



ADDENDUM B

TO THE NATIONAL UNIVERSITY GENERAL CATALOG 85

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

The following updates will take effect April 1, 2023.

Technology Fees and Policy Information

The following courses utilize third-party technology. Accessing 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.

COM 100 \$45.00

Technology fee has been removed from the following course(s).

COM 305

Credit Hour Policy

National University recently merged with John F. Kennedy University and Northcentral University with the goal of providing a more holistic approach to student success and degree offerings to support the "Whole Human Education" experience. In part, due to this merger of three universities, National University currently offers degree plans that use "quarter" credit hours and degree plans that use "semester" credit hours. NU is working to consolidate all degree offerings using semester credit hours. Until then, students will need to refer to the university course catalog or speak with their academic advisor to confirm if their degree plan utilizes quarter or semester credit hours.

Semester Credit Hours

NU courses that award credits earned based on semester credits mostly carry 3-semester credits. It is expected that a student taking a 3-credit semester course will need to spend approximately 135-144 hours on learning experiences such as reading and study; research; faculty-student interaction; demonstration of defined learning outcomes through assignments, papers and projects; examinations; and assessment of performance.

Quarter Credit Hours

Courses designed using quarter credit hours divide the academic year into four 12-week quarters, each comprised of three 4-week classes. Under the current policy, 4.5 units of credit are awarded for courses.

Contact Hours: WSCUC accredited, undergraduate courses require 1hour of classroom instruction (also known as direct faculty instruction or contact hours, including substantive interaction) and a minimum of 2hours of out-of-class (non-contact hour) student work, per credit hour, each week for 10-12 weeks, or the equivalent amount of work over a different amount of time. (Note - If the accreditor updates this requirement, the following will be revised.)

At National University, this means that a typical, 4.5 credit hour course taught over 4 weeks, must include at least 2,700 minutes (45 hours) of student contact time spent "in" the course. (For fewer credits, divide these numbers appropriately; for more credits, multiply these numbers appropriately. Courses longer than 4-weeks will see these numbers spread over time.) This student-content, student-student, and/or student-professor interaction typically involves students working in the LMS itself. In the 4-week, 4.5 credit hour course model used at NU, this means that students should spend just over 11 hours per week working in and with fellow students, instructors, and course content such as discussions, simulations, watching videos, etc., (For more assistance with considering how to strategize timing for an online course, see Appendix.)

Non-Contact Hours: WSCUC expects individual programs and/or departments to make determinations above and beyond the base timeframe (called non-contact hours) with a minimum requirement of 2 hours of non-contact

time for every 1 hour of contact time. (Ex: A typical week for a National University undergraduate student should see approximately 11 hours of “in class” work with at least 22 hours of reading, writing papers, creating presentations, and other homework, etc.) Course Authors should seek guidance from department stakeholders for other non-contact expectations.

Basis for Admissions Policy

Undergraduate Basis for Admissions

NU accepts students on a continual basis. Application for admission can be submitted online any time during the calendar year via www.nu.edu. The Office of the Registrar reviews each applicant file to ensure that the prospective students meet the institutional and program-specific basis for admission requirements. Please refer to School and program sections of this catalog for program-specific admissions requirements and procedures.

Basis for Admission

All prospective students must provide the following documentation to meet basis for admission to the University:

- Official transcripts from a regionally or nationally accredited high school, high school level proficiency test, or have documented home school completion.

-OR-

- Unofficial Associate of Arts or Associate of Science degree from a regionally or nationally accredited institution posted transcript that can be degree-verified through the National Student Clearinghouse (NSC). Except where prohibited by accreditation.

-IF-

- An unofficial is unable to be verified through NSC, an official Associate of Arts or Associate of Science degree from a regionally or nationally accredited institution is required. Students that hold an non AA or AS degree will need to be evaluated in order to be approved.

-OR-

- A signed attestation of associate degree conferral and an unofficial transcript that can be degree-verified through the National Student Clearinghouse (NSC)

Note: Students that intend to use VA funding must submit Official transcripts from all regionally or nationally accredited institutions attended.

Unofficial and official transcripts submitted for basis of admissions to NU must include the following information at a minimum:

- Student's full name
- Name of school
- Course and/or term dates
- Earned and attempted credit totals
- Grade point average (GPA)
- Name of degree
- Degree conferral date (if applicable)
- All pages of the transcript

Students who completed Home School instruction must also include:

- List and description of courses completed by grade level
- Grades earned for the courses completed
- Number of credits earned for each course
- Names of textbooks utilized in courses
- Signed by person who administered curriculum
- A letter from their state Department of Education or local school district confirming home school registration.

To be considered official, transcripts must be submitted to the Office of the Registrar in a sealed envelope from the institution via mail or electronically through a third-party transcript processor (e.g., Parchment, National Student Clearinghouse,).

Note: Degree audit reports and grade reports are not considered unofficial transcripts. All prospective students who wish to receive transfer credit from coursework completed outside the United States must provide official transcripts and official evaluations from an approved agency as needed for official evaluation. Once a student is considered officially admitted, they may receive financial aid.

Note: Students who provide an attestation of conferral for a degree conferral date that has not yet occurred are not permitted to attend courses until official documentation is received. Degree conferral dates must be within six months from the date of application to NU.

Provisional Basis for Admission

Provisional basis for admission may be granted to prospective students that provide an unofficial copy of their transcript that is unable to be verified through NSC. A student that is admitted on a provisional basis is only granted basis for admissions status once all required documentation that meets the program and accreditation requirements has been received by NU. Students who are provisionally admitted to a program are not eligible to receive financial aid until documentation has been provided and basis for admissions has been met.

Undergraduate students may take courses during provisional acceptance while the Office of the Registrar awaits receipt of official transcripts from regionally and nationally accredited institutions.

Provisional Basis for Admission Deadlines

Students who are granted provisional basis for admission must provide required documentation for Basis for Admission within 60 days of their first date of attendance in an NU course (or date of admission). Please see program description for program specific requirements.

The University will administratively dismiss students who do not provide the required official documentation prior to the 61st day of enrollment unless they are currently in a course. Students who are actively attending a course will be administratively dismissed after the course ends.

Students who have been administratively dismissed for failure to provide official documentation within the allotted time frame will not be allowed to return to the University until all official documentation has been provided.

Graduate Basis for Admissions

NU accepts students on a continual basis. Application for admission can be submitted online any time during the calendar year via www.nu.edu. The Office of the Registrar reviews each applicant file to ensure that the prospective students meet the institutional and program-specific basis for admission requirements. Please refer to School and program sections of this catalog for program-specific admissions requirements and procedures.

Basis for Admission

All prospective students must provide the following documentation to meet basis for admission to the University:

- An unofficial degree posted transcript that can be degree-verified through the National Student Clearinghouse (NSC). Except where prohibited by accreditation.

-IF-

- An unofficial transcript is unable to be verified through NSC, an official degree posted transcript is required.

-OR-

- A signed attestation of conferral and an unofficial transcript that can be degree-verified through the National Student Clearinghouse (NSC)

Note: Students that intend to use VA funding must submit Official transcripts from all regionally or nationally accredited institutions attended.

Unofficial and official transcripts submitted for basis of admissions to NU must include the following information at a minimum:

- Student's full name
- Name of school
- Course and/or term dates
- Earned and attempted credit totals
- Grade point average (GPA)
- Name of degree
- Degree conferral date (if applicable)
- All pages of the transcript

To be considered official, transcripts must be submitted to the Office of the Registrar in a sealed envelope from the institution via mail or electronically through a third-party transcript processor (e.g., Parchment, National Student Clearinghouse,

Note: Degree audit reports and grade reports are not considered unofficial transcripts. All prospective students who wish to receive transfer credit from coursework completed outside the United States must provide official transcripts and official evaluations from an approved agency as needed for official evaluation. Once a student is considered officially admitted, they may receive financial aid.

Note: Students who provide an attestation of conferral for a degree conferral date that has not yet occurred are not permitted to attend courses until official documentation is received. Degree conferral dates must be within six months from the date of application to NU.

Provisional Basis for Admission

Provisional basis for admission may be granted to prospective students that provide an unofficial copy of their transcript that is unable to be verified through NSC. A student that is admitted on a provisional basis is only granted basis for admissions status once all required documentation that meets the program and accreditation requirements has been received by NU. Students who are provisionally admitted to a program are not eligible to receive financial aid until documentation has been provided and basis for admissions has been met.

Graduate students may take courses during provisional acceptance while the Office of the Registrar awaits receipt of official transcripts from regionally and nationally accredited institutions.

Provisional Basis for Admission Deadlines

Students who are granted provisional basis for admission must provide required documentation for Basis for Admission within 60 days of their first date of attendance in an NU course (or date of admission). Please see program description for program specific requirements.

The University will administratively dismiss students who do not provide the required official documentation prior to the 61st day of enrollment unless they are currently in a course. Students who are actively attending a course will be administratively dismissed after the course ends.

Students who have been administratively dismissed for failure to provide official documentation within the allotted time frame will not be allowed to return to the University until all official documentation has been provided.

International Basis for Admission Requirements

All prospective students with internationally awarded degrees must provide the following documentation to meet basis for admission to the University:

- English proficiency (See the How to Demonstrate English Proficiency for more information)
- An official credential evaluation that meets the following requirements:
- Evaluation completed by an approved credential evaluation agency
- Submitted to NU in a sealed envelope from the agency or via secure email delivery to transcripts@nu.edu
- Degree level
- Program of study or major and U.S. equivalency statement
- Degree conferral date
- With information that matches that of the prospective student (e.g., birthdate, name, passport, etc.)

Note: Name change documentation is required if a prospective student's name differs from the name that is listed on official documentation from approved credential evaluation agency.

International Provisional Basis for Admission

The University will provisionally accept internationally awarded degrees as the basis for admission provided an unofficial degree equivalency evaluation from a NU-approved credential evaluation agency is provided.

During the enrollment process, NU will work with an applicant to determine which approved credential evaluation may be recommended for their personal situation. A list of University approved credential evaluation agencies can be found on [https://www.ctc.ca.gov/credentials/leaflets/foreign-transcript-evaluation-\(cl-635\)](https://www.ctc.ca.gov/credentials/leaflets/foreign-transcript-evaluation-(cl-635)).

All official transcript evaluations completed by approved credential evaluation agencies are due 60 days after the start of the student's first course. An official credential evaluation is defined as being received:

- In a sealed envelope from the agency or via secure email delivery to transcripts@nu.edu
- Degree level, major and U.S. equivalency statement
- With a conferred date
- With information that matches that of the Applicant

International Provisional Basis for Admission Deadlines

Students who are granted provisional basis for admission must provide required documentation for Basis for Admission within 60 days of their first date of attendance in an NU course (or date of admission). Please see program description for program specific requirements.

The University will administratively dismiss students who do not provide the required official documentation prior to the 61st day of enrollment unless they are currently in a course. Students who are actively attending a course will be administratively dismissed after the course ends.

Students who have been administratively dismissed for failure to provide official documentation within the allotted time frame will not be allowed to return to the University until all official documentation has been provided.

Acceptance Requirements Policy

Program acceptance requirements vary by degree-level, School, and program of study. Minimum requirements for acceptance are outlined below. Please refer to School and program sections for additional, program-specific admissions, evaluation, and application requirements or procedures.

Undergraduate Applicants

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

- Must have graduated from a regionally or nationally accredited high school, passed a high school level proficiency test, or have documented home school completion (please see Basis for Admissions policy for more information about home school documentation).
- Students who have completed a program but the conferral date has not yet occurred must provide a Letter of Completion. Degree conferral dates must be within six months from the date of application to NU.

Post-Baccalaureate Certificate Applicants

Applicants for admission to a post-baccalaureate program, must meet the following requirement.

- Admission to a Post-Bachelor's Certificate program requires a conferred bachelor's level or higher degree from a regionally or nationally accredited academic institution.
- Students who have completed a program but the conferral date has not yet occurred must provide a Letter of Completion. Degree conferral dates must be within six months from the date of application to NU.

Graduate Applicants

Applicants for admission to a graduate program, must meet the following requirement.

- Hold a bachelor's degree or higher from an institutional accreditor approved by the US Department of Education.
- Students who have completed a program but the conferral date has not yet occurred must provide a Letter of Completion. Degree conferral dates must be within six months from the date of application to NU.

Post-Master's Certificate Applicants

Applicants for admission to a post-master's program, must meet the following requirement.

- Hold a master's degree or higher from an institutional accreditor approved by the US Department of Education.
- Students who have completed a program but the conferral date has not yet occurred must provide a Letter of Completion. Degree conferral dates must be within six months from the date of application to NU.

Doctoral Applicants

Applicants for admission to a graduate or post-baccalaureate program, other than the Doctor of Nursing Practice and Juris Doctor, must meet the following requirement.

- Hold a master's degree or higher from an institutional accreditor approved by the US Department of Education.
- Students who have completed a program but the conferral date has not yet occurred must provide a Letter of Completion. Degree conferral dates must be within six months from the date of application to NU.

Attendance Policy

Defining Attendance

Attendance is mandatory in all University courses. The University requires students to be in attendance at least once every 35 calendar days from the last date of attendance. For Juris Doctor students, please see the JD catalog for program specific requirements. Students satisfy course attendance requirements through academic related activities. Academic-Related Activities (ARAs) are used to determine a student's official last date of attendance in the LMS and corresponding enrollment status at the University. ARAs are also used to determine the effective date of active and withdrawn enrollment statuses. (See examples of ARAs below)

The start-date of a session is the first Monday of the new course term. If the first Monday is a holiday, the start-date of the session will be the first Tuesday. For example, if the first-class meeting offered in the September session meets on Mondays and Wednesdays, and Monday is the holiday, then that first Tuesday is the start-date for the session. The term start date (whether a Monday or Tuesday) is the start date of the session and not the day students meet for their first class. Students are considered officially enrolled in a class at midnight (Pacific time) of the ninth (9th) day of the session.

All students must be officially enrolled in order to attend class and to receive a grade. This means that the course must be added to the student's schedule prior to the ninth (9th) day of the session. University instructors will not permit non-enrolled students to attend a class or be issued a grade. The Office of the Registrar will not post grades for students who are not officially enrolled.

Residential (face-to-face) Courses:

Students are expected to attend all scheduled classes of a course. Failure to attend courses may impact the students grade. Some programs may have additional attendance requirements based on accreditation and funding bodies. Please see program requirements and course syllabus for additional attendance requirements.

Online Courses:

Academic-related activities (ARAs) must be posted to an online course, within the Learning Management System (LMS), no later than Sunday at 11:59 P.M. Pacific time each week.

The university's attendance policy is designed to encourage consistent or weekly academic engagement. All students are expected to engage in one of the following academic related activities throughout the term:

- Completing the initial assessment
- Submitting an assignment for evaluation
- Completing a exam or quiz
- Submitting a final project; and/or
- Reviewing graded feedback from faculty

- Participating in an online tutorial or computer-assisted instruction
- Watching videos in the online course room
- Following links to external resources
- Participating in an online discussion about academic matters

The following will not count as attendance:

- Logging in and not engaging in an academically related activity
- Participation in orientation
- Contacting academic advisor

Out of Attendance:

The University requires students to be in attendance at least once every 35 calendar days from the last date of attendance. Lack of participation and/or attendance for students taking on-site or online classes does not qualify the student for a refund or consideration for a drop or 5 withdrawal from the class unless the student submits the request within the established timeframe (see refund and course drop and withdrawal policy). Students, whether on-site or online, are responsible for following the published policy on deadlines for drop and withdrawal.

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

Any dispute about attendance must be addressed by the student in writing and submitted to the Office of the Registrar within thirty (30) days of grade posting. If extenuating circumstances prevent the submission of the dispute within that time frame, the Office of the Registrar will make a determination about whether the circumstances warrant further consideration. The Office of the Registrar will not consider a dispute that is more than one year old.

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

Enrollment Reporting Policy

National Student Loan Data System (SSCR Reporting)

Student enrollment status (full-time/part-time/withdrawn, etc.), effective date, and primary location are submitted monthly to National University's servicer, the National Student Clearinghouse (NSC). The report is generated using university developed logic that collects information from the student information system based on the latest guidance available in the NSLDS Enrollment Reporting guide. The report is generated after the withdrawal deadline on the 22nd day of each month. There are a total of four reports submitted to account for different degree levels and terms, submitted on staggered dates for servicer intake. Student enrollment status is determined based upon student course schedule and the number of units carried at all university locations. The number of units used in determining enrollment status differs depending on the career being pursued (undergraduate or graduate) and is calculated as follows:

Non-Term Based Enrollment Status

The University recognizes the following program-level enrollment statuses:

Enrollment Status	Code	Definition
Active Full-Time	F	The student is enrolled and attending a course that meets the student's academic degree completion requirements. The student is actively attending class and the student's official last date of attendance based on academic-related activities does not exceed 35 consecutive days.

Active Less Than Half-Time	L	The student is enrolled and attending a course that does not meet the student's academic degree completion requirements, as determined by the institution.
Withdrawn	W	The student has been withdrawn from the University. Withdrawal can be unofficial, official, or administrative.
Graduated	G	The student has completed all program requirements and degree is conferred.
Leave of Absence	A	The student is on an approved Leave of Absence (LOA).

Term Based Enrollment Status

For the purpose of financial aid and enrollment verification enrollment status is determined by the number of credits per quarter:

Enrollment Status	Undergraduate Credits per Term	Graduate Credits per Term
Full-Time (FT)	12	9
Three-Quarter Time (TQT)	9	6.5
Half-Time (HT)	6	4.5
Less-Than Half-Time (LTHT)	<6	<4.5

Effective date is determined by the start date of the term session and end dates will vary depending on the student's program and academic calendars (4 week or quarter). Primary location is determined by student enrollment where the majority of courses were completed. A primary location change will only be reported if it is determined the student has completed a majority of coursework at a location other than originally reported. Primary location will remain the same if this majority is not reached. NSC then transmits the enrollment status and primary location data to the National Student Loan Data System (NSLDS). The Student Status Confirmation Report (SSCR) from the NSLDS is sent to the NSC who then sends a return response to the NSLDS.

Data in the files sent for reporting is reviewed for trends, consistency, and for missing data. Reports are generated monthly to compare Graduated and Withdrawn students each month. If there is an update in the student's enrollment or status after the report was submitted (for example Withdrawn or Graduated), manual submissions are sent to NSC to ensure the corrected enrollment status is reported. If a student's Date of Birth or Social Security Number is corrected in our system, this information is reconciled before the next monthly submission to ensure the data is merged correctly in NSC by the next report.

Title IV Disbursement Policy

Definition of Disbursements and Disbursement Methods

A disbursement may be defined as the application of any aid source to the student account, including, but not limited to, Title IV funding, Veteran's benefits, State Grants, Private Loans, and institutional grants and scholarships.

The disbursement policy allows for consistent application to student accounts that have scheduled and awarded funding. The policy outlines the process for funding when the student falls outside of the standard disbursement timeline.

Students who elect to use Title IV Funding will be subjected to eligibility reviews at multiple checkpoints in the funding period. These checkpoints are implemented to ensure proper adherence to the policy and regulation. Students must meet eligibility requirements in order to receive subsequent disbursements within an aid year. Students must be making Satisfactory Academic Progress and all required documents must have been submitted to the Financial Aid Office before any disbursement can be made.

Standard Disbursement Process

Course charges are posted to the student account ledger prior to the 10th day of the course start date. Post the 10th Day disbursement rosters are run to capture all students who remain in the course past the add/drop period.

For all students on the above rosters the following items are reviewed to confirm disbursement eligibility:

- for Direct Loans, the student is enrolled at least half time and has a valid, linked MPN; and either entrance counseling has been completed
- for a student otherwise eligible for a Pell Grant, the scheduled disbursement will not cause the student to exceed his or her lifetime eligibility
- The Student is meeting Satisfactory Academic Progress or is approved for Financial Aid Probation.
- The ISIR does not have conflicting information or unresolved c-codes
- If a subsequent ISIR has been received, the above criteria apply and it will be reviewed to determine if any eligibility changes exist in reference to need-based aid eligibility
- If first disbursement in the student's second payment period, student has successfully completed at least half of the units and half of the instructional weeks as defined for the academic year
- for TEACH Grant awards, the student has a. completed initial or subsequent counseling, as appropriate (see Volume 3); b. signed an Agreement to Serve or Repay; and c. earned the appropriate GPA
- Built in system checks are in place to validate eligibility by verifying active enrollment, matriculation, verification, Satisfactory Academic Progress, Master Promissory Note, Entrance Counseling, Loan and Pell Aggregate Maximums, loan default, and bankruptcy.

The University reserves the right to make multiple disbursements within each payment period to align with the timing of charges being assessed.

Late Disbursements

Generally, if funds are received after the end of the loan or Pell period, if a student has withdrawn after successfully completing the payment period, or if the student has graduated, the student may be eligible for a late disbursement. Late Disbursements will be reviewed and processed once the qualification criteria has been validated and a student acknowledgment has been collected, if applicable.

Student eligibility for a late disbursement is contingent on the following:

Stafford Loans and PLUS/Grad Plus Loans:

- The loan must have originated on or before the end of the loan period or graduation date.
- The student must meet all other eligibility criteria (i.e., Satisfactory Academic Progress (SAP), started the loan period within 30 days, completed prior academic year, met admission criteria, etc.).
- The disbursement must be made within 180 days after the date the student becomes ineligible.
- In the case of a late second or subsequent disbursement of Direct Loan funds, the student must have graduated or completed the loan period for which the funds were intended.

Grants:

- A valid ISIR for the award year has been received prior to the student's withdrawal date, or the Department of Education's ISIR deadline dates, whichever is earlier.
- The student has met all other eligibility criteria (i.e. SAP, completed prior academic year credits, met admission criteria, and so on).
- The disbursement must be made by the Department of Education's payment deadlines for the given award year or within 180 days after the date the University determined that the student withdrew, whichever is earlier.
- If a student withdraws and it is determined during the return to Title IV calculation that they are eligible for more Pell than was disbursed, they will be offered a late disbursement.
- If there is no withdrawal date in the academic year or the student has graduated, the student may be paid retroactively for any completed payment periods subject to the above stated deadlines.

Disbursement Dates and Schedules

The disbursement process may take place throughout the payment period either in one set of disbursements at the start of a payment period or on a course-by-course basis. Students will be evaluated for academic and loan period progressions. Disbursements will be based on the course charges for the payment period. Students who

have requested additional funding or have a credit balance will be reviewed for additional classes in the payment period and disbursements will be equally divided between scheduled and/or required courses.

For non-term programs, Payment Periods are measured by the successful completion of courses within an Academic year. Academic Years are defined as a minimum of 36 credits and 32 weeks. The first Payment Period of an Academic Year must be at least half the weeks and the credits of the Academic Year and the second Payment Period is the remainder of the weeks and credits necessary to meet the Academic Year definition.

Tuition and fees are charged to the account after the ten-day drop/add period and for which they have demonstrated participation in the course. More than one course may be taken at the same time, and therefore charges are accrued simultaneously.

Student and Parent Authorizations

Students and parents have the ability, but are not required, to authorize National University to hold funding, within the Academic Year, for future charges. If a student or parent wishes to authorize NU to hold funding, they should contact the financial aid office for the relevant authorization forms.

Additionally, students and parents may authorize National University to use FSA funds to pay for non-institutional charges when needed and should contact the financial aid office for the relevant forms.

Disbursing FWS Funds to Pay Current Award Year Institutional Charges for Tuition, Fees, Contracted Room and Board, and Other Educationally-Related Goods and Services

National University disburses Federal Work Study (FWS) funding directly to students as a paycheck. If students wish to apply payment from FWS participation to their account, they would need to do so by making payments to the institution.

Disbursing FWS Funds to Pay Prior Award Year Institutional Charges

National University does not apply FWS payments to student accounts directly and therefore does not apply FWS payments to prior or future periods.

Disbursing Title IV Funds (Other than FWS) to Pay Current Year Educationally-Related Institutional Charges Other than Tuition, Fees, and Contracted Room and Board

Students and parents may authorize National University to use FSA funds to pay for non-institutional charges when needed and should contact the financial aid office for the relevant forms.

Disbursing Title IV Funds (Other than FWS) to Pay Prior Award Year Educationally-Related Institutional Charges Other than Tuition, Fees, and Contracted Room and Board

Students are allowed to apply up to \$200 in FSA funding to prior year charges. In accordance with this, NU will hold up to \$200 in funding if the student has a prior period charge on their account at the time of disbursement. If the charges are for non-institutional charges, the student (or parent) must provide authorization.

Holding Excess Title IV Funds (Credit Balances)

It is the policy of National University (NU) to issue credit balances within 14 days as required by the Department of Education. In accordance with Department of Education policy, NU determined TIV credit balances based on the charges for the period in question minus any disbursements during the same period. When the disbursements exceed allowable charges, a credit balance is created.

Students may have differing periods for which the credit balance is applied based on the program and the modality of the degree of that program.[1] To add transparency to the periods for which a credit balance has been calculated, NU may charge students for the courses that are not currently active but that are defined as part of the payment period. Students may notice this as a pre-charge on their ledger for courses within their payment period.

Students will be issued any credit balance owed for that course within 14 days of being posted to their student ledger.

In practice, NU does not hold Credit Balances on student accounts. Credit balance payments are made to students within 14 days of the credit balance creation. In some cases, students or parents may wish to authorize to hold a

credit balance on the student account within an Academic year. For details on that process see section 11.3. Title IV credit balances are not held on student accounts, even with authorization, beyond the end of a payment period.

Credit Balance Management

If Title IV disbursements to a student's account at the school create a credit balance, the school must pay the credit balance directly to the student or parent as soon as possible, but no later than 14 days after:

- The first day of a course in a new payment period if the credit balance occurred prior to that payment period beginning
- The day the balance occurred if the credit balance was created after the first day of a new payment period
- R2T4 completion if the student withdrew or got dismissed from the university between the time the funds disbursed and the end of the 14-day window.

If a student has withdrawn or gotten dismissed, the credit balance will be handled as follows:

- Credit balance will be treated as aid disbursed in R2T4 calculation, and will be subject to return based on results of the calculation
 - If a student is identified as having a grant overpayment as a result of the R2T4, any remaining credit balance funds will be used to cover that balance.
- Any applicable refund policy is applied to determine if doing so creates a new or larger Title IV credit balance
- Funds released within 14 days of calculation completion.

Transfer Credit Policy

Transfer Credit Eligibility

National University accepts credits from regionally and nationally accredited institutions. It may also accept credits from institutions that are accredited by an agency which is a member of Council for Higher Education Accreditation (CHEA) or from collegiate institutions which are accredited by non-CHEA member agencies provided they are recognized by the Department of Education. Transfer credits from institutions that are accredited by an agency which is a member of CHEA are only accepted provided that the academic quality of the institutions can be verified and the credits otherwise comply with National University guidelines. Transfer credits from agencies which are not CHEA members are subject to additional scrutiny to validate that their academic programs adhere to the standards of institutions accredited by CHEA members.

Requests for course transfer credit must be made along with the admissions application so that an appropriate degree plan can be developed and accepted by the student. Requests by the student for consideration of additional transfer credit can be made at any time prior to degree conferral provided the maximum number of transfer credits permissible has not already been accepted by the University.

The Office of the Registrar, School Dean, or designee must approve all requests for transfer credit. Transfer courses are evaluated for currency and relevancy to NU degree programs, and whether they meet academic standards. The Admissions and Evaluation team will document which courses are accepted in transfer and which University requirements the course satisfies.

Any credit hours to be considered for transfer into a National University academic program must:

- Have been completed at a regionally or nationally accredited academic institution, an institution accredited by an agency which is a member of CHEA, or from a collegiate institution accredited by a non-CHEA member agency provided it is recognized by the Department of Education;
- Be equivalent to the degree program requirements, including specified electives;
- Appear on an official transcript from the institution where they were earned;

- Meet required minimum grade requirements for transfer credit eligibility outlined by degree or program-level (remedial college credits are not accepted as transfer credit);
- Have been completed within the specified number of years for transfer credit eligibility outlined by degree or program-level.

Note: If a student submits a transcript for basis for admission and the transcript has pending coursework or grades not posted to courses, those courses will not be evaluated for transfer credit until an official transcript is submitted with final grades for those courses. NU is not responsible for duplication of transferable courses that the student may have taken and received credit from a prior institution.

Undergraduate Transfer Credit

The School Dean or designee uses the following criteria to evaluate proposed transfer credits at the undergraduate level:

- Completed at regionally or nationally accredited post-secondary institution
 - Do not exceed a maximum of 90 lower and upper division semester credits or 135 lower and upper division quarter credits unless programmatic accreditation requires otherwise.
- Earned with a grade of “C-” or better unless otherwise indicated by program or accreditation.

The following chart shows the maximum number of credits that are allowed to transfer in an NU undergraduate program by type of credit.

Type of Credits	Maximum number of credits allowed in an NU Undergraduate program
Lower Division (towards an Associate Degree)	58.5 quarter credits (39 semester credits)
Lower Division (towards a Bachelor’s Degree)	103.5 quarter credits (69 semester credits)
Upper Division	40.5 quarter credits (27 semester credits)
Extension division from a regionally accredited institution	36 quarter credits (24 semester credits)
Vocational/Technical Courses	18 quarter credits (12 semester credits)
Physical Education Courses	9 quarter credits (6 semester credits)

Undergraduate Credit From Foreign Institutions

The University may accept transfer or waive credit if an official course-by-course evaluation from an approved credential evaluation agency is supplied. NU will accept credential evaluations through any evaluation agency accredited by the National Association of Credential Evaluation Services (NACES). In addition, credential

evaluations by the American Association of Collegiate Registrars and Admissions Officers (AACRAO) are also accepted.

Prior Learning Credit Transfer

National University recognizes knowledge is acquired in many different ways. In addition to the traditional classroom setting, mastery of college-level knowledge and skills may occur as a result of nontraditional learning experiences such as employment, military training and experience, noncollegiate training programs, advanced high school courses, and self-development. The University awards applicable credits earned for nontraditional prior learning, however, credit is not awarded simply for experience but for measurable college-level learning which includes knowledge, skills and competencies students have obtained as a result of their prior learning experiences. College credit may be granted on a case-by-case basis for prior learning only when it can be documented and falls within regular credit course offerings.

The maximum number of credits acceptable for non-collegiate learning is a cumulative total of up to 135 quarter credits (90 semester credits) for an associate degree or baccalaureate degree unless programmatic accreditation requires otherwise.

This maximum total is cumulative of all non-collegiate coursework. The credits may be from the following sources:

- A maximum of 22.5 quarter credits (15 semester credits) may be earned for:
 - Excelsior College Examinations
 - Council for Adult Experiential Learning (CAEL) Portfolio
 - Departmental examinations at National University (Credit by Examination).
- A maximum of 45 quarter credits (30 semester credits) of lower-division credit may be allowed for clinical courses for a registered nurse who is a graduate of a three-year hospital nursing school. Up to 22.5 quarter credits (15 semester credits) of additional lower-division credit may be granted for academically equivalent coursework.

American Council On Education (ACE) Credit Transfer

- A maximum of 67.5 quarter credits (45 semester credits) may be earned at the lower-division by College-Level Examination Program (CLEP) examinations.
- A maximum of 45 quarter credits (30 semester credits) may be earned at the lower-division level for Advanced Placement Examinations (AP) or International Baccalaureate Examinations (IB).
- DANTES independent study/credit by examination courses
- Credit recommended in the National Guide to Credit Recommendations for Non-Collegiate Courses (American Council on Education [ACE])
- A maximum of up to 135 quarter credits (90 semester credits) may be allowed for military experience and military schools that have been evaluated by ACE. An additional 9 quarter credits of correspondence credit is available to active or veteran Marine Corps students.
- Local, state, and federal law enforcement training recommended by ACE and such credit as is listed on a transcript from a regionally accredited college

More information on testing sites and preparation for CLEP exams or Excelsior College exams can be found at <http://www.nu.edu/testingervices>. Students can also contact the Testing Center at 858.541.7951 or email testingervices@nu.edu.

Prior Learning Credit Categories

The University awards credit for:

A. College Level Examination Program (CLEP) www.collegeboard.com/clep

In accordance with American Council on Education (ACE) guidelines, successful completion of CLEP subject examinations credits can be applied to meet general education, preparation for the major, or general lower division elective credit. In order to receive credit for CLEP examinations, an official CLEP transcript must be received by the Office of the Registrar.

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

B. Advanced Placement (AP) Exams www.collegeboard.com

As recommended by ACE, for AP Exams passed. An official transcript must be received for credit to be awarded. The AP Code for National University is 0470.

C. International Baccalaureate (IB) www.ibo.org

To students who successfully obtain the International Baccalaureate Diploma demonstrating the completion of Higher-Level Examinations. No credit is awarded for IB standard-level passes. An official transcript must be received in order to award credit.

D. Defense Activity for Non-Traditional Education Support (DANTES)/DANTES Subject Standardized Tests (DSST) <http://getcollegecredit.com>

Credit for successful completion of DSST can be applied toward general education, preparation for the major, or general elective credit. Most tests grant 4.5 quarter credits (3 semester credits). DANTES Subject Standardized Tests (DSST) demonstrates college-level learning acquired outside of the college classroom. DSST are available to military personnel through the Base Education Services Officer. The DANTES code for National University is 7858.

E. Excelsior College Examinations

Credit for successful completion of an Excelsior College Examination can be applied toward general education, preparation for the major, or general lower-division elective credit. Most examinations grant 4.5 or 9 quarter credits (3 or 6 semester credits). The Excelsior College Examinations assess college-level competence acquired in non-campus settings in more than 40 arts and sciences, business, education, and nursing subjects.

F. SOPHIA Learning LLC. Courses sophia.org

In accordance with published ACE guidelines, successful completion of SOPHIA courses can be applied. In order to receive credit for SOPHIA courses, an official SOPHIA transcript must be received by the Office of the Registrar.

Students should submit a Concurrent Enrollment e-Form four weeks prior to the start of a course to ensure the transferability of any external coursework.

G. StraighterLine Courses [Straighterline.com](https://www.straighterline.com)

In accordance with published ACE guidelines, successful completion of StraighterLine courses can be applied. In order to receive credit for StraighterLine courses, an official StraighterLine transcript must be received by the Office of the Registrar. Student should submit a Concurrent Enrollment e-Form four weeks prior to the start of a course to ensure the transferability of any external coursework.

Prior Learning Credit Equivalency Chart

The chart below outlines the minimum score required, amount of credit, and what the credit is allowed for at the University, sorted by the specific prior learning credit category.

CLEP Exam	Minimum Score	(QTR) Credits	(SEM) Credits	Transfer Credit Allowed For
American Government	50	4.5	3	POL 201
American Literature	50	4.5	3	1 Area D: Humanities
Analyzing & Interpreting Literature	50	4.5	3	LIT 100
Biology	50	9	6	BIO 100 and 1 Area A-G
Calculus	50	6	4	MTH 220
Chemistry	50	9	6	CHE 141 and CHE 142
College Algebra	50	4.5	3	MTH 216A
College Composition	50	9	6	ENG 102 and ENG 240
College Composition Modular	50	4.5	3	ENG 102
College Mathematics	50	9	6	1 Area B and 1 open elective
English Literature	50	4.5	3	LIT 100
Financial Accounting	50	4.5	3	ACC 201
French Language- Level 1	50	9	6	2 Area D: Language
French Language- Level 2	59	13.5	9	2 Area D: Language and 1 Area A-G
German Language-Level 1	50	9	6	2 Area D: Language
German Language- Level 2	60	13.5	9	2 Area D: Language and 1 Area A-G

CLEP Exam	Minimum Score	(QTR) Credits	(SEM) Credits	Transfer Credit Allowed For
History of the United States I: Early Colonization to 1877	50	4.5	3	HIS 220A
History of the United States II: 1865 to Present	50	4.5	3	HIS 220B
Human Growth and Development	50	4.5	3	1 Area E
Humanities	50	4.5	3	1 Area D: Humanities
Information Systems	50	4.5	3	1 open Elective
Introduction to Educational Psychology	50	4.5	3	1 open Elective
Introductory Business Law	50	4.5	3	LAW 204
Introductory Psychology	50	4.5	3	PSY 100
Introductory Sociology	50	4.5	3	SOC 100
Natural Sciences	50	9	6	1 Area F Lecture & 1 Area A-G
Precalculus	50	4.5	3	MTH 215
Principles of Macroeconomics	50	4.5	3	ECO 204
Principles of Management	50	4.5	3	1 open Elective
Principles of Marketing	50	4.5	3	1 open Elective
Principles of Microeconomics	50	4.5	3	ECO 203
Social Sciences and History	50	9	6	2 Area E
Spanish Language – Level 1	50	9	6	SPN 100 and SPN 101
Spanish Language – Level 2	63	13.5	9	SPN 100, SPN 101, SPN 200
Spanish with Writing – Level 1	50	9	6	SPN 100 and SPN 101
Spanish with Writing – Level 2	65	18	12	SPN 100, SPN 101, SPN 200 and SPN 201
Western Civilization I: Ancient Near East to 1648	50	4.5	3	1 Area D: Humanities

CLEP Exam	Minimum Score	(QTR) Credits	(SEM) Credits	Transfer Credit Allowed For
Western Civilization II: 1648 to Present	50	4.5	3	1 Area D: Humanities
Advanced Placement (AP) Exam	Minimum Score	(QTR) Credits	(SEM) Credits	Transfer Credit Allowed For
Art History	3	4.5	3	ART 100
Biology	3	12	8	BIO 100, BIO 100A and 1 Area A-G
Calculus AB	3	6	4	MTH 220
Calculus BC	3	12	8	MTH 220 and MTH 221
Chemistry	3	12	8	CHE 101, CHE 101A and 1 Area A-G
Chinese Language and Culture	3	12	8	2 Area D: Language
Chinese Language and Culture	4	18	12	3 Area D: Language and 1 Area A-G
Chinese Language and Culture	5	24	15	3 Area D: Language and 2 Area A-G
Computer Science A	3	6	4	1 Area D: Language
English Language/Composition	3	9	6	ENG 102 and ENG 240
English Language/Composition	3	9	6	ENG 102 and LIT 100
European History	3	9	6	2 Area E
French Language	3	9	6	2 Area D: Language
French Language	4	13.5	9	3 Area D: Language and 1 Area A-G
French Language	5	18	12	3 Area D: Language and 1 Area A-G
German Language	3	9	6	2 Area D: Language
Human Geography	3	4.5	3	1 Area E
Italian Language and Culture	3	12	8	2 Area D: Humanities
Italian Language and Culture	4	18	12	3 Area D: Humanities and 1 Area D: Language
Italian Language and Culture	5	24	15	3 Area D: Humanities and 2 Area D: Language

Japanese Language and Culture	3	12	8	2 Area D: Humanities
Japanese Language and Culture	4	18	12	3 Area D: Humanities and 1 Area D: Language
Japanese Language and Culture	5	24	15	3 Area D: Humanities and 2 Area D: Language
Latin	3	12	8	2 Area D: Language
Latin	4	18	12	3 Area D: Language and 1 Area A-G
Latin	5	24	15	3 Area D: Language and 2 Area A-G
Macroeconomics	3	4.5	3	ECO 204
Microeconomics	3	4.5	3	ECO 203
Music Theory	3	9	6	2 Area D: Arts
Physics 1	3	6	4	PHS 171 and 1 Area F Lab
Physics 2: Algebra-Based	3	6	4	PHS 172 and 1 Area F Lab
Physics C: Electricity and Magnetism	3	6	4	PHS 231 and 1 Area F Lab
Physics C: Mechanics	3	6	4	PHS 232 and 1 Area F Lab
Psychology	3	4.5	3	PSY 100
Research	3	4.5	3	1 open elective
Research	4	9	6	2 open electives
Seminar	3	4.5	3	1 open elective
Seminar	4	9	6	2 open electives
Spanish Language and Culture	3	9	6	2 Area D: Language
Spanish Language and Culture	4	13.5	9	3 Area D: Language
Spanish Language and Culture	5	18	12	3 Area D: Language and 1 Area A-G
Spanish Language and Culture	3	13.5	9	3 Area D: Humanities
Spanish Language and Culture	4	18	12	3 Area D: Humanities and 1 Area A-G
Statistics	3	4.5	3	MTH 210
United States History	3	9	6	HIS 220A and HIS 220B

World History	3	9	6	HIS 233 and HIS 234
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International Baccalaureate Higher Level	Score Required	(QTR) Credits	(SEM) Credits	Transfer Credit Allowed for (IB HL) Exams
Biology	4-7	9	6	BIO 161 and BIO 162
Business & Management	4-7	9	6	open elective credits
Chemistry	4-7	9	6	CHE 141 and CHE 142
Computer Science	4-7	9	6	open elective credits
Design Technology	4-7	9	6	open elective credits
Economics	4-7	9	6	ECO 203 and ECO 204
Film	4-7	9	6	open elective credits
French A2	4-7	9	6	2 General Ed Area D: Language
Geography	4-7	9	6	2 General Ed Area A-G
German A2	4-7	9	6	2 General Ed Area D: Language
History	4-7	9	6	1 General Ed Area E and 1 General Ed Area A-G
Japanese A2	4-7	9	6	2 General Ed Area D: Language
Language A: Language and Literature	4-7	9	6	General Ed Area A1 and LIT 100
Mathematics or Further Mathematics	4-7	9	6	1 General Ed Area B and 1 General Ed Area A-G
Music	4-7	9	6	open elective credits
Physics	4-7	9	6	PHS 171 and PHS 172
Spanish A2	4-7	9	6	SPN 200 and SPN 201
Spanish B	4-7	9	6	SPN 200 and SPN 201
Theatre Arts	4-7	9	6	2 General Ed Area D: Arts
Visual Arts	4-7	9	6	open elective credit

DSST Examinations (Lower Division)	Minimum Score	(QTR) Credits	(SEM) Credits	Transfer Credit Allowed For
A History of the Vietnam War	400	4.5	3	Area E
Art of the Western World	400	4.5	3	Area D: Art
Astronomy	400	4.5	3	open elective
Business Ethics and Society	400	4.5	3	open elective
Business Mathematics	400	4.5	3	open elective
Computing and Information Technology (formerly Introduction to Computing)	400	4.5	3	open elective
Criminal Justice	400	4.5	3	Area E
Environmental Science	400	4.5	3	Area A-G
Ethics in America	400	4.5	3	Area D: Humanities
Ethics in Technology	400	4.5	3	open elective
Foundations of Education	400	4.5	3	open elective
Fundamentals of College Algebra	400	4.5	3	Area B
Fundamentals of Counseling	400	4.5	3	open elective
General Anthropology	400	4.5	3	open elective
Health and Human Development (formerly Here's to your Health)	400	4.5	3	COH 100
History of the Soviet Union (former Rise and Fall of the Soviet Union)	400	4.5	3	open elective
Human Resource Management	400	4.5	3	open elective
Introduction to Business	400	4.5	3	BUS 100
Introduction to Geography	400	4.5	3	Area E
Introduction to Geology	400	4.5	3	Area A-G
Introduction to World Religions	400	4.5	3	Area D: Humanities
Lifespan Developmental Psychology	400	4.5	3	Area E

Management Information Systems	400	4.5	3	open elective
Organizational Behavior	400	4.5	3	open elective
Principles of Advance English Composition	400	4.5	3	ENG 240
Personal Finance	400	4.5	3	open elective
Principles of Finance	400	4.5	3	open elective
Principles of Statistics	400	4.5	3	MTH 210
Principles of Supervision	400	4.5	3	open elective
Substance Abuse (former Drug & Alcohol Abuse)	400	4.5	3	open elective
Technical Writing	400	4.5	3	open elective
The Civil War and Reconstruction	400	4.5	3	Area E
DSST Examinations (Upper Division)	Minimum Score	(QTR) Credits	(SEM) Credits	Transfer Credit Allowed For
Fundamentals of Cybersecurity	400	4.5	3	UD CYB Elective
Introduction to Law Enforcement	400	4.5	3	UD CJA Elective
Money and Banking	48	4.5	3	ECO 447
Principles of Public Speaking	400	4.5	3	UD COM 103
Sophia Course Code and Title	Minimum Score	(QTR) Credits	(SEM) Credits	Transfer Credit Allowed For
ACCT 1101 Accounting	70%	4.5	3	ACC 201
CA 1010 Applied Introductory Math	70%	1.5	1	Open Elective
PHIL 1001 Ancient Greek Philosophers	70%	4.5	3	Area D: Humanities
REL 1001 Approaches to Studying Religions	70%	4.5	3	Area D: Humanities
ARTHIST 1001 Art History I	70%	4.5	3	ART 100
ARTHIST 1002 Art History II	70%	4.5	3	Area D: Arts

BUSLAW 1001 Business Law	70%	4.5	3	LAW 204
CA 1001 College Algebra	70%	4.5	3	MTH 216A
COLLEGE 1001 College Readiness	70%	4.5	3	Open Elective
SOPH-0034 Communication at Work	70%	4.5	3	Open Elective
CONRES 1001 Conflict Resolution	70%	1.5	1	Open Elective
BUS 1200 Developing Effective Teams	70%	1.5	1	Open Elective
ENG 1001 English Composition I	70%	4.5	3	ENG 102
ENG 1002 English Composition II	70%	4.5	3	ENG 240
ENVS 1001 Environment Science	70%	4.5	3	GE AREA A-G
CONRES 1000 Essentials of Managing Conflict	70%	4.5	3	Open Elective
CA 0050 Foundations of College Algebra	70%	4.5	3	MTH 12A/12B, REMEDIAL
ENG 0050 Foundations of English Composition	70%	4.5	3	NONE, REMEDIAL
ST 0050 Foundations of Statistics	70%	3	2	MTH 210
HUMBIO 1001 Human Biology	70%	4.5	3	BIO 110
BUS 1001 Introduction to Business	70%	4.5	3	BUS 100
PHIL 1002 Introduction to Ethics	70%	4.5	3	Area D: Humanities
CS 1001 Introduction to Information Technology	70%	4.5	3	Open Elective
PSY 1001 Introduction to Psychology	70%	4.5	3	PSY 100
CS 1011 Introduction to Relational Databases	70%	4.5	3	Open Elective
SOC 1001 Introduction to Sociology	70%	4.5	3	SOC 100
STAT 1001 Introduction to Statistics	70%	4.5	3	MTH 210
CS 1005 Introduction to Web Development	70%	4.5	3	Open Elective
IT Career Exploration	70%	1.5	1	Open Elective
ECON 1001 Macroeconomics	70%	4.5	3	ECO 204
ECON 1002 Microeconomics	70%	4.5	3	ECO 203

FIN 1001 Principles of Finance	70%	4.5	3	Open Elective
PM 1001 Project Management	70%	4.5	3	Open Elective
COMM 1002 Public Speaking	70%	4.5	3	COM 103
PSYC 1010 Smarter Decisions Through Psychology	70%	4.5	3	PSY 100
SUCCESS 1001 Student Success	70%	1.5	1	Open Elective
ECON 1010 Taking Charge of Your Economic Future	70%	1.5	1	Open Elective
ENG 1020 The Power of Persuasion	70%	4.5	3	ENG 240
HIST 1001 US History I	70%	4.5	3	HIS 220A
HIST 1002 US History II	70%	4.5	3	HIS 220B
HIST 1010 US. History: Learning from the Past, Preparing for the Future	70%	4.5	3	Area E
VISCOMM 1001 Visual Communications	70%	4.5	3	COM 220
StraighterLine Course	Minimum Score	(QTR) Credits	(SEM) Credits	Transfer Credit Allowed For
ACC 150 – Managerial Accounting	70%	4.5	3	ACC 202
ACC 151 – Financial Accounting	70%	4.5	3	ACC 201
ANTH 101 – Cultural Anthropology	70%	4.5	3	1 Area E
BIO 101 – Introduction to Biology	70%	4.5	3	BIO 101
BIO 101L – Introduction to Biology Lab	70%	1.5	1	BIO 101A
BIO 201 – Anatomy & Physiology I	70%	4.5	3	BIO 201
BIO 201L – Anatomy & Physiology I Lab	70%	1.5	1	BIO 201A
BIO 202 – Anatomy & Physiology II	70%	4.5	3	BIO 202
BIO 202L – Anatomy & Physiology II Lab	70%	1.5	1	BIO 202A
BIO 250 – Microbiology	70%	4.5	3	BIO 203
BIO 250L – Microbiology Lab	70%	1.5	1	BIO 203A

BUS 101 – Introduction to Business	70%	4.5	3	BUS 100
BUS 105 – Business Communication	70%	4.5	3	Open Elective
BUS 106 – Business Ethics	70%	4.5	3	Open Elective
BUS 110 – Business Law	70%	4.5	3	LAW 204
BUS 120 – Organizational Behavior	70%	4.5	3	Open Elective
BUS 201 – Principles of Management	70%	4.5	3	Open Elective
CHEM 101 – General Chemistry I	70%	4.5	3	CHE 101
CHEM 101L – Gen Chem I Lab	70%	1.5	1	CHE 101A
CIV 101 – Western Civilization I	70%	4.5	3	1 Area D: Humanities
CIV 102 – Western Civilization II	70%	4.5	3	1 Area D: Humanities
CIV 103 – Survey of World History	70%	4.5	3	1 Area E
CJ 101 – Introduction to Criminal Justice	70%	4.5	3	1 Area E
COM 101 – Introduction to Communication	70%	4.5	3	1 Area A3
CS 101 – Introduction to Programming	70%	4.5	3	1 Area D: Language
ECON 101 – Macroeconomics	70%	4.5	3	ECO 204
ECON 102 – Microeconomics	70%	4.5	3	ECO 203
ENG 101 – English Composition I	70%	4.5	3	ENG 102
ENG 102 – English Composition II	70%	4.5	3	ENG 240
ENV 101 MH – Introduction to Environmental Science	70%	4.5	3	1 Area A-G
FIN 101 – Personal Finance	70%	4.5	3	Open Elective
IT 101 – Information Technology Fundamentals	70%	4.5	3	Open Elective
IT 102 – Software Development Fundamentals	70%	3	2	Open Elective
IT 103 – Networking Fundamentals	70%	3	2	Open Elective
IT 104 – Database Administration Fundamentals	70%	3	2	Open Elective

IT 150 – Introduction to Personal Computer Maintenance	70%	6	4	Open Elective
IT 151 – Introduction to Networking	70%	4.5	3	CYB 202
MAT 101 – College Algebra	70%	4.5	3	MTH 216A
MAT 150 – Business Statistics	70%	4.5	3	MTH 210
MAT 201 – Precalculus	70%	4.5	3	MTH 215
MAT 202 – Introduction to Statistics	70%	4.5	3	MTH 210
MAT 250 – General Calculus I	70%	6	4	MTH 220
MAT 251 – General Calculus II	70%	6	4	MTH 221
MED 101 – First Aid/CPR	70%	4.5	3	Open Elective
MEDTERM101 – Medical Terminology	70%	4.5	3	COH 150
NUTRI 101 – Intro to Nutrition	70%	4.5	3	1 Area G
PE 101 – Personal Fitness & Wellness	70%	4.5	3	COH 100
PHARM 103 – Pharmacology	70%	4.5	3	Open Elective
PHL 101 – Intro to Philosophy	70%	4.5	3	PHL 100
PHY 250 - General Physics I	70%	4.5	3	PHS 171
PHY 250L – General Physics I Lab	70%	4.5	3	PHS 179A
POL S101 – American Government	70%	4.5	3	POL 201
PSY 101 – Introduction to Psychology	70%	4.5	3	PSY 100
REL 101 – Introduction to Religion	70%	4.5	3	1 Area D: Humanities
SOC 101 – Introduction to Sociology	70%	4.5	3	SOC 100
SPAN 101 – Spanish I	70%	6	4	SPN 100
SPAN 102 – Spanish II	70%	6	4	SPN 101
SUCCESS 101 – Student Success	70%	4.5	3	1 Area G
US HIST 101 – United States History I	70%	4.5	3	HIS 220A
US HIST 102 – United States History II	70%	4.5	3	HIS 220B

Paralegal Transfer Credit Policy

Students may receive credit for up to thirty percent (30%) of their legal specialty courses by transferring in coursework taken at another college or university, if approved by the Program Director or a qualified faculty member. Students transferring from American Bar Association (ABA) approved programs for which there is an existing articulation agreement may receive credit for up to fifty percent (50%) of their legal specialty coursework. Approval can be obtained by:

- An articulation agreement established through National University and the student's prior school or university, or
- Submission of a petition for transfer credit by the student to the Office of the Registrar, which will include:
 - Name of prior school or university,
 - Whether or not the prior program is ABA approved, and
 - For each course taken in the prior program for which credit is sought:
 - Name of course,
 - Course description,
 - Syllabus,
 - Documentation of the number of hours, if any, the course was offered in synchronous or asynchronous format, if not included in the syllabus, and
 - Certification of grade in the course (typically via a transcript from the prior institution).

Petitions will be reviewed by the Program Director or a qualified faculty member. Credit will only be granted if the course is equivalent in content, length, and nature to a National University course, the student has earned a grade of C or better, and the course was taken within the last ten (10) years. Additionally, students must still complete at least nine (9) semester credits or the equivalent of legal specialty courses through synchronous instruction and may be further limited in transfer credits to satisfy this requirement.

Post-Baccalaureate Certificate Programs

The School Dean or designee uses the following criteria to evaluate proposed transfer credits at the graduate-level:

- Completed within five (5) years prior to acceptance at NCU, while enrolled at a regionally or nationally accredited institution
- Credits must be earned with a grade of "B" or better or an equivalent satisfactory grade
- A maximum of three (3) semester credits four and a half (4.5) quarter credits may be transferred from a graduate-level program to NCU's Post-Baccalaureate certificate programs
- Must be equivalent to NCU coursework as demonstrated by the transfer course description

Note: The Applied Behavior Analysis (ABA) Post-Baccalaureate Certificate may accept a maximum of 12 semester credit hours in transfer credit toward the certificate program for graduate coursework completed toward graduate degree at an accredited college or university with a grade of "B" or better. Transfer credit is only awarded for course work that is evaluated to be substantially equivalent in content to the required course work in the Applied Behavior Analysis (ABA) Post-Baccalaureate Certificate.

Note: Credits earned at NCU have the same time limits stated above for migration and application to current programs and degree plans, based on the date the corresponding course grade was posted.

Graduate Transfer Credits

Master's Programs

The School Dean or designee uses the following criteria to evaluate proposed transfer credits at the graduate level; exceptions may be made at the Dean's discretion:

- Completed within seven (7) years prior to acceptance at NU unless programmatic accreditation requires otherwise.
- Credits must be earned with a grade of "B" or better or an equivalent satisfactory grade unless otherwise indicated by program or accreditation.
- A maximum of twelve (12) semester credits or eighteen (18) quarter credits may be transferred from a graduate-level program. Many graduate programs have lower transfer limits. Please consult program description for program specific transfer limits.
- No more than nine (9) semester credits or thirteen and a half (13.5) quarter credits can be applied to specialization courses. Many graduate programs have lower transfer limits. Please consult program description for program specific transfer limits.
- Must be equivalent to content in the required NU course as demonstrated by the transfer course description and/or syllabus

Post-Master's Certificate Programs

The School Dean or designee uses the following criteria to evaluate proposed transfer credits at the doctoral-level:

- Completed within seven (7) years prior to acceptance at NU unless programmatic accreditation requires otherwise.
- Credits must be earned with a grade of "B" or better or an equivalent satisfactory grade unless otherwise indicated by program or accreditation.
- A maximum of three (3) semester credits or four and a half (4.5) quarter credits may be transferred from a doctoral-level program. Please consult program description for program specific transfer limits.
- Must be equivalent to content in the required NU course as demonstrated by the transfer course description and/or syllabus

Note: Credits earned at NU have the same time limits stated above for migration and application to current programs and degree plans, based on the date the corresponding course grade was posted.

Juris Doctor Program

For information about the Juris Doctor program's transfer credit limits please see the [Juris Doctor Handbook](#)

Education Specialist Programs

The School Dean or designee uses the following criteria to evaluate transfer credits at the Education Specialist level:

- Completed within seven (7) years prior to acceptance at NU unless programmatic accreditation requires otherwise.
- Credits must be earned with a grade of “B” or better or an equivalent satisfactory grade unless otherwise indicated by program or accreditation.
- A maximum of twelve (12) semester credits or eighteen (18) quarter credits may be transferred from an advanced graduate or doctoral-level program. Please consult program description for program specific transfer limits.
- No more than nine (9) semester credits or thirteen and a half (13.5) quarter credits can be applied to specialization courses. Please consult program description for program specific transfer limits.
- Must be equivalent to content in the required NU course as demonstrated by the transfer course description and/or syllabus

Note: Credits earned at NU have the same time limits stated above for migration and application to current programs and degree plans, based on the date the corresponding course grade was posted.

Note: Students who complete NU’s EdS program may be eligible to apply up to 30 credits from the EdS program to NU Sanford College of Education Doctoral programs. School Dean (or their designee) approval is required to determine number of applicable credit credits from EdS to the selected doctoral program.

Doctoral Programs

The School Dean or designee uses the following criteria to evaluate transfer credits at the doctoral level; exceptions may be made at the Dean’s discretion:

- Completed within seven (7) years prior to acceptance at NU unless programmatic accreditation requires otherwise.
- Credits must be earned with a grade of “B” or better or an equivalent satisfactory grade unless otherwise indicated by program or accreditation.
- A maximum of twelve (12) semester credits or eighteen (18) quarter credits may be transferred from a doctoral-level program. Please consult program description for program specific transfer limits.
- No more than nine (9) semester credits or thirteen and a half (13.5) quarter credits can be applied to specialization courses. Please consult program description for program specific transfer limits.
- Must be equivalent to content in the required NU course as demonstrated by the transfer course description and/or syllabus

Note: Credits earned at NU have the same time limits stated above for migration and application to current programs and degree plans, based on the date the corresponding course grade was posted.

Note: Students enrolled in the Dissertation Completion Pathway (DCP) will be eligible to transfer in all doctoral coursework as long as it aligns to the chosen program of study, culminated in doctoral candidacy, and the

student was not dismissed for academic reasons. The DCP leadership will conduct a transcript review to ensure program alignment and students have achieved doctoral candidacy at a previous institution for a degree program and specialization offered at NU to determine transfer of credit applicability.

Note: Students who complete a Master's degree program at NU may be eligible to satisfy a maximum of 6 doctoral credits in their doctoral program using credits from their conferred Master's degree. Students must receive written verification from the School Dean (or their designee) at the time of application to their doctoral program that courses from the conferred Master's degree meet requirements for the doctoral program.

Example: MBA-5102 could be used to satisfy BTM-7101.

Graduate Credit From Foreign Institutions

The University may accept transfer or waive credit if an official course-by-course evaluation from an approved credential evaluation agency is supplied. NU will accept credential evaluations through any evaluation agency accredited by the National Association of Credential Evaluation Services (NACES). In addition, credential evaluations by the American Association of Collegiate Registrars and Admissions Officers (AACRAO) are also accepted.

Military Transfer Credits

As recommended by the American Council on Education (ACE), United States military training, testing, and other appropriate academic experience may be considered for transfer into a National University degree program. Except for military training courses specifically designated by ACE as equivalent to graduate coursework, military transfer credit will be limited to undergraduate programs.

NU will accept the minimum semester credits, levels of study, and subject areas recommended by the American Council on Education (ACE) on all military training courses, selected Military Occupation Specialties (MOS) and Ratings.

The maximum amount of transfer credit granted for military education is 135 quarter credits (90 semester credits). An additional nine (9) credits of correspondence coursework may be granted for active or veteran students who served in the Marine Corps.

Acceptable Transcripts And Credits

Military training and experience must be documented on an official military transcript system supported by ACE credit recommendations. These include AARTS (Army American Council on Education Registry Transcript System), SMARTS (Sailor Marine American Council of Education Registry Transcript System), CCAF (Community College of the Air Force), USCGI (United States Coast Guard Institute), or similar.

College transcripts sent directly to the Army National Guard Institute or other partnership agency and forwarded to NU with the original envelope showing that it was not received by the student may be accepted as official transcripts.

The recommended ACE credit must appear on an official transcript from the institution where they were earned. Work that is not documented on an official military transcript system may be considered on an individual basis when proper military documentation of military course completion is presented to NU for assessment.

Coursework Credits

Transfer credit for military or veteran applicants at the undergraduate level toward bachelor's degrees are accepted by NU on the following basis:

- Undergraduate credits must be completed at a regionally or nationally accredited post-secondary institution and must be earned with a grade of "C-" or better
- Military training or coursework must have been evaluated by an outside agency (i.e. ACE, institutions of higher learning) for academic content and semester credit equivalency
- Courses accepted in transfer must relate to the program and degree being pursued and must be equivalent to the degree program requirements, including specified electives

Military Experience Credits

Credit for military experience may be awarded based on Army MOS, Navy Ratings, Marine Corps MOS, and/or Coast Guard Ratings. The School Dean or designee shall determine the equivalency and transfer credit for each MOS or rating matched to a bachelor's degree program or concentration.

Credit awarded based on a rating or MOS may not duplicate any credits given for military training. Credit awarded is limited to primary ratings and duty ratings with a minimum of one-year experience. Credit for Army MOS will be limited to levels 30-50 and will not include secondary MOS. Similar levels will be effective for other services.

Transcript Evaluation For Students Using Va Education Benefits

In addition to transcripts needed to meet basis for admissions requirements, for students electing to use VA Educational Benefits, such as GI Bill®, NU will inquire about all previous education and training, and request transcripts from students for all prior institutions. This includes transcripts for military training, traditional college coursework, and vocational training. A copy of an unofficial transcript is sufficient for the purpose of an initial evaluation. Transcripts for education and training from prior institutions will be evaluated and credit will be granted, as appropriate, per the University's Transfer Credit Policy.

Transfer Credit Articulations And Crosswalks

NCU has several partnerships with schools and organizations that allow students to satisfy NCU program requirements with previously completed coursework and certifications. To learn more about the specific requirements necessary to receive transfer credit, please click on the specific institutional and organizational partnerships linked below.

School of Business and Economics

- [NU BBA / JFKU BA Management Transfer Credit Articulation](#)
- [NU/Straighterline Transfer Credit Articulation](#)
- [NU/ FBI National Academy \(FBINAA\) Undergraduate Transfer Credit Articulation](#)
- [NU/Outier.com Transfer Credit Articulation](#)

- [NU / Project Management Institute \(PMI\) Project Management Professional \(PMP\) Master's Transfer Credit Articulation](#)
- [NU / Project Management Institute \(PMI\) Project Management Professional \(PMP\) Doctoral Transfer Credit Articulation](#)
- [NU / Society for Human Resource Management \(SHRM\) Transfer Credit Articulation](#)
- [NU/FBI National Academy \(FBINAA\) Graduate Transfer Credit Articulation](#)

Sanford College of Education

- [NU/ American Association of Adjunct Education \(AAAE\) Transfer Credit Articulation](#)
- [NU/Teacher Ready Transfer Credit Articulation](#)

School of Technology and Engineering

- [NU/Certified Information Systems Security Professional \(CISSP\), Transfer Credit Articulation](#)

School of Arts Letters and Sciences

- [NU/Straighterline Transfer Credit Articulation](#)
- [NU BA Psychology / JFKU BA Psychology Transfer Credit Articulation](#)
- [NU/Outier.com Transfer Credit Articulation](#)

Student Consumer Information Policy

Federal Student Consumer Information Requirements

National University (NU) consumer information provides a suite of important University information, disclosures, policies and procedures. Per the Higher Education Opportunity Act, this information is intended to provide an assortment of pertinent and helpful information to prospective students, current students, their families, support persons, and other interested parties. This consumer information includes resources to academic policies, financial aid resources, general institutional information, health, safety & security items, student services, admissions expectations, and a variety of other areas. NU's consumer information is also available on the University's website at: <https://www.nu.edu/consumer-info/>.

Notice to Enrolled Students

National University (NU) Student and Financial Services team annually emails each enrolled student a Notice of Availability of financial assistance and institutional and consumer information, including FSA Penalties for Drug Law Violations, links to the University's graduation and completion rates and retention rates reported to IPEDS, campus security reports, and student rights under FERPA. Information will also be linked in new student Enrollment Agreements so all students are provided with the information in the Enrollment process. Students who have any questions or would like to meet with one of the University's dedicated financial aid advisors may reach out at financialaid@nu.edu or 1-800-NAT-UNIV, ext. 8500.

Financial Aid Information

Financial Aid Programs Available at National University

National University (NU) offers eligible students access to Federal and State loan and grant programs.

Federal Student Aid (FSA) Grants

[Federal Pell Grant](#)

This grant program helps students with tuition costs. This program assists students who are working toward a first bachelor's degree.

Award Range for 2022-2023 Award Year: \$692 to \$6895

Applications: FAFSA

The Federal Pell Grant Program is an entitlement program for students pursuing their first undergraduate degree. Students must demonstrate financial need to qualify. Students who have already earned a bachelor's degree are not eligible for Federal Pell Grant funds.

The Federal Pell Grant Program is federally funded with the purpose of helping financially needy students meet the cost of postsecondary education. This program is centrally administered by the federal government and is typically the foundation of an undergraduate student's aid package.

In order to determine eligibility for the Federal Pell Grant, NU must receive the results of the Free Application for Federal Student Aid (FAFSA) in the form of a valid Institutional Student Information Report (ISIR) from the Department of Education's Central Processing Service (CPS). The Federal Pell Grant Scheduled Award is based upon the official Expected Family Contribution (EFC) and the Federal Pell Grant Cost of Attendance (COA). The University uses Pell Formula 4 to determine a student's eligibility and award. Students may be eligible to receive up to 150% of their Pell Grant Scheduled Award for an award year. This provision is called "Year-Round Pell" or "additional Pell". Students eligible for Year-Round Pell awards are subject to the normal duration of eligibility rules and LEU limits. A student's maximum duration of Pell Grant eligibility is six scheduled awards, as measured by the percentage of lifetime eligibility used (one scheduled award equals 100% lifetime eligibility used). A student is ineligible to receive further Pell Grant funds if they have reached or exceeded the 600% limit.

All Undergraduate students enrolled at NU are considered to be full-time students for purposes of calculating the Federal Pell Grant Scheduled Award. The amount of Federal Pell Grant awarded is based upon the length of the payment periods to be funded and the EFC indicated on the student's valid SAR/ISIR. The portion of the enrollment that is funded based upon a particular year's SAR/ISIR depends upon the student's payment periods that begin in that year. Payment periods are normally funded from the year in which they begin.

When a payment period falls into two award years (crosses over July 1st), it is called a "crossover payment period." The University will assign crossover payment periods to the award year that best meets the needs of its students and maximizes a student's eligibility over the two award years in which the crossover payment period occurs.

For an academic year, the student is awarded the full Federal Pell Grant Scheduled Award determined by the EFC and COA. When less than a full academic year is to be funded, the Scheduled Award is prorated appropriately.

Federal Pell Grant funds are generally scheduled for disbursement at the beginning of each course, or payment period, in conjunction with the achievement of Satisfactory Academic Progress. The funds scheduled represent, at maximum, funding for all credits that should be earned during the payment periods to be funded from the appropriate award year.

Federal Supplemental Educational Opportunity Grant (FSEOG)

This grant program assists with tuition costs. Like the Pell Grant, a student must be enrolled in a first bachelor's degree. Awards are made on a limited basis to students with an exceptional financial need.

Award range: \$100 to \$1,200

Applications: FAFSA

TEACH Grant

The Teacher Education Assistance for College and Higher Education Grant Program (TEACH) provides grants of up to \$4,000 per year (based on sequestration laws) to students who intend to teach in a public or private elementary or secondary school in a high-need field that serves students from low-income families. The TEACH Grant requires a four-year teaching commitment within eight years of graduating, or else the grants will convert to Direct Unsubsidized Loans.

Award range: Up to \$3,772

State (California) Grants

Cal Grant A

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

Award: Up to \$9,220 at National University

Applications: FAFSA, GPA verification

Application deadline: March 2

Date funding begins: October 1

Cal Grant B

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

Award: Up to \$10,868 at National University

Subsistence range: \$100 to \$12,112

Applications: FAFSA, GPA verification

Application deadline: March 2

Date funding begins: October 1

Federal Student Aid (FSA) Loans

Direct Subsidized Loan

This loan program assists undergraduate students with educational expenses. Interest doesn't accrue while you are attending and enrolled in at least a half time status. The interest rate and origination fees are fixed. More information about specific interest and origination rates can be found at <https://studentaid.gov/understand-aid/types/loans/interest-rates>. Repayment is not required while you are attending school and maintain at least half-time enrollment. Students are allowed a six month grace period when they cease attendance or attend less than half time. More information about loan repayment can be found at <https://studentaid.gov/manage-loans/repayment>.

Direct Subsidized Loan Amount: For each academic year, a student may borrow:

Up to \$3,500 as a first-year undergraduate

Up to \$4,500 as a second-year undergraduate

Up to \$5,500 as a third-, fourth-, or fifth-year undergraduate

Date funding begins is based on each student's individual program of study.

Direct Unsubsidized Loan

This program is available to undergraduate, graduate, and professional students to assist with educational expenses. Interest accrues while you are attending. More information about specific interest and origination rates can be found at <https://studentaid.gov/understand-aid/types/loans/interest-rates>. Repayment is not required while you are attending school and maintain at least half-time enrollment. Students are allowed a six month grace period when they cease attendance or attend less than half time. More information about loan repayment can be found at <https://studentaid.gov/manage-loans/repayment>.

Direct Unsubsidized Loan Amount: For each academic year, a student may borrow:

Up to \$9,500 as a first-year undergraduate

Up to \$10,500 as a second-year undergraduate

Up to \$12,500 as a third-, fourth-, or fifth-year undergraduate

Up to \$12,500 as a fifth-year undergraduate credential student

Up to \$20,500 as a graduate student

Up to \$33,000 as a graduate student in certain health professions

Dependent students' Direct Unsubsidized Loan amount eligibility may vary.

Aggregate Loan Limits

Dependent Undergraduate: \$31,000 (\$23,000 maximum subsidized)

Independent Undergraduate: \$57,500 (\$23,000 maximum subsidized)

Graduate: \$138,500 (\$65,500 in subsidized Stafford)

Graduate in Certain Health Professions: \$224,000 (\$65,500 in subsidized Stafford)

Note: The graduate loan limit includes any Direct Loans borrowed as an undergraduate. Students may view their borrowed loan amounts via NSLDS. A link to the NSLDS website is available via the University's consumer information or directly at: <https://www.nu.edu/admissions/financial-aid-and-scholarships/financial-aid-programs/>.

Direct PLUS Loans

Direct PLUS Loans are available to parents of dependent undergraduate students and graduate or professional students to assist with educational expenses not covered with other financial aid. PLUS loans aren't based on need and require a credit check.

Federal Direct Loan Interest Rates and Fees

Interest rates and origination fees vary depending on when your aid is disbursed. Specific rates and fees are available on the FSA website. A link to the FSA website is available via the University's consumer information page or directly at: <https://www.nu.edu/admissions/financial-aid-and-scholarships/financial-aid-programs/>.

Federal Work Study (FWS) Program

The FWS program provides funds for part-time employment to help finance the costs of postsecondary education. Employment is available for graduate and undergraduate students with financial need. FWS provides financial aid on a monthly basis as earnings. Opportunities to participate in the FWS program exist in various schools and departments at locations across NU. Specific information and available positions can be found on the NU website at <https://www.nu.edu/Admissions/Financial-Aid-and-Scholarships/federal-work-study-program/>.

Institutional Information

Net Price Calculator (NPC)

National University (NU) provides prospective students with a calculator designed to give them an early indication of how much and what types of financial aid they may qualify for if they were attending school full-time in the academic year indicated. The goal is to provide students with a clear picture of options and opportunities so they may make more informed decisions about their college choices. A link to the College Board's NPC is available on the University's consumer information page at: <https://www.nu.edu/consumer-info/>.

Cohort Default Rates (CDR)

National University (NU) provides prospective students with the University's annual FSA loan default rate to give them an indication of how many students who borrowed FSA loan funds from the University are not paying back their FSA loans. The goal is to provide students with an indicator regarding the percentage of students who do not repay their loans after graduating or withdrawing from the University. A link to NU's current and prior two year's default rates is available on the University's consumer information page at: <https://www.nu.edu/consumer-info/>.

Tuition and Fees

National University (NU) provides prospective students with a straightforward, easy to understand tuition and fee structure that includes a cost per course tuition rate and minimal additional fees. NU attempts to keep book costs and other miscellaneous program fees to a minimum. Upon enrollment, each student is informed of any additional fees that are not included in the cost per course tuition rate. National University (NU) tuition and fee costs for all of its programs are available on the University's consumer information page at: <https://www.nu.edu/consumer-info/>.

Textbooks

National University (NU) has partnered with the largest textbook supplier and distributor in the nation, Barnes and Noble College (BNC) Services and MBS Direct. This partnership is intended to enhance the student experience by offering competitive pricing, quicker access, and additional purchasing choices for course materials.

To support student success, NU has negotiated an institutional agreement to lower costs on New and Used textbooks and offer free two (2) day shipping on domestic orders fulfilled by MBS Direct. In addition, the Guaranteed Buyback Program and Digital Marketplace serve as great resources that can further reduce a student's cost of attendance.

The University's Online Bookstore is built around a course-driven system that ensures students order and receive the right book in a timely manner. Student textbooks and course materials are shipped from a state-of-the art warehouse that is fully operational 24 hours a day, five (5) days a week.

Completion or Graduation Rate

National University (NU) annually prepares its graduation rates and makes these rates available to enrolled and prospective students via its consumer information page at: <https://www.nu.edu/consumer-info/>

National University reports disaggregated graduation rates by gender, major racial and ethnic subgroups (as defined by IPEDS).

The "Student Right to Know" or IPEDS graduation rate tracks the progress of students who began their studies as full-time, first-time degree or certificate-seeking students to see if they complete a degree or other award such as a certificate within 150% of "normal time" for completing the program in which they are enrolled. NU does not disaggregate SRTK graduation by recipients of Federal Student Financial Aid recipients as the number is too small (30 students at last reporting) to disclose or report and protect student privacy. Not all NU students are tracked for these rates. Students who have already attended another postsecondary institution, or who began their studies on a part-time basis, are not tracked for this rate.

Student Right to Know graduation and retention rates can be found on the NCES website at: <https://nces.ed.gov/collegenavigator/?q=national+university&s=all&pg=2&id=119605#retgrad>

NU graduation rates of all students can be found on the NU graduation rate dashboard on the student achievement website at: <https://studentachievement.nu.edu/institutional-data.html>.

Graduate diversity is also available as a Graduate Report as part of the Student Demographics dashboard.

NU retention rates of all students can be found on the NU retention rate dashboard on the student achievement website at: <https://studentachievement.nu.edu/institutional-data.html>.

NU does not calculate job placement rates and thus does not provide the following consumer information: Job Placement Rates, Placement in Employment, and Types of Graduate and Professional Education in Which the Institution's Graduates Enroll.

Annual Security Report

National University (NU) recognizes that crime prevention is the responsibility of each person working at, or attending school at, or visiting, a University facility. Crime prevention is best served by the vigilant surveillance of the premises and reporting any suspicious personal behavior. The University is, therefore, committed to providing a safe environment for learning and working.

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act requires the distribution of an annual security report to all current faculty, staff, and students and notice of its availability to prospective students, faculty, and staff. The annual security report includes statistics for the previous three years concerning reported crimes that occurred on campus, in certain off-campus buildings, or on property owned or controlled by National University, and on public property within, or immediately adjacent to and accessible from the campus. The report also includes institutional policies concerning campus security such as policies concerning alcohol and drug use, crime prevention, and the reporting of crimes, sexual assault, and other matters.

NU's current and past annual security reports are available on the University's consumer information website at: <https://www.nu.edu/our-university/annual-safety-and-security-report/>. The annual report is released in January of each year by the Legal/Regulatory department. A paper copy will be provided upon request.

Timely Warnings and Emergency Notifications

National University (NU) recognizes that crime prevention is the responsibility of the University and each person working at, attending school at, or visiting a University facility. Crime prevention is best served by the vigilant surveillance of the premises and reporting any suspicious personal behavior.

The University's Emergency Operations information line is 1(844)-AlertNU or 1(844) 253-7868. This recorded information line is updated in the event of a campus emergency.

Reporting Health and Safety Concerns

Students, faculty, staff, and guests should immediately report health or safety concerns to campus or security personnel. If a campus security officer cannot be reached, request to speak with the center director or another staff member since they will be able to assist in reaching the security officer. The Campus Safety and Security team may be reached directly via their main line (858) 642-8892, mobile line (619) 405-4208, or email safety@nu.edu.

For concerns that are not an immediate health or safety concern, visit www.nu.edu/reportit to connect with the appropriate department.

Emergency Procedures

University team members are advised to program the following numbers in their mobile phones in the event of an emergency and should note that campus phones will require "9" to be entered to reach an outside line. Incidents occurring on any campus can be reported to the Director of Security for immediate assistance:

Office Phone: (858) 642-8191

Mobile Phone: (619) 405-4208

Safety & Security Office: (858) 642-8892

All work-related injuries or illnesses must be reported to Human Resources within 24 hours:

Office Phone: (858) 642-8191

Email: benefits@nu.edu

If an incident is in progress and someone is unable to call but has access to email, a message will need to be sent instead to incidents@nu.edu. This notifies Human Resources, Information Technology, Regional Operations and Safety & Security. All Security Officers are equipped with a cell phone. Please contact your Center Director for your officer's number.

Active Shooter

- If an active shooter is in the vicinity: RUN.HIDE.FIGHT.
- Remain calm. Survey your surroundings for a safe escape route.
- RUN. Relocate to a safe location.
- If there is an escape path, attempt to evacuate to a safe location.
- Leave your belongings behind. Staying out of harm's way is your top priority.
- Help others escape, if possible.
- Prevent others from entering the area.
- Call 911 when you are safe. Report location of injured and if possible, description of assailant.
- HIDE. If evacuation is not possible, find a place to hide.
- Lock and/or blockade the door.
- Silence your cell phone.
- Hide behind large objects, out of the assailant's view.
- Remain very quiet.
- Prepare to evade or defend.
- FIGHT. As a last resort, and ONLY if your life is in danger.
- Attempt to incapacitate the intruder.
- Act with physical aggression.
- Improvise weapons.
- Commit to your actions.

When Law Enforcement Arrives:

- Remain calm and follow instructions.
- Keep your hands visible at all times.
- Avoid pointing or yelling.
- Know that help for the injured is on its way.
- Wait for further instructions. Do not drive away unless instructed to do so.

Building Evacuation

- When an alarm sounds or an emergency is communicated, evacuate the building IMMEDIATELY.
- Pull the fire alarm if you discover a fire.
- Do not lose your life over your possessions. If time allows, take your keys and cell phone.
- CLOSE but do not lock doors as you leave.
- Look for the nearest doorway marked EXIT and/or proceed to the nearest safe stairway and exit the building quickly.
- Do not use elevators.
- Be certain all persons in the area are evacuated, if possible.
- Help those who need special assistance.
- Report immediately to the designated assembly area for a head count. Report anyone missing or injured.
- Wait for instructions from emergency personnel. Do not leave until told to do so.

Earthquake

BEFORE

- Decide where you can take cover when tremors start.
- Clear the area underneath your desk of boxes or other items.
- Store your Grab-in-Go bag underneath your desk or table.
- Secure bookshelves or partitions to walls.
- Keep overhead bins locked.
- Prepare a kit for home. (3 day supply of food & water, First Aid kit, blankets, flashlights, radio, and batteries).
- Store a pair of shoes and flashlight in a bag and tie it to your bedpost.
- Establish an out-of-state contact.
- Join your local Community Emergency Response Team (CERT).

DURING

- Resist the urge to panic and flee. Remain calm.
- Protect yourself from falling or flying objects.
- Get under or beside something that is sturdier than you.
- Stay away from large windows, shelving systems, or tall room partitions.
- DROP onto your hands and knees and take cover underneath a desk, table, or stairwell; or beside an interior wall or sofa.
- Do not stand in doorways. Doors can swing violently, resulting in smashed or broken fingers.
- COVER the back of your head and clasp your hands behind your neck. Bend over to protect your vital organs.
- If you are in a wheelchair, set your parking brake, lean forward and cover your neck with your hands and arms or other items.
- Close your eyes and mouth to protect against dust and debris.
- HOLD ON to desk or table legs so that you can remain covered; or hold on to sofa leg. Be prepared to move with your shelter.
- Remain sheltered until shaking stops.
- Prepare for aftershocks, power outage, sounding alarms, activated fire sprinklers, and noise from broken glass, creaking walls or falling objects.
- If you are inside, stay inside.

If you are outside:

- Resist the urge of running towards a building.
- DROP, COVER and HOLD ON.

- Drop down to your hands and knees.
- Cover your head with your arms, clasping your hands behind your neck.
- Bend over to cover your vital organs and hold on.
- If you can move safely, relocate to an open area away from overhead power lines, building facades, or windows.

If you are at a desk or table located near a window:

- Get underneath the desk or table and pull in a chair as close as you can to protect yourself from flying glass.

If you're driving:

- Gradually decrease speed and pull over to the side of the road.
- Do not stop under overpasses or bridges.
- Set your parking break.
- Turn on the radio and listen to emergency alerts.
- If a power line falls on your car, call 911 and remain inside your vehicle. Do not touch windows, doors or any metal surfaces.

If in a stadium/theater/auditorium/classroom:

- DROP to your hands and knees, in between the seats.
- COVER your neck with your hands and arms. Bend over as far as possible to protect your vital organs.
- HOLD ON to a chair leg with one hand, while protecting your head and neck with your other arm.
- Close your eyes and mouth to protect against dust and debris.

If sitting in a restroom stall:

- Bend towards your knees.
- Cover your head with your arms to protect yourself from falling objects.
- Close your eyes and mouth to protect against dust and debris.

If at the grocery store:

- Resist the instinct to run.
- DROP, COVER and HOLD ON.

AFTER

- Retrieve your dust mask from your Grab-n-Go bag and use it to cover your nose and mouth.
- Check your surroundings before leaving your shelter or bed.
- Be careful of any debris such as broken glass.
- Do not attempt to evacuate unless absolutely necessary.
- If evacuating, take all essential items (jacket, purse/wallet, cell phone, car and house keys, laptop, etc) and your Grab-n-Go bag.
- Survey your immediate area for trapped or injured persons and ruptured utilities.
- Provide care for injured and resolve any issues such as chemical spills or other hazards.
- Be prepared for aftershocks by relocating to a safe area and not running.
- If possible, notify your out-of-state contact.

Campus Crime Log

National University (NU) provides a Campus Safety and Security team and maintains a crime log for all campuses. This log is available on its consumer information website at: <https://nupublicresources.blob.core.windows.net/campussecurity/nu-crime-log.pdf>

Other General Disclosures

Consumer Protection Policies and Codes of Conduct

Privacy Policy

National University (NU) is committed to protecting the privacy of students, faculty, team members and all other stakeholders. NU values its users' privacy and has created a Privacy Policy (Policy) to assist in the understanding of how it collects and uses personal information from those who visit its website or make use of its online facilities and services, and what it will and will not do with the information it collects. The NU Policy has been designed and

created to assure those affiliated with NU of its commitment and realization of its obligation not only to meet, but to exceed, most existing privacy standards. This Policy does not govern the collection and use of information by companies that NU does not control, nor by individuals not employed or managed by NU. This Policy is designed to provide the following:

- What personally identifiable information is collected through its website;
- Why NU collects personally identifiable information and the legal basis for such collection;
- How NU uses the collected information and with whom it may be shared;
- What choices are available regarding the use of data; and
- The security procedures in place to protect the misuse of information.[KC1]

FERPA

In accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974, all National University student records are confidential. Generally, information pertaining to a student record is not to be released to a third party without written or authorized electronic consent via a FERPA release form, judicial order or lawfully issued subpoena.

FERPA Rights

FERPA sets out requirements designed to afford students certain rights with respect to their education records. In addition, it puts limits on what information NU may disclose to third parties without receiving prior written consent from the student via a FERPA release form, an authorized signature on another document or a lawfully issued subpoena or judicial order.

NU Registrar's office maintains student educational records, provides students access to their records, and keeps information contained in those records confidential as required by FERPA.

Student Educational Records

NU maintains student educational records, provides students access to their records, and keeps information contained in those records confidential as required by FERPA. FERPA covers anyone who is or has enrolled at the University, including:

- Active students currently enrolled in a program
- Former students and alumni
- Administrative team members, full-time faculty members, and part-time faculty members

When operating websites, NU must take special measures to ensure the confidentiality of the information is protected. A privacy statement appears on the websites that explains what information NU may collect through our websites, why NU collects such information, how the information is protected, and the choices stakeholders have about how NU uses the information.

The University safeguards this information and to ensure the stakeholders are protected.

The University maintains Enrollment, Financial Aid and Disciplinary documents for up to five years and Transcript documentation indefinitely.

Copyright Infringement and Fair Use

NU is committed to adhering to the provisions of the United States Copyright Law, including peer-to-peer (P2P) file sharing. To learn more about our related policies and procedures, visit:

Acceptable Use of Information Technology

Fair Use of Copyrighted Material

Student Code of Conduct

NU has a Code of Conduct that supports the University mission to provide access to higher education opportunities that help students become valuable contributors to their communities and within their professions. Each student is expected to understand the terms and conditions set forth in the Student Code of Conduct Policy and conduct themselves with academic honesty and personal integrity.

[Code of Conduct](#)

The University has established the following Code of Conduct for all current or former students and alumni. As a member of the NU Community, each student is expected to understand the terms and conditions set forth in this Policy, comply with the standards, and conduct themselves in a professional and respectful manner. (See the Employee Handbook and Faculty Handbook for the Code of Conduct applicable to staff and faculty.)

National is committed to maintaining an inclusive community with exceptional ethical standards of professional and academic conduct. Substantiated violations may result in disciplinary sanctions, up to and including expulsion from the University.

Community members of the University are expected to conduct themselves professionally, and refrain from acts of misconduct including but not limited to the following seven categories:

- Dishonesty, cheating, plagiarism, misrepresentation or furnishing false information, forgery, or misuse of academic or administrative materials
- Harassment, stalking, humiliation, name-calling, the use of insulting or offensive language, cyber-bullying, threatening communications, abuse and intimidation
- Conduct, in speech, written communication or behavior, that is disrespectful or unprofessional or racist, sexist, ageist, or that is otherwise prejudicial against a particular community or social group
- Failure to follow community guidelines for University-sponsored events or University run social media engagement platforms to include any social media posts that are contrary to University values and lead to disruption in the NU Community
- Disruption or obstruction of the normal operations of the University; including unauthorized use of any of the University's facilities, informational or material properties, and resources
- Conduct, in speech, written communication or behavior, that is disorderly, lewd, lascivious, indecent, sexually abusive, or otherwise inappropriate, or that constitutes a breach of the peace; including violation of the University's policy that prohibits bringing alcohol, recreational drugs, or firearms on University property or any location during a University-sponsored event
- Failure to cooperate during a University investigation

All members of the University community who become aware of violations of the Code of Conduct have a responsibility to report them to the appropriate authority.

For violations of an academic nature, the appropriate authority is the relevant Dean or Provost.

For violations that are administrative in nature, the appropriate authority is the relevant director of the functional area that oversees the administrative functions.

For violations that involve monies or are financial in nature, the appropriate authority is the Director of Student and Financial Services and Vice President of Operations - Student and Financial Services.

For minor violations of an interpersonal nature, the appropriate authority is the relevant Director, Vice President, or member of the President's Cabinet.

For violations, including any instance of intimidation or sexual harassment, the violation must be reported to the University President and/or the Vice President of Human Resources.

A member of the University community who is the victim of a sexual assault should immediately notify law enforcement by dialing 911. A team member of the University who, in the course of their job responsibilities, suspects the sexual or physical abuse of a child must immediately report the incident to the law enforcement by dialing 911. If an incident of sexual assault occurs at a University location, it must be immediately reported to Human Resources.

Faculty and team members involved in the purported Code of Conduct violation(s) have a responsibility to report such incidents to the appropriate Dean by submitting a completed Suspected Code of Conduct Violation form.

The Dean will review the charges presented thus the ownership of the investigation (including supporting documentation) should fall on the reporting party.

NOTE: This policy does not regulate any group or individual posting on their own social media unless their conduct/communication is directed toward or has a direct and negative effect on members of the NU Community.

Student Grievance Process

In the event that a student has a complaint or dispute with the University regarding the University's application of policies and procedures, its decisions, or judgments, the student has a right to seek a satisfactory resolution through the formal avenues of a grievance.

NU encourages students to attempt to resolve all issues internally with their Academic and Finance Advisor and/or Faculty members. This procedure supports timeliness, quality, accountability, and ensures that the appropriate institutional levels are involved and resolve matters in an efficient and effective manner. Additionally, it allows those closest to the problem the ability to extend the highest levels of support services.

Academic and Finance Advisors will coordinate and collaborate with required team members, department, and/or Schools in pursuit of a student's required response. This ensures that the process is in accordance with policy and reviewed by the necessary parties required to properly address the issue at the appropriate institutional level.

Expected Escalation Levels for Resolution

First level - Academic and Finance Advisor/ Faculty

Second level - Team Lead and/or Associate Director of Student and Financial Services

Third level - Sr. Director of Student and Financial Services/ Dean or designee

Fourth level - VP Operations - Student and Financial Services/ Office of the Provost (depending on the nature of the issue)

Fifth level - Grievance

NOTE: Dissertation Students are required to work through problems and concerns with their Committee Chair. If a student is unable to resolve an issue with the Chair regarding dissertation protocols, then the student may use these resolution methods.

Grievance

A grievance is a formal complaint that has not been resolved at other levels within the University. Resolution is viewed as being afforded due diligence and has been evaluated in accordance with ethics, academic integrity, policies, regulations, and laws. A grievance is not another channel of escalation in the case a decision was not made in the student's favor.

Grievance Evaluation

Formal grievances are reviewed by the Provost and are considered final. Students can file a grievance through their Academic and Finance Advisor if all other steps noted above have been attempted without appropriate resolution.

NOTE: Students may not grieve the stated or published policy of NU.

An individual may contact the Bureau for Private Postsecondary Education for review of a complaint.

The bureau may be contacted at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, through their website <https://www.bppe.ca.gov/>, by phone at 916-431-6959 or by fax at 916-263-1897.

Drug and Alcohol Abuse Prevention Information

National University's (NU) drug and alcohol abuse prevention program and policy is designed to present students and team members of the University with official notification of the applicable policies and penalties related to controlled substances (illicit drugs) and alcohol, as required by the Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act Amendments of 1989. Students and team members of the University are required to be aware of and abide by the standards and provisions outlined in this policy statement. NU will distribute this policy to students and team members on an annual basis.

The use, consumption, sale, purchase, possession, manufacture or distribution of illegal drugs, drug paraphernalia, and/or alcohol while on University property or while engaged in University activities is prohibited. All students and team members are subject to this policy and to applicable federal, state and local laws related to this matter. Any violation of this policy may result in disciplinary actions as set forth in the applicable sections of this policy. NU recognizes that students and team members may, in accordance with the federal, state and local laws, choose to use alcohol on their own time. Additionally, the University retains the right to grant limited exceptions to this

policy only for the moderate consumption of alcohol during University-sponsored events or meals at which the University deems such moderate consumption to be acceptable.

Students and team members should be aware that there are criminal penalties – under federal, state, and local law – that make it illegal to use, manufacture, sell or possess controlled substances. Students must also be aware that there are federal financial aid penalties for drug-related convictions – received prior to and/or while receiving aid – that can affect student eligibility to receive federal financial aid. For additional information regarding federal financial aid and the implications of drug-related convictions, please visit the Office of the US Department of Education's Federal Student Aid website.

NU urges individuals with substance abuse problems to seek assistance and support. Students are encouraged to seek help through available national and community resources and hotlines including, but not limited to, the following examples:

National Council on Alcoholism and Drug Dependence, Inc. (NCAD)

Telephone: 1-800-NCA-CALL (622-2255)

Substance Abuse and Mental Health Services Administration (SAMHSA)

Telephone: 1-800-662-HELP (4357)

Website: <http://www.samhsa.gov/>

Treatment Finder: <https://findtreatment.samhsa.gov/>

National Institute on Alcohol Abuse and Alcoholism (NIAAA)

Telephone: 1-800-662-HELP (4357)

Website: <http://www.niaaa.nih.gov>

Treatment Finder: <http://www.niaaa.nih.gov/alcohol-health/support-treatment>

National Institute on Drug Abuse (NIDA)

Telephone: 1-800-662-HELP (4357)

Website: <http://www.drugabuse.gov/>

Alcoholics Anonymous (AA)

Telephone: see local telephone directories

Website: <http://www.aa.org/>

AI-Anon

Telephone: 1-888-425-2666

National Cocaine Hotline

Telephone: 1-800- COCAINE (262-2463)

Addiction Group

Telephone: (855) 217-2693

Website: <https://www.addictiongroup.org/>

Treatment information: <https://www.addictiongroup.org/treatment/>

Team members are eligible to participate in the University's Employee Assistance Program at no additional cost. Team members are encouraged to contact Human Resources with additional questions.

There are serious physical and psychological health implications associated with the use and/or abuse of drugs and alcohol that vary based on the frequency, extent, and intensity of consumption. When consumed in excess, drugs and alcohol can also lead to overdose or death. Drug use can cause changes in the brain that result in memory and cognition problems or lead to more severe consequences such as seizures, stroke, and possible brain damage. Alcohol use can impair brain function and motor skills; excessive use can increase the risk of certain cancers, stroke, and liver disease. Drug and alcohol use while pregnant may result in a number of health

complications for the fetus such as premature birth, miscarriage, and low birth weight. For more information on the use of drugs and/or alcohol and its effects on the brain and body, visit the National Council on Alcoholism and Drug Dependence.

Students and team members found participating in the use, consumption, sale, purchase, possession, manufacture or distribution of illegal drugs, drug paraphernalia, and/or alcohol while on University property or while engaged in University activities shall be subject to disciplinary sanctions on a case-by-case basis. Students are expected to conduct themselves professionally and refrain from acts of misconduct set forth in the Student Code of Conduct published in NU's Catalog. Suspected acts of misconduct or violations of this policy should be reported to the appropriate authority for review and submission of the Suspected Code of Conduct Violation form. Substantiated violations may result in disciplinary sanctions, up to and including expulsion from the University. Team members are expected to observe high standards of ethical, moral, and legal business conduct as outlined in the Code of Conduct and Ethics and Standards of Professional Conduct published in the Team Member Handbook. Violation of these standards of conduct or this policy may result in corrective action, up to and including termination of employment. Suspected violations should be reported to a member of leadership or the Human Resources office.

New employees will receive a copy of this policy during the New Employee Orientation process, and all other employees will receive their annual notice of the policy during the annual Compliance Training process as implemented by Human Resources.

New students will receive a link to the policy on their Enrollment Agreements, with all other students receiving their annual notice no later than August 31.

Voter Registration Information

National University (NU) provides voter registration information for its students on its consumer information website at: <https://www.nu.edu/consumer-info/>

The National Mail Voter Registration Form can be used by U.S. citizens to register to vote, update registration information due to a change of name, make a change of address, or to register with a political party. The national form also contains voter registration rules and regulations for each state and territory. In order to use this form for state registration purposes, the citizen must follow the state-specific instructions listed for their state. After completing the form, it must be signed and sent to the state or local election office for processing.

For more information about registering to vote, contact a state-specific election office. To register to vote by following your state-specific instructions and using the National Mail Voter Registration form, go to <https://www.eac.gov/voters/national-mail-voter-registration-form>.

Consumer Information Review Process

Topic	Team Responsible	Annual Review Due Date	Remediation Due Date	Annual Notice Required	Method of Notice
Annual Notices to Enrolled Students^	Student & Financial Services	June 30	July 31	Yes	Email
Financial Aid Info^	Student & Financial Services	June 30	July 31	Yes	Website
Institutional Info^	Academic Affairs	June 30	July 31	Yes	Website
Completion/Grad Rates^	Data Operations	July 31	August 31	Yes	Website
Annual Security Report*	Legal / Regulatory	January 31	February 28	Yes	Website
General Disclosures^	Academic Affairs	June 30	July 31	Yes	Email
State-Required Consumer Information^	Academic Affairs	June 30	July 31	No	Website
Accrediting Agency Information^	Academic Affairs	June 30	July 31	Yes	Website
Title IV Loan Counseling~	Student & Financial Services	June 30	July 31	No	Email

*Students will be notified no later than February 28 by the Legal/Regulatory team that the annual Security Report is available on the National University website, with paper copies available upon request.

^An annual notice with links to all required annual disclosures will be sent out no later than August 31 by the Student & Financial Services team.

~Counseling information will be provided to each student on a case-by-case basis. Entrance Counseling will be communicated to new financial aid-receiving students by the Academic & Financial Advisor team, as needed, in the packaging process. Exit Counseling will be communicated by the Processing team either during the R2T4 process if a student withdraws, or within 30 days of the student completing their degree program.

State-Required Consumer Information

State Authorization of Distance Education

National University (NU) researches and monitors state authorization requirements in each state and continues to make good faith efforts to secure the appropriate authorization and/or licensure to offer online programs in each state for student enrollment. NU may have programs that are unauthorized in various states and is therefore unable to offer those programs to students residing in states.

States have varying rules, requirements and regulations that govern online (distance) education offered by out-of-state postsecondary institutions. These rules require higher education institutions that offer distance education to state residents to either register, obtain licensure or certification approval, a letter of exemption, or other certification from the relevant state agencies. For states in which NU lacks a physical presence, which may be defined differently by state, the University is not required to obtain authorization. Many of these regulations also apply to field experiences (e.g., internships, practicums, clinicals, etc.) in the state.

State Relocation Notice

Students who relocate while enrolled may be unable to complete their studies if they are moving to a country or state where the University is not currently authorized to offer that particular program. Prospective students should contact their Admissions Advisor to discuss how relocation could alter their eligibility, while current students should contact their Academic Advisor if they are considering relocating during their course of study.

Since the University must be authorized/approved to offer programs in each state, there may be consequences for applicants and students who relocate to a state or country where the institution does not meet state requirements or has yet to be approved. There are also program limitations even in states where the university is authorized/approved; for states with an authorized/approved status, applicants/students may not be able to apply, continue, or change to a particular program, as not all programs may be approved by a state licensing authority. In these cases, these programs cannot be offered to students residing in that state.

Professional Licensure/Certification

Some programs offered at National University may not provide all the educational requirements necessary for professional licensure or certification in a student's state or country. Prospective and current students should review the University's Licensure Disclosures for more information related to these programs. Individuals considering an online program that leads to a professional license/certification should be aware that requirements for professional licensure can vary drastically by state, and these requirements can change frequently and often without notice. While a program may originally meet the educational requirements for licensure, changes in requirements could impact the program's ability to meet any new educational requirements.

Students considering an online program that leads to a professional license in a state are highly encouraged to contact the appropriate licensing agency and organization(s) in that state to seek information and additional guidance before beginning the program; and students should also continually monitor changes throughout the program as licensure requirements may change over time. Many licensure boards require more than successful degree completion to obtain a license, such as completion of an examination(s), test(s), background check(s), internship/practicum hours, and other requirements determined by the respective state board. It is the responsibility of the student completing the licensure program to check with the respective state licensing board(s) for the most recent information, rules and requirements. National University is not responsible and cannot be held liable if the student is unable to qualify for licensure or certification in any jurisdiction or cannot obtain a practicum/internship location.

State-Regulated Refund Policies for Online/Distance Learning

Tuition refunds for students enrolled in online programs who reside in certain states will be issued in accordance with the policies required by the laws and regulations of those states. However, if the University's standard Refund

Policy is more beneficial to those students, the University will follow its standard Refund Policy. State-specific refund policies are listed below and online <https://online.flippingbook.com/view/814609/48/>.

Student Consumer Information

The National University Consumer Information page at www.nu.edu/consumer-info/ provides links to a suite of important National University information, disclosures, policies and procedures. Per the Higher Education Opportunity Act, this information is intended to provide an assortment of pertinent and helpful information to prospective students, current students, their families, support persons, and other interested parties. This information webpage includes resources and links to academic policies, financial aid resources, general institutional information, health, safety & security items, student services, admissions expectations, and a variety of other areas. See www.nu.edu/consumer-info/.

National University is currently, registered, licensed, authorized, have a letter of exemption or lack of physical presence in the following states:

Alabama Commission on Higher Education (ACHE)

100 North Union Street
Montgomery, AL 36104
Phone: 334.242.1998
Website: www.ache.edu

Alabama Community College System (ACCS)

P.O. Box 302130
Montgomery, AL 36130
Phone: 334.293.4500
Website: www.accs.edu

Alabama Student Grievance Information: <https://www.accs.edu/about-accs/private-school-licensure/complaints/>

Alabama Student Grievance Form: <https://psl.asc.edu/External/Complaints.aspx>

Alaska Commission on Postsecondary Education

PO Box 110505
Juneau, AK 99811-0505
Phone: 800.441.2962
Website: <https://acpe.alaska.gov/>

Alaska Student Grievance Information: <https://acpe.alaska.gov/ConsumerProtection>

Arizona State Board for Private Postsecondary Education

1740 W. Adams Street, #3008
Phoenix, AZ 85007
Phone: 602.542.5709
Website: <https://ppse.az.gov/>

Arizona Disclosure: If the student complaint cannot be resolved after exhausting the Institution's grievance procedure, the student may file a complaint with the Arizona State Board for Private Post-Secondary Education. The student must contact the State Board for further details.

Arizona Student Grievance Information: <https://ppse.az.gov/resources/student-complaint>

Arizona Student Grievance Form: <https://ppse.az.gov/sites/default/files/2022-09/Student%20Complaint%20Form%20%281%29.pdf>

Arkansas Higher Education Coordinating Board

114 East Capitol Ave.
Little Rock, AR 72201
Phone: 501.371.2000
Website: www.adhe.edu

Arkansas Disclosure: Arkansas Higher Education Coordinating Board Certification does not constitute endorsement of any institution or degree program. Such certification merely indicates that certain criteria have been met under the rules and regulations of institutional ad program certification as defined in Arkansas Code §6-61-301. The student should be aware that these degree programs may not transfer. The transfer of course/degree credit is determined by the receiving institution.

Arkansas Student Grievance Information: <https://adhe.edu/resources/students>

Arkansas Student Grievance Form: <https://sbpce.wufoo.com/forms/form-8040-complaint-form/>

California Bureau for Private Postsecondary Education

Mailing address:
P.O. Box 98018
West Sacramento, CA 95798-0818
Phone: 916.431.6959
Website: www.bppe.ca.gov

Physical Address:
2535 Capital Oaks Drive, Suite 400
Sacramento, CA 95833

California Student Grievance Information: <https://www.bppe.ca.gov/enforcement/complaint.shtml>

California Student Grievance Form: https://www.bppe.ca.gov/forms_pubs/complaint.pdf

Colorado Commission on Higher Education

1600 Broadway, Suite 2200
Denver, CO 80202
Phone: 303.862.3001
Website: <https://highered.colorado.gov>

Colorado Student Grievance Information: <https://highered.colorado.gov/students/how-do-i/file-a-student-complaint>

Colorado Student Grievance Form: <https://highered.colorado.gov/Academics/Complaints/FileComplaint.aspx>

Connecticut Office of Higher Education

450 Columbus Boulevard, Suite 510
Hartford, CT 06105-1841
Phone: 860.947.1822
Website: www.ctohe.org

Connecticut Student Grievance Information: <https://portal.ct.gov/DCP/Complaint-Center/Consumers---Complaint-Center>

Connecticut Student Grievance Form: https://portal.ct.gov/-/media/DCP/Complaint-Center/Complaint_Form-pdf.pdf

Delaware Department of Higher Education

35 Commerce Way, Suite 1

Dover, DE 19904

Phone: 302.857.3313

Website: <https://education.delaware.gov/>

Delaware Student Grievance Form: <https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/Domain/158/PBTS%20Complaint%20Form.pdf>

District of Columbia Higher Education Licensure Commission (HELC)

Office of the State Superintendent of Education

1050 First St. NE, 5th Floor

Washington, DC 20002

Phone: 202.727.6436

Website: <https://helc.osse.dc.gov/>

District of Columbia Disclaimer: National University has an account for student indemnification in the manner of surety bond, which may be used to indemnify a student or enrollee who has suffered damage as a result of discontinuance of operation or violation by the institution of any provision of NRS 394.383 to 394.560.

District of Columbia Student Grievance Information: <https://helc.osse.dc.gov/topic/helcadmin/community-stakeholders/public-complaints>

District of Columbia Student Grievance Form: <https://helc.osse.dc.gov/HELCAdmin/HELCAdmin/media/0kmobb5o/helc-complaint-form-english.docx>

Florida Commission for Independent Education

325 W. Gaines Street, Suite 1414

Tallahassee, FL 32399-0400

Phone: 850.245.3212

Website: <http://www.fldoe.org>

Florida Student Grievance Information: <https://www.fldoe.org/about-us/office-of-the-inspector-general/file-a-complaint.stml>

Florida Student Grievance Form: <https://web01.fldoe.org/IGComplaintSSO/ComplaintForm.aspx>

Georgia Nonpublic Postsecondary Education Commission

2082 E Exchange Place, Suite 220

Tucker, GA 30084-5334

Phone: 770.414.3300

Website: <https://gnpec.georgia.gov>

Georgia Student Grievance Information: <https://gnpec.georgia.gov/student-resources/complaints-against-institution>

Georgia Student Grievance Form: <https://gnpec.georgia.gov/complaint-forms>

Hawaii Post-Secondary Education Authorization Program Department of Commerce and Consumer Affairs

335 Merchant Street, Rm. 310

Honolulu, Hawaii 96813

Phone: 808.586.7327

Website: www.cca.hawaii.gov/hpeap/

Hawaii Student Grievance Information: <https://cca.hawaii.gov/hpeap/student-complaint-process/>

Hawaii Student Grievance Form: <https://cca.hawaii.gov/hpeap/files/2013/08/Student-Complaint-Form.pdf>

Idaho State Board of Education

650 W. State Street, 3rd Floor

Boise, ID 83720-0037

Phone: 208.334.2270

Website: <http://www.boardofed.idaho.gov>

Idaho Student Grievance Information: <https://boardofed.idaho.gov/higher-education-private/proprietary-schools-non-degree-granting/student-complaint-procedures/>

Idaho Student Grievance Form: <https://boardofed.idaho.gov/wp-content/uploads/2020/07/Student-Complaint-Form-7-2020.docx>

Illinois Board of Higher Education

1 North Old State Capital Plaza, Suite 333

Springfield, IL 62701-1377

Phone: 217.782.2551

Website: www.ibhe.org

Illinois Student Grievance Information: <https://complaints.ibhe.org/>

Illinois Student Grievance Form: <https://complaints.ibhe.org/register.aspx>

Indiana Commission on Higher Education

101 W. Washington Street, Suite 300

Indianapolis, IN 46204-4206

Phone: 317.464.4400

Website: <http://www.in.gov/che>

Indiana Student Grievance Information: <https://www.in.gov/che/student-complaints/>

Indiana Student Grievance Form: https://www.in.gov/che/files/161116_ICHE_StudentComplaintForm.pdf

Iowa College Student Aid Commission

475 SW 5th Street, Suite D

Des Moines, IA 50309

Phone: 877.272.4456 option 4

Website: <https://iowacollegeaid.gov/>

Iowa Student Grievance Information: <https://iowacollegeaid.gov/StudentComplaintForm>

Iowa Student Grievance Form: https://iowacollegeaid.co1.qualtrics.com/jfe/form/SV_9Br0hqNMto1FitT

Kansas Board of Regents

1000 S.W. Jackson Street, Suite 520

Topeka, KS 66612-1368

Phone: 785.430.4240

Website: <http://www.kansasregents.org>

Kansas Disclosure: The University catalog outlines the process for filing and resolution of student complaints. If the student grievance cannot be resolved after exhausting the University's grievance procedure, Kansas residents may file a complaint with the Kansas Board of Regents. The Board's address is 1000 S.W. Jackson, Ste. 520, Topeka, KS 66612

Kansas Disclosure: National University is authorized to operate in Kansas with Certificate of Approval from the Kansas Board of Regents.

Kansas Student Grievance Information: https://www.kansasregents.org/academic_affairs/private_out_of_state/complaint_process

Kentucky Council on Postsecondary Education

100 Airport Road, Third Floor

Frankfort, KY 40601

Phone: 502.573.1555

Website: <http://www.cpe.ky.gov/>

Kentucky Student Grievance Information: http://cpe.ky.gov/campuses/consumer_complaint.html

Kentucky Student Grievance Form: <http://cpe.ky.gov/campuses/complaintform>

Louisiana Board of Regents

Mailing Address:

PO Box 3677

Baton Rouge, LA 70821-2677

Physical Address:

1201 N 3rd Street, Suite 6

Baton Rouge, LA 70802

Phone: 225.342.4253

Website: <http://www.regents.la.gov>

Louisiana Disclosure: National University is currently licensed by the Board of Regents of the State of Louisiana. Licenses are renewed by the State Board of Regents every two years. Licensed institutions have met minimal operational standards set forth by the state, but licensure does not constitute accreditation, guarantee the transferability of credits, nor signify that programs are certifiable by any professional agency or organization.

Louisiana Student Grievance Information: <https://www.laregents.edu/regents-resources/#studentparent>

Maine Department of Education

23 State House Station

Augusta, ME 04333

Phone: 207.624.6616

Website: <https://www.maine.gov/doe/home>

Maine Student Grievance Form: <https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-files/sara-complaint-form.pdf>

Maryland Higher Education Commission (MHEC)

6 N. Liberty St., 10th Floor

Baltimore MD 21201

Phone: 401.767.3301

Website: <http://www.mhec.state.md.us/Pages/default.aspx>

Maryland Disclosure: National University is registered with the Maryland Higher Education Commission (MHEC). If a prospective or current student is not satisfied with the outcome of the institution's internal complaint resolution process, the complaint may then be brought to the MHEC or Maryland's Office of the Attorney General.

Maryland Student Grievance Information: https://mhec.maryland.gov/institutions_training/Pages/career/pcs/complaint.aspx

Maryland Student Grievance Form: https://mhec.maryland.gov/institutions_training/Documents/PCS%20Student%20Complaint_20220103.pdf

Maryland Office of the Attorney General Student Grievance Information:

<https://www.marylandattorneygeneral.gov/Pages/CPD/Complaint.aspx>

Maryland Refund Policy:

Students enrolled in online programs who reside in Maryland will receive the minimum tuition refunds in accordance with the Maryland Higher Education Commission requirements (specified in Title 13B.05.01.10 of the code of Maryland Regulations)

- A. Except as provided by §B of this policy/regulation, an institution's refund policy shall conform to this regulation and the institution shall provide for refunds of tuition to Maryland students as provided in this regulation.
- B. If the University's refund policy is more beneficial to Maryland students, the institution will follow its refund policy and provide refunds of tuition to Maryland students as provided in that policy.
- C. Minimum refund: The University will refund the applicable tuition refund to a Maryland student who drops, withdraws, or is terminated after completing only a portion of a course/class:

Proportional Total Course, Program, or Term Completed as of Date of Withdrawal or Termination

Tuition Refund

Less than 10%.....90% refund

10% up to but not including 20%.....80% refund

20% up to but not including 30%.....60% refund

30% up to but not including 40%.....40% refund

40% up to but not including 60%.....20% refund

More than 60%.....No refund

A refund due to a Maryland student will be based on the date of withdrawal or termination and paid within 60 days from the date of withdrawal or termination.

- D. This refund policy is disclosed and acknowledged by students upon enrollment, and documentation verifying student refunds in accordance with this policy is maintained.

Massachusetts Department of Higher Education

One Ashburton Place, Room 1401

Boston, MA 02108

Phone: 617.994.6950

Website: <https://www.mass.edu/home.asp>

Massachusetts Student Grievance Form: <https://www.mass.edu/forstufam/complaints/complaintform.asp>

Michigan Department of Licensing and Regulatory Affairs

611 W. Ottawa

P.O. Box 30714

Lansing, MI 48907

Phone: 517.355.9700

Website: <http://www.michigan.gov/lara>

Michigan Student Grievance Information: <https://www.michigan.gov/lara/bureau-list/cscl/complaints>

Michigan Student Grievance Form: [https://www.michigan.gov/leo/-/media/Project/Websites/leo/Documents/WD/WD_PROGRAMS_SERVICES/PSS/Post-Secondary_Complaint_Instructions_FINAL_032020_685912_7-\(34\).pdf?rev=d9354bf5247548a6bd9751a8aa4e178d](https://www.michigan.gov/leo/-/media/Project/Websites/leo/Documents/WD/WD_PROGRAMS_SERVICES/PSS/Post-Secondary_Complaint_Instructions_FINAL_032020_685912_7-(34).pdf?rev=d9354bf5247548a6bd9751a8aa4e178d)

Minnesota Office of Higher Education

1450 Energy Park Drive, Suite 350

St. Paul, MN 55108-5227

Phone: 651.642.0567

Website: <http://www.ohe.state.mn.us>

Minnesota Disclosure: National University is registered with the Minnesota Office of Higher Education pursuant to Minnesota Statutes section 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits Earned at the institution may not transfer to all other institutions.

Minnesota Disclosure: Minnesota residents interested in enrolling in the Bachelor of Science in Criminal Justice program should make note that the state of Minnesota licenses police officers and there are specific educational requirements. In addition, additional training (a skills-based course) is also required before being eligible for licensure as a police officer in the state of Minnesota.

Minnesota Disclosure: ILR 260 is not recognized as an English or communication class in Minnesota. Minnesota residents must be required to complete the other English or Communications classes to satisfy the Minnesota Degree Standards.

Minnesota Student Grievance Information: <https://www.ohe.state.mn.us/mPg.cfm?pageID=1078>

Minnesota Student Grievance Form: <https://www.ohe.state.mn.us/pdf/ComplaintForm.pdf>

Mississippi Commission on College Accreditation

3825 Ridgewood Road

Jackson, MS 39211-6453

Phone: 601.432.6372

Website: <http://www.mississippi.edu/>

Mississippi Student Grievance Information: http://www.mississippi.edu/mcca/student_complaint_process.asp

Mississippi Student Grievance Form: <http://www.mississippi.edu/mcca/downloads/mccastudentcomplaintform.pdf>

Missouri Department of Higher Education & Workforce Development

P.O. Box 1469

Jefferson City, MO 65101

Phone: 573.751.2361

Website: <https://dhewd.mo.gov/>

Missouri Student Grievance Information: <https://ago.mo.gov/civil-division/consumer/consumer-complaints>

Missouri Student Grievance Form: <https://ago.mo.gov/app/consumercomplaint>

Montana Board of Regents

2500 Broadway St.,

PO Box 203201

Helena, MT 59620-3201

Phone: 406.444.6570

Website: <http://www.mus.edu/board>

Montana Student Grievance Information: <https://mus.edu/MUS-Statement-of-Complaint-Process.html>

Montana Student Grievance Form: <https://dojmt.gov/consumer/consumer-complaints/>

Nebraska Coordinating Commission for Postsecondary Education

P.O. Box 95005

Lincoln, NE 68509-5005

Phone: 402.471.2847

Website: <https://ccpe.nebraska.gov/>

Nebraska Student Grievance Information: <https://ccpe.nebraska.gov/student-complaints-against-postsecondary-institutions>

Nebraska Student Grievance Form: https://www.education.ne.gov/wp-content/uploads/2017/07/PPCS_Complaint-form.pdf

Nevada Commission on Postsecondary Education Commission

2800 E. St. Louis

Las Vegas, NV 89104

Phone: 702.486.7330

Website: <http://www.cpe.nv.gov>

Disclosure: National University has an account for student indemnification in the manner of a surety bond, which may be used to indemnify a student or enrollee who has suffered damage as a result of discontinuance of operation or violation by the institution of any provision of NRS 394.383 to 394.560.

Nevada Student Grievance Information: https://cpe.nv.gov/Students/Students_Home/

Nevada Student Grievance Form: <https://cpe.nv.gov/uploadedFiles/cpenvgov/content/Students/Complaint%20Form%20Initial%202021.pdf>

New Hampshire Department of Education

25 Hall Street

Concord, NH 03301-3860

Phone: 603.271.3494

Website: <https://www.education.nh.gov/who-we-are/higher-education-commission>

New Hampshire Student Grievance Form: <https://my.doe.nh.gov/ESSWEB/HigherEducation/Complaint.aspx>

New Jersey Commission on Higher Education

20 W. State Street

PO Box 542

Trenton, NJ 08625

Phone: 609.292.7225

Website: <https://www.state.nj.us/highereducation/>

New Jersey Student Grievance Information: <https://www.state.nj.us/highereducation/OSHEComplaintInstructions.shtml>

New Jersey Student Grievance Form: <https://www.state.nj.us/highereducation/documents/pdf/OSHEComplaintForm.pdf>

New Mexico Higher Education Department

2048 Galisteo Street, # 4

Santa Fe, NM 87505

Phone: 505.476.8400

Website: <https://hed.nm.gov/>

New Mexico Disclosure: If the student grievance cannot be resolved after exhausting the Institution's grievance procedure, New Mexico residents may file a complaint with the New Mexico Higher Education Department. The Department's address is: 2048 Galisteo Street, Santa Fe, NM 87505-2100, Telephone: (505) 476-8400

New Mexico Student Grievance Information: <https://ppsd.smapply.io/>

New Mexico Student Grievance Form: <https://ppsd.smapply.io/protected/resource/eyJ0ZnJlIjogOTg0Nzg0ODUsICJ2cSI6IDE2ODUxMH0/>

New York Office of College and University Evaluation

89 Washington Ave

Albany, NY 12234

Phone: 518.486.3633

Website: <http://www.nysed.gov/college-university-evaluation>

New York Student Grievance Information: <http://www.nysed.gov/college-university-evaluation/complaints>

The University of North Carolina System Board of Governors

223 S. West Street, Suite 1800

Raleigh, NC 27603

Phone: 919.962.4558

Website: <http://www.northcarolina.edu/offices-and-services/academic-affairs/licensure-department>

North Carolina Student Grievance Information: <https://www.northcarolina.edu/post-secondary-education-complaints/>

North Carolina Student Grievance Form: <https://studentcomplaints.northcarolina.edu/form>

North Dakota University System

10th Floor, State Capitol

600 East Boulevard Ave, Dept. 215

Bismarck, ND 58505-0230

Phone: 701.328.2960

Website: <http://www.ndus.edu>

North Dakota Student Grievance Information: <https://ndus.edu/state-authorization-sara/>

Ohio Board of Regent

25 South Front Street

Columbus, OH 43215

Phone: 614.466.6000

Website: <http://www.ohiohighered.org>

Ohio Student Grievance Information: <https://highered.ohio.gov/students/current-college-students/student-complaints/student-complaints>

Ohio Student Grievance Form: <https://highered.ohio.gov/students/current-college-students/student-complaints/submit-complaint>

Oklahoma State Regents for Higher Education

655 Research Parkway, Suite 200

Oklahoma City, OK 73104

Phone: 405.226.9100

Website: <http://www.okhighered.org>

Oklahoma Student Grievance Form: <https://www.okhighered.org/resources/Student-Complaint-Form/>

Oregon Higher Education Coordinating Commission

3225 25th Street SE

Salem, OR 97302

Phone: 503.373.0003

Website: <http://www.oregon.gov/highered/institutions-programs/private/Pages/office-degree-authorization.aspx>

Oregon Disclosure: Students should attempt to resolve any grievances they may have with their school first. Should attempts to resolve these problems with appropriate school officials fail, or should the student be dissatisfied with the final outcome of the college complaint process, then the Higher Education Coordinating Commission (HECC), can respond to a formal complaint. Students may contact the Higher Education Coordinating Commission at the below address or by sending an email to complaints@hecc.oregon.gov.

Oregon Student Grievance Information: <https://www.oregon.gov/highered/about/Pages/complaints.aspx>

Oregon Refund Policy:

Courses dropped before the 10th day of the courses will be fully refunded. Online students located in Oregon who withdraw from a course are eligible for a 50% partial refund through the middle week of the course term. Refunds are based on unused instructional time and are prorated on a weekly basis.

Pennsylvania Department of Education

333 Market Street

Harrisburg, PA 17126

Phone: 717.783.6788

Website: <http://www.education.pa.gov/Pages/default.aspx>

Pennsylvania Student Grievance Information: [https://www.education.pa.gov/Postsecondary-Adult/CollegeCareer/Pages/State-Authorization-Reciprocity-Agreement-\(SARA\).aspx](https://www.education.pa.gov/Postsecondary-Adult/CollegeCareer/Pages/State-Authorization-Reciprocity-Agreement-(SARA).aspx)

Pennsylvania Student Grievance Form: <https://www.education.pa.gov/Documents/Postsecondary-Adult/College%20and%20Career%20Education/Private%20Licensed%20Schools/Student%20Complaint%20Form.pdf>

Puerto Rico State Higher Education Agency

Council on Education of Puerto Rico

P.O. Box 19900

Ave. Ponce de Leon 268

Edificio Hato Rey Center Piso 15

Hato Rey, PR 00918

Phone: 787.641.2121

Website: <http://www.ce.pr.gov>

Puerto Rico Student Grievance Information: <https://studentprivacy.ed.gov/file-a-complaint>

Rhode Island Board of Governors for Higher Education

560 Jefferson Boulevard, Suite 100

Warwick, RI 02886

Phone: 401.736.1100

Website: <https://www.riopc.edu/>

Rhode Island Student Grievance Information: <https://riopc.edu/policies/student-complaint-procedures/>

South Carolina Commission on Higher Education

1333 Main Street, Suite 200

Columbia, SC 29201

Phone: 803.737.2260 Columbia, SC 29201

Website: <http://www.che.sc.gov>

South Carolina Student Grievance Information: <https://www.che.sc.gov/students-families-and-military/student-resources>

South Carolina Student Grievance Form: https://www.che.sc.gov/sites/che/files/Documents/Licensing%20updates/Complaint_Procedures_and_Form.pdf

South Dakota Board of Regents

306 E. Capitol Ave, Suite 200

Pierre, SD 57501

Phone: 605.773.3455

Website: <https://www.sdbor.edu/administrative-offices/academics/SD-SARA/Pages/default.aspx>

South Dakota Student Grievance Information: <https://www.sdbor.edu/administrative-offices/academics/SD-SARA/Pages/default.aspx>

South Dakota Student Grievance Form: <https://www.sdbor.edu/administrative-offices/academics/SD-SARA/Documents/Complaint%20Form%20-%20SD-SARA.pdf>

Tennessee Higher Education Commission

312 Rosa Parks Ave, 9th Floor

Nashville, TN 37243

Phone: 615.471.5293

Website: <http://www.tn.gov/thec.html>

Tennessee Disclosure: Any authorizations must be renewed each year and is based on an evaluation by minimum standards concerning quality of education, ethical business practices, health and safety, and fiscal responsibility.

Tennessee Residents: Any grievance not resolved on the institutional level may be forwarded to the Tennessee Higher Education Commission, Nashville TN 37243-0830, (615)741-5293

Tennessee Student Grievance Information: <https://www.tn.gov/thec/bureaus/student-aid-and-compliance/postsecondary-state-authorization/request-for-complaint-review.html>

Tennessee Student Grievance Form: https://www.tn.gov/content/dam/tn/thec/bureau/student_aid_and_compliance/dpsa/links-and-forms/Complaint%20Form.pdf

Texas Higher Education Coordinating Board

Mailing Address:

P.O. Box 12788

Austin, TX 78711

Phone: 512.427.6223

Website: <https://www.highered.texas.gov/>

Delivery Address:

1801 N. Congress Ave. Suite 12.200

Austin, TX 78701

Texas Disclosure: National University has permission to operate in the state of Texas and has been regionally accredited by the WASC Senior College and University Commission since 1977. The Texas State Board of Accountancy's new regulation precludes National University graduates from being qualified applicants for the CPA exam in Texas.

Texas Student Grievance Information: <https://www.highered.texas.gov/student-complaints/>

Texas Student Grievance Form: <https://www.txhigheredaccountability.org/CfratInquiry/Home/Create>

Texas Workforce Commission Career Schools and Colleges

101 East 15th Street
Austin, TX 78778-001
Phone: 512.463.2222
Website: <http://www.twc.texas.gov>

Texas Disclosure: Exemption status means National University is not approved or regulated by the Texas Workforce Commission. This means the Texas Workforce Commission has not approved the curriculum, classrooms, teachers, or any other matters related to National University. On-site visits will not be conducted at National University. Furthermore, the exemption status does not constitute approval, accreditation, or licensure of any courses under Texas law.

Texas Workforce Commission Student Grievance Form: <https://www.twc.texas.gov/files/jobseekers/csc-401a-student-complaint-form-twc.pdf>

Utah Division of Consumer Protection

160 East 300 South, Second Floor
Salt Lake City, UT 84114
Phone: 801.530.6601
Website: <http://www.consumerprotection.utah.gov>

Utah Student Grievance Information: <http://www.consumerprotection.utah.gov/complaints.html?f=c>

Vermont Agency of Education

Secretary Daniel M. French
1 National Life Drive, Davis 5
Montpelier, VT 05620-2501
Phone: 802.828.1130

Vermont Student Grievance Information: <https://education.vermont.gov/documents/postsecondary-program-complaint-resolution>

Virginia State Council of Higher Education for Virginia

101 N. 14th St., 10th Floor
James Monroe Building
Richmond, VA 23219-3659
Phone: 804.225.2600
Website: <http://www.schev.edu>

Virginia Student Grievance Information: <https://www.schev.edu/students/resources/student-complaints>

Virginia Student Grievance Form: <https://www.surveymonkey.com/r/StudentComplaintForm>

Virginia Refund Policy:

Students are accepted and registered for classes with the understanding that they will attend the entire course. Faculty contracts, the commitment of space, and other University resources are made on that assumption, creating financial obligations that students who withdraw must share. National University's refund policy reflects this position. Students may withdraw themselves from class prior to midnight on the ninth (9th) day of the session by emailing their academic advisor at advisor@nu.edu or Student Concierge Services at scs@nu.edu. To accurately count session days, note that the first day of a session – not the actual day a student attends class – counts as day one of that session. The University counts calendar days rather than business days for determining refunds. As such, if the first day of the session is a Monday, the student would need to withdraw prior to midnight of the following Tuesday, the ninth day of that session.

If a student does not complete a course, a tuition refund is made according to the following schedule, which is based upon a 28-day month.

Students who withdraw from a course prior to midnight of the:

- Ninth (9th) day of the session will receive a 100% refund.
- Fourteenth (14th) day of the session will receive a 50% refund.
- Twenty-first (21st) day of the session will receive a 25% refund.

Students who withdraw from a course after midnight of the twenty-first (21st) day of the session will not receive a refund.

Students must have a credit balance in their account to receive a refund. Refunds, depending on the verification of funds, are processed and mailed within fifteen (15) days from the later of:

- a. The date from when a student cancelled enrollment
- b. The date from when the institution terminates a student's enrollment
- c. The last day of an authorized leave of absence (if the student fails to return after this period)
- d. The last day of attendance of a student

All refunds are mailed to the student's home address. Students must make sure that the address on file is correct.

Washington Student Achievement Council

917 Lakeridge Way, SW
Olympia, WA 98504-3430
Phone: 360.753.7800

Website: <http://www.wsac.wa.gov>

Washington Disclosure: "National University is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes National University to offer field placement components for specific degree programs. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council or the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the Council at P.O. Box 43430, Olympic, WA 98504-3430 or by email at degree authorization@wsac.wa.gov."

Washington Disclosure: "The transferability of credits earned at National University is at the discretion of the receiving college, university, or other educational institution. Students considering transferring to any institution should not assume that credits earned in any program of student at National University will be accepted by the receiving institution. Similarly, the ability of a degree, certificate, diploma or other academic credential earned at

National University to satisfy an admission requirement of another institution is at the discretion of the receiving institution. Accreditation does not guarantee credentials or credits earned at National University will be accepted by or transferred to another institution. To minimize the risk of having to repeat coursework, students should contact the receiving institution in advance for evaluation and determination of transferability of credits and/or acceptability of degrees, diplomas or certificates earned”.

Washington Student Grievance Information: <https://wsac.wa.gov/student-complaints>

Washington Student Grievance Form: <https://www.studentcomplaints.wa.gov/hc/en-us>

West Virginia Higher Education Policy Commission

1018 Kanawha Blvd. East, Suite 700

Charleston, WV 25301-2800

Phone: 304.558.2101

Website: <http://www.wvhepc.edu>

West Virginia Student Grievance Form: <https://www.wvhepc.edu/wp-content/uploads/2021/10/Student-Complaint-Process.pdf>

Wisconsin Educational Approval Board

Mailing Address:

P.O. Box 8696

4822 Madison Yards Way

Madison, WI 53705-8366

Website: <http://www.dsps.wi.gov/pages/programs/educationalapproval/default.aspx>

Wisconsin Disclosure: Students must submit an enrollment agreement before beginning classes at National University. The agreement includes topic pertaining to tuition and fees, billing, attendance, financial assistance, payment options, and other matters of enrollment. Contact an enrollment advisor for further information. The student may cancel enrollment during a 3-business-day period by delivering or mailing a signed written notice to the school at the address set forth in the notice of cancellation privilege. Saturdays, Sundays and holidays are not business days. The school shall, within 10 business days after receiving notice of cancellation from the student, make any refund owing as a result of the cancellation and arrange for a termination of the student’s obligation to pay any sum. This cancellation privilege does not apply to any program for which the total cost is less than \$150 and which is offered in less than 6 class days, provided that the program is not one of a sequence.

Wisconsin Student Grievance Information: <https://dsps.wi.gov/Pages/Programs/EducationalApproval/EAPFileAComplaint.aspx>

Wisconsin Student Grievance Information: <https://dsps.wi.gov/Pages/Programs/EducationalApproval/EAPFileAComplaint.aspx>

Wisconsin Refund Policy

A student who withdraws or is dismissed after the cancellation period has passed, but before completing 60% of the potential units of instruction in the current enrollment period, shall be entitled to a pro rata refund, as calculated below, less any amounts owed by the student for the current enrollment period, less a one-time application fee of \$ 100.

1. Pro rata refund shall be determined as the number of units remaining after the last unit completed by the student, divided by the total number of units in the enrollment period, rounded downward to the
-

nearest 10 percent. Pro rate refund is the resulting percent applied to the total tuition and other required costs paid by the student for the current enrollment period.

2. All efforts will be made to refund prepaid amounts for books, supplies, and other charges unless the student has consumed or used those items and they can no longer be used or sold to new student, or are returned by the school to the supplier.
3. Refunds shall be paid within 40 days after the effective date of termination.
4. After the student's first period of enrollment, if a student withdraws or is dismissed in a subsequent enrollment period, the school may also retain an administrative fee of 15% of the total cost of a resident program, or \$400, whichever is less.
5. No refund is required for any student who withdraws or is dismissed after completing 60% of the potential units of instruction in the current enrollment period unless a student withdraws due to mitigating circumstances, which are those that directly prohibit pursuit of a program and which are beyond the student's control.

Wyoming Department of Education

2300 Capitol Avenue

Hathaway Building, 2nd Floor

Cheyenne, WY 82002-0050

Phone: 307.777.7690

Website: <http://www.edu.wyoming.gov>

Wyoming Student Grievance Form: <https://form.jotform.com/212505034743043>

Registering a Complaint with National University's Accrediting Organization Western Association of Schools and Colleges (WASC) Senior College and University Commission (WSCUC):

Students may file a complaint with the University's institutional accrediting body by contacting the Western Association of Schools and Colleges (WASC) Senior College and University Commission at wascsr@wascsenior.org. Any student desiring to file a complaint must satisfy specific criteria as published in the official Complaint and Third-Party Comment Policy and must submit the required Complaint Form. The policy and form are available for download on the [WASC Document List](#).

WASC Senior College and University Commission (WSCUC)

985 Atlantic Avenue, Suite 100

Alameda, CA 94501

Phone: 510.748.9001

Email: wascsr@wascsenior.org

COMPLAINTS

Each institution of higher education is required to provide all prospective and current students with the contact information for the state agency, or agencies, that handle complaints against postsecondary education institutions offering online (distance) learning within that state.

If a prospective or current student has a complaint, we encourage you to resolve them informally or formally through Student Services before submitting a complaint to an external entity. Please contact our Student Concierge Services at 1-866-NU-ACCESS (1-866-682-2237) or email scs@nu.edu with any concerns or questions. Should a student wish to file a complaint in their home state, they should select the state contact per above.

Accrediting Agency Consumer Information

National University (NU) shares with students that accreditation is a process of institutional peer review performed by objective, not-for-profit external agencies and that the goal of accreditation is to ensure institutions of higher education meet acceptable levels of quality. These agencies evaluate colleges, universities and educational programs for continuous quality. In other words, accreditation is a higher education seal of approval for schools, employers, and most importantly, for students. Students who earn a degree at a regionally accredited institution can be confident that the quality of education, and commitment of an institution to maintain and improve quality, meets the standards of the accrediting body.

Since 1977, NU has been accredited by the WASC Senior College and University Commission (WSCUC). The Commission accredits institutions rather than individual programs. Therefore, in addition to assessing the academic quality and educational effectiveness of institutions, the Commission emphasizes institutional structures, processes, and resources. The accreditation process is aimed at:

- Assuring the Community of Quality
- Developing and Applying Standards
- Promoting a Culture of Evidence
- Promoting Engagement
- Developing Adaptive Systems
- Promoting the Exchange of Ideas

Title IV Loan Counseling

National University (NU) ensures all undergraduate student loan borrowers who have not received a prior FSA loan disbursement and all graduate PLUS loan borrowers who have not received a prior FSA graduate PLUS loan disbursement receives entrance counseling prior to their first disbursement.

Entrance Counseling

National University (NU) identifies first-time borrowers and notifies those students via email regarding the entrance counseling requirement and directs them to the Department of Education's online tool at studentaid.gov. NU will not disburse FSA loan funds prior to verifying the student's entrance loan counseling is complete.

Exit Counseling

National University (NU) identifies students who have withdrawn, enrolled and failed to return, or graduated from their program of study and notifies those students, via email within 30 days after they complete their program or the date they were determined to have left their program, regarding the exit counseling requirement and directs them to the Department of Education's online tool at studentaid.gov. Each quarter NU reviews the records of students who have exited during the previous quarter and if exit counseling has yet to be completed, the University mails each student exit counseling material to the address in the student's academic record.

Student Complaints and Grievances Policy

AcceptanceFor all non-discriminatory student concerns with the University regarding an interaction with a staff or faculty member, policy/procedure preferences, or other concerns about their experience, the student may start the process with the [Office of Student Affairs](#) (OSA). Other resources to report a concern can be found on the [Report an Incident or Concern](#) page including any concerns around civil rights and discriminatory treatment, see [Title IX](#).

NOTE: Appeals of final grades must use the appeal process defined in "Appealing a Final Grade" in the University Catalog and Policy and Procedure Manual. Review carefully the directives on appeals as often the decisions of Deans in these matters are not grieve-able. Other appeals include but are not limited to: SAP, academic dismissal, administrative dismissal, and re-admission. Students should refer to the catalog for details on advancing these types of appeals.

California Bureau for Private Postsecondary Education (BPPE)

The BPPE exists to promote and protect the interests of students and consumers in California. Students may file a complaint with the California Bureau for Private Postsecondary Education. A complaint may be filed by writing (Complaint Form) or calling the Bureau's Enforcement Section at the following address and telephone number:

Bureau for Private Postsecondary Education

2535 Capitol Oaks Drive, Suite 400

Sacramento, CA 95833

Telephone: (916) 431-6959

FAX: (916) 263-1897

www.bppe.ca.gov

Student Complaint - State Contact Information

National University works with higher education authorities in U.S. states and jurisdictions to ensure compliance with state and federal requirements, including complaint processes. Institutions of higher education are required to provide prospective and current students with contact information for relevant external entities tasked with complaint oversight.

National University strives to give all our students the best experience possible, which is why the university offers a wide range of services to support students from enrollment through graduation. If a prospective or current student has a complaint, we encourage students to resolve them informally or formally through **Student Services** before submitting a complaint to an external entity. Please contact our Student Concierge Services at **1-866-NU-ACCESS (1-866-682-2237)** or email **scs@nu.edu** with any concerns or questions.

Students who wish to file a complaint based upon discriminatory treatment should review The Civil Rights/Title IX information located on **the website** and in the **General Catalog**. Students who wish to file a complaint with the University's accrediting agency should contact WSCUC (information below).

If an issue cannot be resolved internally, students can file a complaint with their state of residence or the University's accrediting organization. Each of the relevant state higher education regulatory agencies and the University's accrediting organization are listed below with their contact information.

Contact Information for State Higher Education Regulatory Agencies

Alabama Commission on Higher Education (ACHE)

100 North Union Street

Montgomery, AL 36104

Phone: 334.242.1998

Website: www.ache.edu

Alabama Community College System (ACCS)

P.O. Box 302130

Montgomery, AL 36130

Phone: 334.293.4500
Website: www.accs.edu

Alabama Student Grievance Information: <https://www.accs.edu/about-accs/private-school-licensure/complaints/>

Alabama Student Grievance Form: <https://psl.asc.edu/External/Complaints.aspx>

Alaska Commission on Postsecondary Education

PO Box 110505
Juneau, AK 99811-0505
Phone: 800.441.2962
Website: <https://acpe.alaska.gov/>

Alaska Student Grievance Information: <https://acpe.alaska.gov/ConsumerProtection>

Arizona State Board for Private Postsecondary Education

1740 W. Adams Street, #3008
Phoenix, AZ 85007
Phone: 602.542.5709
Website: <https://ppse.az.gov/>

Arizona Disclosure: If the student complaint cannot be resolved after exhausting the Institution's grievance procedure, the student may file a complaint with the Arizona State Board for Private Post-Secondary Education. The student must contact the State Board for further details.

Arizona Student Grievance Information: <https://ppse.az.gov/resources/student-complaint>

Arizona Student Grievance Form: <https://ppse.az.gov/sites/default/files/2022-09/Student%20Complaint%20Form%20%281%29.pdf>

Arkansas Higher Education Coordinating Board

114 East Capitol Ave.
Little Rock, AR 72201
Phone: 501.371.2000
Website: www.adhe.edu

Arkansas Disclosure: Arkansas Higher Education Coordinating Board Certification does not constitute endorsement of any institution or degree program. Such certification merely indicates that certain criteria have been met under the rules and regulations of institutional ad program certification as defined in Arkansas Code §6-61-301. The student should be aware that these degree programs may not transfer. The transfer of course/degree credit is determined by the receiving institution.

Arkansas Student Grievance Information: <https://adhe.edu/resources/students>

Arkansas Student Grievance Form: <https://sbpce.wufoo.com/forms/form-8040-complaint-form/>

California Bureau for Private Postsecondary Education

Mailing address:
P.O. Box 98018
West Sacramento, CA 95798-0818

Phone: 916.431.6959

Website: www.bppe.ca.gov

Physical Address:

2535 Capital Oaks Drive, Suite 400

Sacramento, CA 95833

California Student Grievance Information: <https://www.bppe.ca.gov/enforcement/complaint.shtml>

California Student Grievance Form: https://www.bppe.ca.gov/forms_pubs/complaint.pdf

Colorado Commission on Higher Education

1600 Broadway, Suite 2200

Denver, CO 80202

Phone: 303.862.3001

Website: <https://higher.ed.colorado.gov>

Colorado Student Grievance Information: <https://higher.ed.colorado.gov/students/how-do-i/file-a-student-complaint>

Colorado Student Grievance Form: <https://higher.ed.colorado.gov/Academics/Complaints/FileComplaint.aspx>

Connecticut Office of Higher Education

450 Columbus Boulevard, Suite 510

Hartford, CT 06105-1841

Phone: 860.947.1822

Website: www.ctohe.org

Connecticut Student Grievance Information: <https://portal.ct.gov/DCP/Complaint-Center/Consumers---Complaint-Center>

Connecticut Student Grievance Form: https://portal.ct.gov/-/media/DCP/Complaint-Center/Complaint_Form-pdf.pdf

Delaware Department of Higher Education

35 Commerce Way, Suite 1

Dover, DE 19904

Phone: 302.857.3313

Website: <https://education.delaware.gov/>

Delaware Student Grievance Form: <https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/Domain/158/PBTS%20Complaint%20Form.pdf>

District of Columbia Higher Education Licensure Commission (HELIC)

Office of the State Superintendent of Education

1050 First St. NE, 5th Floor

Washington, DC 20002

Phone: 202.727.6436

Website: <https://helc.osse.dc.gov/>

District of Columbia Disclaimer: National University has an account for student indemnification in the manner of

surety bond, which may be used to indemnify a student or enrollee who has suffered damage as a result of discontinuance of operation or violation by the institution of any provision of NRS 394.383 to 394.560.

District of Columbia Student Grievance Information: <https://helc.osse.dc.gov/topic/helcadmin/community-stakeholders/public-complaints>

District of Columbia Student Grievance Form: <https://helc.osse.dc.gov/HELCAAdmin/HELCAAdmin/media/0kmobb5o/helc-complaint-form-english.docx>

Florida Commission for Independent Education

325 W. Gaines Street, Suite 1414

Tallahassee, FL 32399-0400

Phone: 850.245.3212

Website: <http://www.fldoe.org>

Florida Student Grievance Information: <https://www.fldoe.org/about-us/office-of-the-inspector-general/file-a-complaint.shtml>

Florida Student Grievance Form: <https://web01.fldoe.org/IGComplaintSSO/ComplaintForm.aspx>

Georgia Nonpublic Postsecondary Education Commission

2082 E Exchange Place, Suite 220

Tucker, GA 30084-5334

Phone: 770.414.3300

Website: <https://gnpec.georgia.gov>

Georgia Student Grievance Information: <https://gnpec.georgia.gov/student-resources/complaints-against-institution>

Georgia Student Grievance Form: <https://gnpec.georgia.gov/complaint-forms>

Hawaii Post-Secondary Education Authorization Program Department of Commerce and Consumer Affairs

335 Merchant Street, Rm. 310

Honolulu, Hawaii 96813

Phone: 808.586.7327

Website: www.cca.hawaii.gov/hpeap/

Hawaii Student Grievance Information: <https://cca.hawaii.gov/hpeap/student-complaint-process/>

Hawaii Student Grievance Form: <https://cca.hawaii.gov/hpeap/files/2013/08/Student-Complaint-Form.pdf>

Idaho State Board of Education

650 W. State Street, 3rd Floor

Boise, ID 83720-0037

Phone: 208.334.2270

Website: <http://www.boardofed.idaho.gov>

Idaho Student Grievance Information: <https://boardofed.idaho.gov/higher-education-private/proprietary-schools-non-degree-granting/student-complaint-procedures/>

Idaho Student Grievance Form: <https://boardofed.idaho.gov/wp-content/uploads/2020/07/Student-Complaint-Form-7-2020.docx>

Illinois Board of Higher Education

1 North Old State Capital Plaza, Suite 333
Springfield, IL 62701-1377
Phone: 217.782.2551
Website: www.ibhe.org

Illinois Student Grievance Information: <https://complaints.ibhe.org/>

Illinois Student Grievance Form: <https://complaints.ibhe.org/register.aspx>

Indiana Commission on Higher Education

101 W. Washington Street, Suite 300
Indianapolis, IN 46204-4206
Phone: 317.464.4400
Website: <http://www.in.gov/che>

Indiana Student Grievance Information: <https://www.in.gov/che/student-complaints/>

Indiana Student Grievance Form: https://www.in.gov/che/files/161116_ICHE_StudentComplaintForm.pdf

Iowa College Student Aid Commission

475 SW 5th Street, Suite D
Des Moines, IA 50309
Phone: 877.272.4456 option 4
Website: <https://iowacollegeaid.gov/>

Iowa Student Grievance Information: <https://iowacollegeaid.gov/StudentComplaintForm>

Iowa Student Grievance Form: https://iowacollegeaid.co1.qualtrics.com/jfe/form/SV_9Br0hqNMto1FitT

Kansas Board of Regents

1000 S.W. Jackson Street, Suite 520
Topeka, KS 66612-1368
Phone: 785.430.4240
Website: <http://www.kansasregents.org>

Kansas Disclosure: The University catalog outlines the process for filing and resolution of student complaints. If the student grievance cannot be resolved after exhausting the University's grievance procedure, Kansas residents may file a complaint with the Kansas Board of Regents. The Board's address is 1000 S.W. Jackson, Ste. 520, Topeka, KS 66612

Kansas Disclosure: National University is authorized to operate in Kansas with Certificate of Approval from the Kansas Board of Regents.

Kansas Student Grievance Information: https://www.kansasregents.org/academic_affairs/private_out_of_state/complaint_process

Kentucky Council on Postsecondary Education

100 Airport Road, Third Floor
Frankfort, KY 40601

Phone: 502.573.1555

Website: <http://www.cpe.ky.gov/>

Kentucky Student Grievance Information: http://cpe.ky.gov/campuses/consumer_complaint.html

Kentucky Student Grievance Form: <http://cpe.ky.gov/campuses/complaintform>

Louisiana Board of Regents

Mailing Address:

PO Box 3677

Baton Rouge, LA 70821-2677

Physical Address:

1201 N 3rd Street, Suite 6

Baton Rouge, LA 70802

Phone: 225.342.4253

Website: <http://www.regents.la.gov>

Louisiana Disclosure: National University is currently licensed by the Board of Regents of the State of Louisiana. Licenses are renewed by the State Board of Regents every two years. Licensed institutions have met minimal operational standards set forth by the state, but licensure does not constitute accreditation, guarantee the transferability of credits, nor signify that programs are certifiable by any professional agency or organization.

Louisiana Student Grievance Information: <https://www.laregents.edu/regents-resources/#studentparent>

Maine Department of Education

23 State House Station

Augusta, ME 04333

Phone: 207.624.6616

Website: <https://www.maine.gov/doe/home>

Maine Student Grievance Form: <https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-files/sara-complaint-form.pdf>

Maryland Higher Education Commission (MHEC)

6 N. Liberty St., 10th Floor

Baltimore MD 21201

Phone: 401.767.3301

Website: <http://www.mhec.state.md.us/Pages/default.aspx>

Maryland Disclosure: National University is registered with the Maryland Higher Education Commission (MHEC). If a prospective or current student is not satisfied with the outcome of the institution's internal complaint resolution process, the complaint may then be brought to the MHEC or Maryland's Office of the Attorney General.

Maryland Student Grievance Information: https://mhec.maryland.gov/institutions_training/Pages/career/pcs/complaint.aspx

Maryland Student Grievance Form: https://mhec.maryland.gov/institutions_training/Documents/PCS%20Student%20Complaint_20220103.pdf

Maryland Office of the Attorney General Student Grievance Information:
<https://www.marylandattorneygeneral.gov/Pages/CPD/Complaint.aspx>

Maryland Refund Policy:

Students enrolled in online programs who reside in Maryland will receive the minimum tuition refunds in accordance with the Maryland Higher Education Commission requirements (specified in Title 13B.05.01.10 of the code of Maryland Regulations)

- A. Except as provided by §B of this policy/regulation, an institution's refund policy shall conform to this regulation and the institution shall provide for refunds of tuition to Maryland students as provided in this regulation.
- B. If the University's refund policy is more beneficial to Maryland students, the institution will follow its refund policy and provide refunds of tuition to Maryland students as provided in that policy.
- C. Minimum refund: The University will refund the applicable tuition refund to a Maryland student who drops, withdraws, or is terminated after completing only a portion of a course/class:

Proportional Total Course, Program, or Term Completed as of Date of Withdrawal or Termination

Tuition Refund

Less than 10%.....90% refund

10% up to but not including 20%.....80% refund

20% up to but not including 30%.....60% refund

30% up to but not including 40%.....40% refund

40% up to but not including 60%.....20% refund

More than 60%.....No refund

A refund due to a Maryland student will be based on the date of withdrawal or termination and paid within 60 days from the date of withdrawal or termination.

- D. This refund policy is disclosed and acknowledged by students upon enrollment, and documentation verifying student refunds in accordance with this policy is maintained.

Massachusetts Department of Higher Education

One Ashburton Place, Room 1401

Boston, MA 02108

Phone: 617.994.6950

Website: <https://www.mass.edu/home.asp>

Massachusetts Student Grievance Form: <https://www.mass.edu/forstufam/complaints/complaintform.asp>

Michigan Department of Licensing and Regulatory Affairs

611 W. Ottawa

P.O. Box 30714

Lansing, MI 48907

Phone: 517.355.9700

Website: <http://www.michigan.gov/lara>

Michigan Student Grievance Information: <https://www.michigan.gov/lara/bureau-list/cscl/complaints>

Michigan Student Grievance Form: [https://www.michigan.gov/leo/-/media/Project/Websites/leo/Documents/WD/WD_PROGRAMS_SERVICES/PSS/Post-Secondary_Complaint_Instructions_FINAL_032020_685912_7-\(34\).pdf?rev=d9354bf5247548a6bd9751a8aa4e178d](https://www.michigan.gov/leo/-/media/Project/Websites/leo/Documents/WD/WD_PROGRAMS_SERVICES/PSS/Post-Secondary_Complaint_Instructions_FINAL_032020_685912_7-(34).pdf?rev=d9354bf5247548a6bd9751a8aa4e178d)

Minnesota Office of Higher Education

1450 Energy Park Drive, Suite 350

St. Paul, MN 55108-5227

Phone: 651.642.0567

Website: <http://www.ohe.state.mn.us>

Minnesota Disclosure: National University is registered with the Minnesota Office of Higher Education pursuant to Minnesota Statutes section 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits Earned at the institution may not transfer to all other institutions.

Minnesota Disclosure: Minnesota residents interested in enrolling in the Bachelor of Science in Criminal Justice program should make note that the state of Minnesota licenses police officers and there are specific educational requirements. In addition, additional training (a skills-based course) is also required before being eligible for licensure as a police officer in the state of Minnesota.

Minnesota Disclosure: ILR 260 is not recognized as an English or communication class in Minnesota. Minnesota residents must be required to complete the other English or Communications classes to satisfy the Minnesota Degree Standards.

Minnesota Student Grievance Information: <https://www.ohe.state.mn.us/mPg.cfm?pageID=1078>

Minnesota Student Grievance Form: <https://www.ohe.state.mn.us/pdf/ComplaintForm.pdf>

Mississippi Commission on College Accreditation

3825 Ridgewood Road

Jackson, MS 39211-6453

Phone: 601.432.6372

Website: <http://www.mississippi.edu/>

Mississippi Student Grievance Information: http://www.mississippi.edu/mcca/student_complaint_process.asp

Mississippi Student Grievance Form: <http://www.mississippi.edu/mcca/downloads/mccastudentcomplaintform.pdf>

Missouri Department of Higher Education & Workforce Development

P.O. Box 1469

Jefferson City, MO 65101

Phone: 573.751.2361

Website: <https://dhewd.mo.gov/>

Missouri Student Grievance Information: <https://ago.mo.gov/civil-division/consumer/consumer-complaints>

Missouri Student Grievance Form: <https://ago.mo.gov/app/consumercomplaint>

Montana Board of Regents

2500 Broadway St.,

PO Box 203201

Helena, MT 59620-3201

Phone: 406.444.6570

Website: <http://www.mus.edu/board>

Montana Student Grievance Information: <https://mus.edu/MUS-Statement-of-Complaint-Process.html>

Montana Student Grievance Form: <https://dojmt.gov/consumer/consumer-complaints/>

Nebraska Coordinating Commission for Postsecondary Education

P.O. Box 95005

Lincoln, NE 68509-5005

Phone: 402.471.2847

Website: <https://ccpe.nebraska.gov/>

Nebraska Student Grievance Information: <https://ccpe.nebraska.gov/student-complaints-against-postsecondary-institutions>

Nebraska Student Grievance Form: https://www.education.ne.gov/wp-content/uploads/2017/07/PPCS_Complaint-form.pdf

Nevada Commission on Postsecondary Education Commission

2800 E. St. Louis

Las Vegas, NV 89104

Phone: 702.486.7330

Website: <http://www.cpe.nv.gov>

Disclosure: National University has an account for student indemnification in the manner of a surety bond, which may be used to indemnify a student or enrollee who has suffered damage as a result of discontinuance of operation or violation by the institution of any provision of NRS 394.383 to 394.560.

Nevada Student Grievance Information: https://cpe.nv.gov/Students/Students_Home/

Nevada Student Grievance Form: <https://cpe.nv.gov/uploadedFiles/cpenvgov/content/Students/Complaint%20Form%20Initial%202021.pdf>

New Hampshire Department of Education

25 Hall Street

Concord, NH 03301-3860

Phone: 603.271.3494

Website: <https://www.education.nh.gov/who-we-are/higher-education-commission>

New Hampshire Student Grievance Form: <https://my.doe.nh.gov/ESSWEB/HigherEducation/Complaint.aspx>

New Jersey Commission on Higher Education

20 W. State Street

PO Box 542

Trenton, NJ 08625

Phone: 609.292.7225

Website: <https://www.state.nj.us/highereducation/>

New Jersey Student Grievance Information: <https://www.state.nj.us/highereducation/OSHEComplaintInstructions.shtml>

New Jersey Student Grievance Form: <https://www.state.nj.us/highereducation/documents/pdf/OSHEComplaintForm.pdf>

New Mexico Higher Education Department

2048 Galisteo Street, # 4

Santa Fe, NM 87505

Phone: 505.476.8400

Website: <https://hed.nm.gov/>

New Mexico Disclosure: If the student grievance cannot be resolved after exhausting the Institution's grievance procedure, New Mexico residents may file a complaint with the New Mexico Higher Education Department. The Department's address is: 2048 Galisteo Street, Santa Fe, NM 87505-2100, Telephone: (505) 476-8400

New Mexico Student Grievance Information: <https://ppsd.smapply.io/>

New Mexico Student Grievance Form: <https://ppsd.smapply.io/protected/resource/eyJ0ZnJlIjogOTg0NzgxODUsICJ2cSI6IDE2ODUxMH0/>

New York Office of College and University Evaluation

89 Washington Ave

Albany, NY 12234

Phone: 518.486.3633

Website: <http://www.nysed.gov/college-university-evaluation>

New York Student Grievance Information: <http://www.nysed.gov/college-university-evaluation/complaints>

The University of North Carolina System Board of Governors

223 S. West Street, Suite 1800

Raleigh, NC 27603

Phone: 919.962.4558

Website: <http://www.northcarolina.edu/offices-and-services/academic-affairs/licensure-department>

North Carolina Student Grievance Information: <https://www.northcarolina.edu/post-secondary-education-complaints/>

North Carolina Student Grievance Form: <https://studentcomplaints.northcarolina.edu/form>

North Dakota University System

10th Floor, State Capitol

600 East Boulevard Ave, Dept. 215

Bismarck, ND 58505-0230

Phone: 701.328.2960

Website: <http://www.ndus.edu>

North Dakota Student Grievance Information: <https://ndus.edu/state-authorization-sara/>

Ohio Board of Regent

25 South Front Street

Columbus, OH 43215

Phone: 614.466.6000

Website: <http://www.ohiohighered.org>

Ohio Student Grievance Information: <https://highered.ohio.gov/students/current-college-students/student-complaints/student-complaints>

Ohio Student Grievance Form: <https://highered.ohio.gov/students/current-college-students/student-complaints/submit-complaint>

Oklahoma State Regents for Higher Education

655 Research Parkway, Suite 200

Oklahoma City, OK 73104

Phone: 405.226.9100

Website: <http://www.okhighered.org>

Oklahoma Student Grievance Form: <https://www.okhighered.org/resources/Student-Complaint-Form/>

Oregon Higher Education Coordinating Commission

3225 25th Street SE

Salem, OR 97302

Phone: 503.373.0003

Website: <http://www.oregon.gov/highered/institutions-programs/private/Pages/office-degree-authorization.aspx>

Oregon Disclosure: Students should attempt to resolve any grievances they may have with their school first. Should attempts to resolve these problems with appropriate school officials fail, or should the student be dissatisfied with the final outcome of the college complaint process, then the Higher Education Coordinating Commission (HECC), can respond to a formal complaint. Students may contact the Higher Education Coordinating Commission at the below address or by sending an email to complaints@hecc.oregon.gov.

Oregon Student Grievance Information: <https://www.oregon.gov/highered/about/Pages/complaints.aspx>

Oregon Refund Policy:

Courses dropped before the 10th day of the courses will be fully refunded. Online students located in Oregon who withdraw from a course are eligible for a 50% partial refund through the middle week of the course term. Refunds are based on unused instructional time and are prorated on a weekly basis.

Pennsylvania Department of Education

333 Market Street

Harrisburg, PA 17126

Phone: 717.783.6788

Website: <http://www.education.pa.gov/Pages/default.aspx>

Pennsylvania Student Grievance Information: [https://www.education.pa.gov/Postsecondary-Adult/CollegeCareer/Pages/State-Authorization-Reciprocity-Agreement-\(SARA\).aspx](https://www.education.pa.gov/Postsecondary-Adult/CollegeCareer/Pages/State-Authorization-Reciprocity-Agreement-(SARA).aspx)

Pennsylvania Student Grievance Form: <https://www.education.pa.gov/Documents/Postsecondary-Adult/College%20and%20Career%20Education/Private%20Licensed%20Schools/Student%20Complaint%20Form.pdf>

Puerto Rico State Higher Education Agency

Council on Education of Puerto Rico

P.O. Box 19900

Ave. Ponce de Leon 268
Edificio Hato Rey Center Piso 15
Hato Rey, PR 00918
Phone: 787.641.2121
Website: <http://www.ce.pr.gov>

Puerto Rico Student Grievance Information: <https://studentprivacy.ed.gov/file-a-complaint>

Rhode Island Board of Governors for Higher Education

560 Jefferson Boulevard, Suite 100
Warwick, RI 02886
Phone: 401.736.1100
Website: <https://www.riopc.edu/>

Rhode Island Student Grievance Information: <https://riopc.edu/policies/student-complaint-procedures/>

South Carolina Commission on Higher Education

1333 Main Street, Suite 200
Columbia, SC 29201
Phone: 803.737.2260
Website: <http://www.che.sc.gov>

South Carolina Student Grievance Information: <https://www.che.sc.gov/students-families-and-military/student-resources>

South Carolina Student Grievance Form: https://www.che.sc.gov/sites/che/files/Documents/Licensing%20updates/Complaint_Procedures_and_Form.pdf

South Dakota Board of Regents

306 E. Capitol Ave, Suite 200
Pierre, SD 57501
Phone: 605.773.3455
Website: <https://www.sdbor.edu/administrative-offices/academics/SD-SARA/Pages/default.aspx>

South Dakota Student Grievance Information: <https://www.sdbor.edu/administrative-offices/academics/SD-SARA/Pages/default.aspx>

South Dakota Student Grievance Form: <https://www.sdbor.edu/administrative-offices/academics/SD-SARA/Documents/Complaint%20Form%20-%20SD-SARA.pdf>

Tennessee Higher Education Commission

312 Rosa Parks Ave, 9th Floor
Nashville, TN 37243
Phone: 615.471.5293
Website: <http://www.tn.gov/thec.html>

Tennessee Disclosure: Any authorizations must be renewed each year and is based on an evaluation by minimum standards concerning quality of education, ethical business practices, health and safety, and fiscal responsibility.

Tennessee Residents: Any grievance not resolved on the institutional level may be forwarded to the Tennessee Higher Education Commission, Nashville TN 37243-0830, (615)741-5293

Tennessee Student Grievance Information: <https://www.tn.gov/thec/bureaus/student-aid-and-compliance/postsecondary-state-authorization/request-for-complaint-review.html>

Tennessee Student Grievance Form: https://www.tn.gov/content/dam/tn/thec/bureau/student_aid_and_compliance/dpsa/links-and-forms/Complaint%20Form.pdf

Texas Higher Education Coordinating Board

Mailing Address:

P.O. Box 12788

Austin, TX 78711

Phone: 512.427.6223

Website: <https://www.highered.texas.gov/>

Delivery Address:

1801 N. Congress Ave. Suite 12.200

Austin, TX 78701

Texas Disclosure: National University has permission to operate in the state of Texas and has been regionally accredited by the WASC Senior College and University Commission since 1977. The Texas State Board of Accountancy's new regulation precludes National University graduates from being qualified applicants for the CPA exam in Texas.

Texas Student Grievance Information: <https://www.highered.texas.gov/student-complaints/>

Texas Student Grievance Form: <https://www.txhigheredaccountability.org/CfratInquiry/Home/Create>

Texas Workforce Commission Career Schools and Colleges

101 East 15th Street

Austin, TX 78778-001

Phone: 512.463.2222

Website: <http://www.twc.texas.gov>

Texas Disclosure: Exemption status means National University is not approved or regulated by the Texas Workforce Commission. This means the Texas Workforce Commission has not approved the curriculum, classrooms, teachers, or any other matters related to National University. On-site visits will not be conducted at National University. Furthermore, the exemption status does not constitute approval, accreditation, or licensure of any courses under Texas law.

Texas Workforce Commission Student Grievance Form: <https://www.twc.texas.gov/files/jobseekers/csc-401a-student-complaint-form-twc.pdf>

Utah Division of Consumer Protection

160 East 300 South, Second Floor

Salt Lake City, UT 84114

Phone: 801.530.6601

Website: <http://www.consumerprotection.utah.gov>

Utah Student Grievance Information: <http://www.consumerprotection.utah.gov/complaints.html?f=c>

Vermont Agency of Education

Secretary Daniel M. French
1 National Life Drive, Davis 5
Montpelier, VT 05620-2501
Phone: 802.828.1130

Vermont Student Grievance Information: <https://education.vermont.gov/documents/postsecondary-program-complaint-resolution>

Virginia State Council of Higher Education for Virginia

101 N. 14th St., 10th Floor
James Monroe Building
Richmond, VA 23219-3659
Phone: 804.225.2600
Website: <http://www.schev.edu>

Virginia Student Grievance Information: <https://www.schev.edu/students/resources/student-complaints>

Virginia Student Grievance Form: <https://www.surveymonkey.com/r/StudentComplaintForm>

Virginia Refund Policy:

Students are accepted and registered for classes with the understanding that they will attend the entire course. Faculty contracts, the commitment of space, and other University resources are made on that assumption, creating financial obligations that students who withdraw must share. National University's refund policy reflects this position. Students may withdraw themselves from class prior to midnight on the ninth (9th) day of the session by emailing their academic advisor at advisor@nu.edu or Student Concierge Services at scs@nu.edu. To accurately count session days, note that the first day of a session – not the actual day a student attends class – counts as day one of that session. The University counts calendar days rather than business days for determining refunds. As such, if the first day of the session is a Monday, the student would need to withdraw prior to midnight of the following Tuesday, the ninth day of that session.

If a student does not complete a course, a tuition refund is made according to the following schedule, which is based upon a 28-day month.

Students who withdraw from a course prior to midnight of the:

- Ninth (9th) day of the session will receive a 100% refund.
- Fourteenth (14th) day of the session will receive a 50% refund.
- Twenty-first (21st) day of the session will receive a 25% refund.

Students who withdraw from a course after midnight of the twenty-first (21st) day of the session will not receive a refund.

Students must have a credit balance in their account to receive a refund. Refunds, depending on the verification of funds, are processed and mailed within fifteen (15) days from the later of:

- a. The date from when a student cancelled enrollment
 - b. The date from when the institution terminates a student's enrollment
 - c. The last day of an authorized leave of absence (if the student fails to return after this period)
 - d. The last day of attendance of a student
-

All refunds are mailed to the student's home address. Students must make sure that the address on file is correct.

Washington Student Achievement Council

917 Lakeridge Way, SW

Olympia, WA 98504-3430

Phone: 360.753.7800

Website: <http://www.wsac.wa.gov>

Washington Disclosure: "National University is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes National University to offer field placement components for specific degree programs. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council or the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the Council at P.O. Box 43430, Olympic, WA 98504-3430 or by email at degree authorization@wsac.wa.gov."

Washington Disclosure: "The transferability of credits earned at National University is at the discretion of the receiving college, university, or other educational institution. Students considering transferring to any institution should not assume that credits earned in any program of student at National University will be accepted by the receiving institution. Similarly, the ability of a degree, certificate, diploma or other academic credential earned at National University to satisfy an admission requirement of another institution is at the discretion of the receiving institution. Accreditation does not guarantee credentials or credits earned at National University will be accepted by or transferred to another institution. To minimize the risk of having to repeat coursework, students should contact the receiving institution in advance for evaluation and determination of transferability of credits and/or acceptability of degrees, diplomas or certificates earned".

Washington Student Grievance Information: <https://wsac.wa.gov/student-complaints>

Washington Student Grievance Form: <https://www.studentcomplaints.wa.gov/hc/en-us>

West Virginia Higher Education Policy Commission

1018 Kanawha Blvd. East, Suite 700

Charleston, WV 25301-2800

Phone: 304.558.2101

Website: <http://www.wvhepc.edu>

West Virginia Student Grievance Form: <https://www.wvhepc.edu/wp-content/uploads/2021/10/Student-Complaint-Process.pdf>

Wisconsin Educational Approval Board

Mailing Address:

P.O. Box 8696

4822 Madison Yards Way

Madison, WI 53705-8366

Website: <http://www.dsps.wi.gov/pages/programs/educationalapproval/default.aspx>

Wisconsin Disclosure: Students must submit an enrollment agreement before beginning classes at National University. The agreement includes topic pertaining to tuition and fees, billing, attendance, financial assistance, payment options, and other matters of enrollment. Contact an enrollment advisor for further information. The student may cancel enrollment during a 3-business-day period by delivering or mailing a signed written notice to the school at the address set forth in the notice of cancellation privilege. Saturdays, Sundays and holidays are not business days. The school shall, within 10 business days after receiving notice of cancellation from the student, make any refund owing as a result of the cancellation and arrange for a termination of the student's obligation to pay any sum. This cancellation privilege does not apply to any program for which the total cost is less than \$150 and which is offered in less than 6 class days, provided that the program is not one of a sequence.

Wisconsin Student Grievance Information: <https://dsps.wi.gov/Pages/Programs/EducationalApproval/EAPFileAComplaint.aspx>

Wisconsin Student Grievance Information: <https://dsps.wi.gov/Pages/Programs/EducationalApproval/EAPFileAComplaint.aspx>

Wisconsin Refund Policy

A student who withdraws or is dismissed after the cancellation period has passed, but before completing 60% of the potential units of instruction in the current enrollment period, shall be entitled to a pro rata refund, as calculated below, less any amounts owed by the student for the current enrollment period, less a one-time application fee of \$ 100.

1. Pro rata refund shall be determined as the number of units remaining after the last unit completed by the student, divided by the total number of units in the enrollment period, rounded downward to the nearest 10 percent. Pro rate refund is the resulting percent applied to the total tuition and other required costs paid by the student for the current enrollment period.
2. All efforts will be made to refund prepaid amounts for books, supplies, and other charges unless the student has consumed or used those items and they can no longer be used or sold to new student, or are returned by the school to the supplier.
3. Refunds shall be paid within 40 days after the effective date of termination.
4. After the student's first period of enrollment, if a student withdraws or is dismissed in a subsequent enrollment period, the school may also retain an administrative fee of 15% of the total cost of a resident program, or \$400, whichever is less.
5. No refund is required for any student who withdraws or is dismissed after completing 60% of the potential units of instruction in the current enrollment period unless a student withdraws due to mitigating circumstances, which are those that directly prohibit pursuit of a program and which are beyond the student's control.

Wyoming Department of Education

2300 Capitol Avenue
Hathaway Building, 2nd Floor
Cheyenne, WY 82002-0050
Phone: 307.777.7690
Website: <http://www.edu.wyoming.gov>

Wyoming Student Grievance Form: <https://form.jotform.com/212505034743043>

Registering a Complaint with National University's Accrediting Organization Western Association of Schools and Colleges (WASC) Senior College and University Commission (WSCUC):

Students may file a complaint with the University's institutional accrediting body by contacting the Western Association of Schools and Colleges (WASC) Senior College and University Commission at wascsr@wascsenior.org. Any student desiring to file a complaint must satisfy specific criteria as published in the official Complaint and Third-Party Comment Policy and must submit the required Complaint Form. The policy and form are available for download on the [WASC Document List](#).

WASC Senior College and University Commission (WSCUC)

985 Atlantic Avenue, Suite 100

Alameda, CA 94501

Phone: 510.748.9001

Email: wascsr@wascsenior.org

Course Terminations

BGS 385 - Methods of Research
BKM 400 - Business Knowledge Mgmt Strat
BKM 615 - Knowledge Audits & Managing Kn
BKM 620 - Knowledge Integr, Trns, & Shar
BKM 630 - Knowledge Repos & Integr Metho
BKM 650 - Enter Telecom & Global Collabo
BKM 670 - Knowledge Mgmt Design & Dev
BKM 680 - Proto & Deploy Using Prj Mgt
BRO 305 - Media Storytelling
BRO 340 - Studio Production I
BRO 350 - Graphics for Video
BRO 430 - Field Production II
COM 411 - Advertising Campaigns
DHH 634 - Assess & Inst D/HH Birth-5yrs
DHH 636 - Language Develop Methods D/HH
DHH 638 - Literacy Develop D/HH
DHH 640 - Inst D/HH with Special Needs
DHH 682 - Student Teaching
DHH 688 - Clinical Practice Seminar
DHH 692 - Internship DHH
EXC 603 - Typical/Atypical Dev Spec Need
HCM 200 - Basic Accounting
HCM 210 - Intro to Gaming Law
HCM 220 - Intro to Casino Marketing
HCM 230 - Hospitality Staffing
HCM 240 - Hospitality Diversity
HCM 250 - Tribal Community Dev
HCM 400 - Princ of Hosp & Casino Acct
HCM 401 - Intro to Casino Management
HCM 402 - Service in the Casino Industry
HCM 405 - Casino Operations Management
HCM 410 - Hospitality and Gaming Law
HCM 415 - Gaming Rules and Regulations
HCM 420 - Hospitality and Casino Mkt
HCM 425 - Management of Gaming Revenues
HCM 430 - Prin of Hosp & Casino Staffing
HCM 435 - Casino Security/Surveillance
HCM 440 - Cultural Diversity & Hosp Mgt
HCM 445 - Player Development Program
HCM 450 - Native Am Tribal Comm Developm
HCM 480 - Casino Internship
HCM 490 - Capstone Project
ISL 660 - Financial and Information Mgt
ISL 661 - Leadership Global Seminar
ISL 662 - Decision Making Organizations
MKT 420 - Principles of Consumer Behavio
MKT 440 - Sales Techniques & Methodology
MKT 441 - Channel and Value Networks
MKT 442 - Intro to Public Relations
MKT 443 - Introduction to Advertising
MKT 445 - Digital Marketing
MKT 446 - Introduction to Services Mkt
MKT 480 - Integrated Mkt Comm Capstone
PHL 326 - Chinese Thought

PHS 181 - Physics for Non-Sci Majors I
PHS 182 - Physics for Non-Sci Majors II
PSD 7119 - Neuropsychology Assm Practicum
PSD 7126 - Applied Clinical Theory
PSD 7172 - Forensic Neuropsychology
PSD 7302 - Dissertation Completion
PSD 7423 - Motivational Interviewing
PSD 7520 - Interprofess Prac/Educ-IGNITE
PSD 7534 - Forensic Law/Ethics Multidisc
TED 305 - Teaching as a Profession
TED 306 - 21st Century Teaching Methods
TED 351 - Teaching STEM Methods
TED 434 - Methods of Teaching Social Sci
TED 455 - Methods of Teaching Science
TED 461 - Mathematics Teaching Methods
TED 464 - Mths Teach Sec Health Sci
TED 632 - Content Area Curriculum

Program Termination

Minor in Technology

Degree Information

1:1 Modality Program Options

<https://catalog.ncu.edu/>

Undergraduate Degrees

Bachelor of Arts in Early Childhood Education

Status: *Historical-Review all addendums*

Academic Program Director: Susan Gilbert; sgilbert@nu.edu

The Bachelor of Arts degree in Early Childhood Education (BAECE) has been designed to include the competencies and guidelines as established by the National Association for the Education of Young Children (NAEYC) and meets the requirements of the State of California Child Development Permits.

Non-residents of California; military personnel or their dependents; and international students should contact the Department of Education of the state in which they reside or intend to reside, or the Ministry of Education of the country in which they live, to determine specific requirements for employment. State or country specific coursework, in addition to the BAECE degree program, may be required to obtain a permit, license or credential necessary for employment. Candidates assume the responsibility for determining and meeting these requirements.

The program is based on a conceptual framework of current theory, contemporary perspectives and sound research findings. Focus is on knowledge, attitudes, skills, practice, reflection and field experiences needed to become efficient, competent, and effective professionals in the field of early childhood education. Emphasis is on designing appropriate learning environments, individual and adaptive curricula, and instructional strategies and techniques to maximize learning outcomes. Topics demonstrated, both in writing and discussion, provide a broad-based foundation of child development in the areas of familial and socio-cultural influences on learning and brain development, parent empowerment, peer cooperation and collaboration, early cognition, emerging literacy (listening, speaking, reading and writing), ongoing participant observation and appropriate developmental screening assessments, child advocacy, law and ethics, and, most important, play as pedagogy.

Background Check

Agencies/schools collaborating with the Sanford College of Education to provide field experience often require a background check and TB clearance prior to acceptance of a student into their facility. Candidates who do not have a Certificate of Clearance will not be able to attend the field experience component of the course and, therefore, will be unable to complete their program of study. Any fee or cost associated with background checks and TB testing is the responsibility of the student.

Note: ALL ECE prefix courses require field experience in an approved setting. An approved setting is working with children from birth to Age 5 in a **general educational, inclusive setting**. Recommended sites are Early Head Start, Head Start, CA State Preschools and NAEYC accredited sites.

Students may be required to provide proof of current DTAP, MMR, and Flu vaccinations in order to complete their field work per SB792. Any fee or cost associated with this requirement is the responsibility of the student.

National Head Start Agency (NHSA) students may ONLY participate in a Certificate Pathway to the BA ECE. The pathway consists of 5 certificates that couple ECE courses with appropriate GE courses. See the Certificate section of the catalog for more detailed information. Note: NHSA students that have been awarded the CDA Credential will be eligible for credit for the following lower division, preparation for the major courses: ECE 201, ECE 210, and HED 220.

Arkansas Bachelor of Arts in Early Childhood Education Disclosure

Enrollment in the Bachelor of Arts in Early Childhood Education offered by National University may require

Arkansas applicants/students to pursue teacher/administrator licensure in California and then earn an Arkansas educator or school administrator license by reciprocity. The State of Arkansas has additional course requirements in order to earn an Arkansas license in the program area or a similar program area, and Arkansas applicants/students must check the website for information on Arkansas reciprocity: <http://www.arkansased.gov/divisions/educator%20effectiveness/educator-licensure>.

Program Learning Outcomes:

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

- Identify essential concepts, inquiry tools, and structure of content areas and resources for Early Childhood Education.
- Develop oral, written and technological skills for communicating with families and very young children.
- Create environments that are healthy, respectful, supportive, and challenging for young children.
- Use systematic observations, documentation, and other assessment strategies in partnership with families and professionals to positively influence children's development and learning.
- Implement a curriculum that promotes development and learning outcomes for diverse young children.
- Demonstrate ethical, legal, and professional standards in Early Childhood Education.
- Create positive relationships and supportive interactions with young children.

Degree Requirements:

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

Preparation for the Major (4 courses; 18 quarter units)

ECE 201	The Growing Child: Zero to 8	4.50
ECE 210	Child, Family, School and Comm	4.50
ECE 211	Diversity: Development & Ed.	4.50
HED 220	Health, Nutrition and Safety	4.50

Requirements for the Major (12 courses; 54 quarter units)

ECE 464	Ethical and Legal Issues	4.50
ECE 330	Early Cognition	4.50
	Prerequisite: ECE 201; ECE 210; HED 220 and ECE 211	
ECE 312	Infant and Toddler Care	4.50
	Prerequisite: ECE 330	
ECE 410	Early Language and Literacy	4.50
	Prerequisite: ECE 330	
ECE 415	Designing Emergent Curriculum	4.50
	Prerequisite: ECE 330	
ECE 420	Nature, Numbers and Technology	4.50
	Prerequisite: ECE 330	
ECE 430	Play as Pedagogy	4.50
	Prerequisite: ECE 330	
ECE 440	Observing, Assessing & Plannin	4.50
	Prerequisite: ECE 330	

ECE 443	Children with Special Needs Prerequisite: ECE 330	4.50
ECE 445	Strategies: Guiding Behaviors Prerequisite: ECE 330	4.50
ECE 452	Partnering With Families Prerequisite: ECE 330	4.50
ECE 450	Academic Seminar/Field Experie Prerequisite: Satisfactory completion of all core courses with an average grade of "C" (2.0) or better in the core.	4.50

Upper-Division Electives (4 courses; 18 quarter units)

Candidates must choose four (4) elective courses from the following:

ECE 435	Music, Movement, Drama, Dance	4.50
ECE 446	Literature and Young Children	4.50
ECE 451	Infant/Toddler Observe/Assess	4.50
ECE 453	Infant/Toddler Curriculum	4.50
ECE 454	Infant/Toddler Experiences	4.50
ECE 460	Program Administration	4.50
ECE 461	Leadership and Supervision	4.50
ECE 462	Financial Mgmt & Resources	4.50
ECE 465	Trauma-Informed Practice	4.50
ECE 466	Planning Physical Environments	4.50

National Head Start Agency (NHSA) students may ONLY participate in a Certificate Pathway to the BA ECE.

Units: 181.50

The pathway consists of 5 certificates that couple ECE courses with appropriate GE courses. See the Certificate section of the catalog for more detailed information. Note: NHSA students that have been awarded the CDA Credential will be eligible for credit for the following lower division, preparation for the major courses: ECE 201, ECE 210, and HED 220.

Certificate 1 - Early Childhood Foundations (8 courses; 36 quarter units)		36.00
ECE 201	The Growing Child: Zero to 8	4.50
ECE 210	Child, Family, School and Comm	4.50
ECE 211	Diversity: Development & Ed.	4.50
HED 220	Health, Nutrition and Safety	4.50
ECE 330	Early Cognition Prerequisite: ECE 201; ECE 210; HED 220 and ECE 211	4.50
ECE 464	Ethical and Legal Issues	4.50
ECE 465	Trauma-Informed Practice	4.50
COM 120	Intro to Interpersonal Comm	4.50
Certificate 2 - Early Childhood Social Advocacy (8 courses; 36 quarter units)		36.00
ENG 102	Effective College English	4.50
ECE 410	Early Language and Literacy Prerequisite: ECE 330	4.50
SOC 100	Principles of Sociology	4.50
ECE 446	Literature and Young Children	4.50
SPN 100	Beginning Spanish I	4.50
SPN 101	Beginning Spanish II	4.50

	Prerequisite: SPN 100	
ECE 222	Head Start History	4.50
ECE 220	Children Experiencing Poverty	4.50
Certificate 3 - ECE Curriculum Connections (8 courses; 36 quarter units)		36.00
ECE 312	Infant and Toddler Care	4.50
	Prerequisite: ECE 330	
ECE 415	Designing Emergent Curriculum	4.50
	Prerequisite: ECE 330	
PSYC 100	Introduction to Psychology	4.50
ENG 240	Advanced Composition	4.50
	Prerequisite: ENG 102	
ECE 430	Play as Pedagogy	4.50
	Prerequisite: ECE 330	
ECE 440	Observing, Assessing & Plannin	4.50
	Prerequisite: ECE 330	
ECE 452	Partnering With Families	4.50
	Prerequisite: ECE 330	
ILR 260	Academic Information Literacy	4.50
	Prerequisite: ENG 102	
Certificate 4 - ECE STEAM Integration (9 courses; 37.5 quarter units)		37.50
ECE 420	Nature, Numbers and Technology	4.50
	Prerequisite: ECE 330	
MTH 209A	Fundamentals of Mathematics I	4.50
	Prerequisite: MTH 12A and MTH 12B	
BIO 100	Survey of Bioscience	4.50
BIO 100A	Survey of Bioscience Lab <i>Historical-Review all addendums</i>	1.50
	Prerequisite: BIO 100 for non-science majors (GE), or BIO 163 for science majors	
COH 100	Personal Health	4.50
ECE 435	Music, Movement, Drama, Dance	4.50
MUS 327	World Music	4.50
	Prerequisite: ENG 102	
THR 200	Theater Arts	4.50
ART 110	Visual Arts	4.50
Certificate 5 - Fostering ECE Leaders (8 courses; 36 quarter units)		36.00
ECE 445	Strategies: Guiding Behaviors	4.50
	Prerequisite: ECE 330	
PSYC 301	Child Development	4.50
	Prerequisite: ENG 102	
SOC 350	Cultural Diversity	4.50
	Prerequisite: ENG 102	
ECE 443	Children with Special Needs	4.50
	Prerequisite: ECE 330	
ECE 460	Program Administration	4.50
ECE 461	Leadership and Supervision	4.50
ECE 466	Planning Physical Environments	4.50
ECE 450	Academic Seminar/Field Experie	4.50
	Prerequisite: Satisfactory completion of all core courses with an average grade of "C" (2.0) or better in the core.	

Bachelor of Arts in General Studies

Status: *Historical-Review all addendums*

Academic Program Director: Laine Goldman; lgoldman@nu.edu

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

Program Learning Outcomes:

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

- Develop a holistic appreciation of General Studies as a progressive and advantageous career path.
- Analyze career options available to generalists.
- Write a reflective narrative that integrates and articulates the value of the student education experience in the Bachelor of Arts in General Studies program.
- Research, synthesize and write a strategic plan to assess potential skills areas that need to be strengthened.
- Create a professional digital e-portfolio leveraging networking platforms.

Degree Requirements:

To receive a Bachelor of Arts in General Studies degree, students must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University, 76.5 of which must be completed at the upper-division level, and a minimum 69 units of the University General Education requirements. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree. The following courses are specific degree requirements. All students receiving an undergraduate degree in Nevada are required by State Law to complete a course in Nevada Constitution.

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

Requirements for Major (12 courses; 54 quarter units)

BGS 301	Intro. to General Studies	4.50
BGS 499	Capstone Project	4.50
Prerequisite: BGS 301; Completion of other major requirements. Must be taken within last three classes prior to graduation.		

Depth Area Requirement (10 courses; 45 quarter units)

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

Arts and Sciences (5 courses; 22.5 quarter units)

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

Applied Study (5 courses; 22.5 quarter units)

Students can also use courses from the listed areas to satisfy the depth area requirement in Applied Study. These courses could be used on their own or in combination with related courses at other institutions. Law, Management, Economics, Accounting, Criminal Justice Administration, Marketing, Public Administration, Leadership, and Finance

Upper-Division Electives (4 courses; 18 quarter units)

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

Bachelor of Arts in History

Status: *Historical-Review all addendums*

Academic Program Director: Duncan Campbell; dcampbell2@nu.edu, Lindsay Parker; lparker2@nu.edu

The Bachelor of Arts in History is a broad-based program that has specific goals including: (1) engaging the mind and imagination of those who study history; (2) introducing students to worlds, times, places, and cultures – including their own – in ways they have never before considered; and (3) promoting the acquisition of historical knowledge and critical thinking, reading, writing, and research skills. Upon successful completion of the undergraduate history major, students should be able to demonstrate competency in the vital skills of historical explanation, discernment, and synthesis.

The study of the past broadens our perspective and allows us to discover the essential elements of human existence. The term historian covers a broad range of career options and job settings. In general, historians study, assess, and interpret the past to determine what happened and why. They examine court documents, diaries, letters, and newspaper accounts; they conduct research, write, teach, evaluate, and make recommendations. They interview individuals and study artifacts and archaeological evidence.

In addition to providing experience in logical argumentation, history courses offer research, writing, and analytical skills necessary for many fulfilling careers. Graduates with a degree in history often become educators themselves and teach in elementary schools, secondary schools, or in postsecondary institutions. Beyond teaching, historians also work as researchers in museums and local historical organizations that deal with cultural resources management and historic preservation and make valuable contributions to government and private think tanks. A history degree is excellent preparation for journalists, ad writers, editors and anyone interested in producing multimedia materials and documentaries. Historians have rewarding careers as information managers such as archivists, records managers, and librarians. Finally, training in history creates a strong intellectual foundation for people interested in advocacy such as lawyers and paralegals, litigation support, legislative staff work, and nonprofit foundations. Positions that attract history majors will likely require some of the following qualifications beyond the Bachelor of Arts in History: experience, extensive knowledge of a particular time period or region, and specialized writing and research skills.

Program Learning Outcomes:

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

- Assess the significance of major trends in World History.
- Assess the significance of major trends in U.S. History.
- Analyze a variety of primary sources.
- Analyze secondary sources for their arguments and use of supporting evidence.
- Discuss current concerns, new theories, new evidence, and issues that shape interpretation in history and the social sciences.
- Conduct research in history and the social sciences supported by appropriate primary and secondary source materials.

Degree Requirements:

To receive a Bachelor of Arts with a Major in History, students must complete at least 180 quarter units as listed below, 45 of which must be completed in residence at National University, 76.5 of which must be completed at the upper-division level and a minimum 69 units of the University General Education requirements. The following courses are degree requirements. In absence of transfer credit, additional general electives may be necessary to satisfy the total units required for the degree. Students should refer to the section on undergraduate admission procedures for specific information regarding admission and evaluation. All students receiving an undergraduate degree in Nevada are required by State Law to complete a course in Nevada Constitution.

If the foreign language requirement is not completed in General Education, the equivalent must be completed as preparation for the History major either by testing or by satisfactorily passing two courses in one of the following languages: Arabic, Chinese, French, German, Japanese, Portuguese, Russian, or Spanish. Other languages are acceptable upon approval of the director of the program.

Preparation for the Major (5 courses; 22.5 quarter units)

ENG 240	Advanced Composition*	4.50
	Prerequisite: ENG 102	
HIS 220A	United States History I*	4.50
	Prerequisite: ENG 102	
HIS 220B	United States History II*	4.50
	Prerequisite: ENG 102	
HIS 233	World Civilizations I*	4.50
	Prerequisite: ENG 102	
HIS 234	World Civilizations II*	4.50
	Prerequisite: ENG 102	

*Maybe used to satisfy general education requirements

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

HIS 431	The Ancient World	4.50
	Prerequisite: ENG 102; HIS 233	
HIS 432	The Classical World	4.50
	Prerequisite: ENG 102; HIS 233	
HIS 433	The Post-Classical World	4.50
	Prerequisite: ENG 102; HIS 233	
HIS 434	Modern World, 1500 to Present	4.50
	Prerequisite: ENG 102; HIS 234	
HIS 400	Historical Theories & Methods	4.50
	Prerequisite: ENG 240	
HIS 360	American Colonial Experience	4.50

	Prerequisite: ENG 102; HIS 220A	
HIS 361	Making and Sundering of Union Prerequisite: ENG 102; HIS 220A	4.50
HIS 362	U.S. Between Wars, 1865-1917 Prerequisite: ENG 102; HIS 220B	4.50
HIS 363	U.S. Since World War I Prerequisite: ENG 102; HIS 220B	4.50
HIS 499	Capstone Research Project Prerequisite: ENG 240 or equivalent; HIS 400 and completion of 31.5 quarter units of core courses in the major	4.50

Upper Division Electives (6 courses; 27 quarter units)

Students must complete a minimum of 27 quarter units of electives to fulfill the upper-division unit requirements to earn the Bachelor of Arts in History. Students can select from the following strongly recommended and recommended electives OR choose from any upper-division course in the College of Letters and Sciences. Three elective courses must be in the History subject (HIS). To ensure adequate preparation for the California State Examination for Teachers (CSET), students who wish to become middle-school and high-school history teachers in California should take all of their electives from the strongly recommended list.

Strongly Recommended:

HIS 320	Culture of Global Capitalism Prerequisite: ENG 102	4.50
SOC 350	Cultural Diversity* Prerequisite: ENG 102	4.50
HIS 410	California History Prerequisite: ENG 102	4.50
PHL 320	World Religions* Prerequisite: ENG 102	4.50
SCI 300	Geography*	4.50
Recommended:		
GLS 330	Film in a Global Context <i>Historical-Review all addendums</i> Prerequisite: ENG 240	4.50
GLS 420	Ecological Revolutions <i>Historical-Review all addendums</i> Prerequisite: ENG 240	4.50
GLS 430	The Global Economy <i>Historical-Review all addendums</i> Prerequisite: ENG 240	4.50
HIS 325	Modern World Migration Prerequisite: ENG 102	4.50
HIS 342	History of Modern Middle East Prerequisite: ENG 102	4.50
HIS 345	Latin American Studies Prerequisite: ENG 102	4.50
HIS 348	Asian Studies Prerequisite: ENG 102	4.50
HIS 349	African Studies Prerequisite: ENG 102	4.50
HIS 490	Guided Study	1.50
MUS 326	American Music* Prerequisite: ENG 102	4.50
SOC 325	Popular Culture Prerequisite: ENG 102	4.50
SOC 328	Intercultural Thinking <i>Historical-Review all addendums</i>	4.50

	Prerequisite: ENG 102	
SOC 336	American Film and Society <i>Historical-Review all addendums</i>	4.50
	Prerequisite: ENG 102	
SOC 410	Gender and Society <i>Discontinued</i>	4.50
	Prerequisite: ENG 240	

*Maybe used to satisfy general education requirements

Bachelor of Arts in Integrated Marketing Communication

Status: *Historical-Review all addendums*

Academic Program Director: Paul Markham; pmarkham@nu.edu

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

Program Learning Outcomes:

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

- Apply appropriate theoretical precepts and practical skills in communication traditionally and within the digital economy.
- Demonstrate effective communication and change leadership skills consistent with an everchanging professional marketing environment.
- Layout a strategic communication program, gathering and utilizing data from the conduct of appropriate market research, including primary, secondary, and extending to the emergent AI driven market research.
- Evaluate global marketing strategies for products and services, utilizing contemporary buyer behavior.
- Apply persuasion theory to media messages and algorithms in the personalized marketing era.
- Analyze global, omnichannel, multi-platform, multi-public message dissemination plans.
- Integrate program content and collaborate with peers on a dynamic basic marketing plan that contains all essential elements, including ethical considerations.

Degree Requirements:

To receive a Bachelor of Arts in Integrated Marketing Communication, students must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University, 76.5 of which must be completed at the upper-division level, and a minimum of 69 units of the University General Education requirements. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree. The following courses are specific degree requirements.

Prerequisites for the Major (2 courses; 9.0 quarter units)

ENG 102	Effective College English	4.50
MKT 302A	Marketing Fundamentals	4.50

Core Requirements (16 courses; 72 quarter units)

Units: 72.00

COM 305	Intercultural Communication Prerequisite: ENG 102	4.50
COM 402	Communication Technologies Prerequisite: ENG 102	4.50
COM 365	Integrated Marketing Comm Prerequisite: ENG 102; COM 402 and MKT 302A, or COM 315	4.50
COM 324	Critical Thinking and Ethics Prerequisite: ENG 102	4.50
COM 334	Persuasion Prerequisite: ENG 102	4.50
COM 354	Professional Presentations Prerequisite: ENG 102	4.50
MKT 430	Intro to Global Marketing Prerequisite: MKT 302A	4.50
MKT 434	Marketing Research & Analytics Prerequisite: MKT 302A	4.50
MKT 450	Business Model Innovation Prerequisite: MKT 302A	4.50
MKT 460	Consumer Behavior Prerequisite: MKT 302A	4.50
MKT 462	Brand Management Prerequisite: MKT 302A	4.50
MKT 464	Advertising Management Prerequisite: MKT 302A	4.50
MKT 470	Services Marketing Prerequisite: MKT 302A	4.50
COM 441	Communication Strategies Prerequisite: COM 334	4.50
COM 442	Communication Campaigns Prerequisite: COM 441	4.50
COM 443	Interactive & Mobile Campaigns <i>Historical-Review all addendums</i> Prerequisite: COM 442	4.50

Bachelor of Arts in Interdisciplinary Studies

Status: *Historical-Review all addendums*

Academic Program Director: Daniel Thorburn; dthorbur@nu.edu, Joshua Olsberg; jolsberg@nu.edu

The Bachelor of Arts in Interdisciplinary Studies (BAIS) provides a broad, rigorous education that introduces students to essential knowledge and connections across the disciplines and application of knowledge to life beyond the University. This degree gives students an enriched and provocative curriculum that prepares them for professional work in a changing cultural and economic environment.

Program Learning Outcomes:

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

- Demonstrate an understanding of interdisciplinary theory and the practice of critical thinking for the collection, validation, analysis, and synthesis of historical data and new information
- Explain the integration of knowledge in a global context and engage in collaborative research across disciplines
- Identify and appreciate the cultural perspectives of world views
- Use information communication technology for knowledge sharing and the interdisciplinary approach
- Demonstrate a deep and flexible understanding of subject matter

Degree Requirements:

To receive a Bachelor of Arts degree with a major in Interdisciplinary Studies, students must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University, 76.5 of which must be completed at the upper-division level and a minimum 69 units of the University General Education requirements. The following courses are specific degree requirements. If students intend to complete a teacher credentialing program, these courses will help prepare for the MSAT and Basic Skills requirement tests. In the absence of transfer credit, students may need to take additional general electives to satisfy the total units for the degree. Students should refer to the section on undergraduate admission procedures for specific information on admission and evaluation. All students receiving an undergraduate degree in Nevada are required by State Law to complete a course in Nevada Constitution.

Preparation for the Major (3 courses; 13.5 quarter units)

LIT 100	Introduction to Literature Prerequisite: ENG 102	4.50
ENG 310	English Grammar Prerequisite: ENG 102	4.50
OR ENG 375	Nature Writing Prerequisite: ENG 102; ENG 240, or ENG 334A	4.50
HIS 220A	United States History I Prerequisite: ENG 102	4.50
OR HIS 220B	United States History II Prerequisite: ENG 102	4.50

Requirements for the Major (13 courses; 58.5 quarter units)

COM 380	Democracy in the Info. Age Prerequisite: ENG 102	4.50
HIS 336	American Film and Society Prerequisite: ENG 102	4.50
OR SOC 350	Cultural Diversity Prerequisite: ENG 102	4.50
BIS 301	Intro to Interdisc. Studies	4.50
BIS 401	Interdisciplinary Practice: In Prerequisite: BIS 301 and four additional courses from the major	4.50
Select one 4.5 quarter unit course in literature (LIT)		
The following are recommended:		
LIT 321	American Literature I Prerequisite: ENG 240 and LIT 100	4.50
LIT 322	American Literature II Prerequisite: ENG 240 and LIT 100	4.50
LIT 338	Shakespeare Prerequisite: ENG 240 and LIT 100	4.50
LIT 345	Mythology Prerequisite: ENG 240 and LIT 100	4.50

LIT 446	Studies in Poetry Prerequisite: ENG 240 and LIT 100	4.50
LIT 450	Studies in the Novel Prerequisite: ENG 240 and LIT 100	4.50
LIT 460	Gender and Literature Prerequisite: ENG 240 and LIT 100	4.50
Select one 4.5 quarter unit course in social sciences (HIS, POL, SOC)		
The following are recommended:		
HIS 320	Culture of Global Capitalism Prerequisite: ENG 102	4.50
HIS 410	California History Prerequisite: ENG 102	40.00
SOC 325	Popular Culture Prerequisite: ENG 102	4.50
SOC 344	Love, Sex, and the Family Prerequisite: ENG 102	4.50
SOC 445	Contemporary Social Problems Prerequisite: ENG 102	4.50
SOC 440	Power and Social Change Prerequisite: ENG 102	4.50
Select one 4.5 quarter unit course in behavioral sciences (HUB, PSY).		
The following are recommended:		
HUB 420	Human Communication Prerequisite: ENG 102; PSYC 100	4.50
HUB 440	Organizational Development Prerequisite: ENG 102; PSYC 100	4.50
PSYC 426	History and Philosophy Psych Prerequisite: ENG 102; PSYC 100	4.50
PSYC 427	Biological Psychology Prerequisite: ENG 102; PSYC 100	4.50
PSYC 428	Developmental Psychology Prerequisite: ENG 102; PSYC 100	4.50
PSYC 429	Intro to Personality Theory Prerequisite: ENG 102; PSYC 100	4.50
PSYC 432	Social Psychology Prerequisite: ENG 102; PSYC 100	4.50
PSYC 433	Cognitive Psychology Prerequisite: ENG 102; PSYC 100	4.50
Students should choose no fewer than 4.5 quarter units in natural science and 4.5 quarter units in mathematics. A third 4.5 quarter unit course (either SCI, BIO, EES, or MTH) must also be selected. Some of the mathematics courses may have more than one prerequisite.		
The following are recommended:		
SCI 300	Geography	4.50
BIO 330	Ecology <i>Historical-Review all addendums</i> Prerequisite: BIO 161; BIO 162; BIO 163; BIO 169A; CHE 141; CHE 142; CHE 143; CHE 149A	4.50
BIO 302	Biodiversity <i>Historical-Review all addendums</i> Prerequisite: BIO 100 and BIO 100A or equivalent	4.50
BIO 450	Natural History of California <i>Historical-Review all addendums</i> Prerequisite: BIO 161; BIO 162; BIO 163; BIO 100A, or BIO 100; BIO 100A	4.50
MTH 301	Fundamentals of Mathematics II Prerequisite: MTH 209A	4.50
MTH 317	Mathematical Modeling <i>Historical-Review all addendums</i>	4.50

	Prerequisite: MTH 210; MTH 215, or MTH 216A and MTH 216B	
MTH 410	Technology in Math Education <i>Historical-Review all addendums</i>	4.50
	Prerequisite: MTH 215, or MTH 216A and MTH 216B, or MTH 301	
MTH 411	Number Theory <i>Historical-Review all addendums</i>	4.50
	Prerequisite: MTH 215, or MTH 216A and MTH 216B, or MTH 301	
MTH 412	History of Mathematics <i>Historical-Review all addendums</i>	4.50
	Prerequisite: MTH 215, or MTH 216A and MTH 216B, or MTH 301	
MTH 417	Foundations of Geometry <i>Historical-Review all addendums</i>	4.50
	Prerequisite: MTH 215, or MTH 216A and MTH 216B, or MTH 311	
MTH 418	Statistical Analysis	4.50
	Prerequisite: MTH 210 and MTH 220	
BIS 405	Genetic Anthropology <i>Historical-Review all addendums</i>	4.50
	Prerequisite: BIS 301; Recommended: Prior completion of: MTH 216A and MTH 216B	
Select nine (9.0) quarter units from the humanities complex (ART, HIS, HUM, MUS, PHL, SOC, THR, GLS).		
The following are required:		
ART 315	Film as Art	4.50
	Prerequisite: ENG 102	
ART 323	Modern Art	4.50
	Prerequisite: ENG 102	
ART 329	World Art	4.50
	Prerequisite: ENG 102	
HIS 345	Latin American Studies	4.50
	Prerequisite: ENG 102	
HIS 348	Asian Studies	4.50
	Prerequisite: ENG 102	
HIS 349	African Studies	4.50
	Prerequisite: ENG 102	
MUS 326	American Music	4.50
	Prerequisite: ENG 102	
MUS 327	World Music	4.50
	Prerequisite: ENG 102	
PHL 320	World Religions	4.50
	Prerequisite: ENG 102	
PHL 339	Study of a Major Philosopher <i>Discontinued</i>	4.50
	Prerequisite: ENG 102	
PHL 375	Environmental Ethics	4.50
	Prerequisite: ENG 102	
PHL 337	Ethics	4.50
	Prerequisite: ENG 102	
SOC 328	Art, Culture, and Civilization	4.50
	Prerequisite: ENG 102	
SOC 400	Race & Ethnicity in the U.S.	4.50
	Prerequisite: ENG 102	
SOC 410	Gender and Society <i>Discontinued</i>	4.50
	Prerequisite: ENG 240	
Capstone course		
BIS 499	Interdisciplinary Studies Proj <i>Historical-Review all addendums</i>	4.50

Upper-Division Electives (2 courses; 9 quarter units)

Students can select any 300, 400, or 500 level courses in arts and sciences to complete the total of 76.5 upper-division units for the degree.

Bachelor of Arts in Interdisciplinary Studies with an Inspired Teaching and Learning Preliminary Multiple Subject Teaching Credential (California)

Status: *Historical-Review all addendums*

Academic Program Director: Daniel Thorburn; dthorbur@nu.edu

The Bachelor of Arts in Interdisciplinary Studies with a California Inspired Teaching Learning Preliminary Multiple Subjects Teaching Credential provides a broad, rigorous education preparing candidates for a teaching career at the elementary level. The program introduces candidates to essential knowledge, connections across the disciplines, and applies knowledge of life beyond the University. This degree program gives candidates an enriched and thought-provoking curriculum incorporating content across subjects. This program prepares teacher candidates with the knowledge, skills and dispositions required for entry into California's teaching profession as a teacher. It is designed for multiple subject teacher candidates who will be dedicated to inspiring all PK12 learners by ensuring for them: social-emotional thriving, meaningful academic achievement, and equitable and inclusive learning communities. The program and courses meet the California Commission on Teacher Credentialing (CTC) requirements for a Preliminary Multiple Subjects Teaching Credential.

***Please Note:** To avoid interruptions to program progress and/or financial aid arrangements, students need to satisfy/pass the Basic Skills Requirement and Subject Matter Competency Requirement **PRIOR** to starting the multiple credential area method courses.

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

Program Disclosure Information

The Bachelor of Arts in Interdisciplinary Studies a California Inspired Teaching and Learning Preliminary Multiple Subjects Teaching Credential Program is currently operating using credential guidelines for California only.

For up-to-date information on program licensure eligibility requirements for a state, please visit:

<https://www.nu.edu/licensuredisclosures/>

Program Learning Outcomes:

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

- Demonstrate an understanding of interdisciplinary theory and the practice of critical thinking for the collection, validation, analysis, and synthesis of historical data and new information.
- Explain the integration of knowledge in a global context and engage in collaborative research across disciplines.
- Identify and appreciate the cultural perspectives of world view.
- Use information communications technology for knowledge sharing and the interdisciplinary approach.

Degree Requirements:

To receive a Bachelor of Arts in Interdisciplinary Studies with an Inspired Teaching and Learning Multiple Subjects 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 and 76.5 of which must be completed at the upper-division level, including a minimum 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 candidates must meet California's Basic Skills Requirement and Subject Examination for Teachers prior to starting the multiple subject credential method courses.

Students should refer to the section on undergraduate admission procedures for specific information on admission and evaluation as well as the Sanford College of Education Credential Information section of the catalog.

Preparation for the Major (3 courses; 13.5 quarter units)

LIT 100	Introduction to Literature Prerequisite: ENG 102	4.50
HIS 410	California History Prerequisite: ENG 102	4.50
MTH 209A	Fundamentals of Mathematics I Prerequisite: MTH 12A and MTH 12B	4.50

Interdisciplinary Study Core Requirements (6 courses; 27 quarter units)

BIS 301	Intro to Interdisc. Studies	4.50
ENG 350	Fundamentals of Linguistics Prerequisite: ENG 102	4.50
MTH 301	Fundamentals of Mathematics II Prerequisite: MTH 209A	4.50
ART 329	World Art Prerequisite: ENG 102	4.50
BIS 401	Interdisciplinary Practice: In Prerequisite: BIS 301 and four additional courses from the major	4.50
BIS 499	Interdisciplinary Studies Proj <i>Historical-Review all addendums</i>	4.50

Upper Division Requirements (5 courses; 22.5 quarter units)

COM 380	Democracy in the Info. Age Prerequisite: ENG 102	4.50
HIS 320	Culture of Global Capitalism Prerequisite: ENG 102	4.50
SCI 300	Geography	4.50
BIS 405	Genetic Anthropology <i>Historical-Review all addendums</i> Prerequisite: BIS 301; Recommended: Prior completion of: MTH 216A and MTH 216B	4.50
MTH 410	Technology in Math Education <i>Historical-Review all addendums</i> Prerequisite: MTH 215, or MTH 216A and MTH 216B, or MTH 301	4.50

Undergraduate Credential Inspired Teaching and Learning Preliminary Multiple 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 Multiple Subject Methods courses, the candidate must have completed all Foundation courses, and meet the Basic Skills and Subject Matter Competency.

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

Each credential course (ITL) includes a required 4-hour field experience in one or more K6 classrooms representing diverse student populations. The field experience 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 K-12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for creating/maintaining effective learning environments for all K-12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for making subject matter comprehensible for all K-12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for designing/planning learning experiences for all K-12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for assessing all K-12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for being a legal, ethical, and professional educator for all K-12 learners, including those with diverse learning needs.
- Reflect critically about the application of the inspired teaching and learning principles.

Degree Requirements:

To receive the Multiple Subject Teaching Credential 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 ITL 400 and Credential Packet prior to beginning ITL 402.

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

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

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

ITL 510	Language-Literacy: Foundations <i>Historical-Review all addendums</i>	4.50
ITL 512	Language/Literacy: Strategies Prerequisite: ITL 510	4.50
ITL 516	Mathematics Integrative Design <i>Historical-Review all addendums</i> Prerequisite: ITL 512	4.50
ITL 518	Science Integrative Design	4.50

Prerequisite: ITL 516

ITL 530	Optimized Learning Community	4.50
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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 Core, Multiple Subject Credential Area Method, and upper division courses, meet the Basic Skills and Subject Matter Competency, 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 subject matter 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 Arts in Management

Status: *Historical-Review all addendums*

Academic Program Director: Leila Sopko; lsopko@nu.edu

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

Bachelor of Arts in Management Transition Programs

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

The Bachelor of Arts in Management/Master of Business Administration (BAM/MBA) Transition Program

Students in the BAM/MBA transition program may take up to three MBA classes as electives during the BAM. Students may choose from any course in the MBA Core curriculum in which all prerequisites are met (MKT 602, IBU 606, MGT 603, MGT 608, ACC 604, ECO 607, or FIN 609A). The number of courses required to earn an MBA degree for transition program students is reduced from 12 to as few as 9 courses, depending on classes selected and grades earned.

The Bachelor of Arts in Management/Master of Science in Marketing (BAM/MSMKT) Transition Program

Students in the BAM/MSMKT transition program may take one MSMKT class as an upper-division elective during the BAM. Students may choose MKT 602 (Marketing Management), or any Elective Requirements: MGT 603, IBU 606, ECO 607, MKT 653, IBU 637, SCM 610, IBU 641, MGT604, COM 610, or IBU 645. The number of courses

required to earn an MSMKT degree for transition program students is reduced from 10 to as few as 9 courses, depending on classes selected and grades earned.

Program Learning Outcomes:

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

- Describe the basic functions of management on the operations of the organization.
- Employ management theories toward planning, organizing, leading and controlling organizations.
- Apply organizational theories to enact positive change.
- Explain the effect of international business environmental factors on the conduct of global business.
- Apply the principles of ethical decision-making in the everyday conduct of business.

Degree Requirements:

To receive a Bachelor of Arts in Management, students must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University, 76.5 of which must be completed at the upper-division level, and a minimum 69 units of the University General Education requirements. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree. The following courses are specific degree requirements. Refer to the section of undergraduate admission procedures for specific information regarding admission and evaluation. All students receiving an undergraduate degree in Nevada are required by State Law to complete a course in Nevada Constitution.

Preparation for the Major (3 courses; 13.5 quarter units)

ECO 203	Principles of Microeconomics*	4.50
ECO 204	Principles of Macroeconomics*	4.50
LAW 204	Legal Aspects of Business I	4.50

* May be used to meet General Education requirements

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

MGT 309	Prin. of Mgmt & Organizations	4.50
MKT 302A	Marketing Fundamentals	4.50
MGT 351	Process Improvement Management	4.50
BIM 400	Info Mgmt in Organizations	4.50
IBU 430	Survey of Global Business	4.50
	Prerequisite: ECO 203 and ECO 204	
LED 400	Introduction to Leadership	4.50
ODV 420	Organizational Behavior	4.50
HRM 409B	Intro to Human Resource Mgmt	4.50
MGT 400	Ethics in Law, Business & Mgmt	4.50
MGT 480	Capstone: Strategic Bus Mgt	4.50
	Prerequisite: Complete all "Preparation for the Major" courses and all other courses listed as "Requirements for the Major."	

Upper-Division Electives (6 courses; 27 quarter units)

BAM students can choose Upper-Division electives ONLY from any of the concentrations listed below or appropriate elective courses to satisfy the total upper-division units for the degree in the following prefix areas: ACC, ADR, BKM, ECO, FIN, HRM, LAW, LED, MGT (except MGT 451), MKT, MNS, ODV, and PBM. Other options are invalid. Non-business Minors are prohibited from satisfying this requirement. BAM students CANNOT take MGT 451.

Concentration in Alternative Dispute Resolution

Status: *Discontinued*

Academic Program Director: Jack Hamlin; jhamlin@nu.edu

This concentration is designed for students pursuing degrees in the area of Legal Studies, Business and Public Administration, Leadership and Counseling. The program is for those students who want to supplement their primary studies and pursue Alternative Dispute Resolution (ADR) as an integral part of their studies. Upon completion, either as a concentration, minor or as a stand-alone certificate, the student will have learned the fundamentals needed to engage in conflict diagnosis and to be effective negotiators, mediators, facilitators, and arbitrators. Working with diverse cultures, the ADR student will be able to search for and guide others seeking peaceful solutions to conflict. The concentration will also position the student to grow in the role as an ADR specialist or consultant as the demand for ADR grows in law, business, counseling, governmental, community organizations and non-profit agencies.

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

Choose 4 from the following:

ADR 400	Alternative Dispute Resolution	4.50
ADR 405	Negotiation Fundamentals	4.50
ADR 410	Facilitation Fundamentals	4.50
ADR 415	Mediation Fundamentals	4.50
ADR 420	Communication & Conflict	4.50
ADR 425	Issues in Conflict Management	4.50
ADR 430	Ethics and Neutrality	4.50

Concentration in Business Law

Academic Program Director: Bryan Hance; bhance@nu.edu

This concentration is designed for students undertaking the Bachelor of Business Administration (BBA) or BA Management (BAM) degree. The concentration will provide students who have an interest in a career in law, business or government, with an understanding of the complex legal issues that exist in today's business environment.

Prerequisite (1 course; 4.5 quarter units)

LAW 204	Legal Aspects of Business I	4.50
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Requirements for the Concentration (6 courses; 27 quarter units)

Choose six courses from the following:

LAW 305	Legal Aspects of Business II	4.50
	Prerequisite: LAW 204	
LAW 400	Current Legal Issues	4.50
LAW 440	Comparative International Law	4.50
LAW 445	Administrative Law for Business	4.50
LAW 455	Public Contracting	4.50
ADR 400	Alternative Dispute Resolution	4.50
ADR 405	Negotiation Fundamentals	4.50

Concentration in Economics

Academic Program Director: Wali Mondal; wmondal@nu.edu

Economics is often called the foundation of business disciplines. This concentration is designed for those students who are interested in learning how a society makes economic decisions in allocating its scarce resources. Students will also learn how individuals, businesses and the government work together toward achieving the goals of a society. The concentration is designed for students who can progress to higher levels of economic knowledge after taking the principles of macroeconomics and the principles of microeconomics. The concentration has been designed to provide adequate levels of quantitative skills with a view to analyzing economic data. This analytical ability will help students succeed in graduate studies in all business disciplines including Finance, Management and Marketing. The concentration will also prepare students for a successful experience in the law school or other professional training.

Students earning a BAM degree with concentration in Economics may find a wide array of employment opportunities in local, state and federal government, in private sector, and in international organizations including the United Nations organizations and the Peace Corps.

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

Program Learning Outcomes:

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

- Apply ethical and legal principles to business environment
- Demonstrate skills and knowledge in the areas of business math, economics, accounting, finance, and operations management needed to make sound business decisions
- Apply knowledge in the fields of management, business knowledge management, and marketing to different business environments
- Integrate the knowledge acquired in the program to analyze a business, identify its strengths and weaknesses, and determine what changes can be made for improvement
- Conduct independent research relevant to business-related issues
- Demonstrate written and oral presentation skills expected of a business school graduate
- Develop a global business perspective based on the knowledge of foreign business environments and cultures

Degree Requirements:

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

Core Requirements (3 courses; 13.5 quarter units)

ECO 301	Intermediate Microeconomics Prerequisite: ECO 203; ECO 204	4.50
ECO 302	Intermediate Macroeconomics Prerequisite: ECO 204	4.50
ECO 303	Data Analysis Prerequisite: ECO 203; ECO 204	4.50

Electives (2 courses; 9 quarter units)

Please select 2 courses from the following list

ECO 304	Economic Growth Prerequisite: ECO 203; ECO 204	4.50
ECO 410	Seminar on Capitalism	4.50

	<i>Prerequisite:</i> ECO 203; ECO 204	
ECO 415	Labor Economics	4.50
	<i>Prerequisite:</i> ECO 203 and ECO 204	
ECO 420	International Economics	4.50
	<i>Prerequisite:</i> ECO 203 and ECO 204	
ECO 447	Money and Banking	4.50
	<i>Prerequisite:</i> ECO 203 and ECO 204	

Concentration in Entrepreneurship

Academic Program Director: Syleecia Thompson; sthompson4@nu.edu

This concentration is designed for those students who seek to gain practical knowledge in starting, managing, or running a business. The concentration is aimed at providing students with the specialized knowledge of entrepreneurship, e-business, small business management, and family business. Entrepreneurship is one of the core concentrations in many schools of business. Completing this concentration will enable students to compete in the marketplace for employment or to start new business ventures.

According to the U.S. Department of Commerce, California is a leader in small business and family business. This concentration will enable students to gain knowledge on various aspects of small business and family business including venture capital, risk management, registration of new business, security issues, bankruptcy, estate planning, and philanthropy. This knowledge, combined with knowledge gained in the BBA program will significantly enhance the earning potential of a student. Students are strongly advised to contact the above-named Faculty Advisor for guidance and recommendations regarding academic preparation for this concentration.

Program Learning Outcomes:

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

- Assess the various legal structures of small and family business and evaluate the feasibility of an entrepreneurial project by analyzing the organizational, marketing, and financial, aspects of a business concept.
- Apply the principles of e-commerce by developing a plan to integrate technology into a small or family business.
- Evaluate a family business with regard to its legal structure, management and leadership, and succession planning.

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

MGT 481	Foundations of Entrepreneurshi	4.50
MGT 482	Small Business Management	4.50
MGT 483	E-Business	4.50
MGT 484	Family Business Management	4.50

Concentration in Human Resource Management

Academic Program Director: Bernadette Baum; bbaum@nu.edu

This concentration provides education, knowledge and skills that apply to every level of an organization. This degree program is excellent preparation for students attracted to a career in the increasingly important field of human resource management.

Program Learning Outcomes:

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

- Describe various types of compensation and incentive programs and their effectiveness in attracting, motivating, and retaining qualified individuals.
- Identify the responsibilities of managers and supervisors in the prevention of liability arising from employment relationships.
- Define the interrelationship of the three areas of HR development.
- Identify staffing needs and recruitment processes from information obtained from a job analysis.

Requirements for the Concentration (6 courses; 27 quarter units)

Students must successfully complete the following courses for a concentration in Human Resource Management. Students must complete at least four of the courses in residence at National University. It is recommended that students take these courses in the order listed below at or near the end of their program after completing the upper-division BA/Management core courses.

HRM 433	Pay & Benefits Administration	4.50
HRM 439	Legal Compliance in HR Mgmt	4.50
ODV 410	Workforce & Talent Management	4.50
HRM 432	Talent Acquisition: Onboarding	4.50
and two Upper-Division Elective courses in the following prefix areas: HRM, LED, ODV.		

Concentration in Marketing

Academic Program Director: Paul Markham; pmarkham@nu.edu

This concentration is organized around a managerial framework that gives students an understanding of the concepts of marketing, as well as the application of these concepts in making decisions and managing marketing activities. There is a wide range of opportunities in marketing, including senior executive management, international marketing management, product management, marketing management, marketing research, pricing analysis, pricing manager, promotional management, advertising management, digital marketing management, and emerging position in technology-driven marketing science and channel management/business development.

Students must successfully complete the following courses for a concentration in marketing, with at least four of them in residence at National University. It is recommended that students take these courses toward the end of their program after completing the upper-division core courses in their program.

Program Learning Outcomes:

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

- Understand the core principles of contemporary and emerging marketing leadership, strategies and technologies.
- Apply traditional and emerging marketing concepts, including promotional strategies, to management decision making.
- Demonstrate a globally diverse mindset in applied marketing, with empathy towards local cultures.

Total Requirements for the Concentration (6 courses; 27 quarter units)		Units: 27.00
MKT 430	Intro to Global Marketing <i>Prerequisite: MKT 302A</i>	4.50
MKT 434	Marketing Research & Analytics <i>Prerequisite: MKT 302A</i>	4.50
MKT 450	Business Model Innovation <i>Prerequisite: MKT 302A</i>	4.50
MKT 458	New Product Management	4.50

	Prerequisite: MKT 302A	
MKT 460	Consumer Behavior	4.50
	Prerequisite: MKT 302A	
MKT 470	Services Marketing	4.50
	Prerequisite: MKT 302A	

Concentration in Project Management

Academic Program Director: Robin Butler; rbutler2@nu.edu

This concentration is designed for students who seek specialized knowledge in the field of project management by preparing them for careers in industry. The undergraduate curriculum prepares people who choose a career in the discipline and elect to go on to their professional certification in Project Management and/or their MBA.

Project Management is one of the most emphasized management roles by organizations as a career path. The concentration can position a student to realize job opportunities that increase his or her potential for future earnings.

Program Learning Outcomes:

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

- Demonstrate the ability to utilize project management tools and techniques to best satisfy project requirements.
- Effectively apply the principles of scope management, risk management, cost planning and control, quality planning and management, resource allocation and management, time management and project scheduling, and change management in the project environment.

Requirements for the Concentration (6 courses; 27 quarter units)

Students must successfully complete the following courses for a concentration in Project Management. Students must complete at least five of the courses in residence at National University (two of which must be PMB 400 and PMB 410). It is recommended that students take the courses needed for the Concentration in Project Management at or near the end of their program.

Concentration Core Requirements (6 courses; 27 quarter units)

MGT 422	Team Bldg, Interpers Dynamics	4.50
PMB 400	Project Management Essentials	4.50
PMB 410	Project Planning and Control	4.50
	Prerequisite: PMB 400	
PMB 420	Program Management	4.50
	Prerequisite: PMB 400	
PMB 430	Project Accting Fundamentals	4.50
	Prerequisite: PMB 400	
PMB 440	Contract Management	4.50
	Prerequisite: PMB 400	

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

Status: *Historical-Review all addendums*

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

The Bachelor of Art in Social Science with a Preliminary Single Subject Credential combines rigorous coursework in history and the social sciences as well as teacher education preparing candidates for careers as teachers of social studies and history at the middle and secondary school levels. The program introduces students to a variety of fields in the social sciences and concentrates on World History, U.S. History, and California History. Students examine worlds, times, places and cultures--including their own--in ways they have never considered and they develop strong skills in critical thinking, reading, writing, and researching. This program prepares teacher candidates with the knowledge, skills and dispositions required for entry into California's teaching profession as a social science and history teacher. It is designed for teacher candidates who will be dedicated to inspiring all PK12 learners by ensuring for them: social-emotional thriving, meaningful academic achievement, and equitable and inclusive learning communities. The program and courses meet the California Commission on Teacher Credentialing (CTC) requirements for a Preliminary Single Subject Teaching Credential.

***Please Note:** To avoid interruptions to program progress and/or financial aid arrangements, students need to satisfy/pass the Basic Skills Requirement and Subject Matter Competency Requirement **PRIOR** to starting the single credential area method courses.

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 Social Science with an Inspired Teaching and Learning Preliminary Single Subject Credential Program is currently operating using credential guidelines for California only.

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

Program Learning Outcomes:

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

- Assess the significance of major trends in World History.
- Assess the significance of major trends in U.S. History.
- Analyze a variety of primary sources.
- Analyze secondary sources for their arguments and use of supporting evidence.
- Discuss current concerns, new theories, new evidence, and issues that shape interpretation in history and the social sciences.
- Conduct research in history and the social sciences supported by appropriate primary and secondary source materials.

Degree Requirements:

To receive a Bachelor of Arts with a Major in Social Science with a 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 69 units of General Education requirements. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree. The following courses are specific degree requirements.

Preparation for the Major (9 courses; 40.5 quarter units)

HIS 220A	United States History I Prerequisite: ENG 102	4.50
HIS 220B	United States History II Prerequisite: ENG 102	4.50
HIS 233	World Civilizations I Prerequisite: ENG 102	4.50
HIS 234	World Civilizations II Prerequisite: ENG 102	4.50
POL 100	Introduction to Politics	4.50

	<i>Prerequisite: ENG 102</i>	
POL 201	American Politics	4.50
	<i>Prerequisite: ENG 102</i>	
SCI 300	Geography	4.50
ECO 203	Principles of Microeconomics	4.50
ECO 204	Principles of Macroeconomics	4.50

Social Science Requirements (11 courses; 49.5 quarter units)

HIS 431	The Ancient World	4.50
	<i>Prerequisite: ENG 102; HIS 233</i>	
HIS 432	The Classical World	4.50
	<i>Prerequisite: ENG 102; HIS 233</i>	
HIS 433	The Post-Classical World	4.50
	<i>Prerequisite: ENG 102; HIS 233</i>	
HIS 434	Modern World, 1500 to Present	4.50
	<i>Prerequisite: ENG 102; HIS 234</i>	
HIS 400	Historical Theories & Methods	4.50
	<i>Prerequisite: ENG 240</i>	
HIS 360	American Colonial Experience	4.50
	<i>Prerequisite: ENG 102; HIS 220A</i>	
HIS 361	Making and Sundering of Union	4.50
	<i>Prerequisite: ENG 102; HIS 220A</i>	
HIS 362	U.S. Between Wars, 1865-1917	4.50
	<i>Prerequisite: ENG 102; HIS 220B</i>	
HIS 363	U.S. Since World War I	4.50
	<i>Prerequisite: ENG 102; HIS 220B</i>	
HIS 410	California History	4.50
	<i>Prerequisite: ENG 102</i>	
HIS 499	Capstone Research Project	4.50
	<i>Prerequisite: ENG 240 or equivalent; HIS 400 and completion of 31.5 quarter units of core courses in the major</i>	

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	4.50

Prerequisite: ITL 526

ITL 530	Optimized Learning Community	4.50
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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 Business Administration

Status: *Historical-Review all addendums*

Academic Program Director: Nelson Altamirano; naltamirano@nu.edu

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

Bachelor of Business Administration Transition Programs

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

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

Students in the BBA/MBA transition program may take up to three MBA classes as electives during the BBA. Students may choose from any course in the MBA Core curriculum in which all prerequisites are met. The number of courses required to earn an MBA degree for transition program students is reduced from 12 to as few as 9 courses, depending on classes selected and grades earned.

Bachelor of Business Administration/Master of Science in Marketing (BBA/MS-MKT) Transition Program

Students in the BBA/MSMKT transition program may take one MSMKT class as an upper-division elective during the BBA. Students may choose MKT 602 (Marketing Management), or any elective requirements: MGT 603, IBU 606, ECO 607, MKT 653, IBU 637, SCM 610, IBU 641, MGT 604, COM 610, or IBU 645. The number of courses required to earn an MSMKT degree for transition program students is reduced from 10 to as few as 9 courses, depending on classes selected and grades earned.

Program Learning Outcomes:

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

- Apply ethical and legal principles to a business environment.
- Apply skills and knowledge in the areas of business math, economics, accounting, finance, and operations management needed to make sound business decisions.
- Apply knowledge in the fields of management, information systems, and marketing to different business environments.
- Apply the knowledge acquired in the program for the analysis of strengths, weaknesses, and potential improvements in a business.
- Utilize writing, presentation, research and teamwork skills expected of a business-school graduate at the bachelors-level.
- Examine a global business perspective based on the knowledge of foreign business environments and cultures.

Degree Requirements:

To receive a BBA, students must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University, 76.5 of which must be completed at the upper-division level, and a minimum 69 units of the University General Education requirements. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree. The following courses are specific degree requirements. Refer to the section on undergraduate admission procedures for specific information regarding admission and evaluation. All students receiving an undergraduate degree in Nevada are required by State Law to complete a course in Nevada Constitution.

Preparation for the Major (7 courses; 31.5 quarter units)

MNS 205 must be taken if students do not have transfer credits for MNS 205, MTH 215, or MTH 220. If MTH 215 or MTH 220 are transferred then the MNS 205 prerequisite for MNS 407 is not required.

MNS 205	Intro to Quantitative Methods* <i>Historical-Review all addendums</i>	4.50
MTH 210	Probability and Statistics* Prerequisite: MTH 12A and MTH 12B, or Accuplacer test placement evaluation	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. Prerequisite: ACC 201	4.50
LAW 204	Legal Aspects of Business I	4.50

* May be used to meet General Education requirements

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

MGT 309	Prin. of Mgmt & Organizations	4.50
MKT 302A	Marketing Fundamentals	4.50
BIM 400	Info Mgmt in Organizations	4.50

FIN 310	Business Finance Prerequisite: ACC 201	4.50
MGT 400	Ethics in Law, Business & Mgmt	4.50
MNS 407	Management Science* Prerequisite: MNS 205 and MTH 210	4.50
MGT 451	Production & Ops Management Prerequisite: MNS 407	4.50
IBU 430	Survey of Global Business Prerequisite: ECO 203 and ECO 204	4.50
BUS 485A	Capstone Strat Bus Policy I <i>Historical-Review all addendums</i> Prerequisite: MNS 205; MTH 210; MTH 216A and MTH 216B, or MTH 220 and ECO 203; ECO 204; ACC 201; ACC 202; LAW 204; BIM 400; MGT 309; MGT 400; FIN 310; MNS 407; MKT 302A; IBU 430; MGT 451	4.50
BUS 485B	Capstone Strat Bus Policy II Prerequisite: BUS 485A with a minimum grade of C. C is the minimum satisfactory grade to complete the first part of the capstone. Students need to have the business scanning complete in order to create business strategies for the next five years in the second part of the capstone.	4.50

*If MTH 215 or MTH 220 are transferred then the MNS 205 prerequisite for MNS 407 is not required.

Upper-Division Electives (7 courses; 31.5 quarter units)

BBA students can choose upper-division electives ONLY from any of the concentrations listed below and/or appropriate elective courses to satisfy the total upper-division units for the degree in the following prefix areas: ACC, BAN, BIM, BUS, ECO, FIN, HRM, LAW, LED, LOG, MGT (except MGT 351), MKT, MNS, ODV, HUB, and SCM. Other options are invalid. Non-business minors are prohibited from satisfying this requirement. BBA students CANNOT take MGT 351.

Recommended Electives

FIN 446	International Financial Mgmt Prerequisite: FIN 310	4.50
FIN 440	Financial Institutions Prerequisite: FIN 310	4.50
HRM 409B	Intro to Human Resource Mgmt	4.50
HRM 432	Talent Acquisition: Onboarding	4.50
HRM 439	Legal Compliance in HR Mgmt	4.50
LAW 305	Legal Aspects of Business II Prerequisite: LAW 204	4.50
MGT 422	Team Bldg, Interpers Dynamics	4.50
MKT 430	Intro to Global Marketing Prerequisite: MKT 302A	4.50
MKT 434	Marketing Research & Analytics Prerequisite: MKT 302A	4.50

Concentration in Accounting

Academic Program Director: Consolacion Fajardo; cfajardo@nu.edu

This concentration is designed for those majoring in business administration with its broad base of business-related disciplines, but who also wish to gain the intermediate-level accounting knowledge and skills appropriate for careers in the accounting and finance departments of a business, nonprofit, or government entity.

Students are encouraged to seek a nationally recognized accounting designation such as the CMA (Certified Management Accountant) or CFM (Certified in Financial Management). Those who are considering a CPA designation (Certified Public Accountant) are best served by enrolling in the B.S. in Accounting degree program.

Students are strongly advised to contact the above-named Faculty Advisor for guidance and recommendations as to academic preparation that will best meet their career objectives.

Program Learning Outcomes:

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

- Use information technologies and computerized accounting software for financial accounting and tax reporting.
- Apply generally accepted accounting principles to measure and report information related to accounting for assets, liabilities, and equities, revenue and expenses, and cash flows of business enterprises and governmental and not-for-profit entities.
- Interpret cost data and prepare managerial accounting reports.

Degree Requirements:

Requirements for the Concentration (6 courses; 27 quarter units)

Students must successfully complete the required courses as specified below. Note: all students must have successfully completed ACC 201 and ACC 202 with a grade of "C" or better before enrolling in any of the six required accounting courses

ACC 410A	Intermediate Accounting I Prerequisite: ACC 201	4.50
ACC 410B	Intermediate Accounting II Prerequisite: ACC 410A	4.50
ACC 410C	Intermediate Accounting III Prerequisite: ACC 410B	4.50
ACC 432A	Taxation-Individual Prerequisite: ACC 201	4.50
ACC 433	Managerial Accounting Prerequisite: ACC 202	4.50
ACC 434	Government and Nonprofit Acct Prerequisite: ACC 201	4.50

Concentration in Alternative Dispute Resolution

Status: *Discontinued*

Academic Program Director: Jack Hamlin; jhamlin@nu.edu

This concentration is designed for students pursuing degrees in the area of Legal Studies, Business and Public Administration, Leadership and Counseling. The program is for those students who want to supplement their primary studies and pursue Alternative Dispute Resolution (ADR) as an integral part of their studies. Upon completion, either as a concentration, minor or as a stand-alone certificate, the student will have learned the fundamentals needed to engage in conflict diagnosis and to be effective negotiators, mediators, facilitators, and arbitrators. Working with diverse cultures, the ADR student will be able to search for and guide others seeking peaceful solutions to conflict. The concentration will also position the student to grow in the role as an ADR specialist or consultant as the demand for ADR grows in law, business, counseling, governmental, community organizations and non-profit agencies.

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

Choose 4 from the following:

ADR 400	Alternative Dispute Resolution	4.50
ADR 405	Negotiation Fundamentals	4.50
ADR 410	Facilitation Fundamentals	4.50
ADR 415	Mediation Fundamentals	4.50
ADR 420	Communication & Conflict	4.50
ADR 425	Issues in Conflict Management	4.50
ADR 430	Ethics and Neutrality	4.50

Concentration in Business Analytics

Status: *Historical-Review all addendums*

Academic Program Director: Nelson Altamirano; naltamirano@nu.edu

Designed for working professionals interested in data-driven skills and analytical methods in business. These skills and knowledge are key to creating value, improving data-based decision-making processes, and support strategic management. Coursework focuses on cutting-edge analytics and data science, including statistical methods, data management, and visualizing and communicating data.

Program Learning Outcomes:

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

- Apply the concepts and methods of business analytics to business problems.
- Evaluate data sets, data analysis methods, and data analytical tools.
- Create viable and ethical data-driven solutions to support business decision making processes.
- Effectively communicate data findings and model assumptions in written, oral, and visual formats for both technical and non-technical audiences.

Degree Requirements: Students must successfully complete the following courses for a Concentration in Business Analytics, with at least four of them in residence at National University. It is recommended that students take these courses toward the end of their program after completing the upper-division BBA core courses.

Requirements for Concentration (5 courses; 22.5 quarter units)		Units: 22.50
BAN 300	Intro to Business Analytics <i>Historical-Review all addendums</i>	4.50
BAN 400	Business Data Visualization <i>Historical-Review all addendums</i>	4.50
BAN 405	Regression and Forecasting <i>Historical-Review all addendums</i> Prerequisite: MNS 205 MTH215 or MTH220 could replace MNS205 for students transferring units. and MTH 210	4.50
BAN 410	Data Mining for Bus Analytics <i>Historical-Review all addendums</i> Prerequisite: BAN 405	4.50
BAN 415	Mgmt Models and Simulations <i>Historical-Review all addendums</i> Prerequisite: MNS 407 and MGT 451	4.50

Concentration in Business Law

Academic Program Director: Bryan Hance; bhance@nu.edu

This concentration is designed for students undertaking the Bachelor of Business Administration (BBA) or BA Management (BAM) degree. The concentration will provide students who have an interest in a career in law,

business or government, with an understanding of the complex legal issues that exist in today's business environment.

Prerequisite (1 course; 4.5 quarter units)

LAW 204	Legal Aspects of Business I	4.50
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Requirements for the Concentration (6 courses; 27 quarter units)

Choose six courses from the following:

LAW 305	Legal Aspects of Business II <i>Prerequisite: LAW 204</i>	4.50
LAW 400	Current Legal Issues	4.50
LAW 440	Comparative International Law	4.50
LAW 445	Administrative Law for Business	4.50
LAW 455	Public Contracting	4.50
ADR 400	Alternative Dispute Resolution	4.50
ADR 405	Negotiation Fundamentals	4.50

Concentration in Economics

Academic Program Director: Wali Mondal; wmondal@nu.edu

Economics is often called the foundation of business disciplines. This concentration is designed for those students who are interested in learning how a society makes economic decisions in allocating its scarce resources. Students will also learn how individuals, businesses and the government work together toward achieving the goals of a society. The concentration is designed for students who can progress to higher levels of economic knowledge after taking the principles of macroeconomics and the principles of microeconomics. The concentration has been designed to provide adequate levels of quantitative skills with a view to analyzing economic data. This analytical ability will help students succeed in graduate studies in all business disciplines including Finance, Management and Marketing. The concentration will also prepare students for a successful experience in the law school or other professional training.

Students earning a BAM degree with concentration in Economics may find a wide array of employment opportunities in local, state and federal government, in private sector, and in international organizations including the United Nations organizations and the Peace Corps.

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

Program Learning Outcomes:

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

- Apply ethical and legal principles to business environment
- Demonstrate skills and knowledge in the areas of business math, economics, accounting, finance, and operations management needed to make sound business decisions
- Apply knowledge in the fields of management, business knowledge management, and marketing to different business environments
- Integrate the knowledge acquired in the program to analyze a business, identify its strengths and weaknesses, and determine what changes can be made for improvement
- Conduct independent research relevant to business-related issues
- Demonstrate written and oral presentation skills expected of a business school graduate
- Develop a global business perspective based on the knowledge of foreign business environments and cultures

Degree Requirements:

Requirements for the Concentration (5 courses; 22.5 quarter units)**Core Requirements (3 courses; 13.5 quarter units)**

ECO 301	Intermediate Microeconomics Prerequisite: ECO 203; ECO 204	4.50
ECO 302	Intermediate Macroeconomics Prerequisite: ECO 204	4.50
ECO 303	Data Analysis Prerequisite: ECO 203; ECO 204	4.50

Electives (2 courses; 9 quarter units)

Please select 2 courses from the following list

ECO 304	Economic Growth Prerequisite: ECO 203; ECO 204	4.50
ECO 410	Seminar on Capitalism Prerequisite: ECO 203; ECO 204	4.50
ECO 415	Labor Economics Prerequisite: ECO 203 and ECO 204	4.50
ECO 420	International Economics Prerequisite: ECO 203 and ECO 204	4.50
ECO 447	Money and Banking Prerequisite: ECO 203 and ECO 204	4.50

Concentration in Entrepreneurship

Academic Program Director: Syleecia Thompson; sthompson4@nu.edu

This concentration is designed for those students who seek to gain practical knowledge in starting, managing, or running a business. The concentration is aimed at providing students with the specialized knowledge of entrepreneurship, e-business, small business management, and family business. Entrepreneurship is one of the core concentrations in many schools of business. Completing this concentration will enable students to compete in the marketplace for employment or to start new business ventures.

According to the U.S. Department of Commerce, California is a leader in small business and family business. This concentration will enable students to gain knowledge on various aspects of small business and family business including venture capital, risk management, registration of new business, security issues, bankruptcy, estate planning, and philanthropy. This knowledge, combined with knowledge gained in the BBA program will significantly enhance the earning potential of a student. Students are strongly advised to contact the above-named Faculty Advisor for guidance and recommendations regarding academic preparation for this concentration.

Program Learning Outcomes:

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

- Assess the various legal structures of small and family business and evaluate the feasibility of an entrepreneurial project by analyzing the organizational, marketing, and financial, aspects of a business concept.
- Apply the principles of e-commerce by developing a plan to integrate technology into a small or family business.
- Evaluate a family business with regard to its legal structure, management and leadership, and succession planning.

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

MGT 481	Foundations of Entrepreneurshi	4.50
MGT 482	Small Business Management	4.50
MGT 483	E-Business	4.50
MGT 484	Family Business Management	4.50

Concentration in Finance

Academic Program Director: Gurdeep Chawla; gchawla@nu.edu

Career opportunities in finance are in three interrelated areas: financial institutions, including banks, insurance companies, credit unions and similar organizations; investments, including the sale of securities or security analysis; and financial management in all types of commercial and not-for-profit organizations. This concentration prepares students for future managerial responsibilities in these areas with an emphasis on the financial management of organizations.

Students must successfully complete the following courses for a concentration in finance. Students must complete at least four of the courses in residence at National University. It is recommended that students take these courses toward the end of their program after completing the upper-division BBA core courses.

Program Learning Outcomes:

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

- Apply theoretical and practical aspects of finance.
- Demonstrate oral and written communication skills needed by financial managers.

Requirements for the Concentration (6 courses; 27 quarter units)

FIN 440	Financial Institutions Prerequisite: FIN 310	4.50
FIN 442	Investments Prerequisite: FIN 310 and FIN 440	4.50
FIN 443	Working Capital Management Prerequisite: FIN 310	4.50
FIN 444	Risk Management & Insurance Prerequisite: FIN 310	4.50
FIN 446	International Financial Mgmt Prerequisite: FIN 310	4.50
FIN 447	Financial Planning Prerequisite: FIN 310 and FIN 442	4.50

Concentration in Human Resource Management

Academic Program Director: Bernadette Baum; bbaum@nu.edu

This concentration provides education, knowledge and skills that apply to every level of an organization. This degree program is excellent preparation for students attracted to a career in the increasingly important field of human resource management.

Program Learning Outcomes:

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

- Describe various types of compensation and incentive programs and their effectiveness in attracting, motivating, and retaining qualified individuals.
- Identify the responsibilities of managers and supervisors in the prevention of liability arising from employment relationships.
- Define the interrelationship of the three areas of HR development.
- Identify staffing needs and recruitment processes from information obtained from a job analysis.

Requirements for the Concentration (6 courses; 27 quarter units)

Students must successfully complete the following courses for a concentration in Human Resource Management. Students must complete at least four of the courses in residence at National University. It is recommended that students take these courses in the order listed below at or near the end of their program after completing the upper-division BA/Management core courses.

HRM 433	Pay & Benefits Administration	4.50
HRM 439	Legal Compliance in HR Mgmt	4.50
ODV 410	Workforce & Talent Management	4.50
HRM 432	Talent Acquisition: Onboarding	4.50
and two Upper-Division Elective courses in the following prefix areas: HRM, LED, ODV.		

Concentration in Logistics and Supply Chain Management

Academic Program Director: Justin Goldston; jgoldston@nu.edu

This concentration prepares students for analytical and managerial roles in organizations that ship goods around town or around the world. The logistics goal is to ensure orders are delivered on time and at a competitive cost, which is the cornerstone to aligning a global supply chain. Focus is on the growing realm of eCommerce and its complex Omni-channel distribution systems.

Program Learning Outcomes:

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

- Employ logistics tools to optimize the flow of goods between global facilities.
- Appraise supply chain management business processes using cross-functional, inter-firm strategies.
- Analyze supply chain networks for efficient and effective, forward and reverse flow of goods to meet customer service goals.

Degree Requirements: Students must successfully complete the following courses for a Concentration in Logistics and Supply Chain Management, with at least four of them in residence at National University. It is recommended that students take these courses toward the end of their program after completing the upper-division BBA core courses.

Prerequisite for the Concentration (1 course; 4.5 quarter units)

MNS 407	Management Science	4.50
Prerequisite: MNS 205 and MTH 210		

Requirements for the Concentration (6 courses; 27 quarter units)

SCM 400	Supply Chain Management	4.50
Prerequisite: MGT 451		
LOG 410	Procurement and Inventory Mgt	4.50
LOG 420	Omni-channel Distribution	4.50
LOG 430	Global Logistics	4.50

	Prerequisite: LOG 420	
SCM 440	Cost and Risk in SCM	4.50
SCM 450	Network Modeling	4.50
	Prerequisite: MNS 407; SCM 440	

Concentration in Marketing

Academic Program Director: Paul Markham; pmarkham@nu.edu

This concentration is organized around a managerial framework that gives students an understanding of the concepts of marketing, as well as the application of these concepts in making decisions and managing marketing activities. There is a wide range of opportunities in marketing, including senior executive management, international marketing management, product management, marketing management, marketing research, pricing analysis, pricing manager, promotional management, advertising management, digital marketing management, and emerging position in technology-driven marketing science and channel management/business development.

Students must successfully complete the following courses for a concentration in marketing, with at least four of them in residence at National University. It is recommended that students take these courses toward the end of their program after completing the upper-division core courses in their program.

Program Learning Outcomes:

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

- Understand the core principles of contemporary and emerging marketing leadership, strategies and technologies.
- Apply traditional and emerging marketing concepts, including promotional strategies, to management decision making.
- Demonstrate a globally diverse mindset in applied marketing, with empathy towards local cultures.

Total Requirements for the Concentration (6 courses; 27 quarter units)		Units: 27.00
MKT 430	Intro to Global Marketing Prerequisite: MKT 302A	4.50
MKT 434	Marketing Research & Analytics Prerequisite: MKT 302A	4.50
MKT 450	Business Model Innovation Prerequisite: MKT 302A	4.50
MKT 458	New Product Management Prerequisite: MKT 302A	4.50
MKT 460	Consumer Behavior Prerequisite: MKT 302A	4.50
MKT 470	Services Marketing Prerequisite: MKT 302A	4.50

Concentration in Project Management

Academic Program Director: Robin Butler; rbutler2@nu.edu

This concentration is designed for students who seek specialized knowledge in the field of project management by preparing them for careers in industry. The undergraduate curriculum prepares people who choose a career in the discipline and elect to go on to their professional certification in Project Management and/or their MBA.

Project Management is one of the most emphasized management roles by organizations as a career path. The concentration can position a student to realize job opportunities that increase his or her potential for future earnings.

Program Learning Outcomes:

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

- Demonstrate the ability to utilize project management tools and techniques to best satisfy project requirements.
- Effectively apply the principles of scope management, risk management, cost planning and control, quality planning and management, resource allocation and management, time management and project scheduling, and change management in the project environment.

Requirements for the Concentration (6 courses; 27 quarter units)

Students must successfully complete the following courses for a concentration in Project Management. Students must complete at least five of the courses in residence at National University (two of which must be PMB 400 and PMB 410). It is recommended that students take the courses needed for the Concentration in Project Management at or near the end of their program.

Concentration Core Requirements (6 courses; 27 quarter units)

MGT 422	Team Bldg, Interpers Dynamics	4.50
PMB 400	Project Management Essentials	4.50
PMB 410	Project Planning and Control <i>Prerequisite: PMB 400</i>	4.50
PMB 420	Program Management <i>Prerequisite: PMB 400</i>	4.50
PMB 430	Project Accting Fundamentals <i>Prerequisite: PMB 400</i>	4.50
PMB 440	Contract Management <i>Prerequisite: PMB 400</i>	4.50

Bachelor of Science in Allied Health

Status: *Historical-Review all addendums*

Academic Program Director: Ricardo Parker; rparker2@nu.edu

The Allied Health profession refers to occupations that support, aid, and increase the efficiency of the Physician, Dentist, or Primary Healthcare Specialist. Allied Health Professionals are involved with the delivery of health or related services pertaining to the identification, evaluation, and prevention of diseases and disorders; dietary and nutrition services; rehabilitation and Health Systems Management. The Bachelor of Science Major in Allied Health Degree program provides a broad-based foundation in global and national healthcare issues and trends, ethical and legal issues, health promotion and disease prevention, evidence-based practice, Allied Healthcare Research, Healthcare Systems Management, and Healthcare-Based Informatics. The program is designed to articulate with Associate of Arts Allied Health related Degree programs at Community Colleges. It prepares graduates with additional knowledge, skills, and values to advance in the Allied Health profession; meet societal and healthcare delivery demands; and work in a variety of settings with diverse patients, families, and communities. Graduates are prepared to assume supervisory, management, and/or educational positions. In addition, successful completion of this program allows students to pursue Graduate Education in the Healthcare Field.

Program Learning Outcomes:

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

- Assess the relative health effects of environment, socioeconomic conditions, behavior, health services, and biology.
- Explain how a team approach that is coordinated, comprehensive and continuous facilitates successful treatment outcomes.
- Compare and contrast a medical model of healthcare delivery with a health promotion and disease prevention approach.
- Explain the process of active participation in healthcare from a provider, patient, family, and community perspective.
- Assess the impact of effective and ineffective applications of technology in Health Services.
- Analyze health services from social, workforce, financial, regulatory, technological, and organizational viewpoints.
- Commit to a code of professional ethics when providing services to clients, families, and communities under all circumstances.
- Utilize culturally competent strategies and practices that respect the cultural, social, religious, racial, and ethnic diversity of the patient and family regarding disease and their health.

Degree Requirements:

To receive a Bachelor of Science degree with a Major in Allied Health, students must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University, 76.5 of which must be completed at the upper-division level, and a minimum of 69 units of the University General Education requirements. In the absence of transfer credit, additional general electives may be necessary to satisfy the total units for the degree. The following courses are specific degree requirements. Refer to the section on Undergraduate Admission procedures for specific information regarding admission and evaluation. All students receiving an Undergraduate Degree in the State of Nevada are required by State Law to complete a course in the Nevada Constitution.

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

HSC 310	Issues & Trends in Healthcare	4.50
BST 322	Intro to Biomedical Statistics	4.50
GER 310	Healthy Aging	4.50
HSC 400	Mgmt for Health Professionals	4.50
HSC 300	Legal/Ethical Issues & Health	4.50
HSC 330	Health Education & Promotion	4.50
HSC 410	Informatics for Health Profs	4.50
HSC 420	Healthcare Research	4.50
HSC 430	Case and Outcomes Management	4.50
HSC 440	Allied Health Capstone Project	4.50
Prerequisite: Completion of the major requirements		

Students may choose to complete 6 upper-division electives or the Concentration in Health Informatics.

Upper-Division Electives (6 courses; 27 quarter units)

Students must complete a minimum of 27 quarter units (6 courses) of electives to fulfill the upper-division unit requirements for the Bachelor of Science in Allied Health. The following are strongly recommended.

HTM 520	Health Information Exchange	4.50
HTM 552	EHR Meaningful Use	4.50
HTM 460	Health IT Virtual Simulation	4.50
Prerequisite: HSC 410 with a minimum grade of C.		
COH 320	Chronic & Communicable Disease <i>Historical-Review all addendums</i>	4.50
Prerequisite: ILR 260		

COH 310	Culture and Health <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
BIO 305	Genetics <i>Historical-Review all addendums</i> Prerequisite: BIO 100 and CHE 101, or BIO 162 and CHE 142	4.50
HTM 310	Health Informatics	4.50
HCA 402	Intro to HA QA Management	4.50
CIS 301	Mgmt Information Systems	4.50

Concentration in Health Informatics

Status: *Discontinued*

Academic Program Director: Patric Schiltz; pschiltz@nu.edu

The Health Informatics Concentration focuses on effective and innovative use of information and communication technologies in healthcare organizations. Graduates are prepared to advance their careers as entry level health informatics specialists in a healthcare profession, support informatics teams and communicate effectively with healthcare and technology professionals.

Program Learning Outcomes:

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

- Describe the requirements, design usability, product selection and life cycle for the software system that supports the different clinical and administrative healthcare information and communication technologies.
- Communicate effectively with healthcare and information technology professionals and staff working in the healthcare ecosystem.
- Demonstrate the ability to effectively use clinical and administrative healthcare information and communication systems.
- Design the quality improvement in a healthcare organization following the implementation of information and communication technologies.

Degree Requirements:

Students in the Health Informatics Concentration are required to complete six specialized courses in addition to the core major requirements for the BS with a Major in Allied Health.

Requirements for the Concentration (6 courses; 27 quarter units)

CIS 301	Mgmt Information Systems	4.50
HTM 520	Health Information Exchange	4.50
HTM 552	EHR Meaningful Use	4.50
HTM 460	Health IT Virtual Simulation Prerequisite: HSC 410 with a minimum grade of C.	4.50
HTM 310	Health Informatics	4.50
HCA 402	Intro to HA QA Management	4.50

Bachelor of Science in Biology

Status: *Historical-Review all addendums*

Academic Program Director: Michael Maxwell; mm Maxwell@nu.edu

The Bachelor of Science in Biology offers personal and academic fulfillment and growth as students discover the amazing world of biology. This degree prepares students for graduate and professional study, careers in life science education, research, health sciences, and applied biology. The BS Biology provides a solid foundation in all levels of biological organization, from molecules to ecosystems. Such a comprehensive curriculum is crucial to meeting modern challenges in science, which include new and emerging diseases, rapid advances in our understanding of genetics, physiology and biodiversity, threats to species and ecosystem functioning, and global population increase and sustainability. A degree in biology is common preparation for careers in the various medical professions, genetics, molecular and cell biology, biotechnology, microbiology, conservation biology, evolutionary biology, ecology, animal and plant science, as well as science writing, editing and education.

Students who wish to include an interdisciplinary approach to their academic training should look closely at the benefits provided by this major. In addition to meeting requirements for BS Biology, this degree allows for the integration of study in the life sciences with coursework in the physical and earth sciences, as well as applied fields such as forensics. Furthermore, in keeping with the commitment of the College of Letters and Sciences to the complete academic development of its students, science courses involve writing and diversity components, as well as fundamental critical thinking components.

Bachelor of Science in Biology to Master of Forensic Science Transition Program

The BS Biology to MFS transition program allows students who are enrolled in the BS Biology with a cumulative grade point average of at least 3.0 and who are within completing their last six courses to register for two courses in the MFS program as electives for the bachelor's degree. Students may choose from the following courses: FSC 630, FSC 633, FSC634, FSC 635 or FSC 642. The two graduate courses are restricted to those that do not require a prerequisite. Students must complete all transition program coursework with a grade of B or better. The number of courses required to earn an MFS degree for transition program students is reduced from 12 to as few as 10 courses. Graduate-level coursework taken as part of the Biology program cannot be applied as graduate credit to the Master of Forensic Science program, nor will it transfer as graduate level credit to any other university because it becomes part of the undergraduate degree program. Students must enroll in and complete the first class in the Master's degree within 6 months of the conferral date of their undergraduate degree. The MFS program must be completed within 4 years with no break in enrollment of 12 months or more. Further rules and requirements for Transition programs are located in the university catalog.

Program Learning Outcomes:

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

- Discuss biological processes at all levels of organization: molecular, cellular and microbial, organismal, population, and ecosystem.
- Explain the importance of unifying concepts in biology, including cell theory, genetics, and evolution.
- Describe the structure and function of Earth's organisms, as well as their roles in the natural world.
- Apply the scientific method in laboratory-based and field-based inquiry.
- Demonstrate effective oral, visual, and written communication and quantitative skills, including the critical analysis of data and scientific literature.
- Demonstrate computer and technology literacy, including the ability to access databases within the context of course research and project development.
- Evaluate historical developments and research in biology, as well as current and contemporary research and challenges.

Degree Requirements:

To receive a Bachelor of Science, Major in Biology, students must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University, 76.5 of which must be completed at the upper division level, and a minimum 69 units of the University General Education requirements. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree. Refer to the section on undergraduate admission requirements for specific information regarding admission and evaluation. All students receiving an undergraduate degree in Nevada are required by State Law to complete a course in Nevada Constitution.

* Completion of BIO 100, 100A, 201, 201A, 202, 202A, 203, 203A is equivalent to the course sequence BIO 161, 162, 163, 169A for fulfillment of the BS Biology degree.

Preparation for the Major (17 courses; 61.5 quarter units)

MTH 210	Probability and Statistics* Prerequisite: MTH 12A and MTH 12B, or Accuplacer test placement evaluation	4.50
MTH 216A	College Algebra I* <i>Discontinued</i> Prerequisite: MTH 12A and MTH 12B, or Accuplacer test placement evaluation	3.00
AND MTH 216B	College Algebra II* <i>Discontinued</i> Prerequisite: MTH 216A	3.00
CHE 141	General Chemistry 1* <i>Historical-Review all addendums</i> Prerequisite: MTH 215 or equivalent	4.50
CHE 142	General Chemistry 2* <i>Historical-Review all addendums</i> Prerequisite: CHE 141	4.50
CHE 143	General Chemistry 3* <i>Historical-Review all addendums</i> Corequisite: CHE 149A; Prerequisite: CHE 142	4.50
BIO 161	General Biology 1*	4.50
BIO 162	General Biology 2* Prerequisite: BIO 161	4.50
BIO 163	General Biology 3* <i>Historical-Review all addendums</i> Corequisite: BIO 169A; Prerequisite: BIO 161; BIO 162	4.50
PHS 171	General Physics 1* <i>Historical-Review all addendums</i> Prerequisite: MTH 215, or MTH 216A and MTH 216B	4.50
PHS 172	General Physics 2* <i>Historical-Review all addendums</i> Prerequisite: PHS 171	4.50
PHS 173	General Physics 3* <i>Historical-Review all addendums</i> Corequisite: PHS 179A; Prerequisite: PHS 171; PHS 172	4.50
CHE 150	Introductory Organic Chemistry <i>Historical-Review all addendums</i> Prerequisite: CHE 101 and CHE 101A, or CHE 141 and CHE 142 and CHE 143 and CHE 149A	4.50
CHE 150A	Introductory Organic Chem Lab <i>Historical-Review all addendums</i> Corequisite: CHE 150	1.50
BIO 169A	General Biology Lab <i>Historical-Review all addendums</i> Corequisite: BIO 163; Prerequisite: BIO 161; BIO 162	1.50
CHE 149A	General Chemistry Laboratory <i>Historical-Review all addendums</i> Corequisite: CHE 143	1.50
PHS 179A	General Physics Lab <i>Historical-Review all addendums</i> Prerequisite: PHS 171 and PHS 172 and PHS 173, or PHS 104	1.50

* May be used to meet General Education requirements

Requirements for the Major (12 courses; 42 quarter units)

BIO 330	Ecology <i>Historical-Review all addendums</i> Prerequisite: BIO 161; BIO 162; BIO 163; BIO 169A; CHE 141; CHE 142; CHE 143; CHE 149A	4.50
BIO 305	Genetics <i>Historical-Review all addendums</i> Prerequisite: BIO 100 and CHE 101, or BIO 162 and CHE 142	4.50

BIO 310	Evolution <i>Historical-Review all addendums</i> Prerequisite: BIO 161; BIO 162; BIO 163; BIO 169A	4.50
BIO 406	Cellular Biology <i>Historical-Review all addendums</i> Prerequisite: BIO 161; BIO 162; BIO 163; BIO 169A; CHE 141; CHE 142; CHE 143; CHE 149A; Corequisite: BIO 406A	4.50
BIO 406A	Cellular Biology Lab <i>Historical-Review all addendums</i> Corequisite: BIO 406; Prerequisite: BIO 161; BIO 162; BIO 163; BIO 169A; CHE 141; CHE 142; CHE 143; CHE 149A	1.50
BIO 407	Molecular Biology <i>Historical-Review all addendums</i> Prerequisite: BIO 161; BIO 162; BIO 163; BIO 169A; CHE 141; CHE 142; CHE 143; CHE 149A; Corequisite: BIO 407A; Prerequisite: BIO 305	4.50
BIO 407A	Molecular Biology Lab <i>Historical-Review all addendums</i> Corequisite: BIO 407; Prerequisite: BIO 161; BIO 162; BIO 163; BIO 169A; CHE 141; CHE 142; CHE 143; CHE 149A; BIO 305	1.50
BIO 414	Invertebrate Zoology <i>Historical-Review all addendums</i> Prerequisite: BIO 161; BIO 162; BIO 163; BIO 169A; CHE 141; CHE 142; CHE 143; CHE 149A; Corequisite: BIO 414A	4.50
BIO 414A	Invertebrate Zoology Lab <i>Historical-Review all addendums</i> Corequisite: BIO 414	1.50
BIO 416	Vertebrate Zoology <i>Historical-Review all addendums</i> Prerequisite: BIO 161; BIO 162; BIO 163; BIO 169A; CHE 141; CHE 142; CHE 143; CHE 149A; Corequisite: BIO 416A	4.50
BIO 416A	Vertebrate Zoology Laboratory <i>Historical-Review all addendums</i> Corequisite: BIO 416	1.50
BIO 485	Contemporary Topics in Biology <i>Historical-Review all addendums</i> Prerequisite: BIO 305, or BIO 310, or BIO 330	4.50

Upper-Division Electives (7 courses; 31.5 quarter units)

Students may select only 300, 400, or 500 level in the College of Letters and Sciences to complete the total of 76.5 quarter units of upper division for the degree. Suggested upper-division courses are given below.

BIO 420	Animal Behavior <i>Historical-Review all addendums</i> Prerequisite: BIO 161; BIO 162; BIO 163; BIO 100A	4.50
BIO 430	Immunology <i>Historical-Review all addendums</i> Recommended Preparation: BIO 203, or BIO 406, or equivalent courses.	4.50
BIO 440	Botany <i>Historical-Review all addendums</i> Prerequisite: BIO 161; BIO 162; BIO 163; BIO 169A; CHE 141; CHE 142; CHE 143; CHE 149A	4.50
BIO 450	Natural History of California <i>Historical-Review all addendums</i> Prerequisite: BIO 161; BIO 162; BIO 163; BIO 100A, or BIO 100; BIO 100A	4.50
BIO 460	Marine Biology <i>Historical-Review all addendums</i> Prerequisite: BIO 161 with a minimum grade of C. Student must have taken General Biology or equivalent ; BIO 162 with a minimum grade of C. Student must have taken General Biology or equivalent ; BIO 163 with a minimum grade of C. Student must have taken General Biology or equivalent	4.50
BIO 461	Marine Biology Field Studies ** Recommended Preparation: BIO 162 with a minimum grade of C. Student must have a grade of C or higher	4.50
BIO 470	Bioinformatics <i>Historical-Review all addendums</i> Corequisite: BIO 470A; Prerequisite: BIO 161 with a minimum grade of C-. Student must have passed the class with a C- or better; BIO 162 with a	4.50

minimum grade of C-. Student must have passed the class with a C- or better; BIO 163 with a minimum grade of C-. Student must have passed the class with a C- or better

BIO 470A	Bioinformatics Lab Corequisite: BIO 470	1.50
BIO 480	Studies in Biology	4.50
CHE 350	Organic Chemistry I <i>Historical-Review all addendums</i> Prerequisite: CHE 142	4.50
CHE 350A	Organic Chemistry I Lab <i>Discontinued</i> Corequisite: CHE 350 Minimum C	1.50
CHE 351	Organic Chemistry II <i>Historical-Review all addendums</i> Corequisite: CHE 351A; Prerequisite: CHE 350	4.50
CHE 351A	Organic Chemistry II Lab <i>Discontinued</i> Corequisite: CHE 351 Minimum C	1.50
CHE 360	Biochemistry I <i>Historical-Review all addendums</i> Prerequisite: CHE 350; CHE 350A; CHE 351	4.50
CHE 361	Biochemistry II <i>Historical-Review all addendums</i> Prerequisite: CHE 360	4.50
EES 322	Oceanography	4.50
MTH 317	Mathematical Modeling <i>Historical-Review all addendums</i> Prerequisite: MTH 215, or MTH 216A and MTH 216B and MTH 210	4.50
SCI 303	GIS: Geographic Info Systems	4.50
SCI 400	History of Science <i>Discontinued</i> Prerequisite: One 4.5 quarter unit science course from the natural sciences.	4.50
SCI 490	Guided Study	0.50

**Enrollment in this course requires Instructors permission

Bachelor of Science in Computer Science

Status: *Historical-Review all addendums*

Academic Program Director: Alireza Farahani; afarahan@nu.edu

The Bachelor of Science in Computer Science Degree program provides a strong technical background for students planning to begin careers upon graduation and for those interested in Graduate Studies in Computer Science. Degree Requirements include: courses in Object Oriented Programming, Data Structures and Algorithms, Operating Systems, Computer Communication Networks, Software Engineering, and Computer Architecture, as well as Mathematics, Statistics, and the Natural Sciences. The program features a rigorous academic foundation that is complemented by realistic programming assignments. Emphasis is placed on developing both the technical and design skills necessary to begin and enhance an individual's career. Graduates of this program are well prepared for immediate employment in either the computer industry or many other businesses that increasingly rely on computer science.

The Bachelor of Science in Computer Science Program Educational Objectives are as follows.

Within a few years of graduation, graduates are expected to be:

- Engaged and active as responsible professionals pursuing diverse career paths or successfully continuing their education in graduate school
- Participating in continuing education opportunities enabling them to understand and apply new ideas and technologies in the field of computing.
- Effective communicators and team members
- Active contributors to their community and their profession

Bachelor of Science in Computer Science/Master of Science in Computer Science (BSCS/MSCS) Transition Program

Students must complete graduate-level coursework taken as part of the BSCS degree with a grade of B or better. This coursework, which counts as electives, will not transfer as graduate-level credit to National University or any other institution as it is part of an undergraduate degree program. Grades earned in graduate level courses will be calculated as part of the student's undergraduate grade point average. Students must be within completing their last six courses in their undergraduate program and have a cumulative GPA of at least 3.00 to be eligible. Lastly, students must apply for and begin the MSCS program within six months after completing their final BSCS course. Students must complete their MSCS program within four years with no break exceeding 12 months. Students may choose up to two (2) courses from the following course list: CSC 603 and CSC 605. The number of courses required to earn an MSCS degree for transition program students will be reduced from 13 to as few as 11, depending on the number of graduate classes completed within the BSCS with a grade of B or better.

Program Learning Outcomes:

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

- Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.
- Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.
- Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.
- Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.
- Apply computer science theory and software development fundamentals to produce computing-based solutions.

Degree Requirements:

To receive a Bachelor of Science in Computer Science, students must complete at least 180 quarter units to include a minimum of 69 units of the University General Education requirements; 76.5 quarter units must be completed at the upper-division level, and 45, including the senior project courses (CSC 480A, CSC 480B & CSC 480C), must be taken in residence at National University. In the absence of transfer credit, students may need to take additional general electives to satisfy the total units for the Degree. Students should refer to the section on Undergraduate Admission procedures for specific information on admission and evaluation. All students receiving an Undergraduate Degree in Nevada are required by State Law to complete a course in Nevada Constitution.

Prerequisites for the Major (10 courses; 42 quarter units)

Students must select one (1) Science related Lecture and one (1) Lab Course from Area F of the General Education for a total of 6 quarter units. The Course/Lab combination must be intended for Science and Engineering majors and develop an understanding of the Scientific Method (PHY104 and PHY104A or PHY130A are recommended).

MTH 215	College Algebra & Trigonometry* <i>Historical-Review all addendums</i> Prerequisite: MTH 12A and MTH 12B, or Accuplacer test placement evaluation	4.50
CSC 208	Calculus for Comp. Science I* <i>Historical-Review all addendums</i> Prerequisite: MTH 215	4.50
CSC 242	Intro to Programming Concepts* <i>Historical-Review all addendums</i> Prerequisite: MTH 215	4.50
CSC 209	Calculus for Comp. Science II <i>Historical-Review all addendums</i> Prerequisite: CSC 208	4.50
CSC 252	Programming in C++* <i>Historical-Review all addendums</i> Prerequisite: CSC 242	4.50

CSC 262	Programming in JAVA* <i>Historical-Review all addendums</i> Prerequisite: MTH 215	4.50
CSC 220	Applied Probability & Stats. <i>Historical-Review all addendums</i> Prerequisite: CSC 208, or MTH 220; EGR 220	4.50
CSC 272	Advanced Programming in Java <i>Historical-Review all addendums</i> Prerequisite: CSC 262	4.50

* May be used to meet a General Education requirement.

Requirements for the Major (17 courses; 73.5 quarter units)

Students may take courses in any order if course prerequisites are satisfied.

CSC 310	Linear Algebra and Matrix Comp <i>Historical-Review all addendums</i> Prerequisite: CSC 252, or CSC 272	4.50
CSC 331	Discrete Structures and Logic <i>Historical-Review all addendums</i> Prerequisite: CSC 252, or CSC 272	4.50
EGR 320	Scientific Problem Solving <i>Historical-Review all addendums</i> Prerequisite: CSC 208, or EGR 220	4.50
CSC 300	Object Oriented Design <i>Historical-Review all addendums</i> Prerequisite: CSC 252, or CSC 272	4.50
CSC 335	Data Structures and Algorithms <i>Historical-Review all addendums</i> Prerequisite: CSC 300; CSC 331	4.50
CSC 350	Computer Ethics <i>Historical-Review all addendums</i>	4.50
CSC 340	Digital Logic Design <i>Historical-Review all addendums</i> Prerequisite: CSC 331; Corequisite: CSC 340L	4.50
CSC 340L	Digital Logic Design Lab <i>Historical-Review all addendums</i> Prerequisite: CSC 331; Corequisite: CSC 340	1.50
CSC 338	Algorithm Design Prerequisite: CSC 335	4.50
CSC 342	Computer Architecture <i>Historical-Review all addendums</i> Prerequisite: CSC 340 and CSC 340L	4.50
CSC 400	OS Theory and Design Prerequisite: CSC 335	4.50
CSC 422	Database Design Prerequisite: CSC 300	4.50
CSC 436	Comp. Communication Networks <i>Historical-Review all addendums</i> Prerequisite: CSC 331	4.50
CSC 430	Programming Languages Prerequisite: CSC 300	4.50
CSC 480A	Computer Science Project I Prerequisite: Completion of requirements for the major and electives or permission of the program director.	4.50
CSC 480B	Computer Science Project II Prerequisite: CSC 480A	4.50
CSC 480C	Computer Science Project III Prerequisite: CSC 480B	4.50

Approved Electives (4 courses; 18 quarter units)

The program requires 4 Upper Division Technical Electives. Students may customize and select four courses from the approved list below.

CSC 441	Web App Development Prerequisite: CSC 300 and CSC 422	4.50
CSC 443	Mobile App Development Prerequisite: CSC 300 and CSC 422	4.50
CSC 447	Software Testing & Automation Prerequisite: CSC 300	4.50
CSC 449	Software Engineering Prerequisite: CSC 300 and CSC 422	4.50
CSC 450	Artificial Intelligence Prerequisite: CSC 335	4.50
CIS 301	Mgmt Information Systems	4.50
CIS 310	Technology Project Management	4.50
CIS 320	Systems Analysis & Integration <i>Historical-Review all addendums</i>	4.50
CIS 475	Big Data and Cloud Computing Prerequisite: CSC 422	4.50
CIS 430	Web/EB Design & Development <i>Historical-Review all addendums</i>	4.50
CYB 331	Secure Linux System Admin Prerequisite: CYB 216	4.50
CYB 332	Secure Windows Administration <i>Historical-Review all addendums</i>	4.50
CYB 333	Security Automation <i>Historical-Review all addendums</i> Prerequisite: CYB 331; CYB 332	4.50

Students may select other courses as electives outside this list with approval from the CS Program Director.

Concentration in Software Development

Academic Program Director: Alireza Farahani; afarahan@nu.edu

This concentration builds student proficiency in design, implementation, testing, and management of large-scale, secure software systems. It covers the concepts and skills in constructing software from inception to deployment, using current industry practices and tools. The concentration examines processes and activities that go into each stage of the Software Development Lifecycle. The focus is on Web and Mobile Application Design, development tools, frameworks, and testing strategies.

Program Learning Outcomes:

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

- Describe, evaluate, and implement the processes and activities that go into engineering and building software systems.
- Design, develop, modify, and deploy software systems using relevant tools and technologies.
- Develop software testing plans and conduct automated software testing.

Degree Requirements:

This concentration requires completion of the four Technical Electives listed under the Program Description for a total of 18 quarter units.

Requirements for Area of Concentration (4 courses; 18 quarter units)		Units: 18.00
CSC 449	Software Engineering Prerequisite: CSC 300 and CSC 422	4.50
CSC 441	Web App Development Prerequisite: CSC 300 and CSC 422	4.50
CSC 443	Mobile App Development	4.50

CSC 447	Prerequisite: CSC 300 and CSC 422 Software Testing & Automation Prerequisite: CSC 300	4.50
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Bachelor of Science in Organizational Leadership

Status: *Historical-Review all addendums*

Academic Program Director: Steven Walker; swalker@nu.edu

The Bachelor of Science in Organizational Leadership provides students who are interested in starting, or who are currently working in, business enterprises with theoretical and applied knowledge of leadership theories and frameworks. Building understanding of the difference between leading small organizations and more traditional large corporations and agencies will be examined.

The premise that leadership is a process and can be learned through understanding theory, analyzing scenarios, case studies and complex problems will provide the opportunity for students to acquire their learning experientially.

The Bachelor of Science in Organizational Leadership is designed to give students the opportunity to develop the skills needed to be an effective leader in team and group settings within organizations. It is intended to help students move from an authoritarian paradigm to one of collaboration and integration.

Program Learning Outcomes:

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

- Develop a personal leadership approach.
- Identify challenges and advantages of diverse groups in organizations within a global environment.
- Analyze negotiating styles of leaders, and compare and contrast the concepts of leadership and power.
- Examine the strategies leaders use to motivate and evaluate members of groups and teams.
- Evaluate the ethical implications of leadership decisions and strategies.
- Compare and analyze strategies and frameworks used by leaders to make decisions and initiate change within organizations.
- Explain how the classic studies have informed the understanding and application of leadership and organizational theory.
- Communicate orally and in writing using proper business communication formats.

Degree Requirements:

To receive a Bachelor of Science in Organizational Leadership, students must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University, 76.5 of which must be completed at the upper-division level, and a minimum 69 units of the University General Education requirements. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree. The following courses are specific degree requirements. Refer to the section on undergraduate admission procedures for specific information regarding application and evaluation.

Requirements for the Major (14 courses; 63 quarter units)

Non-Leadership Requirements (4 courses; 18 quarter units)

LAW 204	Legal Aspects of Business I	4.50
MGT 309	Prin. of Mgmt & Organizations	4.50
HRM 409B	Intro to Human Resource Mgmt	4.50
OR		
ODV 400	Organizational Strat & Design	4.50

COM 334	Persuasion Prerequisite: ENG 102	4.50
OR		
COM 354	Professional Presentations Prerequisite: ENG 102	4.50

Leadership Requirements (10 courses; 45 quarter units)

LED 400	Introduction to Leadership	4.50
LED 410	Leading Diverse Groups & Teams	4.50
LED 420	Adaptive Leadership in Change	4.50
LED 430	Conflict/Negotiation for Ldrs	4.50
LED 440	Ldrship Overview of Org. Func.	4.50
LED 450	Advanced Group Dynamic Theory Prerequisite: LED 400 and LED 410	4.50
LED 460	Ethics and Decision Making	4.50
LED 470	Classic Studies of Leadership	4.50
LED 480	Research for Leaders Prerequisite: LED 410 and LED 420	4.50
LED 490	Leadership Capstone Project Prerequisite: Completion of six of the preceding courses	4.50

Upper Division Electives (3 courses; 13.5 quarter units)

Students select from upper-division courses with the following prefixes: ECE, ECO, FIN, HRM, MGT, ODV, and SOC.

RN to Bachelor of Science in Nursing (RN-BSN)

Status: *Historical-Review all addendums*

Academic Program Director: Beverly Brownell; bbrownell@nu.edu

INFORMATION APPLICABLE TO RN to Bachelor of Science in Nursing (RN-BSN) PROGRAM (Online)

The RN to BSN Program is delivered in a 100% online format. Courses are 4 or 8 weeks in length. The program provides a foundation for professional nursing practice at the baccalaureate level. The baccalaureate degree programs in nursing, master's degree programs in nursing, Doctor of Nursing Practice program, and post-graduate APRN certificate programs at National University are accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).

Upon acceptance to the program, applicants will be required to provide proof of a current, active, and unencumbered RN license in the State of residence.

*Additionally, in the practicum courses, practicum sites may require students to provide evidence of current, active professional liability, malpractice insurance coverage for practicum courses, and provide evidence of a current AHA Healthcare Provider BLS CPR Card."

Admission Requirements

1. Meet all requirements for admission to an undergraduate degree program at the University as outlined in the University Catalog.
2. Have obtained a 2.0 cumulative GPA from a regionally or nationally accredited institution.
3. Submit a separate application for admission into the RN to BSN Program.
4. Provide one official transcript from each college or university attended.

Additional Prerequisite Requirement

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

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

Admission Process

Admission into the RN to BSN Program at National University is a two-step process:

- 1) Application to the University, and
- 2) Application to the RN to BSN Program.

For information about the program and how to obtain the RN to BSN Program application, students should email the Admissions Coordinator at RNCompletion@nu.edu.

Prospective students should follow the University application requirements listed in the "Academic Information for Undergraduate Degree Admission Procedures" section of this catalog. A prospective student should first meet with an advisor. Advisors are located at each of the University campus offices and are available online. The prospective student should arrange to have transcripts from all other colleges and universities sent to National University.

Following the receipt of all application items, the prospective student's packet will be reviewed. Admission will be offered to students achieving complete applicant files, until all class positions are filled. The prospective student will receive a letter via email regarding this decision.

Students are not eligible for financial aid until the RN to BSN Program application, evaluation packet, and the formal degree evaluation are completed by the Office of the Registrar.

The Department of Nursing requires that students who participate in practicums at healthcare related facilities maintain current health insurance coverage and a current AHA Healthcare Provider BLS CPR Card. NOTE: students may be required to provide proof of current immunizations and a clear background check depending on practicum location selection.

Program Advisement

All accepted students will be assigned a Nursing Faculty Counselor. Students are encouraged to periodically communicate with both the Nursing Faculty Counselor and their assigned advisor throughout the program.

Program Learning Outcomes:

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

- Develop caring, therapeutic nursing relationships with individuals, families, groups, and populations.
- Provide safe, high quality, culturally competent, patient-centered nursing care for individuals across the life span in a variety of settings.
- Participate in the continuous improvement of nursing care, quality, and safety.
- Use nursing judgment to manage, prioritize, and delegate patient care in a variety of health care settings.
- Effectively communicate and collaborate with patients and the interdisciplinary team.
- Demonstrate professional identity by incorporating established standards of practice within the legal and ethical framework of nursing.
- Apply best, current evidence into nursing practice to achieve desired outcomes.

Degree Requirements:

To receive a Bachelor of Science in Nursing (BSN), students must complete 180 quarter units as articulated in the general catalog, 45 quarter units must be completed at National University, 76.5 quarter units must be completed at the upper-division level and the program must fulfill a minimum 69 quarter units of the University General Education requirements. In absence of transfer credit, students may need to take additional general electives to satisfy the total units for the degree. Remedial courses accepted for the ASN degree may not transfer. Students should refer to the section on undergraduate admission procedures for specific information on admission and evaluation.

A maximum of 45 quarter units (30 semester units) of lower division credit may be allowed for clinical courses for a registered nurse who is a graduate of a three-year hospital nursing school. Up to 22.5 quarter units (15 semester units) of additional lower division credit may be granted for academically equivalent coursework. Students should refer to the section on undergraduate admission procedures for specific information on admission and evaluation. **A maximum of 31.5 quarter units may apply toward the baccalaureate nursing (RN to BSN) degree if a student has passed the NCLEX-RN examination.**

Preparation for Major (1 Course; 4.5 quarter units)

SOC 350	Cultural Diversity Prerequisite: ENG 102	4.50
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* May be used to meet the Upper division General Education requirement.

Nursing Core Courses (10 courses; 43.5 quarter units)

HTM 310	Health Informatics	4.50
NSG 303	Professional Issues for RNs	4.50
BST 322	Intro to Biomedical Statistics	4.50
NSG 443	Evidence Based Practice	4.50
NSG 442	NSG Leadership and Management Corequisite: NSG 442A	4.50
NSG 442A	NSG LDRSHP & MGMT Practicum Corequisite: NSG 442	3.00
NSG 444	Community Population NSG Corequisite: NSG 444A	6.00
NSG 444A	Comm Pop NSG Practicum Corequisite: NSG 444	3.00
NSG 447	Qual Improvement <i>Historical-Review all addendums</i> Corequisite: NSG 447A	4.50
NSG 447A	Qual Improvement Practicum <i>Historical-Review all addendums</i> Corequisite: NSG 447	4.50

Upper-Division Electives (7 courses; 31.5 quarter units)

In the absence of upper-division transfer units, additional quarter units of upper-division coursework may be needed to meet the minimum upper-division requirement of 76.5 quarter units. Electives should be chosen in consultation with the faculty and/or admission advisor.

Students should choose from the following Upper Division Electives

HSC 330	Health Education & Promotion	4.50
HSC 310	Issues & Trends in Healthcare	4.50
HSC 300	Legal/Ethical Issues & Health	4.50
SPN 340A	Spanish for the Work Place <i>Historical-Review all addendums</i>	4.50
SPN 341	Cross-Cultural Communication	4.50
PHL 337	Ethics Prerequisite: ENG 102	4.50
GER 310	Healthy Aging	4.50

Undergraduate Certificates

The ECE Certificates offered are not currently eligible for Title IV funding.

Undergraduate Certificate: Early Childhood Foundations

This certificate offering is not currently eligible for Title IV funding

Academic Program Director: Susan Gilbert; sgilbert@nu.edu

Building Bridges Certificate 1: The Early Childhood Foundations certificate is the first in a series of 5 leading to a BA in Early Childhood Education. The certificate consists of 8 courses, focused on young children's physical, cognitive and social emotional development. Special emphasis on Ethics and Trauma Informed Practice.

Certificate Pathway to BA ECE: Head Start Only

NU, in collaboration with the National Head Start Agency (NHSA), has created a pathway that integrates both the BA in ECE degree requirements with General Education (GE) requirements to provide a more efficient and engaging pathway to the degree. Each certificate is grouped around a theme: Building Bridges, Advocate, Connect, Engage and Moving Up. Each theme focuses on specific content, coupled with appropriate GE courses to provide a more meaningful student experience.

Certificates consist of 8 courses and can be completed in 8 months. NHSA students that have been awarded the CDA Credential will be eligible for credit for the following courses: ECE 201, ECE 210, and HED 220 on the Building Bridges certificate. There may be other opportunities for Prior Learning Credit in the Moving Up Certificate.

National Head Start Agency (NHSA) students may ONLY participate in a Certificate Pathway to the BA ECE. The pathway consists of 5 certificates that couple ECE courses with appropriate GE courses. See the Certificate section of the catalog for more detailed information. Note: NHSA students that have been awarded the CDA Credential will be eligible for credit for the following lower division, preparation for the major courses: ECE 201, ECE 210, and HED 220.

Field Work: All ECE courses have a field work experience component. Field work must be in an approved setting, defined as working with children from birth to age 5 in a general educational, inclusive setting. Recommended settings are Early Head Start and Head Start.

Background Check: Prior to enrollment in any ECE courses, students must have a current Certificate of Clearance (COC) on file as well as TB clearance. Some locations may require current proof of DTAP, MMR, Flu and/or COVID vaccines. Any fee or costs associated with these requirements are the responsibility of the student.

Students are encouraged to enroll in the BA in ECE program. Certificates will be conferred by the Registrar upon successful completion and will be reflected on the student's transcript.

Program Learning Outcomes:

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

- Identify essential concepts, inquiry tools, and structure of content areas and resources for Early Childhood Education.
- Develop oral, written, and technological skills for communicating with families and very young children.
- Create environments that are healthy, respectful, supportive, and challenging for young children.
- Use systematic observations, documentation, and other assessment strategies in partnership with families and professionals to positively influence children's development and learning.
- Implement a curriculum that promotes development and learning outcomes for diverse young children.
- Demonstrate ethical, legal, and professional standards in Early Childhood Education.
- Create positive relationships and supportive interactions with young children.

Degree Requirements:

8 courses: 4.5 credits per course: Total 36 Credits

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

Units: 36.00

ECE 201	The Growing Child: Zero to 8	4.50
ECE 210	Child, Family, School and Comm	4.50

ECE 211	Diversity: Development & Ed.	4.50
HED 220	Health, Nutrition and Safety	4.50
ECE 330	Early Cognition	4.50
Prerequisite: ECE 201; ECE 210; HED 220 and ECE 211		
ECE 464	Ethical and Legal Issues	4.50
ECE 465	Trauma-Informed Practice	4.50
COM 120	Intro to Interpersonal Comm	4.50

Undergraduate Certificate: Early Childhood Social Advocacy

This certificate offering is not currently eligible for Title IV funding

Status: *Historical-Review all addendums*

Academic Program Director: Susan Gilbert; sgilbert@nu.edu

Advocate Certificate 2:

The Early Childhood Social Advocacy Certificate is the second in a series of 5 leading to a BA in Early Childhood Education. This certificate consists of 8 courses focused on early, emergent literacy and the profound impact of poverty on young children, their families and learning.

Certificate Pathway to BA ECE: Head Start Only

NU, in collaboration with the National Head Start Agency (NHSA), has created a pathway that integrates both the BA in ECE degree requirements with General Education (GE) requirements to provide a more efficient and engaging pathway to the degree. Each certificate is grouped around a theme: Building Bridges, Advocate, Connect, Engage and Moving Up. Each theme focuses on specific content, coupled with appropriate GE courses to provide a more meaningful student experience.

Certificates consist of 8 courses and can be completed in 8 months. NHSA students that have been awarded the CDA Credential will be eligible for credit for the following courses: ECE 201, ECE 210, and HED 220 on the Building Bridges certificate. There may be other opportunities for Prior Learning Credit in the Moving Up certificate.

National Head Start Agency (NHSA) students may ONLY participate in a Certificate Pathway to the BA ECE. The pathway consists of 5 certificates that couple ECE courses with appropriate GE courses. See the Certificate section of the catalog for more detailed information. Note: NHSA students that have been awarded the CDA Credential will be eligible for credit for the following lower division, preparation for the major courses: ECE 201, ECE 210, and HED 220.

Field Work: All ECE courses have a field work experience component. Field work must be in an approved setting, defined as working with children from birth to age 5 in a general educational, inclusive setting. Recommended settings are Early Head Start and Head Start.

Background Check: Prior to enrollment in any ECE courses, students must have a current Certificate of Clearance (COC) on file as well as TB clearance. Some locations may require current proof of DTAP, MMR, Flu and/or COVID vaccines. Any fee or costs associated with these requirements are the responsibility of the student.

Students are encouraged to enroll in the BA in ECE program. Certificates will be conferred by the Registrar upon successful completion and will be reflected on the student's transcript.

Program Learning Outcomes:

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

- Identify essential concepts, inquiry tools, and structure of content areas and resources for Early Childhood Education.
- Develop oral, written, and technological skills for communicating with families and very young children.
- Create environments that are healthy, respectful, supportive, and challenging for young children.

- Use systematic observations, documentation, and other assessment strategies in partnership with families and professionals to positively influence children's development and learning.
- Implement a curriculum that promotes development and learning outcomes for diverse young children.
- Demonstrate ethical, legal, and professional standards in Early Childhood Education.
- Create positive relationships and supportive interactions with young children.

Degree Requirements:

8 Courses: 4.5 credits per course: Total 36 Credits

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

Units: 36.00

ENG 102	Effective College English	4.50
ECE 410	Early Language and Literacy	4.50
	Prerequisite: ECE 330	
SOC 100	Principles of Sociology	4.50
ECE 446	Literature and Young Children	4.50
SPN 100	Beginning Spanish I	4.50
SPN 101	Beginning Spanish II	4.50
	Prerequisite: SPN 100	
ECE 220	Children Experiencing Poverty	4.50
ECE 222	Head Start History	4.50

Undergraduate Certificate: ECE Curriculum Connections

This certificate offering is not currently eligible for Title IV funding

Status: *Historical-Review all addendums*

Academic Program Director: Susan Gilbert; sgilbert@nu.edu

Connect Certificate 3:

The Curriculum Connections Certificate is the third in a series of 5 leading to a BA in Early Childhood Education. This certificate consists of 8 courses focused on connecting curriculum development, observation and assessment to student interest and outcomes.

Certificate Pathway to BA ECE: Head Start Only

NU, in collaboration with the National Head Start Agency (NHSA), has created a pathway that integrates both the BA in ECE degree requirements with General Education (GE) requirements to provide a more efficient and engaging pathway to the degree. Each certificate is grouped around a theme: Building Bridges, Advocate, Connect, Engage and Moving Up. Each theme focuses on specific content, coupled with appropriate GE courses to provide a more meaningful student experience.

Certificates consist of 8 courses and can be completed in 8 months. NHSA students that have been awarded the CDA Credential will be eligible for credit for the following courses: ECE 201, ECE 210, and HED 220 on the Building Bridges certificate. There may be other opportunities for Prior Learning Credit in the Moving Up certificate.

National Head Start Agency (NHSA) students may ONLY participate in a Certificate Pathway to the BA ECE. The pathway consists of 5 certificates that couple ECE courses with appropriate GE courses. See the Certificate section of the catalog for more detailed information. Note: NHSA students that have been awarded the CDA Credential will be eligible for credit for the following lower division, preparation for the major courses: ECE 201, ECE 210, and HED 220.

Field Work: All ECE courses have a field work experience component. Field work must be in an approved setting, defined as working with children from birth to age 5 in a general educational, inclusive setting. Recommended settings are Early Head Start and Head Start.

Background Check: Prior to enrollment in any ECE courses, students must have a current Certificate of Clearance (COC) on file as well as TB clearance. Some locations may require current proof of DTAP, MMR, Flu and/or COVID vaccines. Any fee or costs associated with these requirements are the responsibility of the student.

Students are encouraged to enroll in the BA in ECE program. Certificates will be conferred by the Registrar upon successful completion and will be reflected on the student's transcript.

Program Learning Outcomes:

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

- Identify essential concepts, inquiry tools, and structure of content areas and resources for Early Childhood Education.
- Develop oral, written, and technological skills for communicating with families and very young children.
- Create environments that are healthy, respectful, supportive, and challenging for young children.
- Use systematic observations, documentation, and other assessment strategies in partnership with families and professionals to positively influence children's development and learning.
- Implement a curriculum that promotes development and learning outcomes for diverse young children.
- Demonstrate ethical, legal, and professional standards in Early Childhood Education.
- Create positive relationships and supportive interactions with young children.

Degree Requirements:

8 Courses: 4.5 credits per course: Total 36 Credits

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

Units: 36.00

ECE 312	Infant and Toddler Care Prerequisite: ECE 330	4.50
ECE 415	Designing Emergent Curriculum Prerequisite: ECE 330	4.50
PSYC 100	Introduction to Psychology	4.50
ENG 240	Advanced Composition Prerequisite: ENG 102	4.50
ECE 430	Play as Pedagogy Prerequisite: ECE 330	4.50
ECE 440	Observing, Assessing & Plannin Prerequisite: ECE 330	4.50
ECE 452	Partnering With Families Prerequisite: ECE 330	4.50
ILR 260	Academic Information Literacy Prerequisite: ENG 102	4.50

Undergraduate Certificate: ECE STEAM Integration

This certificate offering is not currently eligible for Title IV funding

Status: *Historical-Review all addendums*

Academic Program Director: Susan Gilbert; sgilbert@nu.edu

Engage Certificate 4:

The ECE Steam Integration Certificate is the fourth in a series of 5 leading to a BA in Early Childhood Education. This certificate consists of 8 courses and 1 lab focused on integrating content across the curriculum. Special emphasis on GE curriculum content knowledge to inform math, science, and the arts.

Certificate Pathway to BA ECE: Head Start Only

NU, in collaboration with the National Head Start Agency (NHS), has created a pathway that integrates both the BA in ECE degree requirements with General Education (GE) requirements to provide a more efficient and engaging pathway to the degree. Each certificate is grouped around a theme: Building Bridges, Advocate, Connect, Engage and Moving Up. Each theme focuses on specific content, coupled with appropriate GE courses to provide a more meaningful student experience.

Certificates consist of 8 courses and can be completed in 8 months. NHS students that have been awarded the CDA Credential will be eligible for credit for the following courses: ECE 201, ECE 210, and HED 220 on the Building Bridges certificate. There may be other opportunities for Prior Learning Credit in the Moving Up certificate.

National Head Start Agency (NHS) students may ONLY participate in a Certificate Pathway to the BA ECE. The pathway consists of 5 certificates that couple ECE courses with appropriate GE courses. See the Certificate section of the catalog for more detailed information. Note: NHS students that have been awarded the CDA Credential will be eligible for credit for the following lower division, preparation for the major courses: ECE 201, ECE 210, and HED 220.

Field Work: All ECE courses have a field work experience component. Field work must be in an approved setting, defined as working with children from birth to age 5 in a general educational, inclusive setting. Recommended settings are Early Head Start and Head Start.

Background Check: Prior to enrollment in any ECE courses, students must have a current Certificate of Clearance (COC) on file as well as TB clearance. Some locations may require current proof of DTAP, MMR, Flu and/or COVID vaccines. Any fee or costs associated with these requirements are the responsibility of the student.

Students are encouraged to enroll in the BA in ECE program. Certificates will be conferred by the Registrar upon successful completion and will be reflected on the student's transcript.

Program Learning Outcomes:

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

- Identify essential concepts, inquiry tools, and structure of content areas and resources for Early Childhood Education.
- Develop oral, written, and technological skills for communicating with families and very young children.
- Create environments that are healthy, respectful, supportive, and challenging for young children.
- Use systematic observations, documentation, and other assessment strategies in partnership with families and professionals to positively influence children's development and learning.
- Implement a curriculum that promotes development and learning outcomes for diverse young children.
- Demonstrate ethical, legal, and professional standards in Early Childhood Education.
- Create positive relationships and supportive interactions with young children.

Degree Requirements:

9 Courses: 4.5 credits per course: Total of 37.5 Credits

Requirements for the Certificate (9 courses; 37.5 quarter units)		Units: 37.50
ECE 420	Nature, Numbers and Technology Prerequisite: ECE 330	4.50
MTH 209A	Fundamentals of Mathematics I Prerequisite: MTH 12A and MTH 12B	4.50
BIO 100	Survey of Bioscience	4.50
BIO 100A	Survey of Bioscience Lab <i>Historical-Review all addendums</i> Prerequisite: BIO 100 for non-science majors (GE), or BIO 163 for science majors	1.50
COH 100	Personal Health	4.50
ECE 435	Music, Movement, Drama, Dance	4.50
MUS 327	World Music	4.50

Prerequisite: ENG 102

THR 200	Theater Arts	4.50
ART 110	Visual Arts	4.50

Undergraduate Certificate: Fostering ECE Leaders

This certificate offering is not currently eligible for Title IV funding

Moving Up Certificate 5: The Fostering ECE Leaders Certificate is the fifth in a series of 5 leading to a BA in Early Childhood Education. This certificate consists of 8 courses that provide students with an opportunity to demonstrate and deeply reflect upon their teaching journey. Emphasis on community involvement and leadership roles and responsibilities.

Certificate Pathway to BA ECE: Head Start Only

NU, in collaboration with the National Head Start Agency (NHSA), has created a pathway that integrates both the BA in ECE degree requirements with General Education (GE) requirements to provide a more efficient and engaging pathway to the degree. Each certificate is grouped around a theme: Building Bridges, Advocate, Connect, Engage and Moving Up. Each theme focuses on specific content, coupled with appropriate GE courses to provide a more meaningful student experience.

Certificates consist of 8 courses and can be completed in 8 months. NHSA students that have been awarded the CDA Credential will be eligible for credit for the following courses: ECE 201, ECE 210, and HED 220 on the Building Bridges certificate. There may be other opportunities for Prior Learning Credit in the Moving Up certificate.

National Head Start Agency (NHSA) students may ONLY participate in a Certificate Pathway to the BA ECE. The pathway consists of 5 certificates that couple ECE courses with appropriate GE courses. See the Certificate section of the catalog for more detailed information. Note: NHSA students that have been awarded the CDA Credential will be eligible for credit for the following lower division, preparation for the major courses: ECE 201, ECE 210, and HED 220.

Field Work: All ECE courses have a field work experience component. Field work must be in an approved setting, defined as working with children from birth to age 5 in a general educational, inclusive setting. Recommended settings are Early Head Start and Head Start.

Background Check: Prior to enrollment in any ECE courses, students must have a current Certificate of Clearance (COC) on file as well as TB clearance. Some locations may require current proof of DTAP, MMR, Flu and/or COVID vaccines. Any fee or costs associated with these requirements are the responsibility of the student.

Students are encouraged to enroll in the BA in ECE program. Certificates will be conferred by the Registrar upon successful completion and will be reflected on the student's transcript.

Program Learning Outcomes:

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

- Identify essential concepts, inquiry tools, and structure of content areas and resources for Early Childhood Education.
- Develop oral, written, and technological skills for communicating with families and very young children.
- Create environments that are healthy, respectful, supportive, and challenging for young children.
- Use systematic observations, documentation, and other assessment strategies in partnership with families and professionals to positively influence children's development and learning.
- Implement a curriculum that promotes development and learning outcomes for diverse young children.
- Demonstrate ethical, legal, and professional standards in Early Childhood Education.
- Create positive relationships and supportive interactions with young children.

Degree Requirements:

8 Courses: 4.5 credits per course: Total 36 Credits

Requirements for the Certificate (8 courses; 36 quarter units)**Units: 36.00**

ECE 445	Strategies: Guiding Behaviors Prerequisite: ECE 330	4.50
PSYC 301	Child Development Prerequisite: ENG 102	4.50
SOC 350	Cultural Diversity Prerequisite: ENG 102	4.50
ECE 443	Children with Special Needs Prerequisite: ECE 330	4.50
ECE 460	Program Administration	4.50
ECE 461	Leadership and Supervision	4.50
ECE 466	Planning Physical Environments	4.50
ECE 450	Academic Seminar/Field Experie Prerequisite: Satisfactory completion of all core courses with an average grade of "C" (2.0) or better in the core.	4.50

Graduate Degrees

Master of Arts in Counseling Psychology (California)

Status: *Historical-Review all addendums*

Academic Program Director: Brian Tilley; btilley@nu.edu

The Master of Arts in Counseling Psychology degree provides the academic pathway for students who are committed to the practice of professional counseling. All students must complete the course work in Marriage and Family Therapist (MFT) during their program. The MFT sequence emphasizes marriage and family therapy and is designed for students who are committed to the practice of individual, couples, family, adolescent, and child psychotherapy. This course work meets the academic requirements necessary to sit for the Marriage and Family Therapist (MFT) License mandated by the Board of Behavioral Sciences in the state of California.

Students who are interested in also pursuing the Licensed Professional Clinical Counselor (PCC) pathway will complete three (3) additional courses at the end of their program, or where appropriate in their individual schedule, upon consultation with their Faculty Advisor. The PCC pathway, or Combined MFT-PCC Option, is designed to allow students to sit for licensing as both an LMFT and an LPCC (Licensed Professional Clinical Counselor). The PCC courses emphasize counseling techniques and theories, including those related to career development. This version of the degree meets the academic requirements to be eligible for licensing as a professional clinical counselor by the Board of Behavioral Sciences in the state of California.

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

Application Requirements

Students interested in enrolling in this program should contact an admissions advisor for further information regarding the application process.

To be considered for admission, applicants must meet the university graduate admission requirements listed in the general information section of the catalog, as well as the MAC program criteria. All applicants are evaluated for the psychotherapy profession, regardless of career goals. Students must submit an application packet, pass a personal interview, and attend the program orientation before they may begin classes.

Students for whom English is not their primary language must take the Test of English as a Foreign Language (TOEFL) exam and receive one of the below scores before beginning the program:

Paper-based - 550
Computer-based - 213
Internet Based - 79

Students must submit their TOEFL score with their application.

Students should consult the regional faculty to determine at what point in the sequence they may enter the program. Entrance points may differ in each region.

Program Fees

There is a total of \$640 in fees associated with this program. These include access fees for our practicum management program and preparatory materials for the California licensing examination. For further information on payment of fees, please consult your Faculty Advisor.

PSY 610- \$195 - Tevera is a practicum management system which all students will be required to use in order to track practicum hours.

PSY 644C- \$445 - Materials that are integrated into program courses and designed to assist students in the preparation for the California licensing examination

Program Requirements

- Students must complete a minimum of 10 hours of individual, marital, family, and group psychotherapy before taking PSY 644C and another 15 hours before graduation for a total of 25 hours.
- Students must obtain a total of 225 hours (Standard Program) or 280 hours (Combined Option) of face-to-face counseling experience at an approved practicum site with a designated practicum site supervisor during the practicum class.
- Students who do not have an undergraduate degree in psychology must take PSY 501A and PSY 501B as the first two courses in their program.
- Under exceptional circumstances, requests for independent studies in courses without experiential clinical work may be considered for approval by the department.
- Students seeking licensure in California must register with the Board of Behavioral Sciences (BBS) after graduation and fulfill all BBS licensing requirements for the license relevant to the student's MAC sequence option.
- Students are also urged to join a professional association. Students should consider joining the California Association of Marriage and Family Therapy and/or the American Association of Marriage and Family Therapists. Students in the Combined Option should also consider joining the American Counseling Association and/or the California Association for Licensed Professional Clinical Counselors. Students must obtain malpractice insurance, which may be obtained through the relevant association listed above or another professional organization.
- Students must complete all coursework within seven years. Any courses taken more than seven years ago must be repeated.
- Upon approval by faculty, students in the Master of Arts in Counseling Psychology may choose to take a regular evening course simultaneously with PSY 680A or PSY 680B.
- **NOTE:** The courses in the online version of the program are designed to be mostly asynchronous. However, some classes require attendance at prescheduled, live meetings. In many of these meetings, students participate in live, online role-play practice of psychotherapy skills. These live, online meetings will be scheduled by the instructor. The practicum sequence in the online program includes a required video presentation and live consultation with faculty each week. The schedule for these requirements differs by instructor and situation. The live meeting schedule is announced ahead of each course. Students are encouraged to reach out to instructors when they have any questions about the schedule.

The program is guided by the standards of the California Board of Behavioral Sciences for academic training relevant to licensing as a Marriage and Family Therapist in the State of California (Standard Program) or as a Licensed Professional Clinical Counselor (Combined Option), and by contemporary scientific, professional, and public practice. At the completion of the program students will achieve the following outcomes required for successful practice as an LMFT and/or an LPCC.

Program Disclosure Information

The MA in Counseling Psychology degree is designed for California only, and either option may not meet

requirements in other states. Students should consult the licensing boards of the appropriate states for information about licensure outside of California.

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

Program Learning Outcomes:

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

- Demonstrate core psychological concepts and therapeutic skills that underpin counseling, psychotherapy, and mental health counseling, including critical evaluation of the relevant methods of research used in the study of behavior and their limitations.
- Demonstrate current professional standards of ethics, values, and laws related to the practice of professional psychotherapists.
- Demonstrate cultural competence, including recognition of one's own potential biases, intersectionality (including systems of power, privilege, and oppression), and appreciation of cultural diversity in addressing the mental health needs of people of diverse backgrounds and circumstances with an emphasis on historically underserved populations.
- Assess and diagnose psychological distress and client problems according to stated theoretical principles of conceptualization while integrating and adjusting for the client's cultural and social identities, and physical ability.
- Establish, maintain, and evaluate the therapeutic relationship to serve the mental health needs of diverse clients.
- Develop culturally appropriate strategies, treatment plans, and interventions for work with diverse client groups in various clinical contexts and using a variety of psychotherapeutic models and modalities, including telehealth.
- Evaluate outcomes of clinical work and demonstrate an ability to integrate supervisor feedback into the student's treatment planning.
- Apply a working knowledge of a range of topics important to mental health practice including (but not limited to) psychopharmacology, addictive and compulsive disorders, structured psychological assessment, relational violence, gender expression and sexuality, and trauma/crisis, including suicidality.
- Evaluate norms and principles of public mental health work including (but not limited to) case management, collaborative treatment, evidence-based practice, strength-based model, resiliency, trauma-informed care, and recovery-oriented care to work with clients.
- Demonstrate an understanding of the principles of practicing self-care, with particular awareness of the impact of vicarious trauma on the therapist's wellbeing, as the student develops a professional identity.
- Integrate personal and professional development through self-reflection emphasizing capacities such as self-awareness, integrity, sensitivity, flexibility, insight, compassion, imagination, personal presence, and the impact on the therapeutic relationship.

Degree Requirements:

To receive the Master of Arts in Counseling Psychology, students must complete at least 90 quarter units of graduate work. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and if the units were not used in earning another advanced degree. Students for whom English is a second language must take and pass an English Language Proficiency exam prior to beginning any coursework. Students should refer to the section on graduate admission for specific information regarding additional application and evaluation requirements.

Prerequisites for the Major (2 courses; 9 quarter units)

Students who hold a bachelor's degree in Psychology may request these courses to be waived. Please contact the Lead Faculty.

PSY 501B	Foundations in Counseling II <i>Historical-Review all addendums</i>	4.50
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Core Requirements I (7 courses; 31.5 quarter units)

Students will take classes from this sequence, then take 3 area of specialization courses, Core Course Sequence II.

PSY 605	Lifespan & Sexual Development Prerequisite: Bachelor's Degree in Psychology , or PSY 501A and PSY 501B	4.50
PSY 637	Cultural & Social Justice Iss. Prerequisite: PSY 501A; PSY 501B	4.50
PSY 610	Community Mental Health Prerequisite: Bachelor's Degree in Psychology, or PSY 501A and PSY 501B	4.50
PSY 644A	Therapeutic Skills & Theory A	4.50
PSY 644B	Therapeutic Skills & Theory B Prerequisite: PSY 644A	4.50
PSY 612A	Clinical Assessment I <i>Historical-Review all addendums</i>	4.50
PSY 612B	Clinical Assessment II <i>Historical-Review all addendums</i> Prerequisite: PSY 612A	4.50

Core Requirements II: MFT Coursework (3 courses; 13.5 quarter units)

Students will take these courses between Core Sequence I and III.

PSY 636	Child and Adolescent Therapy	4.50
PSY 632	Couples Therapy & Sexuality	4.50
PSY 632A	Family Therapy	4.50

Core Requirements III (10 Courses; 45 quarter units)

PSY 627	Legal & Ethical Issues	4.50
PSY 644C	Therapeutic Skills & Theory C Prerequisite: PSY 644A; PSY 644B	4.50
PSY 680A	Counseling Practicum I <i>Discontinued</i> Prerequisite: PSY 644C with a minimum grade of S.	4.50
PSY 628	Group Therapy	4.50
PSY 646	Holistic Treatment	4.50
CHD 640	Treatment of Addictions <i>Historical-Review all addendums</i>	4.50
PSY 679A	Found. & Trauma-Focused Care	4.50
PSY 679B	Relational & Systemic Trauma	4.50
PSY 680B	Counseling Practicum II <i>Discontinued</i> Prerequisite: PSY 680A	4.50
PSY 678	Psychopharmacology	4.50

Optional Sequence IV: Combined MFT/PCC Option (3 courses; 13.5 quarter units)

Students interested in becoming a Licensed Professional Clinical Counselor will take these courses after Core Sequence III.

PSY 653	Research and Evaluation	4.50
PSY 624A	Testing and Assessment	4.50
PSY 645A	Career Counseling	4.50

Supplemental Coursework (2 courses; 3 quarter units)

Units: 3.00

Courses in this sequence are not required. They may be taken upon faculty approval.

PSY 680E	Early Practicum	1.50
PSY 680S	Supplemental Practicum <i>Historical-Review all addendums</i>	1.50
<i>Prerequisite: PSY 680B</i>		

Master of Arts in Strategic Communications

Status: *Historical-Review all addendums*

Academic Program Director: Federica Fornaciari; ffornaciari@nu.edu

The Master of Arts in Strategic Communications prepares students to assume professional positions in organizations that must meet the challenges of operating in an increasingly complex and interdependent global environment. A master's in strategic communications equips graduates with both theoretical and practical approaches to developing strategic communications programs that enable organizations to meet their goals and objectives. Each course provides an essential stepping stone on the way to planning, executing, and evaluating effective strategic communications efforts.

The objective of the MA in Strategic Communications program is to develop effective, strategically sophisticated professionals who possess the full complement of analytical and practical tools to lead communication efforts. It fosters strategic thinking, logical analysis, and solution generation. Upon completion of the degree, graduates will have the skills to develop and implement communications initiatives using both traditional and emerging channels such as social networks, blogs, podcasts, and mobile media.

Graduates will acquire an array of intellectual, managerial, and communication skills and competencies, including: an understanding of communications opportunities; the ability to carry out analyses of organizational communications needs; the knowledge to conduct audience analysis, as well as formative and evaluative research; the training to develop, implement, and evaluate appropriate strategies and tactics to reach multiple publics; and professional-level writing and presentation skills.

At the completion of the Master of Arts in Strategic Communications, graduates will emerge with a deep understanding of the theories of communication and persuasion, an ability to lead and participate in the team development of organizational communication strategies, and the practical skills to plan, produce, and evaluate strategic communications programs and campaigns.

This degree requires that students be able to write in English at an advanced level. If writing skills need improvement, the student may be required to enroll in a writing course before continuing in the program. Applicants for whom English is a second language are encouraged to take the Accuplacer English as a Second Language Placement Test.

Program Learning Outcomes:

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

- Produce multi-public, multi-channel communication campaign planning documents.
- Manage communication campaigns by producing budgets, task lists, and schedules.
- Apply formative research to develop communication campaigns and messages.
- Create persuasive campaigns that meet professional ethical standards.
- Evaluate communication campaigns by conducting summative research.
- Deliver professional communication presentations online.
- Demonstrate leadership and collaborative skills by participating in group tasks and presentations as leader and team member.

Degree Requirements:

To receive a Master of Arts in Strategic Communications, students must complete at least 45 quarter units of graduate work, of which a minimum of 40.5 quarter units must be taken in residence at National University. Students can transfer up to 4.5 quarter units at the graduate level from a regionally accredited institution in the areas of communication or business, provided the units have not been used to satisfy the requirements of an awarded degree. Students wishing to transfer credits into the program should contact the program faculty advisor. Refer to the section in the graduate admission requirements for additional specific information regarding application and matriculation.

Core Requirements (10 courses; 45 quarter units)

COM 600	Comm in Global Environment	4.50
COM 603	Emerging Interactive Media	4.50
COM 610	Integrated Marketing Comm	4.50
COM 615	Research Methods <i>Historical-Review all addendums</i>	4.50
COM 620	Crisis Communications	4.50
COM 625	Campaign & Program Management	4.50
COM 630	Campaign & Program Evaluation	4.50
	Prerequisite: COM 610, or COM 625	
COM 640	Persuasion	4.50
COM 650	Legal and Ethical Issues	4.50
COM 660	Capstone Project <i>Historical-Review all addendums</i>	4.50

Master of Bilingual Education with a Preliminary Multiple or Single Subject Teaching Credential and Internship Option with Bilingual Authorization (Spanish) (California)

This program offering is not currently eligible for Title IV funding

Status: *Historical-Review all addendums*

Academic Program Director: Clara Amador-Lankster; camadorl@nu.edu

The Master of Bilingual Education with a Preliminary Multiple or Single Subject Teaching Credential and Internship Option with Bilingual Authorization is designed for candidates dedicated to teaching all K-12 learners by ensuring social emotional thriving, meaningful academic achievement, and equitable and inclusive learning communities. Courses meet the California Commission on Teacher Credentialing (CTC) Program Standards, including the 45 Teaching Performance Expectations (TPEs), composing the TPEs six domains and Teaching Performance Assessments (TPA) associated with the revised CalTPA model.

The program and courses meet the California Commission on Teacher Credentialing (CTC) requirements for a Preliminary Multiple or Single Subject teaching credential. Candidates are required to successfully complete foundation courses, multiple or single subject credential method courses, bilingual methods courses and bilingual clinical practice path (student teaching or internship). The added Bilingual Authorization (SPANISH) meets all new Bilingual Program Standards and newly adopted Bilingual Teaching Performance Expectations (BTPEs) approved by CTC in December 2021.

Students in this Master's degree complete a three-course emphasis in one of the following areas: Critical Thinking, English Learner Equity and Academic Achievement, Inspired Teaching Practices or Social Emotional Learning. This degree meets all CTC requirements for a Preliminary Multiple or Single Subject teaching credential, plus Bilingual Authorization (BILA) and those requirements for a master's degree.

***Please Note:** Students need to satisfy/pass the Basic Skills Requirement (e.g., CBEST) and Subject Matter Competency Requirement (e.g., CSET) early (prior to Credential Area Methods coursework) in their programs to avoid interruptions to program progress and/or financial aid arrangements.

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

Program Learning Outcomes:

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

- 1. Integrate the knowledge needed for engaging/supporting all K12 learners, including those with diverse learning needs, in Bilingual/Dual Language Classrooms.
- 2. Integrate the knowledge needed for creating/maintaining effective learning environments for all K12 learners, including those with diverse learning needs, in Bilingual/Dual Language Classrooms.
- 3. Integrate the knowledge needed for making subject matter comprehensible for all K12 learners, including those with diverse learning needs, in Bilingual/Dual Language Classrooms.
- 4. Integrate the knowledge needed for designing/planning learning experiences for all K12 learners, including those with diverse learning needs, in Bilingual/Dual Language Classrooms.
- 5. Integrate the knowledge needed for assessing all K12 learners, including those with diverse learning needs, in Bilingual/Dual Language Classrooms.
- 6. Integrate the knowledge needed for being a legal, ethical, and professional educator for all K12 learners, including those with diverse learning needs, in Bilingual/Dual Language Classrooms.
- 7. Analyze and examine the philosophical, theoretical, historical, legal and legislative foundations of education policies, school programs and research on the effectiveness of Bilingual/Dual Language education and bilingualism in the United States.
- 8. Promote students' social-emotional growth, bilingual development, and sense of individual and civic responsibility using asset-based interventions, restorative practices, and conflict resolution practices that foster a linguistically inclusive community.
- 9. Design learning experiences for all students that apply research on the cognitive and metacognitive effects of bilingualism, biliteracy, translanguaging and transliteracies as developmental linguistic processes including, but not limited to, cross-linguistic transfer, contrastive analysis, and language use.
- 10. Design bilingual instruction by planning, developing, implementing and assessing standards - aligned content instruction in English and target language which integrates knowledge of the linguistic repertoires and registers across contexts and content areas and transferability between primary and target language.
- 11. Employ a variety of culturally relevant, unbiased instructional and assessment strategies, appropriate to students' transnational educational experiences, language proficiency and developmental levels in both languages, that promote student achievement across program models.
- 12. Demonstrate intercultural communication and interaction with families and communities that is linguistically and culturally responsive and affirming in order to empower families' leadership development for civic engagement in bilingual/dual language education schools.
- 13. Demonstrate the ability to propose inquiry and/or action-based research of applied practice in a chosen area of emphasis that extends candidates' professional learning.

Degree Requirements:

To receive a Master of Bilingual Education with a Preliminary Multiple Subject Teaching Credential and Internship Option with Bilingual Authorization, candidates must complete at least 85.5 quarter units of graduate credit, or Master of Bilingual Education with a Preliminary Single Subject Teaching Credential with Bilingual Authorization, candidates must complete at least 85.5 quarter units of graduate credit. Students must complete 63 units in residence at National University. Further information on graduate admission and evaluation can be found in the Academic Information for Graduate Degrees section of the catalog.

A number of requirements must be completed prior to beginning the credential courses, including the successful completion of the Credential Packet, which includes a number of requirements, such as cleared background clearance and negative TB test. To better understand the requirements, please refer to the Sanford College of Education's Credential Information section located in this catalog.

The CBEST and CSET must be passed prior to beginning the Multiple Subject or Single Subject Methods courses.

Each Teacher Education and Bilingual /credential course (ITL, BIL) includes a required 4-hour field experience in a K-12 classroom representing the candidates' credential area and a diverse bilingual/multilingual student population, with the exception of the bilingual clinical practice courses.

Candidates choosing the Bilingual Internship option to obtain the Preliminary Multiple or Single Subject Teaching Credential with Bilingual Authorization will need to meet the Internship Eligibility requirements as outlined in the Sanford College of Education Credential Information section of the catalog.

Bilingual Internship Option

The Commission on Teacher Credentialing (CTC) mandates all approved intern programs provide a minimum of 120 hours of pre-service coursework prior to becoming Intern Eligible. Candidates can meet the 120 hours requirement through the completion of the foundation sequence of ITL 600, ITL 604, ITL 606, ITL 608; pass CBEST; pass CSET; and have a school or district letter verifying a teaching position job offer as the 'teacher of record'.

The CA Education Code stipulates a minimum of 144 hours of support and supervision must be provided to the candidate each year of intern employment and documented. Interns without a valid English Learner (EL) Authorization from CTC will be required to receive an additional 45 hours of EL preparation support each year of intern employment (Total: 189 hours).

This Internship Option requires the successful completion of the bilingual internship clinical practice experience (minimum 1 year).

The CA Commission on Teacher Credentialing requires an intern-candidate holding a valid University Internship Credential to be continuously enrolled in clinical practice support and supervision. During the first-year, the intern will take BIL 640A and BIL 541A, BIL 640B and BIL 541B. In the event, the intern has not met all program requirements during the first year and the intern's employment continues during the second year, for National University to provide additional ongoing support and supervision, the intern will be enrolled in BIL640C and 640D. While still employed, a bilingual intern candidate may be enrolled in BIL640E and 640F if a third year extension is granted with appropriate documentation of a medical emergency or other extreme circumstance(s), through the University's petition process, with decisions considered on a case-by-case basis.

Program Requirements (Multiple Subject 20 courses; 85.5 quarter units or Single Subject 20 courses; 85.5 quarter units)

Includes all foundation, credential area method courses, and those clinical practice courses granting graduate credit.

Introductory Core Requirement (1 course; 4.5 quarter units)

All students must complete ITL 600 and complete the credential packet prior to beginning ITL 604.

ITL 600	Becoming a Teacher	4.50
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Foundation Core Courses (3 courses; 13.5 quarter units)

ITL 604	Learners and Learning I	4.50
ITL 606	Learners and Learning II <i>Prerequisite: ITL 604</i>	4.50
ITL 608	Design and Process of Teaching <i>Prerequisite: ITL 606</i>	4.50

All Foundation Courses meet CTC requirements for Intern Pre-Service coursework.

Multiple Subject Methods Courses (5 courses; 22.5 quarter units)

PRIOR to beginning any of the Multiple Subject Credential Area Method courses below, the candidate must successfully complete all Core courses, pass CBEST, pass CSET, and meet any other related program requirements.

ITL 510	Language-Literacy: Foundations <i>Historical-Review all addendums</i>	4.50
ITL 512	Language/Literacy: Strategies Prerequisite: ITL 510	4.50
ITL 516	Mathematics Integrative Design <i>Historical-Review all addendums</i> Prerequisite: ITL 512	4.50
ITL 518	Science Integrative Design Prerequisite: ITL 516	4.50
ITL 530	Optimized Learning Community*	4.50

* Upon issuance of the University Intern Credential, this course must be taken first.

Multiple Subject Bilingual Methods Courses (4 courses; 18 quarter units)

PRIOR to beginning any of the Bilingual Authorization Method courses below, the candidate must successfully complete all Core and Methods courses, pass CBEST, pass CSET, pass CSET LOTE and meet any other related program requirements.

BIL 620	Hist Foundation BIL Ed in US Prerequisite: ITL 600; ITL 604; ITL 606; ITL 608; ITL 530; ITL 510, or ITL 520 and ITL 512, or ITL 522 and ITL 516, or ITL 526 and ITL 518, or ITL 528	4.50
BIL 622	Dual Lang Teaching Methods Prerequisite: BIL 620	4.50
BIL 624	Span Lit Learn and Instruction Prerequisite: BIL 622	4.50
BIL 626	Sociolinguistics Bil Lang Edu Prerequisite: BIL 624	4.50

OR Single Subject Methods Courses (5 courses; 22.5 quarter units)

PRIOR to beginning any of the Single Subject Credential Area Methods courses below, the candidate must successfully complete all Core courses, pass CBEST, pass CSET, 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

* Upon issuance of the University Intern Credential, this course must be taken first.

Single Subject Bilingual Methods Courses (4 courses; 18 quarter units)

PRIOR to beginning any of the Bilingual Authorization Method courses below, the candidate must successfully complete all Core and Methods courses, pass CBEST, pass CSET, pass CSET LOTE and meet any other related program requirements.

BIL 620	Hist Foundation BIL Ed in US Prerequisite: ITL 600; ITL 604; ITL 606; ITL 608; ITL 530; ITL 510, or ITL 520 and ITL 512, or ITL 522 and ITL 516, or ITL 526 and ITL 518, or ITL 528	4.50
BIL 622	Dual Lang Teaching Methods Prerequisite: BIL 620	4.50
BIL 624	Span Lit Learn and Instruction Prerequisite: BIL 622	4.50
BIL 626	Sociolinguistics Bil Lang Edu Prerequisite: BIL 624	4.50

Clinical Practice Pathways: Bilingual Student Teaching OR Bilingual Internship (Student Teaching - 4 courses; 13.5 quarter units OR Internship - 4-8 courses; 13.5–31.5 quarter units) Candidates will complete the bilingual clinical practice experience through student teaching or the internship.

The bilingual clinical practice (bilingual language K12 classroom) experience courses (BIL 540A, BIL540B, BIL 640A, BIL 640B) do NOT grant graduate credit.

Bilingual Student Teaching (4 courses; 13.5 quarter units)

PRIOR to beginning any of the Bilingual Student Teaching below, the candidate must successfully complete all Core and Methods courses, pass CBEST, pass CSET, pass CSET LOTE and meet any other related program requirements and submit a successful student teaching application. The bilingual student teaching application process must be completed at least three-months prior to the candidate's intended start of student teaching. Bilingual student teaching placements in Bilingual/Dual Language K12 classrooms are made through a collaborative partnership of the university and respective school districts. The bilingual student teaching placements must align to the CSET credential sought. Bilingual student teaching is unpaid and composed of at least 600 instructional hours (16-18 weeks of full-time student teaching) in designated Bilingual/Dual Language K12 classrooms. Note: The two seminar courses below BIL 541A and BIL 541B are 2.25 quarter units each and will be taken concurrently with BIL 540A and BIL 540B respectively.

BIL 540A	Bilingual Student Teaching Corequisite: BIL 541A, or BIL 640A	4.50
BIL 541A	Bilingual Clinical Prac Sem Corequisite: BIL 540A, or BIL 640A	2.25
BIL 540B	Bilingual Student Teaching Corequisite: BIL 541B, or BIL 640B; Prerequisite: BIL 540A	4.50
BIL 541B	Bilingual Clinical Prac Sem Corequisite: BIL 540B, or BIL 640B; Prerequisite: BIL 541A	2.25

Bilingual Internship (4-8 courses; 13.5 – 31.5 quarter units)

PRIOR to beginning any of the Bilingual Authorization courses below, the candidate must successfully complete all Core courses, pass CBEST, pass CSET, pass CSET LOTE and meet all CTC requirements related to the University Intern Credential. Placement in a bilingual internship occurs as a result of the candidate holding employment in an approved CA public school and in partnership with National University. Bilingual intern placements must align to the CSET credential, be in compliance with the Commission on Teacher Credentialing, and with National University's requirements. Bilingual interns need to be in good standing with the employer and National University for the duration of the active University Internship Teaching Credential. The intern serves as the teacher of record in an approved Bilingual/Dual Language K-12 classroom and is paid by the school or school district. The University Internship Teaching Credential is good for a maximum of two-years and requires the candidate to be employed in the district and enrolled in National University's intern teacher credential program. As long as the candidate holds the intern credential and is employed, they have up to two-years to earn a multiple or single subject credential with a Bilingual Authorization.. For a third year as an intern, the Commission must approve an extension of the intern credential and the candidate must obtain an approved CAS petition from National

University documenting a medical emergency or other extreme circumstances necessitating an “exception to policy” and consideration on a case by case basis. If the petition is granted, the intern will be required to complete one or both courses of the following courses during the third year: BIL 640E, BIL 640F, respectively. Note: The two seminar courses below BIL 541A and BIL 541B are 2.25 quarter units each and will be taken concurrently with BIL 640A and BIL 640B respectively.

BIL 640A	Bilingual Internship A Corequisite: BIL 540A	4.50
BIL 541A	Bilingual Clinical Prac Sem Corequisite: BIL 540A, or BIL 640A	2.25
BIL 640B	Bilingual Internship B Prerequisite: BIL 640A; Corequisite: BIL 541B, or BIL 640B	4.50
BIL 541B	Bilingual Clinical Prac Sem Corequisite: BIL 540B, or BIL 640B; Prerequisite: BIL 541A	2.25
BIL 640C	Bilingual Internship C Prerequisite: BIL 640A; BIL 640B	4.50
BIL 640D	Bilingual Internship D Prerequisite: BIL 640A; BIL 640B; BIL 640C	4.50
BIL 640E	Bilingual Internship E Prerequisite: BIL 640A; BIL 640B; BIL 640C; BIL 640D	4.50
BIL 640F	Bilingual Internship F Prerequisite: BIL 640A; BIL 640B; BIL 640C; BIL 640D; BIL 640E	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 67.5 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 (15 courses; 67.5 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: ANA 600</i>	4.50
ANA 610	Data Management for Analytics <i>Prerequisite: ANA 605</i>	4.50
ANA 615	Data Mining Techniques <i>Prerequisite: ANA 610</i>	4.50
ANA 620	Continuous Data Methods, Appl <i>Prerequisite: ANA 615</i>	4.50
ANA 625	Categorical Data Methods, Appl <i>Prerequisite: ANA 620</i>	4.50
ANA 630	Advanced Analytic Applications <i>Prerequisite: ANA 625</i>	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 <i>Prerequisite: All core and specialization courses in an analytics program with a minimum GPA of 3.0 or approval of Lead Faculty.</i>	4.50
ANA 699B	Analytic Capstone Project II <i>Prerequisite: ANA 699A</i>	4.50
ANA 699C	Analytics Capstone Project III <i>Prerequisite: ANA 699B</i>	4.50

Specialization in AI/Optimization

Status: *Historical-Review all addendums*

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

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 22.5 quarter units for the AI/Optimization Specialization.

Total Specialization Requirements (5 courses; 22.5 quarter units)		Units: 22.50
ANA 500	Python for Data Science Recommended Preparation: Prior experience in computer programming languages such as R is helpful.	4.50
ANA 670	Applied Optimization Methods Prerequisite: ANA 500	4.50
ANA 675	Neural Network & Deep Learning Prerequisite: ANA 670	4.50
ANA 680	Machine Learning Deployment Prerequisite: ANA 675	4.50
ANA 505	AI & Optimization Topics	4.50

Specialization in Business Analytics

Status: *Historical-Review all addendums*

Academic Program Director: Nelson Altamirano; naltamirano@nu.edu

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 (5 courses; 22.5 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
ANA 505	AI & Optimization Topics	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 for applications in AI and optimization.

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 (5 courses; 22.5 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	
ANA 505	AI & Optimization Topics	4.50

Specialization in Health Analytics

Status: *Historical-Review all addendums*

Academic Program Director: Jodi Reeves; jreeves@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. Topics include health care information management systems, epidemiology, health management, clinical research, clinical trials, health outcomes research, teamwork, and communication.

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.

Requirements for the Specialization (5 courses; 22.5 quarter units)

HCA 626	Healthcare Information Systems	4.50
	Prerequisite: ANA 630	
COH 606	Epidemiology	4.50
	Prerequisite: COH 602, or ANA 630	
ANH 604	Clinical Research Analytics	4.50
ANH 607	Health Outcomes Research	4.50
ANA 505	AI & Optimization Topics	4.50

Master of Science in Nursing

Academic Program Director: Mary McHugh; mmchugh@nu.edu

The Master of Science in Nursing (MSN) degree program is for Registered Nurses who hold one of the following credentials: a nursing diploma, an associate nursing degree, or a Bachelor Degree in Nursing (BSN). In keeping with the standards for graduate education for advanced practice nursing delineated by the American Association of College of Nursing in the Essentials of Master's Education for Advanced Practice Nurses, the purpose of the

MSN program is to prepare students to assume leadership roles in their particular specialization. Masters level nursing education is the appropriate level of education for nursing professionals who are seeking roles that require advanced practice skills in order to function as providers and organizers of the health care delivery process.

The Master of Science in Nursing program at National University is accredited by the Commission on Collegiate Nursing Education (CCNE), 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791.

MSN Admission Requirements

The following candidates are eligible for admission into the MSN program:

1. Candidates who hold a BSN degree from a nursing program that meets one of these criteria 1) Nationally accredited nursing program, 2) Regionally accredited University/School, if applicable, and meet the University requirements for graduate study, listed in the General Catalog under Academic Information for Graduate Degrees.
2. Candidates who are currently enrolled in the final course of their RN- BSN Completion Program and meet the University requirements for graduate study, listed in the General Catalog under Academic Information for Graduate Degrees including Admission in the Term prior to Bachelor's Degree Completion.

All MSN Candidates :

- Must provide proof of a current, active and unencumbered RN license in the State of employment and/or residence.
- Have a cumulative GPA of at least 3.0 on a 4.0 scale.
- Complete the university graduate admission application.
- Submit the MSN application packet.

Candidates who graduated from a BSN program other than NU must

- Provide one official transcript from each college or university attended by, to the Registrar's office.
- Provide two professional recommendations on approved forms, preferably from individuals who hold graduate or doctoral degrees.

Prior to the start of their specialization courses, all candidates must:

- Provide evidence of current, active professional liability and malpractice insurance coverage throughout the program.
- Provide evidence of specified immunizations, a report of a recent physical examination, a clear drug screen and background check and current BLS certification.

Additional Program Information

1. Candidates are required to meet with their Admission Advisor to review the process for applying to and acceptance into the Nursing program. The specifics described are: program of study, schedules of courses, and requirements for progression in the program. Note: Prospective students should review the MSN and Post-Graduate Certificate packet before submitting the application.
2. Students should be proficient in operating a personal computer, including: demonstrated competency in standard computer operating systems and electronic filing systems, basic keyboarding skills, organizing and sorting electronic documents; demonstrated knowledge of standard computer applications to include Microsoft Word and Excel; familiarity with using internet browsers and standard email systems such as MS Outlook.
3. The MSN program is online with a mandatory onsite component. All accepted applicants must attend a virtual online program orientation. In addition, students in the FNP and PMHNP specializations are required to attend three or four one-day Objective Structured Clinical Examination (OSCE) (which may be in person at an NU campus or virtual). FNP and PMHNP practicum courses are offered as immersion practicum experiences, conducted in faculty approved, in-person, preceptored clinical settings.
4. Students who request a change in specialization after they have been admitted to a prior specialization must resubmit an application packet including a new goal statement, and one recommendation form completed addressing the new specialization area. A new resume is not required. All prerequisites must be met prior to admission into the new specialization. The new application will be re-submitted via the Graduate Nursing e-form Application in SOAR by the Admission Counselor.

- Students who withdraw from the program or withdraw their application prior to beginning the program will not need to reapply if the point of initial application occurred within one year of re-application. Students requesting to be re-admitted after one year of initial application for admissions will need to resubmit a new application packet including all required items needed for the application packet and drug screening, background check, immunizations and physical examination. Re-application to the program does not guarantee acceptance or provide an advantage to being accepted.

Program Disclosure Information

The Master of Science in Nursing (MSN) degree program is for Baccalaureate prepared nurses and is currently accredited by the Commission on Collegiate Nursing education (CCNE). In keeping with the standards for Graduate Education for Advanced Practice Nursing delineated by the American Association of Colleges of Nursing in the Essentials of Master's Education for Advanced Practice Nurses, the purpose of the MSN program is to prepare students to assume leadership roles in their particular specialization. Master's-level Nursing education is the appropriate level of education for Nursing professionals who are seeking roles that require advanced practice skills in order to function as providers and organizers of the healthcare delivery process. Students must complete one of the specializations listed in the university catalog.

This program is not available in all 50 States, please see licensure website <https://www.nu.edu/licensuredisclosures/> or see an enrollment advisor for up-to date information.

Program Learning Outcomes:

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

- Implement appropriate theories, models, frameworks, and concepts from nursing and non-nursing disciplines when designing interventions that influence healthcare outcomes for diverse populations in a variety of settings.
- Collaborate with interdisciplinary teams, to evaluate fiscally appropriate healthcare delivery systems that integrate research and clinical expertise to provide evidence-based, patient-centered care.
- Evaluate economic, policy, environmental, and social forces that impact nursing practice, health care delivery and quality of health care.
- Participate in the analysis, implementation and evaluation of strategies for improving nursing practice through the implementation of health information systems and technologies.
- Demonstrate a professional commitment to creating an environment of lifelong learning for patients, families, communities, and other healthcare practitioners.

Degree Requirements:

To receive a Master of Science in Nursing degree, students must complete 87-89 quarter units of graduate credit. A maximum 13.5 quarter units of graduate credit may be transferred to meet program requirements. Refer to the General Catalog section on graduate admission requirements for specific information regarding admission and evaluation. Students must maintain a cumulative GPA of 3.0 and must maintain a B (84%) in all core and specialization courses.

Core Requirements (6 courses; 27 quarter units)

NSG 600	Advanced Practice Nursing	4.50
NSG 620	Theory in Advanced Practice	4.50
NSG 623	Biomedical Statistics	4.50
NSG 606	Health Policy & Finance	4.50
NSG 607	EBP for Advanced NSG Practice	4.50
NSG 622	QI & Project Management	4.50

Students must pass all core courses before beginning specialization courses.

Specialization in Family Nurse Practitioner

Academic Program Director: Mary McHugh; mmchugh@nu.edu, Susan Drummond; sdrummond@nu.edu

The Family Nurse Practitioner (FNP) specialization will prepare advanced practice nurses to manage the care of individuals and families across the lifespan. The FNP program is designed for nurses who hold a Baccalaureate Degree in nursing (BSN) who wish to advance their knowledge, education and skills to practice in an Advanced Practice role as a FNP. Graduates are eligible to sit for the FNP national certification examinations offered by the American Nurses Credentialing Center (ANCC) or the American Academy of Nurse Practitioners (AANP). The Program emphasis is to foster the FNP's abilities to critically think; make differential diagnoses; use evidence-based findings to improve healthcare outcomes; and be accountable for the provision of healthcare to diverse individuals and families in the areas of health promotion, disease prevention, management of acute and chronic health conditions and primary care. The FNP provides clinical management of primary care conditions in a variety of clinics and community-based settings.

Admission Requirements

Students applying for the FNP area of specialization must be accepted to the MSN program.

Program Learning Outcomes:

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

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

Degree Requirements:

Students must complete a total of 62 quarter units for the FNP specialization. Students must maintain a cumulative GPA of 3.0 and must maintain a B (84%) in all courses. Students must obtain at least 600 hours at an approved practicum site with a designated approved preceptor during the practicum courses.

Total Specialization Requirements (12 courses; 62 quarter units)

Preparation for FNP Specialization (3 courses; 15 quarter units)

NSG 681	Advanced Physical Assessment*	6.00
NSG 641	Advanced Pharmacology I*	4.50
NSG 682	Advanced Pathophysiology*	4.50

*Students have the option of taking the preparation for FNP specialization concurrently with the 6 MSN core courses.

Specialization Requirements (9 courses; 47 quarter units)

Students must pass all Preparation for FNP Specialization courses before beginning any specialization courses.

NSG 680	Diversity Issues in APN	4.50
FNP 642	Advanced Pharmacology II	4.50
FNP 683A	Primary Care of Adult and Aged Corequisite: FNP 683C	4.50
FNP 683C	Care of Adult & Aged Practicum Corequisite: FNP 683A	6.00
FNP 684A	Primary Care-Women & Children Corequisite: FNP 684C	4.50
FNP 684C	Women and Children Practicum Corequisite: FNP 684A	6.00
FNP 685A	FNP Residency Corequisite: FNP 685C	4.50
FNP 685C	FNP Residency Practicum Corequisite: FNP 685A	8.00
FNP 689	FNP Capstone	4.50

Specialization in Psychiatric-Mental Health Nurse Practitioner - Lifespan

Academic Program Director: Mary McHugh; mmchugh@nu.edu, Susan Drummond; sdrummond@nu.edu

The Psychiatric-Mental Health Nurse practitioner- Lifespan (PMHNP) is registered nurse prepared at the master's degree level and specializes in primary mental health care for individuals, groups and populations across the lifespan. The PMHNP Program is designed for nurses who hold a Baccalaureate Degree in Nursing (BSN), who wish to advance their knowledge, education and skills to practice in an advanced practice role as a PMHNP. This advanced practice nurse maintains a critical role in the health care team and ensures collaboration and the provision of safe, effective, coordinated care. As an independent member of the health care team, and in partnership with patients, the PMHNP provides a variety of evidence-based services and therapies. The PMHNP assesses, makes diagnoses and plans care for complex psychiatric and concomitant medical issues, including the prescription and management of psychopharmacologic agents. The PMHNP advocates for patients and their families within a recovery and trauma-informed paradigm. The PMHNP ensures that patients and their families are engaged and actively participate in their behavioral health (mental health and substance use) care as they respond to the illness experience. The PMHNP continuously enhances their care through quality improvement and safety efforts and influences policy at the local, regional and national levels. The PMHNP melds the art and science of professional nursing and skillfully manages the acute and enduring issues posed by people with behavioral health issues across the lifespan. Graduates of this PMHNP Program are eligible to sit for the American Nurses Credentialing Center (ANCC) Psychiatric-Mental Health Nurse Practitioner Lifespan competency-based examination.

Admission Requirements

Students applying for the PMHNP area of specialization must be accepted to the MSN program.

Program Learning Outcomes:

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

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

- Model collaboration and coordination with interprofessional teams in health care systems delivering care to complex, multi-need patients, families and communities.
- Synthesize broad organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population behavioral health care and services to individuals, families, and identified populations.

Degree Requirements:

Students must complete a total of 60 quarter units for the PMHNP specialization. Students must maintain a cumulative GPA of 3.0 and must maintain a B (84%) in all courses. Students must obtain at least 540 hours at an approved practicum site with a designated approved preceptor during the practicum courses.

Total Specialization Requirements (12 courses; 60 quarter units)

Preparation for PMHNP Specialization Courses (3 courses; 15 quarter units)

NSG 641	Advanced Pharmacology I*	4.50
NSG 681	Advanced Physical Assessment*	6.00
NSG 682	Advanced Pathophysiology*	4.50

*Students have the option of taking the preparation for MNP specialization concurrently with the 6 MSN core courses.

Specialization Requirements (9 courses; 45 quarter units)

Students must pass all Preparation for PMHNP Specialization courses before beginning any specialization courses.

NSG 680	Diversity Issues in APN	4.50
MNP 643	Psychopharmacology in MH Care	4.50
MNP 694	MH Care: Adults/Aging Adults	4.50
	Corequisite: MNP 694C	
MNP 694C	Adults/Aging Adults Practicum	8.00
	Corequisite: MNP 694	
MNP 687	MH Care: Children/Adolescents	4.50
	Corequisite: MNP 687C	
MNP 687C	Children/Adoles Practicum	6.00
	Corequisite: MNP 687	
MNP 688A	Introduction to Psychotherapy	4.50
	Corequisite: MNP 688C	
MNP 688C	Intro Psychotherapy Practicum	4.00
	Corequisite: MNP 688A	
MNP 697	PMHNP Capstone	4.50

Specialization in AI/Optimization

Status: *Historical-Review all addendums*

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

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 22.5 quarter units for the AI/Optimization Specialization.

Total Specialization Requirements (5 courses; 22.5 quarter units)

Units: 22.50

ANA 500	Python for Data Science Recommended Preparation: Prior experience in computer programming languages such as R is helpful.	4.50
ANA 670	Applied Optimization Methods Prerequisite: ANA 500	4.50
ANA 675	Neural Network & Deep Learning Prerequisite: ANA 670	4.50
ANA 680	Machine Learning Deployment Prerequisite: ANA 675	4.50
ANA 505	AI & Optimization Topics	4.50

Graduate Certificates

The following Graduate Certificates offered are not currently eligible for Title IV funding.

Graduate Certificate in AI and Machine Learning

This certificate offering is not currently eligible for Title IV funding

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

Topics in this Graduate Certificate 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 22.5 quarter units for the Graduate Certificate in AI and Machine Learning.

Certificate Requirements (5 courses; 22.5 quarter units)

ANA 500	Python for Data Science Recommended Preparation: Prior experience in computer programming languages such as R is helpful.	4.50
ANA 670	Applied Optimization Methods Prerequisite: ANA 500	4.50
ANA 675	Neural Network & Deep Learning Prerequisite: ANA 670	4.50

ANA 680	Machine Learning Deployment Prerequisite: ANA 675	4.50
ANA 505	AI & Optimization Topics	4.50

Graduate Certificate in Consciousness and Transformative Studies Certificate

This certificate offering is not currently eligible for Title IV funding

Status: *Historical-Review all addendums*

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

The Consciousness and Transformative Studies (CTS) Certificate allows individuals to gain graduate-level knowledge in the interdisciplinary field of consciousness studies, delving into such topics as emotional and social intelligence, mindfulness and meditation, including research on and the benefits of each of these. Students learn and apply a consciousness and holistic perspective to their personal and work lives. This multi-perspective approach to human development and awareness is responsive to a widespread longing for deeper meaning and purpose, powerful tools of psycho-spiritual transformation, and fuller human potential.

Some highlights of this curriculum include:

Personal and professional growth and transformation. The professional environment increasingly recognizes the value of personal growth, in areas such as emotional intelligence, interpersonal communication, and mindfulness.

[CNS 5012 Emotional Intelligence; CNS 5013 Social Intelligence; CNS 5037 Neuroscience and Mindfulness; CNS 5015 Body Consciousness and Body Wisdom] A holistic and systems perspective: human beings are connected to larger living systems in nature. The ecological and societal challenges of our day require a leap to holistic and system thinking.

[CNS 5010 Paradigms of Consciousness; CNS 5275 Living Systems and Creative Potential; CNS 5048 Spiral Dynamics and Social Change] A developmental perspective:

A developmental and evolutionary approach is applied to the individual human life cycle as well as to the larger processes of cultural evolution. [CNS 5017 Human Development and the Evolution of Consciousness; CNS 5048 Spiral Dynamics and Social Change]

Mindfulness and presence: Integrating meditation and presence practices to daily routines can foster mindfulness, relieve stress, and enhance well-being and personal evolution. [CNS 5012 Emotional Intelligence; CNS 5037 Neuroscience and Mindfulness; CNS 5015 Body Consciousness and Body Wisdom].

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 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:

To apply for the CTS Certificate Program, a Bachelor's degree from a regionally-accredited college or university, preferably with an overall GPA of 3.0. Applicants with a lower GPA will be considered, provided their application is strong in other respects. Additionally, all applicants must write a personal statement of 5-7 pages describing their

formative life experiences and personal development, along with delineating their reasons for wanting to enroll in the certificate program.

To receive the CTS Certificate, students must complete the 20 quarter units of required courses.

Program Requirements (9 courses; 20 quarter units)

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 5010	Paradigms of Consciousness	3.00
CNS 5017	Human Dev & Consciousness	2.00
CNS 5275	Living Sys & Crea Potential	2.00
CNS 5037	Neuroscience & Mindfulness	2.00
	Prerequisite: CNS 5010	
CNS 5048	Spiral Dynamics&Social Change	1.00
	Prerequisite: CNS 5017	

Graduate Certificate Life Coaching Certificate

This certificate offering is not currently eligible for Title IV funding

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 Life Coaching, the partnership between client and coach catalyzes a thoughtful, interactive and creative process that facilitates movement towards the client's goals.

In this certificate, students learn coaching theory and applied coaching skills, supplemented by additional knowledge and practices in emotional intelligence, social intelligence, human development and entrepreneurship, thereby preparing them to launch a life coaching business. The certificate 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 client learning and growth.

The Life Coaching Certificate is a stand-alone certificate, and can be completed in 9 months of half-time study, for a total of 15 quarter units. The core coaching curriculum is certified by the International Coaching Federation.

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.
- 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:

To apply for the Life Coaching Certificate, a Bachelors degree from a regionally-accredited college or university, preferably with an overall GPA of 3.0. Applicants with a lower GPA will be considered, provided their application is

strong in other respects. Additionally, all applicants must write a personal statement of 5-7 pages describing their formative life experiences and personal development, along with delineating their reasons for wanting to enroll in the Life Coaching certificate program.

To receive the Life Coaching Certificate, students must complete 15 quarter units of graduate work in the area of coaching.

Specialization Requirements (8 courses; 15 quarter units)

CNS 5428	Fundamentals of Coaching <i>Discontinued</i>	2.00
	Prerequisite: CNS 5012	
CNS 5012	Emotional Intelligence	3.00
CNS 5430	Applied Coaching Skills I <i>Discontinued</i>	1.00
CNS 5452	Change Theory for Coaches <i>Discontinued</i>	1.00
CNS 5013	Social Intelligence	3.00
	Prerequisite: CNS 5012	
CNS 5432	Applied Coaching Skills II <i>Discontinued</i>	1.00
	Prerequisite: CNS 5430	
CNS 5017	Human Dev & Consciousness	2.00
CNS 5465	Starting Your Own Business <i>Discontinued</i>	2.00

Doctoral Degrees

Doctor of Psychology (PsyD)

Status: *Historical-Review all addendums*

Academic Program Director: Douglas Haldeman; dhaldeman@nu.edu, Sarah Carroll; scarroll2@nu.edu

Clinical Psychology

Clinical Psychology is the largest branch of the field of Psychology, and integrates Science, theory, and Clinical Practice to assess and treat a broad spectrum of mental health and behavioral medicine concerns. Clinical Psychologists work in a variety of settings, including community mental health agencies, hospitals, college counseling centers, corporations, independent or group practices, wellness clinics, health insurance agencies, prisons, universities and other research settings, as well as Veteran Affairs (VA) medical centers.

The demand for mental health professionals, particularly those with doctoral degrees, is expected to increase over the next decade. Factors contributing to this increase in the need for psychologists include the significant number of Veterans experiencing post-traumatic distress, the increasing number of people who are aging, the growing acknowledgment of the role of behavioral medicine techniques in treating chronic disease, and the ever-present demands for dealing with the stress and pressures of everyday life and work.

The Doctor of Psychology (PsyD) in Clinical Psychology at National University is designed for individuals seeking the highest level of training to become hands-on practitioners in the field of Psychology. We have created a program with a diverse faculty, student body, and curriculum. Our mission is to train practitioners-scholars who will provide comprehensive and culturally sensitive services to a variety of communities. Our particular focus on multicultural competency sets us apart from other doctoral programs.

Doctor of Psychology

The Doctor of Psychology (PsyD) degree was first recognized by the American Psychological Association (APA) in 1973. Today, many PsyD programs are offered nationwide. Graduates are prepared for the key roles that contemporary psychologists must fill to competently serve their communities: clinician, evaluator, assessment expert, and critical consumer of psychological research. Practical applications, advanced clinical training, and specialized fieldwork are emphasized throughout the course of the program.

At JFK School of Psychology, a dedicated faculty of practitioner-scholars offers a student-faculty ratio of approximately 10:1. In the selection of faculty, staff, and students, the PsyD program aims to reflect the diversity of

California's community including gender, race, physical ability, sexual orientation, and socio-economic status. The PsyD program incorporates issues of diversity into all courses in the curriculum.

The full-time plan of study takes five years to complete: four years of coursework (four quarters per year) including an ethnographic placement in year one, a practicum during years two and three, and support for additional externship during year four, and then, in year five, a pre-doctoral internship. Students are also required to complete a clinical dissertation project. All students must meet the residency requirement of at least 36 units within a 12-month period, typically earned during their first four quarters in the program.

Advisement

After matriculating into the program, students are assigned a faculty advisor with whom they meet at least once per quarter. These faculty advisors have specialized knowledge in the field and are able to serve as mentors who guide students through their professional development as clinical psychologists. Student performance in coursework and practica is evaluated on an ongoing basis, with formal yearly reviews. Each year must be completed satisfactorily for students to advance in the program. Failure to meet any requirement for advancement will result in a referral to the Review and Advisement Committee to clarify and remediate the difficulty. In some instances, students may be required to supplement or repeat certain areas of the program or to take a leave from the program. In other instances, students may be asked to leave the program. See the PsyD Student Handbook for Review and Advisement procedures.

Integrated Professional Seminar

The Integrated Professional Seminar (IPS) is a key component of the program. This composite of courses is designed to integrate academic information and ethnographic or practicum experience throughout the program. During each ethnographic or practicum year, small groups of students meet together with a faculty member. Depending on the year, IPS emphasizes different elements of work with diverse populations. These include, for example, examining one's own belief systems, worldview, biases, group process, and clinical case presentations. The IPS provides a supportive setting in which students may collaboratively integrate their applied and academic experiences.

Ethnographic Placement

The first-year ethnographic placement lays the foundation for culture and diversity-sensitive training as well as practice in self-reflection and self-awareness. The ethnographic experience involves immersion in environments that provide unique and diverse cultural experiences for the trainees. This immersion establishes an understanding of diversity and the relationships with power, privilege, and oppression in the practice of psychology.

To this end, the purpose of the ethnographic placement experience is to provide first-year doctoral trainees with experience in an unfamiliar culture/setting. For a minimum of eight hours per week, first-year trainees engage in a cultural immersion experience in a setting specifically selected to expose trainees to a population with whom they have had little or no prior contact.

Ethnographic trainees' fieldwork is integral to their development as clinical psychologists. It is one of the principal means by which trainees establish the foundation necessary to work with the diversity of clients that they will encounter in their subsequent clinical placements as well as their future work as professionals. This ethnographic placement experience and its accompanying Integral Professional Seminar (IPS I) are designed to focus on diversity.

Beginning Clinical Practicum

The Clinical Practicum is a placement at one of over 60 available sites. The focus of Clinical Practicum is on the supervised integration and application of knowledge gained from the ethnographic placement experience and ongoing doctoral coursework. In Clinical Practicum, trainees work 16–20 hours per week to develop skills in a variety of interventions and treatments including accurate assessment, conceptualization, and formulation of client cases from a multicultural/ diverse perspective.

Advanced Clinical Practicum

The Advanced Practicum is a clinical placement at one of over 60 available sites for 20–24 hours per week. The focus of Advanced Practicum is on the supervised integration and application of knowledge gained from previous practica, and ongoing doctoral coursework. At a more complex level than Beginning Practicum, trainees develop skills in comprehensive assessment, conceptualization, and formulation of client cases from a multicultural/ diverse perspective. However, the focus in Advanced Practicum is extended to include advanced skills in the development of systematic and empirically justifiable plans for intervention with individuals, groups, or communities within the larger context of human diversity and social change.

Externship

Students are supported to seek clinical training over and above the required practica. It is strongly encouraged that all students complete an externship during year four, to increase their readiness for the predoctoral internship and competitiveness in the match process. The desired training site must be reviewed and approved by the Training Department prior to the start of externship training.

Pre-Doctoral Internship

Trainees apply for pre-doctoral internships when they are in the fourth year of the full-time curriculum. Trainees need to be registered for the relevant number of internship units for each quarter in which they are accruing internship hours. All academic units must be completed, and the dissertation proposal successfully defended, before going to internship.

PsyD trainees may apply for full-time or part-time internship programs that are accredited by APA, and in some cases, internships that are part of the CAPIC and APPIC consortia. To be considered full time, trainees must work a minimum of 35 hours per week. A full-time internship is completed in four quarters at nine units per quarter for a total of 36 units.

Clinical Readiness Examination

This summative examination, administered in the Summer of Year 1, assesses student competency in skill areas essential to clinical practice. Passing this exam is a requirement to proceed to IPS-II/Beginning Practicum. In order to sit for this exam, students must pass the following first-year courses: IPS-I, Psychopathology I & II, Clinical Interviewing Skills, and Law & Ethics. The exam consists of 130 multiple-choice questions.

Clinical Proficiency Examination

In the Spring of Year 3, students present a written clinical case report to two faculty members who orally examine the student on the case. Passing this exam is a requirement for advancement in both the academic and clinical portions of the program.

Satisfactory Progress

Meeting program expectations in all competency areas in coursework, all requirements of fieldwork/practica, and passing the written comprehensive examination and the clinical proficiency examination are required before students may proceed to the next year of the program or internship. Failure to meet requirements for advancement to the next year may result in a student being required to supplement or repeat certain areas of the program or in termination from the program.

Clinical Dissertation Project

The clinical dissertation project is an intensive study in an area of interest. Projects must reflect the program's emphasis on diverse or underserved populations as well as the PsyD clinical focus. The dissertation should integrate research findings, relevant literature, and original thought, deriving input from the population under study and contributing to the field of applied psychology. Traditional quantitative methodologies may be utilized or students can explore and utilize other research modalities. Projects may take the form of a program evaluation, theoretical exploration, meta-analysis, case study, phenomenological study, ethnography, educational product development for clients or clinicians, content analysis, or grounded-theory analysis. A dissertation proposal must be successfully defended prior to the pre-doctoral internship match, and a successful final dissertation defense is required for the degree to be awarded.

Dissertation Completion

Students must register for PSD 7303 Dissertation Completion (for 0 units) every quarter following successful completion of PSD 7254 Clinical Dissertation Proposal III, through the quarter in which the final dissertation defense has been passed.

Individual Psychotherapy

All students in the PsyD program are required to complete at least 50 hours of individual psychotherapy within an 18-month time period. Psychotherapy must be with a licensed therapist. Students do not receive academic credit for psychotherapy. It is recommended that students complete the psychotherapy requirement prior to beginning their internship.

Licensure

Completion of the PsyD program from National University makes students eligible to apply for licensure as a psychologist. The licensure process is regulated by the California Board of Psychology. Requirements currently include a minimum of 3,000 hours of verified supervised professional experience. Licensing statutes and

regulations are subject to future legislative and/or administrative revisions. The PsyD students will be kept informed about licensing requirements and any changes that occur. The PsyD program maintains an active relationship with the licensing board.

The California Board of Psychology may be contacted directly at:
1625 North Market Blvd., Suite N-215
Sacramento, CA 95834

Phone: (916) 574-7720

Toll Free: (866) 503-3221

E-mail: bopmail@dca.ca.gov

Website: www.psychology.ca.gov

Knowledge and Competencies

The PsyD program subscribes to a practitioner-scholar model of clinical training. The goals of the PsyD Program align with the domains of Discipline-Specific Knowledge (DSKs) and Profession-Wide Competencies (PWCs) that are specified by the APA in the Standards of Accreditation.

DSK 1. History & Systems

- Demonstrate knowledge of the origins and development of major ideas in the discipline of psychology.

DSK 2. Foundational Science

- Demonstrate knowledge of affective aspects of behavior, e.g. affect, mood, and emotion.
- Demonstrate knowledge of biological aspects of behavior, e.g. neural, physiological, anatomical, and genetic aspects.
- Demonstrate knowledge of cognitive aspects of behavior, e.g. learning, memory, thought processes, and decision-making.
- Demonstrate knowledge of the norms and theories of human development over the lifespan.
- Demonstrate knowledge of the social and cultural aspects of behavior, e.g. group processes, attributions, discrimination, and attitudes.

DSK 3. Integrative Science

- Demonstrate the ability to integrate at least two affective, biological, cognitive, social, and/or developmental aspects of behavior.

DSK 4. Research Methods

- Demonstrate knowledge of the strengths, limitations, interpretation, and technical aspects of rigorous case study; correlational, experimental, and other quantitative research designs; measurement techniques; sampling; replication; theory testing; qualitative methods; mixed methods; meta-analysis; and quasi-experimentation.
- Demonstrate knowledge of quantitative modeling and analysis of psychological data, statistical description and inference, univariate and multivariate analysis, null-hypothesis testing and its alternatives, power, and estimation.
- Demonstrate knowledge of the techniques of content analysis, descriptive phenomenology, and qualitative meta-summary.
- Demonstrate knowledge of theory and techniques of psychological measurement, scale and inventory construction, reliability, validity, evaluation of measurement quality, classical and contemporary measurement theory, and standardization.

PWC 1. Research

- Students demonstrate the ability to evaluate and apply professional literature in the context of specific clinically relevant questions.
- Demonstrate the substantially independent ability to formulate and conduct clinically and contextually relevant inquiries (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.
- Synthesize and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.

PWC 2. Ethical and Legal Standards

- Demonstrate knowledge of, and act in accordance with, each of the following: (1) the current version of the APA Ethical Principles of Psychologists and Code of Conduct; (2) relevant laws, regulations, rules, and policies governing health service psychology at the organizational, state, and federal levels; (3) relevant professional standards and guidelines.
- Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.
- Conduct oneself in an ethical manner in all professional activities.

PWC 3. Individual and Cultural Diversity

- Demonstrate an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.
- Demonstrate respectful appreciation for others' cultures and worldviews.
- Actively attend to the dynamics of power, oppression, and privilege in their professional environments.
- Demonstrate knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities, including research, training, supervision/consultation, and service.
- Demonstrate the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities).

PWC 4. Professional Values, Attitudes, and Behaviors

- Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.
- Actively engage in classroom and/or agency activities.
- Demonstrates cognitive flexibility and capacity to adapt to changing circumstances and information.
- Engage in self-reflection regarding one's personal and professional functioning;
- Engage in activities to maintain and improve performance, well-being, and professional effectiveness.
- Recognize when supervision or consultation is needed, and actively seek the same.
- Demonstrate openness and responsiveness to feedback and supervision.
- Respond professionally to challenging situations with a degree of independence that is appropriate to current level of training.

PWC 5. Communication and Interpersonal Skills

- Communicate in an effective, constructive, and culturally/contextually sensitive manner in professional encounters.
- Produce and comprehend written communications that are informative and well-integrated, and that demonstrate a thorough grasp of professional language and concepts.
- Produce and comprehend oral communications that are informative and well-integrated, and that demonstrate a thorough grasp of professional language and concepts.
- Demonstrate the ability to manage difficult communication well.

PWC 6. Assessment

- Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.
- Demonstrate understanding of and ability to integrate knowledge of functional and dysfunctional behaviors, in context, to the assessment and/or diagnostic process.
- Formulate relevant referral question(s) for psychological testing; select and apply assessment methods that draw from the best available empirical literature, reflect the science of measurement and psychometrics, and are appropriate to the diversity characteristics of the service recipient.
- Collect relevant data using multiple sources and methods that are appropriate to the referral question(s), and administer and score psychological measures competently and correctly.
- Integrate data from multiple sources and interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.
- Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

PWC 7. Intervention

- Establish and maintain effective relationships with the recipients of psychological services.
- Demonstrate the ability to gather and integrate clinically relevant information through clinical interviews and active listening.
- Demonstrate the ability to conceptualize a client's presenting problem within a clearly articulated theoretical context.
- Develop evidence-based and contextually appropriate intervention plans specific to the service delivery goals.
- Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
- Demonstrate the ability to apply the relevant research literature to clinical decision making.
- Modify and adapt evidence-based approaches effectively when a clear evidence base is lacking.
- Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.

PWC 8. Supervision

- Demonstrate knowledge of supervision models and practices.
- Demonstrate the ability to apply knowledge of supervision models and practices in direct or simulated practice with psychology trainees or other health professionals.

PWC 9. Consultation and Interprofessional/Interdisciplinary Skills

- Demonstrate knowledge of and respect for the roles and perspectives of other professions.
- Demonstrate knowledge of consultation models and practices.
- Demonstrate the ability to apply knowledge of consultation models and practices in direct or simulated practice with individuals and their families, other health care professionals, interprofessional groups, or systems related to health and behavior.

Prerequisites for Admission

- Introduction to Psychology or Developmental Psychology
- Theories of Personality or Abnormal Psychology
- Diversity-related course
- Statistics

These courses or their approved equivalents are prerequisites to the Doctor of Psychology program. All prerequisite courses must be completed prior to attending the first-year Doctor of Psychology courses, with official transcripts documenting successful completion on file in the Registration Office. Prerequisite courses must have been taken at a regionally accredited, approved college or university within the past ten years with a grade of C or better in an undergraduate program or a B or better in post-undergraduate work.

Transfer Credit

Students requesting course transfer credit must have attained a grade of "credit" or a letter grade of B or higher from an institution that is regionally accredited or has other recognized accreditation. When transfer credit is granted for a course completed at another institution, regardless of whether it was offered on the quarter or semester system, the maximum number of units transferred will equate to the number of units given for completing the corresponding doctoral course at JFK School of Psychology. Transfer credit will not be included as part of the cumulative University PsyD GPA. Courses eligible for transfer credit must have been taken within the last eight years. The maximum number of approved credits that may be transferred into the PsyD program from master-level courses is 18. The maximum number of approved credits that may be transferred into the PsyD program from doctorate level courses is 30. If a student is transferring credits from both master level and doctorate level courses, the total transfer credits cannot exceed 30 units. Although transfer credits may reduce the cost of the program, it will not reduce the overall length of the program, due to the three years of the Integrated Professional Seminar (IPS I, II & III). The number of transferred credits permitted is at the discretion of the PsyD program.

Accreditation

The Clinical Psy.D. program under the name National University, Pleasant Hill, CA / John F. Kennedy Teach-Out is "accredited, inactive" by the Commission on Accreditation of the APA. This accreditation status designates an accredited program that is no longer admitting students. This status was granted to accommodate teach-out students from John F. Kennedy University. Persons who were not enrolled in accredited John F. Kennedy programs

are not to be admitted to the National University, Pleasant Hill, CA / John F. Kennedy Teachout “accredited, inactive” program.

Questions related to the program’s accredited status should be directed to the Commission on Accreditation:

Commission on Accreditation
Office of Program Consultation and Accreditation
American Psychological Association
750 First Street, NE
Washington D.C. 20002-4242
Phone: (202) 336-5797
Email: apaaccred@apa.org
Website: www.apa.org/ed/accreditation

Program Disclosure Information

Current/Transferring Students

In the United States, each state makes its own rules regarding the educational requirements for licensure of psychologists. As such, requirements for professional licensure and certification can vary markedly by state. The JFK School of Psychology at National University, Doctoral Program in Clinical Psychology (Psy.D.) **meets** the educational degree completion requirements for licensure in the state of **California** as a Licensed Psychologist.

Since many states have unique licensing requirements, the JFK School of Psychology at National University, Doctoral Program in Clinical Psychology (Psy.D.) cannot confirm whether its Doctoral Program in Clinical Psychology (Psy.D.) degree meets all the educational, licensure, and certification requirements in **any state other than California**. Further, these requirements can change frequently and often without notice.

We advise you to contact your state licensing and certification body to ensure the degree will meet requirements for licensure in the state in which you seek to be licensed. For licensing board contact information and approval status, please see the [Association of State and Provincial Psychology Boards](http://www.asppb.net) website. For all students, applicants, or prospective students seeking licensure in any state, please review the chart below outlining the University’s determination about the program’s curriculum and how it relates to the state educational requirements for licensure or certification in that respective state.

PROGRAM MEETS EDUCATIONAL REQUIRMENTS	PROGRAM DOES NOT MEET EDUCATIONAL REQUIRMENTS	CANNOT BE CONFIRMED IF PROGRAM MEETS EDUCATIONAL REQUIRMENTS
California		All other states, including the District of Columbia and the US protectorates, as defined in 34 CFR §600.2.

For students matriculated prior to January 1, 2021, the program is accredited by the Commission on Accreditation of the American Psychological Association (APA). Questions related to the accredited status of the program should be directed to the Commission on Accreditation:

Commission on Accreditation
Office of Program Consultation and Accreditation

American Psychological Association
750 First Street, NE
Washington D.C. 20002-4242
Phone: (202) 336-5797
Email: apaaccred@apa.org
Website: www.apa.org/ed/accreditation

As an APA-accredited program, our students are strongly encouraged to complete their internship at an APA-accredited site. Students are required to use the APPIC (Association of Psychology Postdoctoral and Internship Centers) system for application to internships and a minimum of 80% of student applications must be submitted to APA-accredited sites.

It is strongly encouraged that students, applicants, and prospective students determine any additional (i.e., non-educational) requirements for licensure in the state in which they seek to be licensed. Many licensure boards require more than successful degree completion to obtain a license, such as completion of an examination(s), test(s), background check(s), internship/practicum hours, and other requirements determined by the respective state board. It is the responsibility of the student completing the licensure program to check with the respective state licensing board(s) for the most recent information, rules and requirements.

Future/New Students

Thank you for choosing the JFK School of Psychology at National University Psy.D. program. In January 2021, this program was administratively transferred from National University affiliate John F. Kennedy University (JFKU) to National University.

The JFKU Psy.D. program had been American Psychological Association (APA)-accredited since 2003, and moved to "accredited, inactive" status in 2021, meaning that while it remains APA-accredited for all students enrolled prior to 2021, new students will be admitted to an identical program (same curriculum and faculty), the JFK School of Psychology at National University Psy.D. program, which will seek APA accreditation on an accelerated timeline. **Until accreditation is achieved, the program will be unaccredited by APA.**

National University cannot guarantee that APA accreditation will be granted. There is a possibility that the program may not be accredited before you finish the Program, and if you transfer to another institution before National University obtains this accreditation, your credits may not be transferable. If the JFK School of Psychology at National University Psy.D. program becomes APA-accredited in the future, all students admitted will receive all the benefits of attending an APA-accredited doctoral program.

The JFK School of Psychology at National University Psy.D. program continues to be regionally accredited (by WSCUC), which means that eligible students may apply for federal loans, work-study funds, and other available benefits. Questions about WSCUC accreditation can be addressed at:

985 Atlantic Avenue, Suite 100
Alameda, CA 94501
Phone: 510-748-9001

As a program seeking APA-accredited program, our students are strongly encouraged to complete their internship at an APA-accredited site. Students are required to use the APPIC (Association of Psychology Postdoctoral and Internship Centers) system for application to internships and a minimum of 80% of student applications must be submitted to APA-accredited sites.

In the United States, each state makes its own rules regarding the educational requirements for licensure of psychologists. As such, requirements for professional licensure and certification can vary markedly by state. The JFK School of Psychology at National University, Doctoral Program in Clinical Psychology (Psy.D.) **meets** the educational degree completion requirements for licensure in the state of **California** as a Licensed Psychologist.

Since many states have unique licensing requirements, the JFK School of Psychology at National University, Doctoral Program in Clinical Psychology (Psy.D.) cannot confirm whether its Doctoral Program in Clinical Psychology (Psy.D.) degree meets all the educational, licensure, and certification requirements in **any state other than California**. Further, these requirements can change frequently and often without notice.

It is important to know that some states require that students have a degree from an APA-accredited program. In addition, some agencies of the federal government only hire graduates of APA-accredited programs. If you wish to work for such an agency, please contact them directly for further information on hiring requirements.

We advise you to contact your state licensing and certification body to ensure the degree will meet requirements for licensure in the state in which you seek to be licensed. For licensing board contact information and approval status, please see the [Association of State and Provincial Psychology Boards](#) website. For all students, applicants, or prospective students seeking licensure in any state, please review the chart below outlining the University's determination about the program's curriculum and how it relates to the state educational requirements for licensure or certification in that respective state.

PROGRAM MEETS EDUCATIONAL REQUIRMENTS	PROGRAM DOES NOT MEET EDUCATIONAL REQUIRMENTS	CANNOT BE CONFIRMED IF PROGRAM MEETS EDUCATIONAL REQUIRMENTS
California		All other states, including the District of Columbia and the US protectorates, as defined in 34 CFR §600.2.

It is strongly encouraged that students, applicants, and prospective students determine any *additional (i.e., non-educational)* requirements for licensure in the state in which they seek to be licensed. Many licensure boards require more than successful degree completion to obtain a license, such as completion of an examination(s), test(s), background check(s), internship/practicum hours, and other requirements determined by the respective state board. It is the responsibility of the student completing the licensure program to check with the respective state licensing board(s) for the most recent information, rules and requirements.

Program Learning Outcomes:

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

- Evaluate professional literature, apply knowledge of quantitative and qualitative research methodology to a doctoral research project, and synthesize and disseminate research or other scholarly activity via publication and/or presentation to a professional audience.
- Demonstrate knowledge of, and act in accordance with APA Ethical Principles, relevant laws, regulations, rules, and policies, and relevant professional standards and guidelines.

- Demonstrate the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles. This includes deep knowledge of one's own cultural position, as well as attention to the dynamics of power, oppression, and privilege in their professional environments.
- Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others. Demonstrate engagement, cognitive flexibility, self-reflection, self-assessment, self-care, and responsiveness to feedback and supervision.
- Communicate in an effective, constructive, and culturally/contextually sensitive manner in professional encounters. Produce written and oral communications that demonstrate a thorough grasp of professional language and concepts.
- Demonstrate ability to apply current knowledge of diagnostic classification systems to client difficulties. Plan and implement formal assessment of referred clients, considering their diagnostic situation and intersecting cultural identities. Integrate data from multiple sources and communicate findings in a clear and accurate way.
- Establish effective therapeutic relationships, gather and integrate clinically relevant information, conceptualize cases, develop treatment plans, implement evidence-based and contextually appropriate interventions, and evaluate intervention effectiveness.
- Demonstrate applied knowledge of supervision models and practices in direct or simulated professional situations.
- Demonstrate applied knowledge of consultation models and practices in direct or simulated professional situations, and ability to work constructively with other health care professionals and/or in other systems related to health and behavior.
- Demonstrate knowledge of history and systems of psychology, knowledge of the key aspects of behavior (affective, biological, cognitive, developmental, social and cultural), and the ability to integrate these domains.

Degree Requirements:

To receive the PsyD degree, the student must meet the following requirements:

- The Clinical Readiness Examination and the Clinical Proficiency Examination must be passed.
- Fifty hours of personal psychotherapy must be completed.
- All training logs and supervisors' evaluations must be submitted to the Training Office.
- The dissertation must be successfully defended and published to ProQuest.
- After admission to the PsyD program, all academic requirements must be completed in residence, except where transfer credit units have been awarded.
- A full-time load of 36 units must be carried for a minimum of one year, preferably in year one.
- A minimum grade of B- is required in each course applied to meeting degree requirements.
- An overall grade-point average of at least 3.0 must be achieved in all work for the PsyD program; All program requirements must be completed within eight calendar years of matriculation.
- Candidates for doctoral degrees are required to apply for graduation in or before the quarter in which they expect to complete all degree requirements.

Total Degree Requirement (180 quarter units)

Core Requirements Year One (19 courses; 45 quarter units)

Units: 45.00

PSD 7009	Group Clinical Skills	2.00
PSD 7011	Clinical Interviewing Skills	4.00
PSD 7015	Psychopathology I	3.00
PSD 7016	Psychopathology II	3.00
<i>Prerequisite: PSD 7015 with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.</i>		
PSD 7035	Ethnographic Placement <i>Discontinued</i>	2.00
PSD 7046	Group Dynamics <i>Discontinued</i>	1.00
PSD 7047	Multicultural Aware/Prof Psych <i>Discontinued</i>	2.00

PSD 7114	Psychometrics:Psych Assessment <i>Historical-Review all addendums</i>	2.00
PSD 7122	Psychodynamic Theory & Applic	3.00
PSD 7123	Cognitive Behavioral Theory	3.00
PSD 7141	Ethical & Legal Issues Psych <i>Historical-Review all addendums</i>	3.00
PSD 7151	Research Methods & Stats I	3.00
PSD 7227	Human Development <i>Historical-Review all addendums</i>	4.00

PSD7035, PSD7046, and PSD7047 are each taken in Fall, Winter, and Spring quarters. Thus these courses account for a total of 15 units during Year One.

Core Requirements Year Two (20 courses; 46 quarter units) Units: 46.00

PSD 7107	Biological Bases of Behavior	3.00
PSD 7115	Assessment I: Intellect/Cognit <i>Historical-Review all addendums</i> Prerequisite: PSD 7114 with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.	4.00
PSD 7116	Assessment II: Personality I <i>Historical-Review all addendums</i> Prerequisite: PSD 7115 with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.	4.00
PSD 7117	Assessment III: Personality II	4.00
PSD 7124	Family Systems Theory & Applic	3.00
PSD 7131	Psych & Treatment Subst Abuse	3.00
PSD 7135	Beginning Practicum <i>Discontinued</i>	2.00
PSD 7147	Multicultural Proficiency <i>Discontinued</i>	1.00
PSD 7180	Psychology of Trauma	3.00
PSD 7250	Research Methods & Stats II <i>Historical-Review all addendums</i> Prerequisite: PSD 7151 with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.	3.00
PSD 7251	Qualitative Rsch: Critical Rev <i>Historical-Review all addendums</i> Prerequisite: PSD 7250 with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.	3.00
PSD 7252	Clinical Dissertation Prop I <i>Historical-Review all addendums</i> Prerequisite: PSD 7251 with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.; PSD 7250 with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.	2.00
PSD 7253	Clinical Dissertation Prop II <i>Historical-Review all addendums</i> Prerequisite: PSD 7252 with a minimum grade of CR. This is the lowest passing grade for JFK-SOP PsyD courses.	2.00
PSD 7271	Applied Diagnosis <i>Discontinued</i>	1.00
PSD 7272	Case Formulation <i>Discontinued</i>	1.00
PSD 7273	Informed Treatment Planning <i>Discontinued</i>	1.00

PSD7135 and PSD7147 are both taken in Fall, Winter, and Spring quarters. Thus these courses account for a total of 9 units during Year Two.

Core Requirements Year Three (13 courses; 25 quarter units) Units: 25.00

PSD 7104	Social & Cultural Bases Behav <i>Historical-Review all addendums</i>	3.00
PSD 7108	Cognitive & Affective Bases <i>Historical-Review all addendums</i>	3.00
PSD 7110	Integrated Foundationl Science <i>Historical-Review all addendums</i> Prerequisite: PSD 7107 with a minimum grade of B-. ; PSD 7104 with a minimum grade of B-. ; PSD 7227 with a minimum grade of B-. ; PSD 7108	2.00

with a minimum grade of B- ; PSD 7160 with a minimum grade of B-. B- is the lowest passing grade for JFK-SOP PsyD courses.

PSD 7160	Psychopharmacology Prerequisite: PSD 7107 with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.	3.00
PSD 7235	Advanced Practicum <i>Discontinued</i>	3.00
PSD 7254	Clinical Dissertation Prop III <i>Historical-Review all addendums</i> Prerequisite: PSD 7253 with a minimum grade of CR. This is the lowest passing grade for JFK-SOP PsyD courses.; Recommended: Prior completion of: Online training module for IRB / human participants should be completed prior to the beginning of this course.	1.00
PSD 7371	Integrative Case Planning <i>Discontinued</i>	1.00
PSD 7372	Clinical Communication <i>Discontinued</i>	1.00
PSD 7373	Profess Devel/Lifelong Learn <i>Discontinued</i>	1.00
PSD 7601	Psych Career Skills Building Prerequisite: PSD 7273 with a minimum grade of CR. This is the lowest passing grade for JFK-SOP PsyD courses.	1.00
PSD 7303	Dissertation Completion <i>Historical-Review all addendums</i> Prerequisite: PSD 7254 with a minimum grade of CR. This is the lowest passing grade for JFK-SOP PsyD courses. For students matriculating in Fall 2018 and following.	0.00

PSD7235 is taken in Fall, Winter, and Spring quarters. Thus this course accounts for a total of 9 units during Year Three.

Core Requirements Year Four (3 courses; 9 quarter units) Units: 9.00

PSD 7003	History & Systems of Psych	3.00
PSD 7215	Foundations Prof Consultation	3.00
PSD 7230	Fundamentals Clinical Supervsn	3.00

Core Requirements Year Five (4-8 courses; 36 quarter units) Units: 36.00

Students must repeat any combination of the following two courses for a total of 36 quarter units.

PSD 7400	Full-Time Internship <i>Historical-Review all addendums</i> Recommended: Prior completion of: Completion of all other coursework and permission of Training Director.	9.00
PSD 7401	Part-Time Internship Recommended: Prior completion of: Completion of all other coursework and permission of Training Director.	4.50

Electives (19 quarter units)

Students select a minimum of 19 total units comprised of any combination of elective courses.

General Electives (all are repeatable)

PSD 7118	Assessment Practicum <i>Discontinued</i> Prerequisite: PSD 7115 with a minimum grade of B- ; PSD 7116 with a minimum grade of B- ; PSD 7117 with a minimum grade of B-. B- is the lowest passing grade for JFK-SOP PsyD courses.	1.00
PSD 7309A	Topics in Doctoral Psychology	1.00

PSD 7309B	Topics in Doctoral Psychology	2.00
PSD 7309C	Topics in Doctoral Psychology	3.00
PSD 7330	Externship-Concurrent w/IPS Recommended: Prior completion of: all year one coursework; a minimum of 6 months clinical experience. Training office approval required.	0.00
PSD 7331	Externship <i>Historical-Review all addendums</i> Recommended: Prior completion of: all year one coursework; a minimum of 6 months clinical experience. Training office approval required.	1.00
PSD 7529	Externship - Integrated Health	1.00
PSD 7539	Externship-Forensic/Correction	1.00
PSD 7550	Clinical Topics in Sport Psych	3.00
PSD 7559	Externship - Sport <i>Historical-Review all addendums</i>	1.00
PSD 7602	Summer Field Placement Recommended Preparation: Take when instructed by Training Office.	0.00
General Electives (not repeatable)		
PSD 7170A	Functional Neuroanatomy Prerequisite: PSD 7107 with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.	2.00
PSD 7170B	Neuropathology Prerequisite: PSD 7170A with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.	3.00
PSD 7170C	Neuropsychological Principles Prerequisite: PSD 7170B with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.	3.00
PSD 7171	Neuropsychological Rehab Recommended: Prior completion of: PSD7107 (Biological Bases), and PSD7170A-B-C (foundational neuropsychology courses) are strongly recommended.	1.00
PSD 7173	Overview of Pediatric Assessmt Recommended: Prior completion of: PSD7107 (Biological Bases), and PSD7170A-B-C (foundational neuropsychology courses) are strongly recommended.	1.00
PSD 7174	Neuropsychology of Aging	1.00
PSD 7178	Multicultural Issues in Assess <i>Historical-Review all addendums</i> Prerequisite: PSD 7116 with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.	1.00
PSD 7521	Fndmntls Integrated Healthcare	1.00
PSD 7522	Health Psychology	2.00
PSD 7523	Motivational Interviewing	1.00
PSD 7524	Behav Health in Primary Care	1.00
PSD 7530	Corr Psych/Cultural Awareness	2.00
PSD 7531	Forensic Psych/Multicultural	2.00
PSD 7533	Forensic/Correctional Assess. <i>Historical-Review all addendums</i> Prerequisite: PSD 7116 with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.	3.00
PSD 7535	Exprt Tstmny/Advncd Rprt Wrtnng	2.00
Courses Required for Licensure		
PSD 7701	Spousal/IPV Abuse Prev Assess	2.00
PSD 7702	Child Abuse Assessmt/Reporting	1.00
PSD 7703	Aging and Long-Term Care	1.00
PSD 7704	Suicide Prevention and Assess	1.00

Concentration in Correctional and Forensic Psychology

Status: *Historical-Review all addendums*

Academic Program Director: Sharon Christensen; schristensen@nu.edu

Forensic and Correctional Psychologists are one of the fastest growing areas of employment in the field of psychology. The Correctional/Forensic Concentration is designed to provide students with foundational discipline-specific knowledge and focused clinical training for those interested in a career as a correctional or forensic psychologist. The concentration includes a forensic externship to provide hands-on experience conducting assessments within the correctional setting. Concentration courses also expand students understanding and application of forensic psychology in the areas of sex offender evaluation and treatment, child custody evaluations and mediation, police psychology, offenders with mental disorders, and evidence-based, trauma-informed best practices. All courses are rooted in exploring the multicultural, contextual variables within the correctional and forensic setting. The concentration is designed to develop culturally responsive clinicians to serve correctional/forensic populations. This concentration prepares students to compete for highly sought out practicum positions and facilitate student entrance into APA accredited internships and postdoctoral fellowships in clinical forensic and correctional settings, as well as careers post-graduation to meet the ever-growing demand and need within our community. For more information regarding this Doctor of Clinical Psychology Concentration, please contact the Academic Program Director for the concentration.

Program Learning Outcomes:

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

- PLO 6: Assessment. Demonstrate ability to apply current knowledge of diagnostic classification systems to client difficulties. Plan and implement formal assessment of referred clients, considering their diagnostic situation and intersecting cultural identities. Integrate data from multiple sources and communicate findings in a clear and accurate way [in the context of Correctional and Forensic populations/settings].

Degree Requirements:

A student must complete 10 quarter units.

Concentration Requirements (5 courses, 10 quarter units)

In order to obtain permission to enroll in the concentration, candidates must contact the Academic Program Director prior to enrolling.

PSD 7530	Corr Psych/Cultural Awareness	2.00
PSD 7531	Forensic Psych/Multicultural	2.00
PSD 7533	Forensic/Correctional Assess. <i>Historical-Review all addendums</i>	3.00
	Prerequisite: PSD 7116 with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.	
PSD 7535	Exprt Tstmny/Advncd Rprt Wrtnng	2.00
PSD 7539	Externship-Forensic/Correction	1.00

* PSD 7539 may be taken a total of 3 times, if the externship extends longer than one quarter.

Concentration in Integrated Healthcare

Status: *Historical-Review all addendums*

Academic Program Director: Alvin McLean; amclean@nu.edu

The Integrated Healthcare Concentration provides students who are interested in pursuing a career in integrated healthcare, integrated behavioral health, or integrated primary care, an opportunity to receive additional training in the classroom and in a clinical setting utilizing an integrated healthcare approach to managing acute and chronic illnesses. Students have the opportunity to train in a team setting with medical, nursing, and social work professionals. The training in this concentration is in compliance with the Interprofessional Practice and Education (IPE) guidelines of Division 38 of the APA, as well as the AHRQ Academy for Integrating Behavioral Health and Primary Care. The concentration is also designed to facilitate student entrance into APA accredited internships with rotations in integrated healthcare and primary care settings. For the specific requirements for applying to this concentration, please contact the Academic Program Director for the concentration.

Program Learning Outcomes:

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

- Establish effective therapeutic relationships, gather and integrate clinically relevant information, conceptualize cases, develop treatment plans, implement evidence-based and contextually appropriate interventions, and evaluate intervention effectiveness [in Integrated Healthcare settings].

Degree Requirements:

A student must complete 8 quarter units.

Concentration Requirements (6 courses: 8 units)

In order to obtain permission to enroll in the concentration, candidates must contact the Academic Program Director prior to enrolling.

PSD 7521	Fndmntls Integrated Healthcare	1.00
PSD 7522	Health Psychology	2.00
PSD 7523	Motivational Interviewing	1.00
PSD 7524	Behav Health in Primary Care	1.00
PSD 7525	Neurobiology of Trauma	2.00
PSD 7529	Externship - Integrated Health	1.00

* PSD 7529 may be taken a total of 3 times, if the externship extends longer than one quarter.

Concentration in Neuropsychology

Status: *Historical-Review all addendums*

Academic Program Director: Peter Van Oot; pvanoot@nu.edu

This concentration provides students who are interested in pursuing a career in Clinical Neuropsychology an opportunity to receive additional training in the classroom and in a clinical setting in neuropsychological assessment and neurorehabilitation, as well as opportunities to work closely with practicing neuropsychologists in the area. The concentration is in compliance with the Houston Conference Resolutions which define the educational standards and training required for practice in professional clinical neuropsychology. The concentration is also designed to facilitate student entrance into APA accredited internships with rotations in clinical neuropsychology and integrated healthcare settings. For the specific requirements for applying to this concentration, please contact the Academic Program Director for the concentration.

Program Learning Outcomes:

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

- PLO 6: Assessment. Demonstrate ability to apply current knowledge of diagnostic classification systems to client difficulties. Plan and implement formal assessment of referred clients, considering their diagnostic situation and intersecting cultural identities. Integrate data from multiple sources and communicate findings in a clear and accurate way [in the context of Neuropsychological assessment].

Degree Requirements:

A student must complete 13 units.

Concentration Requirements (8 courses; 13 quarter units)

In order to obtain permission to enroll in the concentration, candidates must contact the Academic Program Director prior to enrolling.

PSD 7170A	Functional Neuroanatomy Prerequisite: PSD 7107 with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.	2.00
PSD 7170B	Neuropathology Prerequisite: PSD 7170A with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.	3.00
PSD 7170C	Neuropsychological Principles Prerequisite: PSD 7170B with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.	3.00
PSD 7171	Neuropsychological Rehab Recommended: Prior completion of: PSD7107 (Biological Bases), and PSD7170A-B-C (foundational neuropsychology courses) are strongly recommended.	1.00
PSD 7173	Overview of Pediatric Assessmt Recommended: Prior completion of: PSD7107 (Biological Bases), and PSD7170A-B-C (foundational neuropsychology courses) are strongly recommended.	1.00
PSD 7174	Neuropsychology of Aging	1.00
PSD 7178	Multicultural Issues in Assess <i>Historical-Review all addendums</i> Prerequisite: PSD 7116 with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.	1.00
PSD 7118	Assessment Practicum <i>Discontinued</i> Prerequisite: PSD 7115 with a minimum grade of B-. ; PSD 7116 with a minimum grade of B-. ; PSD 7117 with a minimum grade of B-. B- is the lowest passing grade for JFK-SOP PsyD courses.	1.00

* PSD 7118 may be taken a total of 3 times if the assessment practicum extends longer than one quarter.

Courses

ANA 670 Applied Optimization Methods (4.50)

Prerequisite: ANA 500

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.

BAN 300 Intro to Business Analytics (4.50)

Prerequisite: MNS 205 and MTH 210

Duration: 4

Comprehensive approach to understanding Data Issues, Analytics, and Business Strategies. Topics include: types of data sets, different analytical methods, legal and ethical issues involving data and analytics, and tools for descriptive business analytics.

BAN 400 Business Data Visualization (4.50)

Prerequisite: BAN 300

Duration: 4

An overview of data visualization, key design principles and techniques for visualizing data, and the fundamentals of communication that are required for effective data presentation using Excel and Tableau. Including how to collect and process data; create interactive visualizations; critique visualizations; and present data effectively. Other topics may include ethical uses of information displays, storytelling, infographics, immersive visualizations, and information dashboard design.

BAN 405 Regression and Forecasting (4.50)

Prerequisite: BAN 300

Duration: 4

Basic principles and implementation techniques of statistical inference, analysis of variance, simple and multiple regression analysis, time-series analysis of trends, cyclical and seasonal components, and forecasting. Emphasizes an understanding of how these tools can support Business Analytics. Develop a high level of proficiency in Microsoft Excel.

BAN 410 Data Mining for Bus Analytics (4.50)

Prerequisite: BAN 300; BAN 405

Duration: 4

Methods of data mining and how to apply them to business problems. Topics may include: association, classification, clustering, logistic regression, decision trees, neural networks, support vector machines, and market/basket analysis. Data preparation, visualization, and feature selection are also addressed, as are boosting and random forests.

BAN 415 Mgmt Models and Simulations (4.50)

Prerequisite: BAN 300; MNS 407

Duration: 4

Modeling tools and techniques for complex and dynamic business environments. Topics may include: linear, discrete, and nonlinear optimization, multicriteria decision making, decision analysis under uncertainty, and simulation.

BGS 499 Capstone Project (4.50)

Prerequisite: BGS 301; Completion of other major requirements. Must be taken within last three classes prior to graduation.

Duration: 4

Course focuses on the preparation of a digital e-portfolio integrating the student's general studies experience, interests, and research while emphasizing their diverse, complementary career capabilities. Grading is H, S or U only.

BIO 305 Genetics (4.50)

Prerequisite: BIO 100 and CHE 101, or BIO 162 and CHE 142

Duration: 4

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

COM 630 Campaign & Program Evaluation (4.50)

Prerequisite: COM 610, or COM 625

Duration: 4

Course covers communication campaign evaluation, before, during, and after the campaign period. Focuses on systematic qualitative, quantitative, and observational methods appropriate to guide campaign planning, make mid-course corrections to messages and media mix, and to assess post-campaign effectiveness.

ECE 220 Children Experiencing Poverty (4.50)

Duration: 4

Examine the short- and long-term impact of poverty and subsequent needs required to support young children and their families. Emphasis on the role, resources and responsibilities of Early Childhood Programs to best support young children in the classroom and community.

ECE 222 Head Start History (4.50)

Duration: 4

Understand the purpose, structure, and importance of Head Start through its historical support of children, families, and research. Examines the impact of Head Start over time, to include current challenges and opportunities. Examine the impact of Head Start sponsorship and participation in Early Childhood Education research on the practice of all Early Childhood Programs and outcomes.

HIS 410 California History (4.50)

Prerequisite: ENG 102

Duration: 4

This is a broad survey of California's history that began 12,000 years ago when indigenous peoples first arrived in the region and that continues through the post-World War II period when the state emerged to become one of the world's largest economies with a richly diverse population of 39 million people. Spanning California's human history up through the present, the course covers pre-colonial Native California, Spanish colonization, the Mexican period, and the Anglo-American conquest, and it addresses a range of topics in California history, including: colonization and race relations, climate change and the environment, the garrison state and the high-tech economy, and class conflict and governance.

MKT 450 Business Model Innovation (4.50)

Prerequisite: MKT 302A

Duration: 4

This course gives the student an overview and practical application of emerging business models in contrast to the traditional business models within the strategic marketing plan. It focuses on defining customer lifetime value in the emerging platform business world. Specific topic areas include sharing economy, subscription services, fractional ownership, value exchange, data monetization, business to individual, and inventory-free retail.

MKT 458 New Product Management (4.50)

Prerequisite: MKT 302A

Duration: 4

This course gives the student an overview and foundational understanding of the product management role and its importance in marketing decision-making. It focuses on the underlying strategy for the introduction of new products and services. Specific topic areas include product strategy, product development, and product lifecycle management.

MKT 460 Consumer Behavior (4.50)**Prerequisite:** MKT 302A

Duration: 4

This course is designed to provide a contemporary view of consumer behavior. The course will delve into the psychology of marketing and the impact cognitive biases have on consumer decision-making. A focus on consumer motivations, brand loyalty, influence marketing, and adoption models in emerging markets. Specific areas covered are self, personality, lifestyle, and the consumer decision-making process.

MKT 462 Brand Management (4.50)**Prerequisite:** MKT 302A

Duration: 4

This course gives the student an overview and practical application of brand management. It focuses on exploring the developing, sustaining, and leveraging brands in the marketplace. The course introduces brand research, brand development, and brand management and the importance for the modern marketer. Specific topic areas include brand management history, brand awareness, brand equity, and contemporary brand-sustaining strategies in the digital age.

MKT 464 Advertising Management (4.50)**Prerequisite:** MKT 302A

Duration: 4

This course gives the student an overview and practical application of traditional and online methods for advertising management. It focuses on defining traditional advertising management in contrast to digital omnichannel marketing management strategy. Specific topic areas include variances in advertising management in B2B, B2C, C2C, and emerging business to individual B2I models in the marketing digital transformation.

MKT 470 Services Marketing (4.50)**Prerequisite:** MKT 302A

Duration: 4

This course is designed to assist students pursuing a marketing career in the service industry, but is also a pivotal course for all marketers to understand, given the rise in the service sector. The course provides a comprehensive overview of the various methods deployed in the service sector for use in marketing decision-making. It focuses on defining the seven Ps of service marketing and the gap model of service quality and the role of technology in services marketing. Specific topic areas include the customer experience of service quality and service as a competitive advantage.

PSD 7003 History & Systems of Psych (3.00)

Duration: 11

This course discusses the evolution of modern psychology with regard to theories, systems and practices. It is grounded in a broad historical understanding that builds a framework for understanding the contemporary field of psychology, examining the philosophical, epistemological, cultural, and sociopolitical contexts and consequences of the major systems in the development of contemporary psychology.

PSD 7009 Group Clinical Skills (2.00)

Duration: 11

Students explore the foundations of group therapy and engage in role plays to develop group clinical skills. Group process and group models in different theoretical orientations are discussed, including the role of a leader and leadership styles. Students experience group dynamics through role-playing and other strategies conducive to building a cohesive group experience throughout the seminar year. The dynamics of conflict and techniques for conflict resolution are emphasized with attention to the impact of diversity on conflict management.

PSD 7011 Clinical Interviewing Skills (4.00)

Duration: 11

This course is designed to teach students fundamental clinical interviewing skills. Students will learn the basic attending skills required to establish and maintain a therapeutic relationship, including empathy, listening, reflecting, focusing and formulating questions. Students will also practice skills related to informed consent, confidentiality, and cultural sensitivity. In addition, specific situations such as suicide assessment, interviewing couples, and younger clients will be addressed. The course will also explore clinical skills such as case formulation and report writing, supervision, the mental status examination, assessment of the client's presenting problems, issues with difficult clients, and making appropriate referrals.

PSD 7015 Psychopathology I (3.00)

Duration: 11

This is the first of a two-course sequence. It examines the way in which individual psychopathology is classified, described, diagnosed, and assessed. The Diagnostic and Statistical Manual of Mental Disorders, 5th edition Text Revision (DSM-5-TR) of the American Psychiatric Association is utilized as a core organizing text for the purposes of diagnostic classification. Other readings inform students about current research findings on the diagnosis and treatment of mental disorders. Students are expected to become familiar with the structure, content, and clinical use of the DSM-5-TR and learn to apply formal diagnostic classification to specific case examples. This course emphasizes the process and problems of individual assessment (including the use of outcome measures in psychotherapy) and diagnosis that arise within the practice of clinical psychology. Students are also introduced to the historical, political, and contextual issues regarding the diagnosis and categorization of human experience.

PSD 7016 Psychopathology II (3.00)

Prerequisite: PSD 7015 with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.

Duration: 11

This is the second of a two-course sequence. Students continue to examine the way in which individual psychopathology is classified, diagnosed, and assessed. The Diagnostic and Statistical Manual of Mental Disorders, 5th edition Text Revision (DSM-5-TR) of the American Psychiatric Association is utilized as a core organizing text for the purposes of diagnostic classification. In addition, students are introduced to the World Health Organization's (WHO) ICD classification system of mental, behavioral and neurodevelopmental disorders as well as the WHO International Classification of Function designed to accompany the use of the ICD. Students apply formal diagnostic classification to more complicated case examples.

PSD 7104 Social & Cultural Bases Behav (3.00)

Duration: 11

This course provides students with an overview of Social Psychology and other domains of psychological research addressing the nature and influence of culture, with an emphasis on social psychology research and theory relevant to multiculturalism, social justice and professional ethics. The course will also address some key pieces of organizational psychology research which could also be classified as social psychology.

PSD 7107 Biological Bases of Behavior (3.00)

Duration: 11

This course offers a practical, clinical, and evidence-based description of the functional anatomy and physiology of the human nervous system. Normal and abnormal development and functioning of the nervous system is presented, including concepts of neuronal physiology and maturation, sleep, arousal and attention, acquiring and retaining information, and various aspects of a person's ability to act on and adapt to changing environments. Application of this information to clinical practice, research, and personal experience is encouraged. Gender, age, and racial/ethnic differences in physiological processes, as they relate to behavior and experience, are presented in light of new neuropsychological, neuroimaging, and neurophysiological research findings. The ways in which psychological symptoms can arise from physical problems will be discussed to facilitate accurate and comprehensive clinical diagnosis.

PSD 7108 Cognitive & Affective Bases (3.00)

Duration: 11

This course provides students with an overview of classical and recent research in the areas of cognitive psychology and cognitive neuroscience, as well as theories of emotion. While the emphasis of the course is on the science of psychology, the relevance of these models to diversity-competent clinical practice is also reviewed.

PSD 7110 Integrated Foundational Science (2.00)

Prerequisite: PSD 7104 with a minimum grade of B-; PSD 7107 with a minimum grade of B-; PSD 7108 with a minimum grade of B-; PSD 7227 with a minimum grade of B-; PSD 7160 with a minimum grade of B-. B- is the lowest passing grade for JFK-SOP PsyD courses.

Duration: 11

Students complete a supervised project wherein they integrate and apply foundational science from two or more areas (biological, cognitive-affective, developmental, social-cultural) to a self-defined project in clinical psychology.

PSD 7114 Psychometrics:Psych Assessment (2.00)

Duration: 11

This course is designed to provide first-year students with an overview of psychometric principles and introduce them to the various types of psychological assessment tools such as cognitive and intellectual testing and measurement of personality. The course covers the foundations of psychological assessment, tools used in psychological measurement (e.g., test construction) essential characteristics of psychological measurement (e.g., reliability and validity), and the application of measurement (e.g., tests of intelligence, personality assessment). This course is a prerequisite for the Assessment Series courses (PSD 7115, 7116, and 7117).

PSD 7115 Assessment I: Intellect/Cognit (4.00)

Prerequisite: PSD 7114 with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.

Duration: 11

This is the first of a three-course sequence. This course is designed to provide the student with a broad understanding of the intellectual/ cognitive assessment of adults, adolescents, and children. Teaching will include administration, scoring, and interpretation of some of the widely used cognitive, achievement, and neuropsychological screening measures: The Wechsler Adult Intelligence Scale-IV (WAIS-IV), the Wechsler Intelligence Scale for Children-IV (WISC-V), the Wide Range Achievement Test 4 (WRAT 4), and the Bender II. Students will also learn about alternative cognitive measures including the Test of Nonverbal Intelligence 3 (TONI 3) and the Peabody Picture Vocabulary Test-IV (PPVT-IV). Students will also be taught how to conduct a thorough mental status exam with clients. The historical, cultural, linguistic, and socio-economic contexts of assessment and evaluation will be emphasized. A weekly lab is required.

PSD 7116 Assessment II: Personality I (4.00)

Prerequisite: PSD 7115 with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.

Duration: 11

This is the second of a three-course sequence. It is designed to provide the student with a focused understanding of the Minnesota Multiphasic Inventory-2 (MMPI-2), the Myers Briggs Type Indicator (MBTI), the NEO, and outcome measures. Students will learn about the psychometric properties of the measures as well as learn to administer, score, and interpret them. Other personality measures such as the Personality Assessment Inventory (PAI) and the Beck Depression Inventory will be introduced. Additionally, the field of therapeutic assessment will be discussed. Students will continue to enhance their skills in report writing, integrating evaluative data while incorporating historical and socio-cultural contextual information, and providing feedback and clinically useful recommendations will be included. A weekly lab is required.

PSD 7117 Assessment III: Personality II (4.00)

Duration: 11

This is the third of a three-course sequence. It is designed to provide the student with knowledge and experience in the area of projective personality assessment. Students will learn to administer, code, score, and interpret the Rorschach using the Rorschach Performance Assessment System. Students will also learn to utilize other projective assessment techniques and the Rotter Incomplete Sentences Blank. Current research in the field of projective assessment will be presented. Multicultural considerations will be integrated throughout the course, and the historical and sociocultural contexts of evaluation will be discussed. Students will continue to enhance their skills in report writing, integrating evaluative data, providing feedback and clinically useful recommendations. Emphasis will be placed on the integration of cognitive, personality, and projective assessment findings within the context of history, mental status, behavioral observations, SES and culture. A weekly lab is required.

PSD 7122 Psychodynamic Theory & Applic (3.00)

Duration: 11

This course introduces the essential concepts and assumptions of psychodynamic theory. The course reviews the historical beginning of early psychoanalysis reflecting on the many changes in the theory that have culminated in current tensions and controversies within the field. Using a comparative framework, students will study the basic concepts of drive theory, ego psychology, object relations theory, self-psychology, and contemporary relational theory. Concepts such as conflict, the unconscious, defense, transference, countertransference, and inter-subjectivity will be introduced. The application of psychodynamic concepts in clinical work, including the therapeutic process and its limitations with diverse populations will be discussed.

PSD 7123 Cognitive Behavioral Theory (3.00)

Duration: 11

This course introduces the basic tenets of CBT and the various forms of this perspective. Discussions of the philosophy of CBT and the structure of a CBT case conceptualization set the stage for more detailed work with the kinds of disorders for which CBT has demonstrated effectiveness. The interventions and evaluation procedures commonly used by CBT practitioners are demonstrated and discussed with regard to their applicability to various forms of psychological, emotional, or social problems. Consideration of the applications and limitations of CBT to diverse populations are woven into the fabric of each discussion.

PSD 7124 Family Systems Theory & Applic (3.00)

Duration: 11

This course offers the basics in family systems theory and the historical context from which it arose. Students learn the application of systems theory to the treatment of a variety of family systems. A comparison and critique of systems theory from a postmodern perspective is included. The limitations of systems theory to families of diverse backgrounds are considered, and modifications of systems models that better meet such families' needs are proposed.

PSD 7131 Psych & Treatment Subst Abuse (3.00)

Duration: 11

This course focuses on the identification, assessment, and treatment of individuals who are abusing substances. The influence of socioeconomic status, cultural context, and the variations in substance use and abuse across groups will be considered.

PSD 7141 Ethical & Legal Issues Psych (3.00)

Duration: 11

This course focuses upon the legal and ethical issues related to the practice of psychology. Students explore issues which include, but are not limited to, licensing, scope of practice, competence, informed consent, client welfare, confidentiality (and its exceptions), and professional conduct. Also covered are issues related to the treatment of minors, couples, groups, and the use of technology in clinical psychology, as well as issues related to working with individuals with cultural, contextual, and individual differences from those of the provider. In addition, students will be introduced to methods of critically evaluating their professional behavior. The course emphasizes contemporary professional ethics and statutory, regulatory, and decisional laws that delineate the profession's scope of practice and role of the psychologist.

PSD 7151 Research Methods & Stats I (3.00)

Duration: 11

This course is the first of a three-course sequence. This course presents an overview of quantitative research design and methodology. In addition, the course covers ethics in research, issues of cultural diversity relevant to the process of research, and an introduction to data analysis using SPSS. The focus of the course is on acquisition of skills that permit students to critically evaluate published professional literature.

PSD 7160 Psychopharmacology (3.00)

Prerequisite: PSD 7107 with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.

Duration: 11

This course prepares students to evaluate and direct clients regarding psychiatric medications.

Pharmacokinetics, the major classes of psychiatric medications, referral processes, and how to follow-up with clients on medications will be discussed. Students will gain an understanding of the practical, ethical, diversity-related, and philosophical advantages and limitations of pharmacotherapy in the treatment of clients with various psychological disorders.

PSD 7170A Functional Neuroanatomy (2.00)

Prerequisite: PSD 7107 with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.

Duration: 11

This is the first of three courses of the Neuropsychology sequence. A working knowledge of the intact brain is necessary in order to understand neuropathology, neuropsychological assessment, and rehabilitation.

Expanding upon the basic knowledge from the Biopsychology course, Functional Neuroanatomy will provide a more detailed understanding of the major brain structures and their contributions to daily functioning. Starting with the brainstem and cranial nerves, through the major subcortical nuclei and networks, the course will set up a detailed understanding of cortical functioning. Case studies and vignettes will reinforce the material.

PSD 7170B Neuropathology (3.00)

Prerequisite: PSD 7170A with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.

Duration: 11

This is the second of three courses of the Neuropsychology sequence. In this course the kinds of abilities assessed by neuropsychology will be addressed. Expanding on the case studies from the first course, and drawing from the Cognitive and Affective Bases of Behavior and the Assessment course sequence, this course will consider the way neuropsychology conceptualizes and organizes cognitive, visual-spatial, memory-related, and affective functions. Examples from both the battery approach and the process approach to assessment will be used to demonstrate the ways in which neuropsychologists determine the integrity of brain functioning. Students will learn to administer a number of assessment tools commonly used by neuropsychologists.

PSD 7170C Neuropsychological Principles (3.00)

Prerequisite: PSD 7170B with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.

Duration: 11

This is the third of three courses of the Neuropsychology sequence. In this course the ways in which brain function can be compromised will be reviewed. This includes developmental disorders, traumatic brain injury, vascular and cancer-related injury, and dementing processes. Students will learn how to recognize the signs and symptoms of the possible contribution of "organic" problems in their clients or patients. Case studies and vignettes will reinforce the information from this and the previous two courses. Additionally, subsequent courses in rehabilitation, forensic assessment, child and geriatric neuropsychology, and diversity neuropsychology will be introduced.

PSD 7171 Neuropsychological Rehab (1.00)

Recommended: Prior completion of: PSD7107 (Biological Bases), and PSD7170A-B-C (foundational neuropsychology courses) are strongly recommended.

Duration: 11

This course focuses on the ways in which neuropsychologists contribute to the rehabilitation process for people who have sustained brain injury in some form. In order to optimize recovery after a brain insult, neurological structural information must be integrated with functional neuropsychological information and rehabilitation principles. Neuropsychology works collaboratively with other interprofessional team members to facilitate functional recovery of persons with brain injuries. This course focuses on the theory and practice of this rehabilitative process.

PSD 7173 Overview of Pediatric Assessmt (1.00)

Recommended: Prior completion of: PSD7107 (Biological Bases), and PSD7170A-B-C (foundational neuropsychology courses) are strongly recommended.

Duration: 11

This course focuses on the developing brain, the "normal" course of cognitive development, specific vulnerabilities of a child's brain, and the kinds of developmental disorders with a clear neurological base. The unique needs of children and families, and the special skills necessary for working with this population will be emphasized. An introduction to the assessment processes and tools available to pediatric neuropsychologists will be offered. The integration of other child-focused medical, educational, and psychological specialties will also be reviewed.

PSD 7174 Neuropsychology of Aging (1.00)

Duration: 11

This course focuses on the aging brain, differentiating "normal" from "abnormal" processes. An overview of the most commonly encountered problems affecting the older populations will be offered. This will emphasize the dementias, but also consider specific issues encountered by the older population that compromise their quality of life. Information from Rehabilitation and Forensic neuropsychology will be integrated into discussions of the approaches and tools used by gero-neuropsychologists to evaluate a patient's preserved abilities and acquired needs. The integration of other geriatric-focused medical, educational, and psychological specialties will also be reviewed.

PSD 7178 Multicultural Issues in Assess (1.00)

Prerequisite: PSD 7116 with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.

Duration: 11

This is an advanced elective course that explores the theories and practical applications of psychological assessment in a multicultural context. Students will examine theories of validity, and research and practice with intellectual, personality and projective techniques.

PSD 7180 Psychology of Trauma (3.00)

Duration: 11

This course introduces students to the psychological foundations of trauma, including the psychological, biological, cultural, and developmental factors that influence its onset and course, as well as its functional and systemic impacts. Students will become familiar with various theories of trauma and models for intervention, as well as the clinical research that informs them. Techniques for intervention, including tools for establishing safety, bolstering affect regulation, and processing will be addressed, with emphasis on cultural and contextual responsiveness.

PSD 7215 Foundations Prof Consultation (3.00)

Duration: 11

This course introduces students to consultative processes, procedures, and roles in the profession of psychology and their multicultural applications. Students become familiar with the basic stages and processes of consultation and the various ways in which professional psychologists provide consultation services. Consultation settings (e.g., school settings, community-based setting, individual clinical practice settings, medical settings) will be discussed. Students will also develop proposals for consultation services they might wish to provide as well as brief in-service trainings. The ethical and legal issues involved in psychological consultation will also be addressed.

PSD 7227 Human Development (4.00)

Duration: 11

This course provides a comprehensive review of the influential theories of human development from birth to end of life. Emphasis is placed on critically analyzing and integrating foundational principles of physical, cognitive, emotional, and social human development in the context of culture, race/ethnicity, gender, ability, SES, sexual orientation, and religion. Students are expected to comprehend, assess, and evaluate scientific research on human development and engage in clinical application of evidence based human development research.

PSD 7230 Fundamentals Clinical Supervsn (3.00)

Duration: 11

The purpose, structure, and function of clinical supervision are presented through the use of theoretical and case materials. Each student will roleplay as a supervisor in training and receive feedback from peers and instructor. Students will increase their knowledge of the current research literature on clinical supervision. Legal and ethical responsibilities, and best practices of clinical supervisors will be described. Students will reflect on their own strengths and anticipated challenges for themselves as potential supervisors, and will increase their understanding of the multiple intersecting systems where clinical supervision may take place.

PSD 7250 Research Methods & Stats II (3.00)

Prerequisite: PSD 7151 with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.

Duration: 11

This is one of three required research methods courses. It is designed to provide students with knowledge of inferential statistics through two-way ANOVA and post hoc analysis with an introduction to selected multivariate techniques. Emphasis is placed on conceptual understanding and appropriate use of statistics including knowledge of assumptions and limitations of specific techniques. Critical review of published empirical literature and critique of culturally appropriate analysis and interpretation is an integral part of the course.

PSD 7251 Qualitative Rsch: Critical Rev (3.00)

Duration: 11

This is one of three required research methods courses. It introduces students to specific qualitative methodologies in detail: phenomenology, grounded theory, and qualitative content analysis. Additional forms of qualitative research are also introduced, including consensual qualitative research, qualitative meta-analysis, and case-study designs. The philosophical and methodological issues which underlie qualitative research will be discussed. The course includes lecture, discussion, and practice assignments covering interviewing and qualitative data analysis. Students are introduced to the dissertation process and are guided to begin formulating a dissertation research question.

PSD 7252 Clinical Dissertation Prop I (2.00)

Prerequisite: PSD 7251 with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.

Duration: 11

This is the first of a three-course sequence designed to assist and supervise students in developing their dissertation proposals. Students will create a prospectus for their proposed studies, begin the process of recruiting a dissertation committee, as well as outline and begin drafting a Review of the Literature relevant to their proposed research.

PSD 7253 Clinical Dissertation Prop II (2.00)

Recommended: Prior completion of: PSD 7252

Duration: 11

This is the second of a three-course sequence designed to assist and supervise students in developing their dissertation proposals. Students will continue to expand and refine their Literature Reviews, while drafting the Methods chapter of their dissertation proposals. Students also finalize their dissertation committees this quarter.

PSD 7254 Clinical Dissertation Prop III (1.00)

Recommended: Prior completion of: PSD 7253; Online training module for IRB / human participants should be completed prior to the beginning of this course.

Duration: 11

This is the third of a three-course sequence designed to assist and supervise students in developing their dissertation proposals. Students will complete drafts of their dissertation proposal and Human Participants Review materials, and conduct a mock defense of their dissertation proposals.

PSD 7303 Dissertation Completion (0.00)

Recommended: Prior completion of: PSD 7254

Duration: 11

This is a registration-only course designation for students who are working on their dissertations during the period after the third quarter of Dissertation Proposal through the final dissertation defense. Students register for this course every quarter until the finalized and approved dissertation is uploaded into ProQuest. Student learning is assessed via rubric at the time of completing (1) the proposal defense and (2) the final defense. This course is for students who began the PsyD program in 2018 and following.

PSD 7309A Topics in Doctoral Psychology (1.00)

Duration: 11

This course number is used for a one-unit elective course that is not offered regularly. The specific topic of the elective varies based on instructor availability, and can be found in a secondary description field.

PSD 7309B Topics in Doctoral Psychology (2.00)

Duration: 11

This course number is used for a two-unit elective course that is not offered regularly. The specific topic of the elective varies by instructor availability, and can be found in a secondary description field.

PSD 7309C Topics in Doctoral Psychology (3.00)

Duration: 11

This course number is used for a three-unit elective course that is not offered regularly. The specific topic of the elective varies by instructor availability, and can be found in a secondary description field.

PSD 7330 Externship-Concurrent w/IPS (0.00)

Recommended: Prior completion of: all year one coursework; a minimum of 6 months clinical experience. Training office approval required.

Duration: 11

This is a registration-only course designation for students who are enrolled in supplemental practica or externships, while simultaneously being enrolled in IPS II or IPS III.

PSD 7331 Externship (1.00)

Prerequisite: PSD 7138 with a minimum grade of CR. This is the lowest passing grade for JFK-SOP PsyD courses.

Duration: 11

This course is designed to provide program oversight and clinical supervision to students who are enrolled in externships. The course is conducted either in a one-on-one or group format. The format of the course includes case presentations and didactic training. This course is repeatable with up to 4 units applying as elective units.

PSD 7400 Full-Time Internship (9.00)

Recommended: Prior completion of: Completion of all other coursework and permission of Training Director.

Duration: 11

Students will apply for approved internship sites that are consistent with their individual interests, training needs, and professional goals. Students must complete one full-time, year-long internship or the equivalent and successfully complete a total of 36 units of internship. To receive credit, students need to demonstrate minimum level of achievement across all profession-wide competencies required for independent practice. Students should enroll in this course for quarters during which they are at internship full-time (40-44 hours per week).

PSD 7401 Part-Time Internship (4.50)

Recommended: Prior completion of: *Completion of all other coursework and permission of Training Director.*
Duration: 11

Students will apply for approved internship sites that are consistent with their individual interests, training needs, and professional goals. Students must complete one full-time, year-long internship or the equivalent and successfully complete a total of 36 units of internship. To receive credit, students need to demonstrate minimum level of achievement across all profession-wide competencies required for independent practice. Students should enroll in this course for quarters during which they are at internship half-time (20-24 hours per week).

PSD 7521 Fndmntls Integrated Healthcare (1.00)

Duration: 11

Integrated health care is a model of care that utilizes extensive collaboration among healthcare providers to achieve optimal clinical outcomes in a cost-efficient manner. Depending on the needs of the patient, an integrated health team can consist of physicians, psychologists, social workers, occupational and physical therapists, case managers, and nurses. With a diverse range of professionals focusing on the needs of their shared patient, an interprofessional team is able to establish a comprehensive treatment plan to address the biological, psychological, social, and everyday needs of the patient. This course will provide an overview of the principles of integrated healthcare, reviewing the evidence-based research on the efficacy of this approach with different clinical conditions, and examining the practical, applied procedures that are used in integrated healthcare approach to specific conditions. Some of the clinical conditions reviewed include special needs pediatrics, cancer, cardiovascular disease, diabetes, obesity, chronic pain, catastrophic injuries such TBI and SCI, chronic disabling conditions, as well as end of life care. Integrated approaches will be examined along the continuum of care from intensive to primary to rehabilitative care. Consistent with the mission of JFK School of Psychology we will focus on the multicultural and diversity aspects of integrated healthcare, with a special emphasis on disability. Emphasis will also be placed on how integrated healthcare approaches wellness and disease prevention. A number of lectures will be provided by psychologists and physicians actively engaged in integrated healthcare practices in the geographic area.

PSD 7522 Health Psychology (2.00)

Duration: 11

In this course, students will come to understand the nature of, and degree to which attitudes, beliefs, mood, and lifestyle influence the body and vice versa, and how much of this interaction reflects a choice on the part of the client. Students will be able to better recognize the effects of poor health choices in their own lives, and in the problems of their clients. They will also acquire knowledge and a set of skills to help themselves and their clients make better, health-promoting choices (medical adherence, habit control, exercise, sleep hygiene, pain management, etc). Recently, there has been an emphasis on the various cultural belief systems and the assumptions members of these cultures have with regard to health. Knowledge of these differences is important to be able to work effectively with members of diverse populations (ethnicity, age, gender, etc.). Finally, students will learn how to individually consult on behavior-health related issues, as well as how to work in a short-term, time-limited, team treatment setting.

PSD 7523 Motivational Interviewing (1.00)

Duration: 11

Motivational Interviewing (MI) is a technique that was developed by psychologists William Miller, PhD and Steve Rollnick, PhD, which emphasizes a collaborative person-centered approach to guiding and eliciting motivation for change. It can also be seen as a collaborative conversation style for strengthening a person's own motivation and commitment to change. MI is especially useful for patients who are ambivalent about change or who are not committed to change. It is a technique that has been used across multiple healthcare settings and continues to show effectiveness with different patient populations. This course will focus on theory, research, and practice of MI. In preparation, the course will initially review various topics related to behavior, habits, and motivation. This will include a review of the Transtheoretical Model of Change and other major philosophies associated with behavioral change. The course will provide an overview of MI and an introduction to key concepts and techniques. At the same time, students will learn about the use of MI in different disciplines within medicine. This includes use of MI by psychologists, psychiatrists, physicians, specialists, and social workers.

PSD 7524 Behav Health in Primary Care (1.00)

Duration: 11

This course is designed to examine the behavioral health consultation model as a psychological approach to integrative care services in general medicine. The course will coach or show how to conduct behavior health consultations, complete a functional assessment, and write SOAP notes. The medical model and provider-patient relationship will be examined with a goal of promoting and improving overall health functioning of primary care patients. We will investigate common behavioral health presentations and treatments for issues such as stress, anxiety, depression, and PTSD in conjunction with psychotherapy and medication management. Techniques such as relaxation, exercise, and healthy eating habits will be explored along with common behavioral health interventions. Behavioral health consultation is simultaneously an integrative, interdisciplinary, and collaborative approach; therefore, the course will also examine culture and health for primary care patients. Finally, the various research methodologies employed to investigate multicultural competency in primary care behavioral consultation and patient-centered care will be explored.

PSD 7525 Neurobiology of Trauma (2.00)

Duration: 11

This course provides an understanding of the psychobiology and neurobiology of trauma and how to work with trauma within a neurobiological framework. Conceptual distinctions will be made between developmental trauma and shock trauma and guidance will be provided regarding how to address different kinds of symptom presentations from within a neurobiological treatment perspective. Topics covered include: trauma and the brain, traumatic memory, poly vagal theory, interpersonal neurobiology and neural integration, the window of tolerance; hyper vs. hypotonic trauma responses; trauma release processes; phase-oriented treatment; establishing mindfulness; stabilization and resourcing; the developing brain and developmental trauma; neurodynamics of attachment; attachment injuries and attachment repair; and models of understanding and treating dissociation and fragmentation.

PSD 7529 Externship - Integrated Health (1.00)

Duration: 11

The Integrated Healthcare (IHC) Externship is a supplemental practicum that is required for students interested in graduating with a concentration in integrated healthcare. The focus of this externship is on working in a primary care clinic, comprehensive care clinic hospital, or rehabilitation center that utilizes an interprofessional, behavioral health consultative approach to the management of patients typically with chronic health conditions such as hypertension, diabetes, cardiac disease, COPD. An IHC Externship usually requires a three-quarter commitment at the healthcare site.

PSD 7530 Corr Psych/Cultural Awareness (2.00)

Duration: 11

This course introduces students to the historical development of correctional psychology. Emphasis is placed on understanding key issues in correctional psychological practices and analyzing ethics, best practices, and privilege and oppression dynamics while practicing within the correctional setting. Evidence-based practices in correctional psychology through a multicultural lens are reviewed. By the end of the course students understand the difference between behavior management and treatment within a correctional system as it applies to issues such as criminogenic behaviors, sexual offending, violence, and mental health.

PSD 7531 Forensic Psych/Multicultural (2.00)

Duration: 11

Provides an overview of the various specialties and professional foci within forensic psychology. The course will cover areas of expertise in which forensic psychologists practice and landmark cases related to those fields. Specialties covered will include child custody evaluations, police and public safety psychology, violence and risk assessment, asylum evaluations, and competency to stand trial. The course will also focus on professional applications of forensic work, including report writing and court testimony. A focus on cultural elements influencing forensic psychology will be included throughout the course.

PSD 7533 Forensic/Correctional Assess. (3.00)

Prerequisite: PSD 7116 with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.
Duration: 11

This course introduces students to the most common criminal forensic evaluations conducted by forensic mental health professionals, theories associated with criminal behavior, and multiple treatment modalities provided to offenders. Students gain a basic understanding of the legal criteria upon which criminal forensic evaluations are based, the appropriate methodology to perform forensic assessments, the mental health services delivered to adult offenders in correctional/forensic settings, and some of the ethical and professional difficulties that a forensic mental health professional encounters. Students will review fundamental components of conducting violence and risk assessment evaluations. Practical exercises drawn from actual cases are used to illustrate key concepts.

PSD 7535 Exprt Tstmny/Advncd Rprt Wrtnng (2.00)

Duration: 11

This course examines various aspects of communication within a forensic psychological context. Appropriate methods of documentation, report writing, and expert witness testimony are reviewed and practiced. Students engage in experiential activities to demonstrate proficiency in the aforementioned areas. Students are oriented to the expectations and the psychological and emotional experiences of preparing written material for court and expert witness testimony.

PSD 7539 Externship-Forensic/Correction (1.00)

Duration: 11

Students complete a 3-4 quarter externship or practicum in the correctional/forensic setting. This externship course explores standards, ethics codes, and laws applicable to correctional/forensic mental health practitioners. Ethical and legal conflicts and dilemmas often encountered while interfacing with the legal system as a psychologist are reviewed. Methods to resolve such conflict including the standards applicable to the practice of forensic psychology are considered. Emphasis is placed on understanding how diversity factors must be considered in relation to ethical and legal principles when working within the correctional/forensic system. During the last quarter of their field placement students present a clinical case to a panel of instructors to demonstrate competencies connected to assessment, diagnosis, theoretical and intervention formulation with a client from the correctional/forensic setting.

PSD 7550 Clinical Topics in Sport Psych (3.00)

Duration: 11

This elective course focuses on the most frequently occurring mental health conditions that occur with athletes. The course addresses theories as to why these conditions are most common among athletes and then addresses the clinical approaches that have been demonstrated to be most efficacious in treating athletes with these conditions. Topics are selected by the instructor.

PSD 7559 Externship - Sport (1.00)

Duration: 11

The Sport Externship is a case conference that is made available to students who are undertaking a supplemental practicum in the area of sport psychology. A licensed clinician will lead the case conference for a quarter at a time. Course may be repeated for credit up to a total of 4 times.

PSD 7601 Psych Career Skills Building (1.00)

Prerequisite: PSD 7273 with a minimum grade of CR. This is the lowest passing grade for JFK-SOP PsyD courses.
Duration: 11

This course provides foundational knowledge and practice connected to applying for full-time clinical work within the field of psychology beginning with predoctoral internship. Students learn how to identify internships and positions corresponding to their long-term career goals, write competency-based cover letters and respond to application prompts, and understand best practices for securing letters of recommendation. Students practice a variety of interview formats. Students also gain networking opportunities to leaders within different domains of psychology. Additionally, students identify mentors and cultivate these relationships.

PSD 7602 Summer Field Placement (0.00)

Recommended Preparation: *Take when instructed by Training Office.*

Duration: 11

When students engage in a practicum placement during the summer quarter, they register for this zero-unit course. In this way, students are tracked by the program, and covered by liability insurance.

PSD 7701 Spousal/IPV Abuse Prev Assess (2.00)

Duration: 11

Section 2914 (f) of the California Business and Professions Code requires that all applicants who began graduate training on or after January 1, 1995, take complete coursework in spousal or partner abuse assessment, detection and intervention prior to being issued a Psychologist license. An applicant who began graduate training on or after January 1, 2004, must complete a minimum of fifteen (15) contact hours of coursework in spousal or partner abuse assessment, detection and intervention strategies. This training must be completed in a single course. This course will provide an overview of partner or spousal abuse assessment and detection. Topics covered include intervention strategies, community resources, knowledge about cultural factors and same-gender abuse dynamics. Lectures will explore screening, assessing, and treating victims of abuse, safety planning, legal and ethical issues, and the impact to family, law enforcement and those working in the field. Students will be better able to recognize and understand various types of spousal/partner abuse, implement intervention strategies and utilize current assessment skills.

PSD 7702 Child Abuse Assessmt/Reporting (1.00)

Duration: 11

Section 28 of the California Business and Professions Code requires all applicants for licensure to take coursework or training in child abuse assessment and reporting prior to being issued a Psychologist license. This law states that the coursework or training must be taken after 1/1/83 and that the course be a minimum of seven (7) contact hours. This law further requires that the course "include the study of the assessment and method of reporting of sexual assault, neglect, severe neglect, general neglect, willful cruelty or unjustifiable punishment, corporal punishment or injury, and abuse in out-of-home. The training shall also include physical and behavioral indicators of abuse, consequences of failure to report, caring for a child's needs after a report is made, sensitivity to previously abused children and adults, and implications and methods of treatment for children and adults." Among other things, section 1382.4 requires that the requirements set forth in section 28 of the B & P Code be completed in a single course. This course will provide an overview of the Child Abuse Reporting Law and ensure awareness of reporting responsibilities regarding abuse. Students develop their understanding of assessing abuse, the effects of child abuse, treatment modalities, legal and ethical considerations, child maltreatment, and current statistics of the relevance of child abuse.

PSD 7703 Aging and Long-Term Care (1.00)

Duration: 11

Pursuant to section 2915.5 of the California Business and Professions Code, every applicant for licensure who began graduate study on or after January 1, 2004, must show evidence of having completed a minimum of ten (10) contact hours of training in aging and long-term care. This course will provide an overview to understanding the change in older individuals. As human beings are living longer, psychologists need to add to their repertoire of clinical skills when assessing older adults. Students will be introduced to an array of topics focusing on the aging population, such as the theoretical views, familiarity with the psycho-social-bio aspects of aging, normal and pathological psychological changes with aging, behavioral challenges and approaches to long-term care.

PSD 7704 Suicide Prevention and Assess (1.00)

Duration: 11

Section 2915.4 of the California Business and Professions Code requires all applicants for licensure to take training in suicide assessment and intervention prior to being issued a Psychologist license. The training or coursework must be a minimum length of six (6) hours of suicide risk assessment and intervention coursework or applied experience in suicide assessment and intervention. This course will provide an overview of suicide, risks, assessment tools, and interventions amongst the healthcare system. Suicide is a major public health concern and a leading cause of death in the United States. Based on recent nationwide surveys, suicide in some populations is on the rise. Because suicide is closely linked to mental health and substance use disorders, behavioral health care providers, such as psychologists, play a key role in treating suicide risk and related behavioral health problems. Providers who work in health care settings like primary care practices and emergency departments are also essential to treating patients at risk for suicide. By offering patients high-quality suicide care, they can reduce suicide risk among some of the most vulnerable individuals.

PSD 7705 Human Sexuality (1.00)

Duration: 11

Section 25 of the California Business and Professions Code requires all applicants for licensure to take training in human sexuality prior to being issued a Psychologist license. Section 1382 of the California Code of Regulations further defines this requirement by stating that among other things, the training or coursework must be taken after 1/1/1970, that it be a minimum length of ten (10) contact hours and that the course include the study of physiological and social-cultural variables associated with sexual identity, sexual behavior, and sexual disorders. This training must be completed in a single course. This course will explore various dimensions of human sexuality, including factual information, current research, theoretical approaches, and treatment strategies for counseling.

PSY 644A Therapeutic Skills & Theory A (4.50)

Duration: 4

This is the first of a two-course sequence introducing you to essential therapeutic skills and techniques. In this course, students learn how to be an effective Psychotherapist, learning Therapeutic Skills that contribute to positive client outcomes. Students practice the skills of Active Listening, Accurate Empathy, Acceptance, Positive Regard, Genuineness, and Giving Feedback, which are some of the essential building blocks of a Therapeutic Alliance. The clinician's ability to establish and maintain a trusting, supportive relationship with clients, and bring their presence to the therapeutic encounter, is essential to all current therapeutic approaches. Students learn how to create and maintain the therapeutic frame and understand how the structure of a therapeutic relationship differs from other types of relationships. Students will become familiar with several theories, including Psychodynamic, Person-Centered, Motivational Interviewing, Existential, and Interpersonal approaches to Psychotherapy.

PSY 644B Therapeutic Skills & Theory B (4.50)

Prerequisite: PSY 644A

Duration: 4

This is the second of a two-course sequence. In this course, students continue to learn what makes an effective Psychotherapist by practicing the skills of Evocation, Solution Talk, Naming Exceptions and Unique Outcomes, Deconstructive Questioning and how to introduce issues of race and gender in therapy. Students expand their knowledge of how to create and maintain a strong therapeutic alliance. Students become more familiar with Cognitive-Behavioral and Mindfulness approaches to therapy, Dialectical Behavior Therapy, Solution-Focused and Narrative Therapies. Students will learn to adopt a multi-cultural, social justice orientation and will increase knowledge of the social structure of our society and experiences of marginalized and oppressed cultural groups, to provide more effective therapeutic services.

PSY 680E Early Practicum (1.50)

Duration: 4

An early practicum course providing program support for students beginning supervised clinical experience before PSY 680A. Faculty permission is required for enrollment. Grading is S, U or Incomplete (I).

PSY 680S Supplemental Practicum (1.50)

Prerequisite: PSY 680E

Duration: 8

Practicum course for students who have not completed their required hours of experience at the conclusion of PSY 680B. This course is repeatable for credit until the student has completed their hours. Grading is S, U or Incomplete (I).

1:1 Program Modality Options

<https://catalog.ncu.edu/>