</i> Prerequisite: ENG 202	4.50
OR		
ENG 310	English Grammar Prerequisite: ENG 102	4.50
OR		
ENG 350	Fundamentals of Linguistics Prerequisite: ENG 102	4.50
OR		
ENG 375	Nature Writing Prerequisite: ENG 102; ENG 240, or ENG 334A	4.50
OR		
LIT 345	Mythology Prerequisite: ENG 240 and LIT 100	4.50
OR		
LIT 430	Children's Literature Prerequisite: ENG 240 and LIT 100	4.50
OR		
LIT 463	Contemporary World Literature Prerequisite: ENG 240 and LIT 100	4.50
Capstone Requirement		
LIT 498	English Capstone Course Prerequisite: Satisfactory completion of 8 upper-division ENG or LIT courses	4.50

Undergraduate Credential Inspired Teaching and Learning Preliminary Single Subject Teaching Credential

Status: *Historical-Review all addendums*

Academic Program Director: Ida Randall; irandall@nu.edu

Students are required to take the courses in this sequence.

PRIOR to taking ITL 402, the candidate is required to submit a complete Credential Packet. This packet includes, but is not limited to, a background clearance and Negative TB test. To better understand these requirements, please refer to the Sanford College of Education's Credential Information section located in this catalog.

PRIOR to beginning any of the Single Subject Methods courses, the candidate must have completed all Foundation courses, and met the Basic Skill requirement.

There is an application process for applying to student teaching (clinical practice).

Each credential course (ITL) below, includes a required 4-hour field experience in one or more (grades 7-12) classrooms representing the candidates single subject credential's content area and diverse student populations. The field experience requirement is not associated with any clinical practice courses.

This coursework will **not** transfer as graduate level credit to National University or any other University as it is part of an undergraduate degree program. Grades earned in graduate level courses will be calculated as part of the student's undergraduate grade point average.

Program Learning Outcomes:

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

- Integrate the knowledge needed for engaging/supporting all K12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for creating/maintaining effective learning environments for all K12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for making subject matter comprehensible for all K12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for designing/planning learning experiences for all K12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for assessing all K12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for being a legal, ethical, and professional educator for all K12 learners, including those with diverse learning needs.
- Reflect critically about the application of the inspired teaching and learning principles.

Degree Requirements:

In order to complete the Single Subject Teaching Credential requirements students must complete 14 courses, 58.5 quarter units.

Introductory Core Requirement (1 course; 4.5 quarter units)

ITL 400	Becoming a Teacher	4.50
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Students must complete ITL400 and credential packet prior to beginning ITL402.

Foundation Courses (4 courses; 18 quarter units)

ITL 402	Context: Education in the U.S. Prerequisite: ITL 400 and Students must complete the credential packet.	4.50
ITL 404	Learners and Learning I Prerequisite: ITL 402	4.50
ITL 406	Learners and Learning II Prerequisite: ITL 404	4.50
ITL 408	Design and Process of Teaching Prerequisite: ITL 406	4.50

Single Subject Credential Methods (5 courses; 22.5 quarter units)

PRIOR to beginning any of the Single Subject Credential Area Method courses below, the candidate must successfully complete all Foundation courses, meet Basic Skills Requirements, and meet any other related program requirements.

ITL 520	Academic Language & Literacy <i>Historical-Review all addendums</i>	4.50
ITL 522	Content Area Literacy Prerequisite: ITL 520	4.50
ITL 526	SS Integrated Design I <i>Historical-Review all addendums</i> Prerequisite: ITL 522	4.50
ITL 528	SS Integrated Design II Prerequisite: ITL 526	4.50
ITL 530	Optimized Learning Community	4.50

Student Teaching Requirements (4 courses; 13.5 quarter units)

PRIOR to beginning any of the student teaching courses below, the candidate must successfully complete all Foundation, Single Subject Credential Area Method, and upper division courses, meet Basic Skills Requirement, and submit a complete student teaching application. The student teaching application process must be completed at least three-months prior to the candidate's intended start of student teaching. Student teaching placements in K12 classrooms are made through a collaborative partnership of the university and respective school district. The student teaching placements must align to the CSET credential sought. Student teaching is unpaid and composed of at least 600 instructional hours (16-18 weeks of full-time student teaching) in designated K12 classrooms. Note: The two seminar courses, below, ITL 551A and ITL 551B, are 2.25 quarter units each and will be taken concurrently with ITL 550A and ITL 550B, respectively.

ITL 550A	Student Teaching A Corequisite: ITL 551A	4.50
ITL 551A	Student Teacher Seminar A <i>Historical-Review all addendums</i> Corequisite: ITL 550A, or ITL 650A	2.25
ITL 550B	Student Teaching B Corequisite: ITL 551B; Prerequisite: ITL 550A	4.50
ITL 551B	Student Teacher Seminar B <i>Historical-Review all addendums</i> Prerequisite: ITL 551A; Corequisite: ITL 550B, or ITL 650B	2.25

Bachelor of Science in Public Health

Status: *Historical-Review all addendums*

Academic Program Director: Ritika Bhawal; rbhawal@nu.edu

The Bachelor of Science in Public Health features a broad-based foundation in the liberal arts and sciences and an ecological perspective of public health and the role that public health professionals play in preventing disease while maintaining or increasing quality of life. Graduates of the program will possess an understanding of the contributions of core public health disciplines to the nation's health. At the same time, graduates will also learn

how to apply knowledge and skills relating to the interactions and interdependencies of health behavior, the physical and social environment, and public policy to affect health at local, state, national and international levels. The program is designed to prepare entry-level public health professionals to begin careers in a variety of health agencies: governmental health agencies, voluntary health agencies, community based/non-governmental agencies, medical care services, education agencies, and business and industry. Within these practice settings, entry-level public health practitioners address significant health challenges from individual, family, group, organization, neighborhood, community, and societal perspectives. Graduates will apply their competencies to assess needs, plan and implement prevention programs, assess program outcomes, communicate and advocate for public health issues, and participate in the development of public health as a profession. Graduates will also enhance their opportunities for professional growth and job placement through planned field practicum. Upon graduation, entry-level public health practitioners may be eligible to sit for the Certified Health Education Specialists exam (CHES) through the National Commission on Health Education Credentialing, Inc. Community Health (COH) courses in levels 300 and 400 are only offered in two formats: 1) Hybrid 50/50; 2) Online.

Program Learning Outcomes:

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

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

Degree Requirements:

To receive a Bachelor of Science degree in Public Health, students must complete at least 180 quarter units as articulated below including a minimum 69 units of the University General Education requirements, 45 quarter units of which must be completed in residence at National University, 76.5 quarter units of which must be completed at the upper-division level.

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

Preparation for the Major (14 courses; 54 quarter units)

COH 100	Personal Health	4.50
PSYC 100	Introduction to Psychology <i>Historical-Review all addendums</i>	4.50
SOC 100	Principles of Sociology <i>Historical-Review all addendums</i>	4.50
	Prerequisite: ENG 102	
BIO 201	Human Anatomy and Physiol I <i>Historical-Review all addendums</i>	4.50
	Corequisite: BIO 191A, or BIO 201A; Recommended: Prior completion of: BIO 100; BIO 100A; CHE 101; CHE 101A	

BIO 191A	Online Hum Anat and Phys I Lab <i>Historical-Review all addendums</i> Corequisite: BIO 201; Recommended: Prior completion of: BIO 100; BIO 100A; CHE 101; CHE 101A	1.50
OR BIO 201A	Human Anatomy and Physiol LabI <i>Historical-Review all addendums</i> Corequisite: BIO 201; Recommended: Prior completion of: BIO 100; BIO 100A; CHE 101; CHE 101A or equivalent courses.	1.50
BIO 202	Human Anatomy and Physiol II <i>Historical-Review all addendums</i> Corequisite: BIO 202A, or BIO 192A; Prerequisite: BIO 201 and BIO 201A	4.50
BIO 192A	Online Anat and Phys II Lab <i>Historical-Review all addendums</i> Corequisite: BIO 202; Prerequisite: BIO 191A with a minimum grade of C-. Passing grade required; BIO 201 with a minimum grade of C-. Passing grade required	1.50
OR BIO 202A	Human Anatomy andPhysiol LabII <i>Historical-Review all addendums</i> Corequisite: BIO 202; Prerequisite: BIO 201; BIO 201A	1.50
BIO 203	Introductory Microbiology <i>Historical-Review all addendums</i> Corequisite: BIO 203A Students should take both lecture and lab courses concurrently and with the same instructor to ensure a consistent learning experience. Students who are retaking one of the two courses or present special circumstances should petition for exception to this requisite.; Recommended: Prior completion of: BIO 100 and BIO 100A; CHE 101 and CHE 101A or equivalent courses; BIO 201 and BIO 201A; BIO 202 and BIO 202A	4.50
BIO 193A	Online Microbiology Lab <i>Historical-Review all addendums</i> Corequisite: BIO 203; Recommended: Prior completion of: BIO 191A; BIO 201; CHE 101; CHE 101A	1.50
OR BIO 203A	Introductory Microbiology Lab <i>Historical-Review all addendums</i> Corequisite: BIO 203; Recommended: Prior completion of: BIO 100; BIO 100A; CHE 101; CHE 101A; BIO 201 and BIO 201A; BIO 202 and BIO 202A	1.50
HTM 310	Health Informatics	4.50
BST 322	Intro to Biomedical Statistics	4.50
COH 317	Public Health Nutrition* Prerequisite: ENG 102; Recommended Preparation: COH 100	4.50
COH 318	Drug Use and Abuse* Prerequisite: ENG 102; Recommended Preparation: COH 100	4.50
COH 319	Human Sexuality* Prerequisite: ENG 102; Recommended Preparation: COH 100	4.50

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

Core Requirements (4 courses; 18 quarter units)

COH 310	Culture and Health <i>Historical-Review all addendums</i> Prerequisite: ILR 260	4.50
COH 315	Introduction to Epidemiology <i>Historical-Review all addendums</i> Prerequisite: BST 322; ILR 260	4.50

COH 320	Chronic & Communicable Disease <i>Historical-Review all addendums</i> Prerequisite: ILR 260	4.50
COH 321	Health Behavior <i>Historical-Review all addendums</i> Prerequisite: ILR 260	4.50

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

Requirements for the Major (10 courses; 45 quarter units)

COH 300	The Ecology of Public Health <i>Historical-Review all addendums</i> Prerequisite: BIO 203A; COH 100; PSYC 100; SOC 100	4.50
COH 380	HP Program Planning & Eval <i>Historical-Review all addendums</i> Prerequisite: COH 300; COH 315; HTM 310	4.50
COH 400	Environmental Health	4.50
COH 401	Health Promotion Concepts <i>Historical-Review all addendums</i> Prerequisite: COH 300; COH 315; COH 400 and HTM 310	4.50
COH 416	PH & Physical Activity	4.50
COH 422	Global Health Promotion <i>Historical-Review all addendums</i> Prerequisite: COH 401	4.50
COH 430	HP Strategies & Tactics <i>Historical-Review all addendums</i> Prerequisite: COH 401	4.50
COH 435	PH Communications & Advocacy <i>Historical-Review all addendums</i> Prerequisite: COH 430	4.50
COH 440	Preparedness & Disaster Mgmt <i>Historical-Review all addendums</i> Prerequisite: COH 401	4.50
COH 499	Public Health Field Practicum <i>Historical-Review all addendums</i> Prerequisite: COH 100; COH 300; COH 310; COH 315; COH 317; COH 318; COH 319; COH 320; COH 321; COH 380; COH 400; COH 401; COH 416; COH 422; COH 430; COH 435; COH 440	4.50

Center for Creative Leadership Master of Business Administration

Status: *Discontinued*

Academic Program Director: Aaron Brown; jbrown5@nu.edu

The Center for Creative Leadership (CCL) MBA curriculum reflects a unique combination of the Direction, Alignment and Commitment (DAC) ontology and precision education as an operational strategy (assessment-led adaptive instruction). It consists of 45 quarter units, which is ideal for a one-year duration. The curriculum spans four quarters, each with a theme to correspond with the DAC ontology, to balance workload and progressively build on preceding competencies. The hallmark of the curriculum is the experiential (or practice) ideology. **The strategy of "assess, learn, practice, and apply" engages and motivates** the learner through a series of experiential exercises. The CCL content and methodology consistently rank among the best in the world by the Financial Times.

The DAC ontology allows for building a curriculum that focuses on the development of leadership outcomes:

- Establish organizational and individual direction.
- Prepare for the alignment of knowledge, skills, and abilities to set organizational and individual direction.
- Assure the commitment of internal stakeholders to balance personal with organization direction; and
- Achieve the outcomes of direction, alignment, and commitment through integration and implementation of the strategic plan.

Precision education, as an operational strategy, necessarily involves goal setting and the individual plan to build leadership competencies. Figure 1. Specifies the broadest program learning outcomes of direction, alignment, commitment, and integration. Within each broad program learning outcome, identifying specific competencies

(and micro-competencies) facilitates formative assessment, adaptive instruction, holistic support, and competency-based credentialing.

Goal Setting

Students who are eligible for the CCL MBA in Leadership will have a bachelor's degree. GMAT score in the 50th percentile, work experience, and previous CCL professional development are highly encouraged for this experience. Once accepted into the program, each student will receive a diagnostic assessment that will help to establish SMART goals and provide the necessary baseline information to develop holistic student support. After that, in the many-to-one model, student support specialists will surround each student to help him/her navigate to his or her goals.

To make sure your goals are clear and reachable, each one should be:

- Specific (simple, sensible, significant).
- Measurable (meaningful, motivating).
- Achievable (agreed, attainable).
- Relevant (reasonable, realistic and resourced, results-based).
- Time bound (time-based, time limited, time/cost limited, timely, time-sensitive).

Basic Math Skills

It is strongly recommended that students who are unsure about having adequate math skills take a one-hour Accuplacer test to determine their level of competency. If below the minimum level needed to be comfortable and ensure success in the MBA program, students should seriously consider enrolling in appropriate math skills courses.

Learning Community

Students who pursue an MBA expect a cohort experience that will last throughout the degree and afterward as a network for life. Student Relationship Management (SRM), Learning Management System (LMS), and Enterprise Resource Planning (ERP) form a common platform to facilitate student-to-content, student-to-instructor, and student-student interaction.

Cohorts who join through an employer, in a geographically similar time zone, may opt to meet synchronously online to enhance interaction. Students who participate individually may choose to engage in a larger cohort with students who partake asynchronously online to strengthen their community of learners.

All students who complete the CCL MBA in Leadership join an alumni community worldwide.

A signature feature of the CCL MBA in Leadership is the holistic student support model. Each student has access to a specialist who is available on-demand, either through a chatbot or live support in a similar time zone. Once developed, the AI infrastructure will inform the chatbot for on-demand support to help promote student success with timely responses to an individual's needs. Support will often go beyond academic advising to include life skills, food insecurity, and mental counseling.

Program Learning Outcomes:

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

- Analyze the impact of organizational decisions on stakeholders through financial and economic analysis, and risk assessment, and create an alternative course of action.
- Utilize critical thinking in communication efforts, and communicate with clarity and efficacy in a variety of formats.
- Build quantitative analysis methods against relevant information and data trends in relation to operations and decision-making.
- Apply the ethical responsibilities of an organization and evaluate the ethical, legal, and political implications of business practices.
- Illustrate leadership theories to diagnose the effects of leadership behaviors on organizational performance and change management plans that result in increased potential for individuals and the organization to achieve desired outcomes.
- Critique one's leadership skills and continuously adapt to a variety of complex, multicultural team, and organizational settings.

Degree Requirements:

To receive a MBA in leadership degree, students must complete 45 quarter units of graduate credit. A total of 4.5 quarter units of equivalent graduate work may be granted if completed with a grade of "B" or better (3.0 GPA) at another regionally accredited institution, as it applies to this degree and provided the units were not used in earning another advanced degree. Please refer to the section on graduate admission procedures for specific information regarding application, evaluation, and the course waiver process.

Requirements for the Major (15 courses; 45 quarter units)

LMBA 600	Orientation Course* <i>Discontinued</i>	1.00
LMBA 601	Introduction to Leadership <i>Discontinued</i> Prerequisite: LMBA 600	2.00
LMBA 602	Data-Informed Decision Making* <i>Discontinued</i> Prerequisite: LMBA 600	4.00
LMBA 603	Emerging Issues: Mngmt & LDRSP* <i>Discontinued</i> Prerequisite: LMBA 600	3.00
LMBA 604	Practices of Leadership <i>Discontinued</i> Prerequisite: LMBA 600	2.00
LMBA 605	Fundamentals of Economics* <i>Discontinued</i> Prerequisite: LMBA 600	4.00
LMBA 606	Fin Statements & Mgr. ACCT* <i>Discontinued</i> Prerequisite: LMBA 600	4.00
LMBA 607	Corp Fin & Fin Str of an ENT* <i>Discontinued</i> Prerequisite: LMBA 600	4.00
LMBA 608	Leading in a Diverse Community <i>Discontinued</i> Prerequisite: LMBA 600	2.00
LMBA 609	Mktg in an Information Age* <i>Discontinued</i> Prerequisite: LMBA 600	4.00
LMBA 610	Organizational Design and HRM* <i>Discontinued</i> Prerequisite: LMBA 600	3.00
LMBA 611	Leading Change <i>Discontinued</i> Prerequisite: LMBA 600	4.00
LMBA 612	Leading Across Boundaries <i>Discontinued</i> Prerequisite: LMBA 600	2.00
LMBA 613	Strategic Leadership <i>Discontinued</i> Prerequisite: LMBA 600	2.00
LMBA 614	Capstone: Strategy* <i>Discontinued</i> Prerequisite: LMBA 600; Recommended: Prior completion of: core competency courses.	4.00

*Core Competency Course

Master of Arts in Consciousness and Transformative Studies

Status: *Historical-Review all addendums*

Academic Program Director: Craig Chalquist; cchalquist@nu.edu

The Master of Arts (MA) in Consciousness & Transformative Studies offers an innovative and practical approach to the exploration of consciousness and the catalyzing of personal and societal transformation. This fully online interdisciplinary curriculum in applied consciousness studies aims to actualize human potential in service of the greater global good. Students learn knowledge and skills that empower them to become responsible leaders in their own lives and creative agents of organizational, sociocultural, and ecological change. The integrative 58-unit curriculum cultivates personal capacities such as wisdom, courage, compassion, joy, and vitality, while enriching the

sense of meaning, passion, and purpose. Toward this transformative goal, students engage in an intensive psycho-spiritual exploration of their lives and selectively share their experiences with classmates.

The program is offered in the online modality. Coursework is completed online asynchronously, supplemented by synchronous live class sessions conducted through audio-visual conferencing. In order to receive the full benefits of interactive learning, students are expected to attend most live sessions, and are offered makeup assignments when attendance is not possible. In order to facilitate a respectful virtual learning environment, students are expected to engage in appropriate and professional communication with others, and to follow program guidelines for participation.

The holistic curriculum integrates the wisdom and practices of six major fields of study: psychology, philosophy, religion/spirituality, the new sciences, culture, and professional development. These diverse fields provide cross-fertilizing perspectives, combining contemporary scientific research with insights and methods from ancient wisdom traditions.

Each of the six fields addresses one or more of the experiential, behavioral, cultural, and systemic dimensions of human existence:

- **Psychology:** Courses in transpersonal, somatic, archetypal, developmental and integral psychology—as well as Diamond Heart, and the enneagram—offer experiential, behavioral, and social perspectives on the development of mind, emotion, body, soul, and spirit.
- **Philosophy:** Courses on paradigms of consciousness, philosophy of mind, and neuroscience provide broad intellectual frameworks for conceptualizing and understanding the nature of consciousness and transformation.
- **Religion/Spirituality:** Courses on the world's religions, Shamanic traditions, mystical teachings, spiritual practices, myths, archetypes, rituals, and the perennial wisdom offer pathways and practices for alchemizing mind, body, soul, heart, and spirit.
- **The New Sciences:** Courses in neuroscience and mindfulness, quantum physics and evolutionary cosmology, living systems' theory, and ecological principles highlight the emerging scientific paradigm and address cosmic, evolutionary, and planetary perspectives on consciousness and transformation.
- **Culture:** Courses on multicultural diversity, cultural evolution, ancestral heritage, myth, ritual, and archetype contribute to fostering cultural and global awareness, citizenship, and engagement. Courses on creativity, myth, metaphor, symbol, dreams, and indigenous knowledge foster personal growth and creativity.
- **Professional Development:** A required professional development track of 9 units supports students in translating this multidisciplinary degree into the right livelihood. These courses assist students first to identify their life purpose, and secondly, to develop professional skills in the areas commonly pursued by our graduates: teaching, coaching, workshop facilitation, small group facilitation, organizational consulting, transformational leadership, writing and publishing, and entrepreneurship.

Admission Requirements

In addition to completing an application, an applicant must submit:

- One set of official transcripts of the conferred BA or BS degree and of any post-bachelor credits or degrees.
- A personal statement of 6 to 8 double-spaced, typewritten pages describing any personal or professional growth, work, or life events that have informed and shaped the applicant's consciousness across the life span, including formative childhood experiences and the influence of the family of origin on one's development. In addition, the essay may comment on influential prior reading in the field of consciousness studies, and future professional and personal goals.
- Letters of recommendation are welcomed, but not required. Letters should be from professional associates, teachers, supervisors, friends, or others who can comment on emotional, spiritual, intellectual and practical development, personal character, and capacity for graduate study in the degree area.
- Admissions interview with faculty—interviews with one or two faculty members are required. Upon receipt of a completed application, an admissions interview with the program chair will be scheduled. The interview can be conducted in person, by phone, or via online video conferencing. A second interview may be requested.

Professional Mentor

Given that the curriculum engages students in deep processes of inquiry and transformation, the program recommends that all students obtain a Professional Mentor in their own locale to accompany them throughout the program, and to lend extra support through challenging periods. The Mentor could be a therapist, counselor,

spiritual director, spiritual teacher, dream worker, coach, clergy, or another professional skilled in the art of facilitating conscious transformation and development. In instances when a student is undergoing intense upheaval, obtaining a professional mentor may be required by the faculty in order to continue in the program.

Optional Specialization

A student may choose to add an optional specialization to their degree plan. Five specializations are available:

- Coaching
- Consciousness & Healing
- Dream Studies
- Philosophy & Religion
- Transformational Leadership

Program Learning Outcomes:

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

- Explain and apply a developmental view of consciousness and human evolution to oneself, others, and systems.
- Demonstrate intrapersonal and interpersonal intelligence, wisdom, and accountability, using psychological and spiritual principles and practices.
- Explain and apply systems theory principles at the individual, community, organizational, and planetary levels.
- Apply communication skills, diversity leadership skills, information literacy, and professional development skills in service of consciousness growth and systems change.
- Apply critical, creative, and multiperspectival thinking, inquiry, and meaning-making skills in service of consciousness growth and systems change.

Degree Requirements:

To receive the JFK School of Social Sciences' Master of Arts in Consciousness & Transformative Studies students must complete 58 quarter units of graduate work. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and if the units were not used in earning another advanced degree.

Total Degree Requirements (58 quarter units)

Core Requirements (19 courses; 40 quarter units)

CNS 5010	Paradigms of Consciousness	3.00
CNS 5012	Emotional Intelligence	3.00
CNS 5027	Non-Ordinary States of Consc <i>Discontinued</i>	2.00
CNS 5013	Social Intelligence	3.00
	Prerequisite: CNS 5012	
CNS 5015	Body Consciousness/Body Wisdom	2.00
CNS 5030	Consciousness of Sleep & Dream	2.00
CNS 5017	Human Dev & Consciousness	2.00
CNS 5275	Living Sys & Crea Potential	2.00
CNS 5125	Transpersonal Psychology	3.00
CNS 5023	Shamanic Traditions	2.00
CNS 5020	Archetypal Mythology <i>Discontinued</i>	3.00
	Prerequisite: CNS 5125	
CNS 5025	Cosmology & Consciousness	3.00
	Prerequisite: CNS 5010	
CNS 5120	Diversity, Community, Leadrshp	3.00

	Prerequisite: CNS 5013	
CNS 5048	Spiral Dynamics&Social Change	1.00
	Prerequisite: CNS 5017	
CNS 5126	Professional Project A <i>Discontinued</i>	1.00
	Prerequisite: CNS 5013	
CNS 5127	Professional Project B <i>Discontinued</i>	2.00
	Prerequisite: CNS 5126	
CNS 5610	Professional Project C <i>Discontinued</i>	1.00
	Prerequisite: CNS 5127	
CNS 5611	Professional Project D <i>Discontinued</i>	1.00
	Prerequisite: CNS 5610	
CNS 5613	Consciousness Studies Integ <i>Discontinued</i>	1.00
	Prerequisite: CNS 5610	

Professional Development Requirement (9 quarter units)

CNS 5455	Prof. Identity & Life Purpose	1.00
AND choose 6 quarter units from the following:		
CNS 5405	Transformational Leadership <i>Historical-Review all addendums</i>	2.00
	Recommended Preparation: CNS 5275; Prerequisite: CNS 5017	
CNS 5410	Presentation & Facilitation <i>Discontinued</i>	2.00
CNS 5411	Creating/Conducting a Workshop <i>Discontinued</i>	2.00
	Prerequisite: CNS 5410	
CNS 5414	Group Facilitation	2.00
	Prerequisite: CNS 5013	
CNS 5428	Fundamentals of Coaching <i>Discontinued</i>	2.00
	Prerequisite: CNS 5012	
CNS 5430	Applied Coaching Skills I <i>Discontinued</i>	1.00
CNS 5432	Applied Coaching Skills II <i>Discontinued</i>	1.00
	Prerequisite: CNS 5430	
CNS 5452	Change Theory for Coaches <i>Discontinued</i>	1.00
CNS 5465	Starting Your Own Business <i>Discontinued</i>	2.00
CNS 5616	Self-Marketing: Pub. & Trad. <i>Discontinued</i>	1.00
CNS 5617	Self-Marketing: Social Media <i>Discontinued</i>	1.00
CNS 5670	Advanced Writing & Publishing <i>Historical-Review all addendums</i>	1.00
	Prerequisite: CNS 5010	

Graduate Electives (9 quarter units)

The student must complete 9 quarter units of coursework from the approved elective course list, below. If a student is pursuing one of the optional specializations, the elective units should be taken from within the specialization. Elective units can be taken in any order, provided that course pre-requisites have been met for those courses.

CNS 5014	Spiritual Intelligence <i>Discontinued</i>	1.00
CNS 5018	Enneagram Personality Typology <i>Discontinued</i>	2.00
CNS 5035	Philosophy of Mind <i>Historical-Review all addendums</i>	2.00
	Prerequisite: CNS 5010	
CNS 5037	Neuroscience & Mindfulness	2.00
	Prerequisite: CNS 5010	
CNS 5039	Consciousness & Pop Culture	1.00
CNS 5041	Ancestral Consciousness <i>Discontinued</i>	2.00
CNS 5042	Writing Your Story	1.00

CNS 5043	Psychology of Happiness	1.00
CNS 5046	Creativity & Transf: Self-Expl	2.00
CNS 5047	Inner Guidance	1.00
CNS 5212	Psychology of Dreams <i>Prerequisite: CNS 5030</i>	2.00
CNS 5230	Metaphors & Symbols Transform	2.00
CNS 5280	Dreams, Archetypes & Mythology <i>Discontinued</i> <i>Prerequisite: CNS 5030</i>	2.00
CNS 5286	World Spirituality, Evolving	2.00
CNS 5347	Spirituality, Symbols & Dreams <i>Historical-Review all addendums</i> <i>Prerequisite: CNS 5030</i>	2.00
CNS 5335	Diamond Approach <i>Discontinued</i>	2.00
CNS 5347	Spirituality, Symbols & Dreams <i>Historical-Review all addendums</i> <i>Prerequisite: CNS 5030</i>	2.00
CNS 5348	Psycho-Spiritual Development <i>Discontinued</i>	1.00
CNS 5349	Integral Life Practice	2.00
CNS 5520	Sexuality and Consciousness	1.00
CNS 5620	Issues Consciousness Studies	0.00-3.00
CNS 5832	Earth, Body, Spirit <i>Historical-Review all addendums</i> <i>Prerequisite: CNS 5030</i>	2.00

Specialization in Coaching

Status: *Discontinued*

Academic Program Director: Craig Chalquist; cchalquist@nu.edu

Coaching is a dynamic, effective, and evidence-based method for empowering individuals to realize their personal and professional potential. In both Life Coaching and Executive Coaching, the partnership between client and coach catalyzes a thoughtful, interactive, and creative process that facilitates movement towards the client's goals. In this specialization, students learn how to pair the skill of coaching with expertise in the consciousness field, thereby enhancing their marketable professional knowledge and skills. The specialization is oriented toward mastery of the core coaching competencies as identified by the International Coaching Federation: setting the foundation, co-creating the relationship, communicating effectively, and facilitating learning and results.

Courses taken for the Coaching Specialization can only satisfy one of the Program course requirements. Coaching specialization requirements can satisfy the Professional Development requirement, and courses taken for the Coaching specialization electives can satisfy Program Elective requirements.

Program Learning Outcomes:

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

- Explain and apply a developmental view of consciousness and human evolution to oneself, others, and systems.
- Demonstrate intrapersonal and interpersonal intelligence, wisdom and accountability, using psychological and spiritual principles and practices.
- Explain and apply systems theory principles at the individual, community, organizational, and planetary levels.
- Apply communication skills, diversity leadership skills, information literacy, and professional development skills in service of consciousness growth and systems change.
- Apply critical, creative, and multiperspectival thinking, inquiry and meaning-making skills in service of consciousness growth and systems change.

Degree Requirements:

The student must complete 7 quarter units of coursework from the required course list within the specializations.

Specialization Requirements (5 courses; 7 quarter units)

CNS 5428	Fundamentals of Coaching <i>Discontinued</i> Prerequisite: CNS 5012	2.00
CNS 5430	Applied Coaching Skills I <i>Discontinued</i>	1.00
CNS 5452	Change Theory for Coaches <i>Discontinued</i>	1.00
CNS 5432	Applied Coaching Skills II <i>Discontinued</i> Prerequisite: CNS 5430	1.00
CNS 5465	Starting Your Own Business <i>Discontinued</i>	2.00

Specialization in Consciousness and Healing

Status: *Historical-Review all addendums*

Academic Program Director: Craig Chalquist; cchalquist@nu.edu

The relationship between the consciousness and physical, mental, emotional, and spiritual healing has been well documented in recent years. Many studies show a direct relationship between objective brain/body functioning and subjective states of mind and consciousness. The courses in this specialization allow students to explore the fascinating implications of the mind/body/spirit equation in terms of physical health, psychological well-being and personal longevity.

Program Learning Outcomes:

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

- Demonstrate intrapersonal and interpersonal intelligence, wisdom, and accountability, using psychological and spiritual principles and practices.
- Explain and apply a developmental view of consciousness and human evolution to oneself, others, and systems.
- Explain and apply systems theory principles at the individual, community, organizational, and planetary levels.
- Apply communication skills, diversity leadership skills, information literacy, and professional development skills in service of consciousness growth and systems change.
- Apply critical, creative, and multi-perspectival thinking, inquiry, and meaning-making skills in service of consciousness growth and systems change.

Degree Requirements:

The student must complete 7 quarter units of coursework from the approved course lists within the specializations. These courses can be taken in any sequence.

Specialization Electives (7 quarter units)

These courses can be taken in any order, provided any pre-requisites are first met.

CNS 5037	Neuroscience & Mindfulness Prerequisite: CNS 5010	2.00
CNS 5041	Ancestral Consciousness <i>Discontinued</i>	2.00
CNS 5042	Writing Your Story	1.00
CNS 5043	Psychology of Happiness	1.00
CNS 5230	Metaphors & Symbols Transform	2.00

CNS 5335	Diamond Approach <i>Discontinued</i>	2.00
CNS 5348	Psycho-Spiritual Development <i>Discontinued</i>	1.00
CNS 5832	Earth, Body, Spirit <i>Historical-Review all addendums</i>	2.00
Prerequisite: CNS 5030		

Specialization in Dream Studies

Status: *Historical-Review all addendums*

Academic Program Director: Craig Chalquist; cchalquist@nu.edu

The Dream Studies specialization offers an interdisciplinary exploration of dreams from scientific, psychological, spiritual, indigenous, and contemporary perspectives. It is one of the few accredited interdisciplinary dream studies curricula in existence, offering courses taught by experts, authors, and researchers who have dedicated their lives to exploring this important state of consciousness. Graduates use their specialized dream studies knowledge in a variety of careers, including teaching, personal coaching, research, writing, art, and other creative endeavors.

Program Learning Outcomes:

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

- Explain and apply a developmental view of consciousness and human evolution to oneself, others, and systems.
- Demonstrate intrapersonal and interpersonal intelligence, wisdom and accountability, using psychological and spiritual principles and practices.
- Explain and apply systems theory principles at the individual, community, organizational, and planetary levels.
- Apply communication skills, diversity leadership skills, information literacy, and professional development skills in service of consciousness growth and systems change.
- Apply critical, creative and multiperspectival thinking, inquiry and meaning-making skills in service of consciousness growth and systems change.

Degree Requirements:

The student must complete 7 quarter units of coursework from the approved course lists within the specializations. These courses can be taken in any sequence.

Specialization Electives (7 quarter units)

CNS 5046	Creativity & Transf: Self-Expl	2.00
CNS 5047	Inner Guidance	1.00
CNS 5212	Psychology of Dreams	2.00
Prerequisite: CNS 5030		
CNS 5230	Metaphors & Symbols Transform	2.00
CNS 5280	Dreams, Archetypes & Mythology <i>Discontinued</i>	2.00
Prerequisite: CNS 5030		
CNS 5347	Spirituality, Symbols & Dreams <i>Historical-Review all addendums</i>	2.00
Prerequisite: CNS 5030		
CNS 5832	Earth, Body, Spirit <i>Historical-Review all addendums</i>	2.00
Prerequisite: CNS 5030		

Specialization in Philosophy and Religion

Status: *Historical-Review all addendums*

Academic Program Director: Craig Chalquist; cchalquist@nu.edu

Since Heraclitus, philosophers have questioned the nature of being and consciousness. In this increasingly fragmented and polarized global society, the world's philosophic and spiritual perspectives play a crucial role in big picture thinking and values exploration. This specialization allows students to focus on fundamental philosophical questions, perennial wisdom, nature-based spirituality and to broaden perceptions of awareness of self and the global community.

Program Learning Outcomes:

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

- Explain and apply a developmental view of consciousness and human evolution to oneself, others, and systems.
- Demonstrate intrapersonal and interpersonal intelligence, wisdom, and accountability, using psychological and spiritual principles and practices.
- Explain and apply systems theory principles at the individual, community, organizational, and planetary levels.
- Apply communication skills, diversity leadership skills, informational literacy, and professional development skills in service of consciousness growth and systems change.
- Apply critical, creative and multi-perspectival thinking, inquiry and meaning-making skills in service of consciousness growth and systems change.

Degree Requirements:

The student must complete 7 quarter units of coursework from the approved elective course list within the specializations. These courses can be taken in any sequence.

Specialization Electives (7 quarter units)

CNS 5014	Spiritual Intelligence <i>Discontinued</i>	1.00
CNS 5035	Philosophy of Mind <i>Historical-Review all addendums</i> Prerequisite: CNS 5010	2.00
CNS 5037	Neuroscience & Mindfulness Prerequisite: CNS 5010	2.00
CNS 5047	Inner Guidance	1.00
CNS 5230	Metaphors & Symbols Transform	2.00
CNS 5286	World Spirituality, Evolving	2.00
CNS 5347	Spirituality, Symbols & Dreams <i>Historical-Review all addendums</i> Prerequisite: CNS 5030	2.00
CNS 5348	Psycho-Spiritual Development <i>Discontinued</i>	1.00
CNS 5349	Integral Life Practice	2.00
CNS 5832	Earth, Body, Spirit <i>Historical-Review all addendums</i> Prerequisite: CNS 5030	2.00

Specialization in Transformational Leadership

Status: *Historical-Review all addendums*

Academic Program Director: Craig Chalquist; cchalquist@nu.edu

Consciousness principles and transformative practices inform healthy leadership. Similarly, the continuous development and integration of one's own consciousness toward higher potential naturally leads to the emergence of leadership capacities. The Transformational Leadership specialization focuses on the cultivation of professional skills and personal capacities, including understanding multiple perspectives; emotional and social intelligence; communication and collaboration; multi-cultural competence; systems thinking; shadow dynamics;

ethical, socially and environmentally responsible decision-making and accountability; creativity, innovation, visionary perspectives and leadership for results. These skills are widely applicable to any field and form the essence of leadership.

Program Learning Outcomes:

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

- Explain and apply a developmental view of consciousness and human evolution to oneself, others, and systems.
- Demonstrate intrapersonal and interpersonal intelligence, wisdom, and accountability, using psychological and spiritual principles and practices.
- Explain and apply systems theory principles at the individual, community, organizational, and planetary levels.
- Apply communication skills, diversity leadership skills, and professional development skills in service of consciousness growth and systems change.
- Apply critical, creative and multi-perspectival thinking, inquiry and meaning-making skills in service of consciousness growth and systems change.

Degree Requirements:

This specialization is fulfilled in conjunction with City University of Seattle. Students are required to complete six (6) quarter units at City U of Seattle, in addition, CNS 5405 Transformational Leadership (2 quarter unit) in residence at National University in order to fulfill this specialization. The specialization courses can be taken in any sequence.

Along with CNS 5405 Transformational Leadership (2 quarter unit), students take 6 quarter units from the following courses offered at City University of Seattle:

MAL 530* - Adaptive Leadership (3 quarter units)

MAL 532* - Thought Leadership and Creativity (3 quarter units)

MAL 535* - Leading Change in Diverse Organizational Cultures (3 quarter units)

MAL 538* - Social and Environmental Change (3 quarter units)

*To register for online classes at City University of Seattle, contact the Registrar for the National University System Cross Enrollment form. Specialization coursework is completed through City University and accepted in transfer.

(8 quarter units)

All other required courses for this specialization must be completed at City University of Seattle and transferred back with Satisfactory grades earned.

CNS 5405	Transformational Leadership <i>Historical-Review all addendums</i>	2.00
Recommended Preparation: CNS 5275; Prerequisite: CNS 5017		

Master of Arts in Counseling Psychology (California) (JFKSOP)

Status: *Discontinued*

Academic Program Director: Jacob Kaminker; jkaminker@nu.edu

THIS PROGRAM IS NOT ACCEPTING APPLICANTS AT THIS TIME. PLEASE REFERENCE THE MASTER OF ARTS IN COUNSELING PSYCHOLOGY PROGRAM OFFERED THROUGH THE COLLEGE OF LETTERS AND SCIENCES.

The MA in Counseling Psychology curriculum provides in- depth knowledge of theoretical orientations and applications in the field of Marriage of Family Therapy. The program is designed to teach and train future counselors through the combination of didactic and experiential classroom learning modalities along with supervised intensive practicum. Essential themes are interwoven throughout the sequential coursework including

wellness, resiliency, and recovery; cultural diversity; systemic thinking; collaborative treatment; community mental health practice; and the impact of continued social stressors. Holistic approaches to the program's core competencies are integrated throughout the program curriculum. These competencies include focus on: culturally sensitive services; theoretical knowledge and application; diagnosis and assessment; clinical skill development; law and ethics; treatment approaches and modalities; and evaluation of treatment.

The program is committed to promoting the development of the Self of the Therapist by increasing the student's self- knowledge through an ongoing examination of the student's own values, beliefs, cultural background and contexts, abilities and growth areas. The guiding philosophy of the program believes that achieving proficiency in these areas prepares future clinicians to provide effective and culturally- sensitive services. Students are prepared for a wide range of clinical situations, from those most brief to those most severe, co-occurring and persistent. The curriculum considers contemporary issues in the field and practice of essential skills for effective clinical work.

The faculty are respected practitioner-scholars and bring the most current knowledge and practical experience into the classroom. Part- Time students have the option of delaying the start of their practicum if needed by taking many of their courses prior to starting their Field Practicum experience.

Application Requirements

In addition to the University requirements listed previously in this catalog, applicants to the MA in Counseling Psychology program must submit the following:

- Official transcripts from the bachelor conferring institution and any post-master bachelor credits (including other master's degrees). A 3.0 or higher GPA is required for admission. However, a lower GPA will not be excluded from consideration for admission at the professional discretion of the faculty;
- A bachelor's degree from a regionally accredited institution; (International applicants to the program must have the equivalent of a U.S. bachelor's degree);
- A personal statement, four to six double-spaced, type- written pages, plus a title page. The statement should reflect the applicant's interest in the field and rationale for applying to this program; and
- Two or three signed letters of recommendation which attest to the applicant's suitability for the program, preferably from former or current professors.

Scope of Practice – Licensed Marriage and Family Therapist

The Scope of Practice of a Marriage and Family Therapist is defined by Section 4980.02 of the Business and Professions Code. This provision allows practitioners to perform services " ...with individuals, couples, or groups wherein interpersonal relationships are examined for the purpose of achieving more adequate, satisfying, and productive marriage and family adjustments. This practice includes relationship and pre-marriage counseling." "The application of marriage and family principles and methods includes, but is not limited to, the use of applied psychotherapeutic techniques, to enable individuals to mature and grow within marriage and the family."

Scope of Practice – Licensed Professional Clinical Counselor

The Scope of Practice of a LPCC is defined by Section 4999.20 of the Business and Professions Code. "Professional Clinical Counseling means the application of counseling interventions and psychotherapeutic techniques to identify and remediate cognitive, mental, and emotional issues, including personal growth, adjustment to disability, crisis intervention, and psychosocial and environmental problems..." "Professional Clinical Counseling is focused exclusively on the application of counseling interventions and psychotherapeutic techniques for the purpose of improving mental health and is not intended to capture other, nonclinical forms of counseling for the purposes of licensure. For the purposes of this paragraph, 'nonclinical' means non- mental health."

The LPCC license permits assessments for the purpose of establishing counseling goals and objectives to empower individuals to deal adequately with life situations, reduce stress, experience growth, change behavior, and make well- informed rational decisions. Professional clinical counseling does not include the assessment or treatment of couples or families unless the professional clinical counselor has completed additional training and education, as required under Business and Professions Code Section 4999.20(a) (3)(A).

Supervised Practicum Opportunities

Supervised practicum (field placement), provides students the opportunity to apply academic learning to clinical practice. Practicum cannot be completed in less than four consecutive quarters. The Counseling Psychology program has numerous approved field placement sites. Students are clinical trainees while in practicum, and depending on placement sites, may work with individuals (adults and children), couples, families, seniors and groups.

All students are required to complete CPY 5002, CPY 5003, CPY 5004, CPY 5005, CPY 5006, CPY 5007, CPY 5008, CPY 5009, CPY 5010, and CPY 5013 prior to starting field placement. Additionally, students are required to purchase malpractice insurance and be fingerprinted prior to beginning practicum. Those with concerns about fingerprinting are encouraged to speak with the Program Chair and also to contact the California Board of Behavioral Sciences to address concerns in regard to licensure. Students must acquire a minimum of 280 face-to-face client hours. The practicum experience occurs over four quarters. Students who are not able to satisfy the required hours during their four quarters of practicum, will need to enroll in supplemental Practicum for one or more additional quarters of fieldwork. For more information on practicum, please refer to the Practicum Student Handbook.

Alumni of the JFK MA in Counseling Psychology program enjoy a high pass rate on the state's MFT examinations. Our graduates are considered some of the best, most comprehensively trained providers of counseling psychology and psycho-therapeutic counseling services in the greater Bay Area, and are highly sought after by agencies and other employers upon graduation and licensure.

Program Disclosure Information

Current and Future Students

The Master of Arts in Counseling Psychology program is currently **only** in alignment with the educational requirements put forth by the **California Board of Behavioral Sciences**. A **determination has not** been made as to whether the Master of Counseling in Psychology program meets the educational requirements for licensure to practice in any other state. This program requires a clinical training practicum which **must be completed within California**, and practicum sites must meet specific requirements from the BBS and be pre-approved by the university.

However, in order to become a Licensed California Marriage and Family Therapist (MFT) or Professional Clinical Counselor (PCC), students may have to have the necessary supervised experience and pass the appropriate examination.

Prospective and current students should keep in mind that relocating to another state **during or after** the program could impact their ability to meet the licensure requirements of the relocating state. Students who reside outside of California must get special approval first, approval is not guaranteed.

Program Learning Outcomes:

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

- Knowing the self. Students can articulate and evaluate the role of the self in marriage and family therapy and in professional clinical counseling whilst demonstrating awareness and subsequent action of how the self may impact the client-counselor relationship.
- Understanding the client. Students can assess and diagnose client problems according to stated theoretical principles of conceptualization and demonstrate an ability to evaluate and adjust for client's culture and social identities/physical abilities.
- Connecting with the client. Students can establish, maintain, and evaluate the therapeutic relationship to serve the mental health needs of diverse clients.
- Providing psychotherapy and counseling within legal and ethical mandates. Students can identify and explain the presence of ethical issues in their clinical work and can take appropriate steps to resolve these issues by applying state, federal, and local laws that govern the provision of psychotherapy and counseling and/or by consulting their supervisor.
- Providing culturally sensitive services. Students can recognize their own potential biases and deliver culturally sensitive assessment, advocacy, education, and treatment.
- Evaluating outcomes of clinical work. Students will be able to describe and explain how they use supervision to evaluate their clinical work, and demonstrate an ability to integrate supervisor feedback into their treatment planning.

Degree Requirements:

To receive the JFK School of Psychology's Master of Arts in Counseling Psychology, students must complete 90-92 quarter units of graduate work. A total of 13.5 quarter units of graduate credit may be granted for equivalent

graduate work completed at another institution, as it applies to this degree and if the units were not used in earning another advanced degree. Students should refer to the section on graduate admission for specific information regarding additional application and evaluation requirements.

Program Requirements (90 – 92 quarter units)

Pre-Practicum Courses (13 courses; 36 quarter units)

CPY 5001	Holistic Apprch to Counseling <i>Discontinued</i>	3.00
CPY 5002	Group Process A <i>Discontinued</i>	3.00
CPY 5003	Group Process B <i>Discontinued</i>	2.00
CPY 5004	Ethics and the Law <i>Discontinued</i>	3.00
CPY 5005	Therapeutic Skills A <i>Discontinued</i>	3.00
CPY 5006	Therapeutic Skills B <i>Discontinued</i>	3.00
CPY 5007	Therapeutic Skills C <i>Discontinued</i>	3.00
CPY 5008	Counseling Theory and Prac A <i>Discontinued</i>	3.00
CPY 5009	Counseling Theory and Prac B <i>Discontinued</i>	3.00
CPY 5010	Cultural & Soc Justice Issues <i>Discontinued</i>	3.00
CPY 5011	Child, Adolescent, Fam Therapy <i>Discontinued</i>	3.00
CPY 5012	Diagnosis and Assessment <i>Discontinued</i>	3.00
CPY 5013	Pre Pract/Child Abuse Assess <i>Discontinued</i>	1.00

Co-Practicum Courses (6 courses; 16 quarter units)

CPY 5204	The Family Life Cycle <i>Discontinued</i>	3.00
CPY 5211	Crisis and Trauma <i>Discontinued</i>	3.00
CPY 5212	Addiction Studies <i>Discontinued</i>	3.00
CPY 5213	Family Violence and Elder Care <i>Discontinued</i>	2.00
CPY 5214	Sexuality Studies <i>Discontinued</i>	2.00
CPY 5219	Psychological Testing <i>Discontinued</i>	3.00

Practicum Courses (5 courses; 10 quarter units)

CPY 5401	Practicum A / Case Seminar <i>Discontinued</i>	3.00
CPY 5402	Practicum B / Case Seminar <i>Discontinued</i>	2.00
CPY 5403	Practicum C / Case Seminar <i>Discontinued</i>	2.00
CPY 5404	Practicum D / Case Seminar <i>Discontinued</i>	2.00
CPY 5405	Supplemental Practicum <i>Discontinued</i>	1.00

Post Practicum Courses (5 courses; 17 quarter units)

CPY 5301	Psychopharmacology <i>Discontinued</i>	4.50
CPY 5302	Research Methods <i>Discontinued</i>	4.50
CPY 5303	Community Mental Health <i>Discontinued</i>	3.00
CPY 5304	Theories of Career Dev <i>Discontinued</i>	4.50
CPY 5220	Specialization Seminar <i>Discontinued</i>	4.50
AND		
CPY 5305	Culminating Exam <i>Discontinued</i>	0.50

Graduate Electives (4 courses; 11 quarter units)

CPY 5201	Adv. Diagnosis and Assessment <i>Discontinued</i>	3.00
CPY 5207	Adv Child, Adolescent Fam Ther <i>Discontinued</i>	3.00
CPY 5210	Brief Therapy <i>Discontinued</i>	2.00

Specialization in Depth and Transpersonal Psychology

Status: *Discontinued*

The specialization in Depth and Transpersonal Psychotherapy prepares students for careers as psychotherapists with a special emphasis on depth, Jungian, and psychodynamic approaches to psychotherapy as well as the interface between Western psychological perspectives with the world's spiritual and religious wisdom traditions. This degree specialization offers a strong foundation in basic counseling theory and practice. The program combines theoretical and experiential learning modalities and emphasizes personal growth and development. Students engage in self-reflection throughout the program. Core coursework allows students the opportunity to develop awareness of their own process while developing counseling, interpersonal, and communication skills.

Students also explore the therapeutic relationship, psychodynamic theory and practice, attachment theory, transpersonal counseling, Jungian psychology, and existential-humanistic psychology. Transpersonal psychology addresses many of the same client issues and utilizes many of the same methods as more traditionally oriented therapies. However, transpersonal psychology also emphasizes the quality of presence and authenticity of the therapist, an openness to expanded states of consciousness, and a trust in the client's innate health and inner guiding wisdom. Transpersonal therapists may also utilize meditation, breath awareness, or imagery methods. The coursework in Jungian and depth psychology deepens students' knowledge of the role of dreams, imagination, archetypes, myth, and ritual in fostering psychological and spiritual well-being. The coursework builds skills in conceptualization of psychological complexes and psychotherapeutic treatment in the context of the clinical relationship, psychodynamics, and dream interpretation.

Specialization Requirements (5 courses; 13 quarter units)

CPY 5202	Holistic Approaches to Diagnosis <i>Discontinued</i>	3.00
CPY 5206	Jungian Psychology <i>Discontinued</i>	3.00
CPY 5209	Fundamentals of Transpersonal <i>Discontinued</i>	2.00
CPY 5215	Advanced Studies in Depth Psy <i>Discontinued</i>	3.00
CPY 5218	Holistic/Somatic App to Trauma <i>Discontinued</i>	2.00

Specialization in Holistic Counseling

Status: *Discontinued*

This specialization prepares students for careers as psychotherapists with a special emphasis on a broad base of Holistic skills (Depth, Transpersonal, Somatic and Arts- based). This degree specialization offers a strong foundation in basic counseling theory and practice. The program combines theoretical and experiential learning modalities and emphasizes personal growth and development. Students engage in self-reflection throughout the program. Core coursework allows students the opportunity to develop an awareness of their own process while developing counseling, interpersonal, and communication skills. Students also explore the integration of body, mind, emotions, and spirit in their work through content in body-oriented psychotherapies, transpersonal counseling, Jungian psychology, expressive arts psychologies and humanistic psychology.

Additional Guidelines for Holistic Specializations: In keeping with the program's recognition that daily spiritual/somatic/arts practice is fundamental to growth in consciousness, students in the specializations are encouraged to practice a discipline. Sitting meditation, somatic disciplines such as tai chi, yoga, aikido, or movement, arts- based practices or the practice of other comparable disciplines are all acceptable possibilities. Students determine which discipline best serves their needs and are expected to articulate how the discipline has contributed to their individual growth.

Specialization Requirements (5 courses; 13 quarter units)

CPY 5202	Holistic Approaches to Diagnos	<i>Discontinued</i>	3.00
CPY 5206	Jungian Psychology	<i>Discontinued</i>	3.00
CPY 5208	Body Oriented Psychotherapy	<i>Discontinued</i>	2.00
CPY 5216	Dance and Movement Therapy	<i>Discontinued</i>	3.00
CPY 5218	Holistic/Somatic App to Trauma	<i>Discontinued</i>	2.00

Specialization in Somatic Psychology

Status: *Discontinued*

The somatic perspective includes the wisdom and methods of psychoanalytic, experiential, and humanistic orientations and expands them to create a more integrated holistic perspective that includes the body-mind-spirit connection. This perspective emphasizes the counselor's presence, authenticity, and embodiment as central to the therapeutic process.

Somatic psychology addresses many of the same client issues and uses many of the same methods as more traditionally oriented therapies. However, somatic psychology also emphasizes the capacity of the therapist to listen to somatic experience and attend to inklings in oneself that emerge from a deep place within -- what Rumi has called "the voice that does not use words." It acknowledges that there is a natural order and harmony that is present and can be discovered, so long as we learn to listen to the native wisdom that resides within our bodies, hearts, and minds. Somatic psychology emphasizes the quality of presence and authenticity of the therapist and their capacity for deep somatic empathy and resonance. It trusts in the client's innate health and bodily wisdom as gateways to healing.

Specialization Requirements (5 courses; 13 quarter units)

CPY 5203	Somatic Approaches to Diagnos	<i>Discontinued</i>	3.00
CPY 5205	Principles of Somatic Psych	<i>Discontinued</i>	3.00
CPY 5208	Body Oriented Psychotherapy	<i>Discontinued</i>	2.00
CPY 5216	Dance and Movement Therapy	<i>Discontinued</i>	3.00
CPY 5218	Holistic/Somatic App to Trauma	<i>Discontinued</i>	2.00

Master in Criminal Justice Leadership

Status: *Historical-Review all addendums*

Academic Program Director: Ponzio Oliverio; poliverio@nu.edu

The Master's in Criminal Justice Leadership is designed to provide students with the required knowledge and competence in leadership, ethics, and problem-solving skills in the challenging and demanding careers of Criminal Justice. Students completing the Master's in Criminal Justice Leadership program are exposed to both theoretical and applied models and concepts in criminal justice, as well as practical critical thinking methods. The Master's in Criminal Justice Leadership program integrates theory with practice to provide graduates with the skills and knowledge needed to address the complex issues and challenges of criminal justice in the 21st century. Students in this program develop the leadership and ethical problem-solving skills to develop strategies and solutions that are both practical and effective. Challenging and demanding careers in government at the local, state, and federal level in the areas of law enforcement, corrections, and the courts, as well as teaching and training assignments are possible for graduates with a Master's in Criminal Justice Leadership degree.

Transition Programs

BS in Criminal Justice Administration/Master of Criminal Justice Leadership (MCJL) Program

For students in the BS in Criminal Justice Administration/MCJL transition program, the University will waive 2 graduate criminal justice (CJA) course(s) taken as part of the bachelor's degree (see BS in Criminal Justice Administration transition program) if the grade earned is a "B" or higher but no graduate units will be awarded.

Program Learning Outcomes:

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

- Apply critical thinking and problem-solving skills to real world criminal justice administration issues.
- Demonstrate critical thinking skills to differentiate leadership approaches utilizing current and emerging leadership theories and case studies.
- Analyze theoretical, criminological, and philosophical foundations of criminal justice administration.
- Evaluate the constitutional aspects of civil and criminal liabilities in modern society.
- Evaluate leadership theory and integrate diverse leadership perspectives into real world application.
- Appraise and determine what ethical and unethical conduct is.
- Develop oral, written, and technological communication for criminal justice professionals.

Degree Requirements:

To receive a Master in Criminal Justice Leadership (MCJ), which is designed to provide students with the required knowledge and competence in administration, management and problem-solving skills in the challenging and demanding careers of Criminal Justice in the fields of criminal justice administration and criminal justice research and development. Students completing the Master in Criminal Justice Leadership are exposed to both theoretical and applied models and concepts in criminal justice administration, as well as qualitative and quantitative research methods. The Master in Criminal Justice Leadership program integrates theory with practice to provide graduates with the skills and knowledge needed to address the complex issues and challenges of criminal justice in the 21st century. Students in this program develop the problem-solving and research skills as well as technological expertise necessary to analyze reality-based cases and assignments to develop strategies and solutions that are both practical and effective. Challenging and demanding careers in government at the local, state, and federal level in the administration of justice, law enforcement management, correctional administration, security administration, and criminal justice research as well as teaching and training assignments await graduates with a Master in Criminal Justice Leadership. Students must complete at least 49.5 quarter units of graduate work. A total of 9.0 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree, and provided the units have not been used to satisfy the requirements of an awarded degree.

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

Core Requirements (8 courses; 36 quarter units)

CJA 605	CJ Theory, Practice & Policy	4.50
CJA 608	Leadership in CJ	4.50
	Recommended: Prior completion of: CJA 605	
CJA 615	Legal Issues in CJ	4.50
	Recommended: Prior completion of: CJA 608	
CJA 624	Professional Ethics in CJ	4.50
	Recommended: Prior completion of: CJA 615	
CJA 630	Const Law & Criminal Procedure	4.50
	Recommended: Prior completion of: CJA 624	
CJA 645	Advanced Criminological Theory	4.50
	Recommended: Prior completion of: CJA 630	
CJA 690A	Capstone I	4.50
	Prerequisite: Students must have successfully completed three core courses in the MCJ program prior to being enrolled into CJA 690A.	
CJA 690B	Capstone II	4.50
	Prerequisite: CJA 690A	

Program Electives (3 courses; 13.5 quarter units)

CJA 628	Critical Issues in CJ <i>Discontinued</i>	4.50
CJA 641	Comparative CJ Systems <i>Discontinued</i>	4.50
CJA 670	Violence and Victimization <i>Discontinued</i>	4.50

Master of Science in Data Science

Status: *Historical-Review all addendums*

Academic Program Director: Jodi Reeves; jreeves@nu.edu

Apply statistical methods to solve real-world problems and prepare for careers in data science. Core courses include data modeling, data management, and data mining of continuous, categorical, and multivariable data. Advanced specializations focus on artificial intelligence and optimization, database analytics, business analytics, or health analytics. The program culmination is a three-month capstone where real data from sponsoring organizations or publicly available data will be used in a data science team project to demonstrate mastery in data acquisition, cleaning, analysis, modeling, visualization, and reporting.

Program Learning Outcomes:

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

- Integrate components of data science to produce knowledge-based solutions for real-world challenges using public and private data sources.
- Evaluate data management methods and technologies used to improve integrated use of data.
- Construct data files using advanced statistical and data programming techniques to solve practical problems in data analytics.
- Design and implement an analytic strategy to frame a potential issue and solution relevant to the community and stakeholders.
- Develop team skills to ethically research, develop, and evaluate analytic solutions to improve organizational performance.

Degree Requirements:

To obtain the Master of Science in Data Science, students must complete at least 63 graduate units. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another regionally accredited institution, as it applies to this degree, and provided the units were not used in earning another advanced degree. Please refer to the graduate admissions requirements for specific information regarding application and evaluation.

Program Requirements (14 courses; 63 quarter units)

Core Requirements (7 courses; 31.5 quarter units)

ANA 600	Fundamentals of Analytics	4.50
ANA 605	Analytic Models & Data Systems <i>Prerequisite:</i> ANA 600	4.50
ANA 610	Data Management for Analytics <i>Prerequisite:</i> ANA 605	4.50
ANA 615	Data Mining Techniques <i>Prerequisite:</i> ANA 610	4.50
ANA 620	Continuous Data Methods, Appl <i>Prerequisite:</i> ANA 615	4.50
ANA 625	Categorical Data Methods, Appl <i>Prerequisite:</i> ANA 620	4.50
ANA 630	Advanced Analytic Applications <i>Prerequisite:</i> ANA 625	4.50

Students must select one of the area of specializations.

Capstone Requirements (3 courses; 13.5 quarter units)

Students must complete all core courses and one area of specialization courses prior to starting the capstone course sequence.

ANA 699A	Analytic Capstone Project I Prerequisite: All core and specialization courses in an analytics program with a minimum GPA of 3.0 or approval of Lead Faculty.	4.50
ANA 699B	Analytic Capstone Project II Prerequisite: ANA 699A	4.50
ANA 699C	Analytics Capstone Project III Prerequisite: ANA 699B	4.50

Specialization in AI/Optimization

Status: *Historical-Review all addendums*

Specialization topics include how to use python programming in data science applications including optimization methods, neural networks, deep learning, and model deployment in the cloud.

Program Learning Outcomes:

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

- Use Python for AI and machine learning applications in data science.
- Explore optimization methods and algorithms.
- Evaluate neural networks and deep learning models.
- Deploy machine learning models in the cloud.

Degree Requirements:

Students must complete a minimum of 18 quarter units for the AI/Optimization specialization.

Total Specialization Requirements (4 courses; 18 quarter units)	Units:
Students with no prior Python programming must complete ANA 500 prior to ANA 670.	Units: 4.50

ANA 500	Python for Data Science Recommended Preparation: Prior experience in computer programming languages such as R is helpful.	4.50
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Specialization Requirements (3 courses; 13.5 quarter units)	Units: 13.50
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ANA 670	Applied Optimization Methods <i>Historical-Review all addendums</i> Recommended Preparation: Python programming experience or ANA 500 Python for Data Science	4.50
ANA 675	Neural Network & Deep Learning Prerequisite: ANA 670	4.50
ANA 680	Machine Learning Deployment Prerequisite: ANA 675	4.50

Students who have prior experience with Python Programming complete ANA 505, after ANA 680.	Units: 4.50
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Specialization in Business Analytics

Status: *Historical-Review all addendums*

The specialization in Business Analytics is designed to prepare students to apply scientific knowledge to big data to find practical patterns for decision making. Organizations measure their operations, forecasting, and future strategic plans scientifically through analyzing data in marketing, sales, finances, and supply chain areas.

Program Learning Outcomes:

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

- Evaluate data models to analyze the performance of supply chain processes.
- Analyze data to predict business outcomes in marketing processes.
- Design an probabilistic finance model to forecast business outcomes.
- Apply security, privacy, and ethical measures using data and analytical models to business processes.

Requirements for the Specialization (4 courses; 18 quarter units)

BAN 640	Performance MGT & SCM Process	4.50
BAN 645	Prediction in Marketing	4.50
BAN 650	Probabilistic Finance Models	4.50
BAN 655	Analytical Security & Ethics	4.50

Specialization in Database Analytics

Status: *Historical-Review all addendums*

Academic Program Director: Jodi Reeves; jreeves@nu.edu

Specialization topics include how to develop, implement, and maintain the hardware and software tools needed to make efficient and effective use of big data including databases, data marts, data warehouses, machine learning, and analytic programming.

Program Learning Outcomes:

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

- Design data marts.
- Analyze complex database queries for real-world analytical applications.
- Design medium-to-large data warehouses.
- Evaluate machine learning methods and strategies for advanced data mining.

Requirements for Specialization (4 courses; 18 quarter units)

ANA 650	Database Design for Analytics	4.50
ANA 655	Data Warehouse Design & Devel	4.50
	Prerequisite: ANA 650	
ANA 660	Advanced SQL Programming	4.50
	Prerequisite: ANA 655	
ANA 665	Data Mining & Machine Learning	4.50
	Prerequisite: ANA 660	

Specialization in Health Analytics

Status: *Historical-Review all addendums*

Academic Program Director: Tyler Smith; tsmith@nu.edu

The Specialization in Health Analytics is designed to provide students with a practical learning experience through application of statistical methods to solve real-life health and life science analytics problems. The goal of this specialization is to prepare students for careers in health analytics and the pharmaceutical industry. To address the spectrum of issues in health and life science analytics, this curriculum has been designed to include specialized courses in analytic topics relative to the health and clinical fields. Topics include analytical and predictive modeling, data acquisition, data mining, health care information management systems, epidemiology, health management, clinical research, clinical trials, health outcomes research, teamwork, and communication. Additionally, team projects are conducted using real data from sponsoring organizations or publicly available data. Previous academic or industrial experience in such areas as statistics, computer programming, engineering, epidemiology, healthcare, clinical trials, or science are helpful prerequisites for this MS program. This degree is appropriate for both experienced professionals as well as recent college graduates.

Program Learning Outcomes:

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

- Analyze the planning, organization, administration and policies of healthcare organizations using health analytic methods.
- Evaluate healthcare information system technologies through integration and interoperability of health data.
- Integrate data and analytic techniques to establish financial priorities of a healthcare organization in line with the needs and values of the community and stakeholders it serves.
- Analyze the distribution and determinants of disease and health outcomes in human populations.

Degree Requirements: 4 courses; 18 quarter units

Requirements for the Specialization (4 courses; 18 quarter units)

HCA 626	Healthcare Information Systems Prerequisite: ANA 630	4.50
COH 606	Epidemiology Prerequisite: COH 602, or ANA 630	4.50
ANH 604	Clinical Research Analytics	4.50
ANH 607	Health Outcomes Research	4.50

Master of Science in Designing Instructional and Educational Technology

Status: *Historical-Review all addendums*

Academic Program Director: Scott Moss; smoss@nu.edu

The Master of Science in Designing, Instructional and Educational Technology is for students who want to enhance their curricular design skills for multimodal delivery. Students will iteratively apply the technology and tools relevant to delivering clear, compelling content to a variety of learning audiences. Students will be prepared to act as educational technology subject-matter-experts (SMEs) and change agents within their current or future institutions. Students will be immersed in research supported design philosophies, taxonomies and frameworks. Students will evolve their ability to wield instructional and educational technology in order to craft media-rich learning environments that engage their learners, clearly communicate complex concepts and adhere to contemporary institutional and accessibility standards.

Graduates will be prepared to enter careers in the fields of K-12 education (public and private), Higher Education, military, medical and corporate training roles. Graduates will be prepared for the rapidly growing employment

opportunities available to people skilled in applying emerging information and telecommunication technologies to solving instructional problems. These graduates will be capable of applying their instructional design knowledge and skills to any situation in which digital technologies hold the potential for improving instruction. This program emphasizes practical applications by offering extensive training with the research supported decision-making tools that employers can recognize and rely upon. The program culminates with a final research supported educational design project.

Program Technical Requirements

Students are expected to possess a current, reliable computer with access to reliable high speed Internet connections. A working camera/microphone/speaker system allows for reliable communication with faculty and peers. Access to a suite of office products (Microsoft, Apple, Google or other) is required. Students may choose to acquire other software on a case by case basis.

It is highly recommended that learners complete EID 600 Technology Foundations before enrolling in subsequent programmatic courses. EID 600 lays the foundational expectations of the program and models the skills needed to successfully complete this degree. This program was designed to be completed linearly. Deviation from that path should involve the expectation of previous learning or additional student support.

GoReact

GoReact is an online video coaching and collaboration platform designed to improve professional practices. All MSDIET students are required to utilize GoReact. The fee is \$50 per year.

Program Learning Outcomes:

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

- Effectively filter online information.
- Synthesize contemporary design tools with extant learning theory and UDL principles.
- Design learning environments supported by learning theories by depicting diverse, ethical and inclusive imagery.
- Cultivate habits of mind conducive to prosocial ethics, social emotional learning, professional communication, and lifelong learning.
- Assemble a showcase portfolio synthesizing professional (instructional technology and educational design) skills supported by extant scholarship.

Degree Requirements:

To obtain a Master of Science in Designing Instructional and Educational Technology, students must complete 45 quarter units of graduate work. Where appropriate, students can transfer a maximum of 4.5 quarter units of graduate work completed at another regionally accredited institution to meet stated requirements in the program if the units were not used toward a conferred degree. Students should refer to the section on graduate admission requirements for specific information regarding application and evaluation.

Core Requirements (10 courses; 45 quarter units)

EID 600	Technology Foundations	4.50
EID 610	Instructional Design*	4.50
	Recommended Preparation: EID 600 with a minimum grade of C.	
EID 620	Education, Theory & Technology*	4.50
	Recommended Preparation: EID 600 with a minimum grade of C.	
EID 630	Media Based Learning Objects*	4.50
	Recommended Preparation: EID 600 with a minimum grade of C.	
EID 640	Developing Online Courseware*	4.50
	Recommended Preparation: EID 600 with a minimum grade of C.	
EID 650	Media Rich Instruction* Discontinued	4.50

	Recommended Preparation: EID 600 with a minimum grade of C.	
EID 660	Simulated Realities & Learning* <i>Historical-Review all addendums</i>	4.50
	Recommended Preparation: EID 600 with a minimum grade of C.	
EID 670	Technology and Leadership* <i>Historical-Review all addendums</i>	4.50
	Recommended Preparation: EID 600 with a minimum grade of C.	
EID 680	Instructional Eval. & Devl.	4.50
	Prerequisite: EID 600 with a minimum grade of C. ; EID 610 with a minimum grade of C. ; EID 620 with a minimum grade of C. ; EID 630 with a minimum grade of C. ; EID 640 with a minimum grade of C. ; EID 650 with a minimum grade of C. ; EID 660 with a minimum grade of C. ; EID 670 with a minimum grade of C.	
EID 690	Capstone	4.50
	Prerequisite: EID 680 with a minimum grade of C. ALL PREVIOUS COURSEWORK should be completed.	

* It is highly recommended that learners complete EID 600 Technology Foundations before enrolling in subsequent programmatic courses. EID 600 lays the foundational expectations of the program and models the skills needed to successfully complete this degree. This program was designed to be completed linearly. Derivation from that path should involve the expectation of previous learning or additional student support.

Updated Courses

ASL 120 American Sign Language I (4.50) *Historical-Review all addendums*

Duration: 4

An introduction to American Sign Language (ASL). Students will learn basic ASL skills used in a variety of situations. The class is taught using American Sign Language. Voice and written communication are kept to a minimum. Deaf cultural studies are the thematic components throughout the course.

ASL 220 American Sign Language II (4.50) *Discontinued*

Prerequisite: ASL 120

Duration: 4

A continuation of American Sign Language I. Students will learn intermediate ASL skills used in a variety of situations. The class is taught using American Sign Language. Voice and written communication are kept to a minimum. Deaf cultural studies are the thematic components throughout the course.

BIO 201 Human Anatomy and Physiol I (4.50)

Corequisite: BIO 191A, or BIO 201A; **Recommended: Prior completion of:** BIO 100; BIO 100A; CHE 101; CHE 101A

Areas of study include chemistry, cells, tissues, organ systems (integumentary, skeletal, muscular and nervous), and their functional relation to each other. Topics also include the aging process and diseases in these systems, as well as the development and repair of the organs and tissues in these systems. BIO201 should be taken with the co-requisite section of either BIO191A or BIO 201A with the same instructor (and classmates).

BIO 202 Human Anatomy and Physiol II (4.50)

Corequisite: BIO 202A, or BIO 192A; **Prerequisite:** BIO 201 and BIO 201A

Organ systems (autonomic nervous system, endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary and reproductive), and their functional relation to each other. In each system, the function of any specific molecules, cells, tissues, and organs are considered along with any diseases that may impact each system and how repair occurs.

ANA 500 Python for Data Science (4.50)

Recommended Preparation: Prior experience in computer programming languages such as R is helpful.

Duration: 4

Learn python programming language and apply to data science applications.

ANA 505 AI & Optimization Topics (4.50)

Duration: 4

Investigate advanced topics in Artificial Intelligence and Optimization in state-of-the-art applications.

ANA 610 Data Management for Analytics (4.50)

Prerequisite: ANA 605

Duration: 4

Application of the data management process for analytics including acquiring and auditing data, assembling data into a modeling sample, performing basic data integrity checks, cleansing data, feature engineering and data visualization.

ANA 615 Data Mining Techniques (4.50)

Prerequisite: ANA 610

Duration: 4

Application of data mining methods and predictive modeling. Design of objectives, data selection and preparation, analytic method selection such as classification and decision trees, and predictive modeling will be used for a variety of case studies and practical industry applications.

ANA 670 Applied Optimization Methods (4.50) *Historical-Review all addendums*

Recommended Preparation: Python programming experience or ANA 500 Python for Data Science

Duration: 4

Model optimization problems in a variety of applications in machine learning and artificial intelligence. Identify suitable optimization algorithms for different applications in industry.

ANA 675 Neural Network & Deep Learning (4.50)

Prerequisite: ANA 670

Duration: 4

Apply neural network analytical methods to a variety of applications in artificial intelligence using python. Analyze deep learning predictive models in industrial applications.

ANA 680 Machine Learning Deployment (4.50)

Prerequisite: ANA 675

Duration: 4

Deploy machine learning models in the cloud. Optimize ML models for a variety of applications in industry.

CJA 605 CJ Theory, Practice & Policy (4.50)

Duration: 4

An overview of criminal justice administration, the history of police administration, organizational systems' theory, principles, ideology, and managerial practice that has shaped the criminal justice profession.

CJA 608 Leadership in CJ (4.50)

Recommended: Prior completion of: CJA 605

Duration: 4

Exploration of the theory and application of leadership in various forms. The course will analyze leadership as a complex process and will draw upon diverse positions, ethical considerations and applied approaches, particularly in the area of criminal justice. Leadership will be evaluated from multiple dimensions and perspectives. An examination of emerging forms of 21st century leadership, influence and power, chaos, and collaboration. Students will experience using leadership problem-solving skills with real-life classroom scenarios.

CJA 615 Legal Issues in CJ (4.50)

Recommended: Prior completion of: CJA 608

Duration: 4

An assessment of legal issues, legal terminology and analysis of court decisions involving criminal justice agencies; and exposure to criminal or civil liability involving wrongful death, wrongful termination, police corruption, and discrimination lawsuits.

CJA 624 Professional Ethics in CJ (4.50)

Recommended: Prior completion of: CJA 615

Duration: 4

A study of ethical, legal, and professional controversies, and personal dilemmas and approaches to solving those conflicts. Using a case study format, students evaluate personal values or biases and the abuse of power and authority. The course also examines police or justice practices involving cases of ethical or police policy violations.

CJA 628 Critical Issues in CJ (4.50) *Discontinued*

Duration: 4

A focus on contemporary issues related to problem-oriented policing (POP) and community-oriented policing (COP). Other topics include morale, motivation, retention, selection, recruitment, standards and training, evidence, arrest, lethal force, victim-witness, police reserves, and the cooperation of citizens in law enforcement by the criminal justice manager.

CJA 630 Const Law & Criminal Procedure (4.50)

Recommended: Prior completion of: CJA 624

Duration: 4

An exploration of the history of the U.S. Constitution, separation of powers, and the rights and protections of the accused; an exploration of case law, the judicial system and judicial review, and the rights and responsibilities of the government and citizenry.

CJA 641 Comparative CJ Systems (4.50) *Discontinued*

Duration: 4

A comparison of the American criminal justice system with other systems around the world. Students will evaluate the systems of law, police, courts and corrections in 30 different countries and examine the diversity that exists in the world legal systems. Also examines and compares American and foreign justice policies.

CJA 645 Advanced Criminological Theory (4.50)

Recommended: Prior completion of: CJA 630

Duration: 4

An overview course that explores the important criminological theories. The course will evaluate and compare the following theories: Classical, Positivist, Trait, Social Disorganization, Differential Association, Strain, Control, Labeling, Radical Choice, Deterrence, and Feminist theories. The course will analyze each theory and its relevance to crime in 21st century America.

CJA 670 Violence and Victimization (4.50) *Discontinued*

Duration: 4

This course examines the causes of criminal victimization and looks at theories associated with violent victimization. It analyzes the offender-victim relationship, and presents ideas on preventing violence, and on responding to criminal victimization.

CJA 690A Capstone I (4.50)

Prerequisite: Students must have successfully completed three core courses in the MCJ program prior to being enrolled into CJA 690A.

Duration: 4

A capstone project course in which students develop solutions to identified problems. In the capstone course students will learn to identify problems or issues in the criminal justice arena and develop solutions or responses to those problems. The course will culminate with a final presented project.

CJA 690B Capstone II (4.50)

Prerequisite: CJA 690A

Duration: 4

This is the second half of the capstone project course in which students continue to develop solutions to identified problems. In the capstone course students will learn to identify problems or issues in the criminal justice arena and develop solutions or responses to those problems. The course will culminate with a final presented project.

CNS 5018 Enneagram Personality Typology (2.00) *Discontinued*

Duration: 8

This course explores the principles and dynamics of the Enneagram, an ancient personality typology system that fosters psychological and spiritual development. The 9 personality types, along with each type's associated strength and stress types, offer a map for personal growth and understanding the differences of others. Today the Enneagram is a popular coaching and leadership tool for interpersonal and team work. The course emphasizes insights and applications for improving and deepening relationships with oneself and others.

CNS 5020 Archetypal Mythology (3.00) *Discontinued*

Prerequisite: CNS 5125

Duration: 11

This course explores the role, weight, and significance of life's mythic dimension from the standpoint of depth psychology. Freud, Jung, Hillman, Campbell, Downing, and a host of theorists, practitioners and writers have claimed that mythic presences, events, and situations are not dead or extinct, but alive and addressing us continually. This course explores this claim through discussions, dream work, film, stories, and writing projects that disclose the deep myth-making layers of the psyche, demonstrating the ways mythology and mythic thinking are highly significant modes of understanding self, other, and the world.

CNS 5025 Cosmology & Consciousness (3.00)**Prerequisite:** CNS 5010

Duration: 11

Cosmology is the study of the origin, structure, evolution, and eventual fate of the universe. Perhaps the most mysterious and intriguing aspect of the universe is the fact that it has evolved to include living beings with experience and even self-consciousness. Using the principles of systems theory, we can view the evolution and development of human consciousness not as separate from the rest of the cosmos, as is usually thought, but as integral parts of the experiential expansion of the cosmos. In this view, experience is as fundamental a feature of the universe as is space, time, energy, and matter. This participatory cosmology asks us all to become aware of our subjective states as causal elements in the continuing unfolding of the cosmos.

CNS 5035 Philosophy of Mind (2.00) *Historical-Review all addendums***Prerequisite:** CNS 5010

Duration: 8

This course provides a scholarly grounding in the core philosophical issues surrounding the study of consciousness. The course explores the three main "problems" in philosophy of mind: (1) the "mind-body" problem (how does consciousness relate to the physical world?) (2) the "problem of other minds" (how can we know if other people, animals, plants or even rocks have consciousness?) and (3) the "problem of free will" (do we really have choice, or are we determined by genetics and environment).

CNS 5039 Consciousness & Pop Culture (1.00)

Duration: 4

Explores 1) how themes of consciousness, spiritual transformation, and the paranormal are portrayed in popular media -- through novels, comics, film, TV, video games, and art -- and 2) how our consciousness, spirituality, and transformative potentials are impacted and expanded through these popular representations. Examine themes such as: how superhero stories help us realize our higher selves, or alien encounter stories help us explore the deepest reaches of our soul, and how science fiction might help us chart the sacred, or change the world. Assignments include watching films and TV clips, and reading popular stories, with an eye towards exploring how they influence attitudes about, or help us positively transform, self, consciousness, and culture.

CNS 5048 Spiral Dynamics&Social Change (1.00)**Prerequisite:** CNS 5017

Duration: 4

Spiral Dynamics is a model of conscious, cultural evolution that differentiates eight distinct stages of personal and cultural development and carries great explanatory power when applied to the complexities of our emerging global world. These eight stages of development are values-based, delineating core values around which the eight world-views are organized: safety; power; order; success; equality of people; process-orientation; synthesis-orientation. Understanding the underlying values and world-views held by individuals and different cultural groups, and how change emerges through the spiral of conscious cultural development, is a powerful leadership tool for facilitating personal and social change. Students apply the 8-stage model to real-world situations on a contemporary issue of strong personal interest.

CNS 5120 Diversity, Community, Leadership (3.00)**Prerequisite:** CNS 5013

Duration: 11

This course explores the multiple meanings of diversity, leadership, and community and directs students in a self-inquiry process about — who am I, who am I becoming, who are we, and who do we want to be as leaders in an emerging paradigm of global citizenship, interrelationship, interconnection, and compassion? Students explore diversity, community development, leadership skills, new breakthrough ideas, and technologies for expressing their highest and deepest values as agents of transformative change in the personal lives, families, and communities.

CNS 5126 Professional Project A (1.00) *Discontinued***Prerequisite:** CNS 5013

Duration: 4

The 4-course professional project sequence is designed to support students' attainment of right livelihood. The project serves as a creative and practical bridge to help students to translate and apply their CTS experience to their post-CTS professional life. By a process of intensive self-reflection and extensive career research, students create a transformative career plan as well as a specific work project to support the plan. They reflect on their personal and occupational histories as well as insights, practices, skills, and ways of knowing and being developed in the CTS program. In Professional Project A students conduct preliminary reflection and research to clarify their career field(s), mission(s), vision(s), and values.

CNS 5127 Professional Project B (2.00) *Discontinued***Prerequisite:** CNS 5126

Duration: 4

In this second course in the professional project sequence, students conduct a self-assessment as well as analyze the forces and trends impacting their career fields. They identify not only strengths and areas of improvement but also opportunities and challenges. They also conduct market and competitive analyses and consider the occupational impact of larger socioeconomic factors

CNS 5212 Psychology of Dreams (2.00)**Prerequisite:** CNS 5030

Duration: 8

This course examines Western psychological traditions of dream interpretation. The pioneering work of Sigmund Freud and Carl Jung, both of whom were directly inspired by their own dream experiences, is explored, along with later research on the role of dreaming in human development, creativity, and healing. Students will be encouraged to think critically about these psychological theories, to test them in connection with their own dreams, and to seek new creative integrations with the dream theories of other cultures and traditions, including indigenous approaches to dreams.

CNS 5280 Dreams, Archetypes & Mythology (2.00) *Discontinued***Prerequisite:** CNS 5030

Duration: 8

As Sandor Ferenczi, Hungarian psychiatrist and friend of Freud and Jung, said, "Dreams are the workshop of evolution." This course allows participants to share and explore their own dream memories, using group projective methods, ("...in my imagined version of this dream..."), with particular attention to the underlying themes and recurring motifs embedded in these narratives. In turn, these recurrent symbolic patterns disclose the basic shape(s) of the dreamer's previously unconscious "personal mythology" – an unconscious symbolic "story" that continually influences the dreamer's waking life perceptions and life decisions.

CNS 5347 Spirituality, Symbols & Dreams (2.00) *Historical-Review all addendums***Prerequisite:** CNS 5030

Duration: 8

Dreams have awakened human beings to religious experience and spiritual perception since the dawn of humanity. This course examines perennial spiritual themes that appear in our dreams, such as: the presence of the numinous or the sacred; experiences of the religious emotions; the dynamics of fragmentation and oneness, healing and balance in the psyche; the developmental and transformative role of dreams; dreams of fate, purpose and destiny; dreams of life and death; earth and nature dreams; cosmic dreams; and dreams and the subtle body. Students are expected to engage with dreams as a spiritual practice and the subjective states that arise through dreaming throughout the course.

CNS 5348 Psycho-Spiritual Development (1.00) *Discontinued*

Duration: 4

This course surveys the integral and evolutionary developmental philosophies of Ken Wilber, Steve McIntosh, Terri O'Fallon, and Otto Laske, with significant experiential emphasis on a new, developmentally oriented integral meditation practice. Through reading, discussions and experiential exercises, students will examine the integral model as a unifying, comprehensive and self-organizing framework of psychological, social and spiritual knowledge, and inquire into how this framework can be a transformative tool for personal and social transformation.

CNS 5405 Transformational Leadership (2.00) *Historical-Review all addendums*

Recommended Preparation: CNS 5275; **Prerequisite:** CNS 5017

Duration: 8

This course explores principles and practices of Transformational Leadership, and application of these principles to personal and professional development. Course topics include: development of capacities such as a high level of self-awareness, deep listening personal accountability, integrity and emotional intelligence; challenging the status quo; encouraging creativity; fostering diversity, inclusion and supportive relationships; articulating a clear vision; managing conflict and motivating others to achieve their unique leadership potential; application of systems thinking/theory; creating vision and courage to implement change; embodiment of Wisdom and Compassion in Action, and strategies for actualizing and manifesting personal and professional intentions and goals. Course includes readings, experiential exercises, and application of leadership to personal and professional projects.

CNS 5414 Group Facilitation (2.00)

Prerequisite: CNS 5013

Duration: 8

This professional development course enables students to gain comfort and facility guiding both structured exercises and also sharing what arises for each member in a less structured context. Students learn to create, grow, and sustain a group so that its unfolding process is built on safety. This involves skillfully managing the natural ongoing process of self-disclosure, being mindful of how groups develop over time, learning basic skills of Non-Violent Communication, and giving and receiving feedback in emotionally healthy ways. Students learn about group facilitation from three distinct modalities: by participating in the small group of the class as facilitated by the instructor, by the theory related to formation and development of healthy groups, and by facilitating their own small group, with guidance and oversight provided by the instructor. Attention is given to creating group cultures that are holistic: body, mind, emotion, soul, and spirit.

CNS 5428 Fundamentals of Coaching (2.00) *Historical-Review all addendums*

Prerequisite: CNS 5012

Duration: 8

The demand for coaching is ever increasing to meet the challenges of living in today's complex world. Discover what is needed to develop an effective and trusted coaching relationship that creates meaningful and sustainable change. Learn how to coach from an integral perspective that engages the complexity and potential of the whole person --mind, body, heart and spirit. The focus of this course will be on understanding the coaching process and developing basic coaching competencies. This course includes practical training.

CNS 5430 Applied Coaching Skills I (1.00) *Discontinued*

Duration: 4

Students continue to build and deepen their coaching skills through practice and review the coaching competencies. Other key topics include coaching agreements, use of intake questionnaires, self-care for coaches, and considerations for setting up a coaching practice. Student learn and practice skills that address the core competencies identified by the International Coaching Federation.

CNS 5432 Applied Coaching Skills II (1.00) *Discontinued*

Prerequisite: CNS 5430

Duration: 4

Students are observed coaching and receive detailed feedback from a coaching mentor. Written and practical examinations are administered as the final step in obtaining the Life Coaching Certificate/Specialization (depending on student's program) and to conform to the requirements of the International Coach Federation and other credentialing organizations.

CNS 5520 Sexuality and Consciousness (1.00)

Duration: 4

Explores the relationship between sexual experience and consciousness. Engages inquiry into the nature of our sexualities and examine the role of sexuality in expanded states of consciousness, spiritual traditions, and psychospiritual healing. Explores the role of mindfulness in enhancing sexual health and wellbeing, with space made for approaching sexual trauma with care, and exploring how healing trauma can facilitate a greater flow of sexual energy. Grounded in a holistic approach to sexuality, with an alternative perspective to the narrow, genital focused understanding of sexuality that dominates American and Western culture by putting forward a whole-bodied understanding of sexual life.

CNS 5610 Professional Project C (1.00) *Discontinued*

Prerequisite: CNS 5127

Duration: 4

In this third course in the professional project sequence, students articulate their long-term, mid-term, and short-term goals, objectives, and strategies. They also identify occupational resources that they have or will need to obtain and develop contingency career plans.

CNS 5611 Professional Project D (1.00) *Discontinued*

Prerequisite: CNS 5610

Duration: 4

In this fourth course in the professional project sequence, students develop, carry out, and reflect on a specific work project that supports one of their short-term objectives. Examples of projects include designing a website, developing a brochure, and creating a professional presentation.

CNS 5613 Consciousness Studies Integ (1.00) *Discontinued*

Prerequisite: CNS 5610

Duration: 4

This course, taken at the conclusion of the program, offers students the opportunity to integrate their cumulative learnings from the Consciousness and Transformative Studies curriculum, with a focus on conceptual review and mastery of key concepts and major principles in the field of consciousness studies. The course is taught seminar style and focuses in depth on one of the Program Learning Outcomes. Additionally, students apply these concepts and principles in a personal essay exploring their own transformation of consciousness throughout the program.

CNS 5670 Advanced Writing & Publishing (2.00) *Historical-Review all addendums*

Prerequisite: CNS 5010

Duration: 8

This course enables students to share their vision, knowledge, and wisdom by getting published, and is intended for students who with the desire and potential to publish their work. The course assists students to refine and polish their writing and prepare a manuscript for publication. An internal prerequisite for this course is an already well-written paper of high quality, for which an A grade was received in a previous course. Students learn how to: structure the paper, identify their audience or readers, identify the value of their paper, fine-tune the text, write a pitch letter, and determine where to send multiple submissions. At the end of this course, students identify a suitable journal and submit their work for publication. Not all writers become authors without guidance; this course creates the container to step into authorship.

CNS 5832 Earth, Body, Spirit (2.00) *Historical-Review all addendums*

Prerequisite: CNS 5030

Duration: 8

This course examines the three broad stages of the human-nature relationship: the indigenous participatory worldview, the human-nature split of modern Western culture, and the reemerging participatory worldview. It addresses the overarching principle of balance in both indigenous and contemporary systems thinking. It experiments with consciousness-deepening dream, ritual and ceremonial practices that include aspects of the natural world. Taken from a variety of cultural traditions, such practices transform the objectification of nature into an appreciation of its presence, beauty, and powers of healing.

CPY 5212 Addiction Studies (3.00) *Discontinued*

Duration: 11

This course provides core information about alcohol and drug addiction, including the physical, psychological, and systemic impact they have on individuals, couples, and their families. Research and assessment on systemic treatment approaches for youth, adults, minorities, and co-occurring disorders are reviewed. Students will learn about appropriate collaboration with other professionals, and about how to make appropriate referrals.

CPY 5302 Research Methods (4.50) *Discontinued*

Duration: 11

This course will cover the basics of understanding how psychological research is conducted, including the different types of research (quantitative, qualitative, and mixed designs); and how to interpret scholarly research articles.

CPY 5303 Community Mental Health (3.00) *Discontinued*

Duration: 11

This course will address the sociocultural, historical and systemic foundations of community mental health. Students will learn how the social and systems related domains can impact mental health. A social justice perspective will be proposed and students will examine their own communities from this lens.

LMBA 600 Orientation Course (1.00) *Discontinued*

Duration: 4

This Orientation course is designed specifically to meet the needs of working professionals as they transition into their core MBA coursework. This course also provides students with the opportunity to develop a programmatic, personalized learning plan tailored to help them pursue their educational and personal goals. In this course, students will learn about the courses in the program and explore varying definitions of leadership as they formulate ideas for their own personal definition. They will develop individual, performance-based goals by creating a Personal Success Plan. Students will also evaluate their Microsoft Office skills and remediate any gaps that may exist.

LMBA 601 Introduction to Leadership (2.00) *Discontinued*

Prerequisite: LMBA 600

Duration: 4

This course provides the foundation for the study of the practice of leadership in the MBA. The course starts on the premises that leadership is a social process and that everyone is capable of practicing leadership. The course is built on an ontological consideration of leadership as a practice by introducing participants to various perspectives of leadership and their ontological constructs, culminating with the collaborative framework of the Center for Creative Leadership. Drawing from this exploration, participants will develop a leadership philosophy to inform them about their own practice of leadership.

LMBA 602 Data-Informed Decision Making (4.00) *Discontinued*

Prerequisite: LMBA 600

Duration: 4

This is a research course in which students analyze a leadership issue related to the direction, alignment, or commitment of organizational outcomes and then convert that issue into a research question. Students will investigate what is known about the issue (literature review), identify potential findings (theory and hypothesis), and develop a basic design (methodology) to answer the research question. The results will be a written report and presentation with a line of sight regarding how data-informed decision-making supports leaders in their strategic success.

LMBA 603 Emerging Issues: Mngmt & LDRSP (3.00) *Discontinued***Prerequisite:** LMBA 600

Duration: 4

This course provides the foundation for the study of the practice of leadership in the MBA. The course starts from the premises that leadership is a social process and that everyone is capable of practicing leadership. The course is built on an ontological consideration of leadership as a practice by introducing participants to several perspectives of leadership and their ontological constructs culminating with the collaborative framework of the Center for Creative Leadership. Drawing from this exploration, participants will develop a leadership philosophy to inform their own practice of leadership.

LMBA 604 Practices of Leadership (2.00) *Discontinued***Prerequisite:** LMBA 600

Duration: 4

In this course, students will learn and apply the four fundamental skills relevant to leadership at all levels and across industries. They will analyze the performance of prominent leaders who practiced particular skills and explore how to apply those skills in their careers.

LMBA 605 Fundamentals of Economics (4.00) *Discontinued***Prerequisite:** LMBA 600

Duration: 4

This course delivers practical, hands-on experience with the essential concepts of economics that a business manager or leaders must deploy to be successful. In this course, you will learn what these concepts are, why they are important, how to ask the right questions at the right time, and how to deploy the concepts in a real-world business environment. Topics covered in this course include price systems, market structures, monetary and fiscal policies, consumer theory, inflation rates, interest rates, employment levels, national output. Along the way to developing these practical skills, this course will advance the student's awareness of and exposure to the advantages of software tools like Excel, PowerPoint, Word, Access, and Solver.

LMBA 606 Fin Statements & Mgr. ACCT (4.00) *Discontinued***Prerequisite:** LMBA 600

Duration: 4

This course is designed to provide financial information to executives, managers, entrepreneurs, and other interested parties to make the best decisions toward achieving the goals, and objectives of their organizations. Topics include accounting implications and recognition of business acquisition, cost volume – Profit Analysis, and understanding financial Statements.

LMBA 607 Corp Fin & Fin Str of an ENT (4.00) *Discontinued***Prerequisite:** LMBA 600

Duration: 4

This course will cover the financial and legal structure of a company. Other topics include working capital management, time value of money, cost of capital, capital budgeting, dividend policy, globalization of finance, ethical standards, and financial strategy.

LMBA 608 Leading in a Diverse Community (2.00) *Discontinued***Prerequisite:** LMBA 600

Duration: 4

As communities and organizations become more diverse, whether in culture, race, ethnicity, gender, functional expertise, etc., leaders need to be able to see situations and people for what/who they really are and to lead effectively, creating sustainable and productive workplaces. In this course, students will learn to recognize and acknowledge their own biases and strategies to break their bias habits. As they deal with their own biases, students will learn to lead others to counteract bias and effectively drive change both personally and professionally.

LMBA 609 Mktg in an Information Age (4.00) *Discontinued***Prerequisite:** LMBA 600

Duration: 4

In this course, students learn through case study, individual and group assignments, as well as the creation of a marketing plan, about the principles of Marketing Management and the impact that marketing has on an organization's performance in both domestic and global environments. Students gain knowledge on how to develop successful customer-driven marketing strategies as well as the fundamental marketing functions of Product, Price, Place, and Promotion (the 4Ps). Other topics include digital marketing, online marketing (web sites, email marketing, online advertising, and more), social media marketing (content marketing, major Social Media Platforms, social media engagement), and Mobile Marketing (Mobile advertising, mobile apps, texting, mobile web sites).

LMBA 610 Organizational Design and HRM (3.00) *Discontinued***Prerequisite:** LMBA 600

Duration: 4

The objective of this course is to highlight the relationship between organizational strategies, structures, and processes. Strategic implementation often involves changes in organizational design that influence the nature of tasks, patterns of communication, and benchmarks for performance. And both the strategy and the resulting design led to significant adjustments to the human resource management (HRM) mix in terms of staffing, employee development and employee retention. To achieve this objective, this course reviews both theoretical perspectives and opportunities for students to apply their experience to an applied project concerning the organization in which they are currently employed.

LMBA 611 Leading Change (4.00) *Discontinued***Prerequisite:** LMBA 600

Duration: 4

Course topics will focus on the dynamics of change, organizational redesign, and the essential skills necessary for leaders to initiate corporate and organizational transformations. Resistance and acceptance of change initiatives, including the impact of organizational culture will be examined. Students will strengthen their leadership skills and strategies in order to initiate and implement change through problem-solving experiences across a broad range of organizational contexts.

LMBA 612 Leading Across Boundaries (2.00) *Discontinued***Prerequisite:** LMBA 600

Duration: 4

Drawing on the groundbreaking, global research of the Center for Creative Leadership, this course will consider the critical strategies and tactics leaders use in building new organizational cultures and practices of cooperation. The course will include an exploration of the purpose of boundaries within organizations, the types of boundaries, and the strategies and tactics necessary to work effectively across boundaries. Students will apply the concepts learned to develop an action plan to address a current challenge in an organization of which they are a part.

LMBA 613 Strategic Leadership (2.00) *Discontinued***Prerequisite:** LMBA 600

Duration: 2

This course emanates from the precept that individuals and teams practice strategic leadership by creating the direction, alignment, and commitment needed to achieve the enduring performance potential of an organization. To do this effectively, leaders must understand how to think, act, and influence strategically. The course topics will focus on helping students understand and begin to develop these three critical competencies of strategic leadership. Students will be able to challenge current strategies by taking a broader and more robust view of opportunities and threats in their organization's environment, influence their peers to adopt strategies that are more in keeping with an evolving business environment, and initiate meaningful changes that position the organization to thrive, not simply survive.

LMBA 614 Capstone: Strategy (4.00) *Discontinued*

Prerequisite: LMBA 600; **Recommended: Prior completion of:** core competency courses.

Duration: 4

A capstone course requires students to integrate principles, theories, and methods learned in courses required throughout their academic career. This project-based capstone is designed for students to use possibility thinking in order to demonstrate application, learning, and integration of all course material and core content into a business plan or leadership portfolio. Students can select which type of capstone is desired and work as individuals or as a group under the guidance of an assigned faculty advisor. In this course, students have the opportunity to conduct research, gather relevant data, and integrate and apply knowledge and skills learned in preceding courses. Students creatively analyze, synthesize, and evaluate learned knowledge in projects having a professional focus and communicate the results of their projects effectively at a professional level.