ADDENDUM A

TO THE NATIONAL UNIVERSITY GENERAL **CATALOG 86**

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

The following updates will take effect on January 8, 2024.

Technology Fees and Policy Information

Technology Fees

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

School of Business and Economics (SoBE) Tuition

Master of Business Administration, per unit.....$578

School of Business and Economics (SoBE) eText

Accounting (ACC) courses utilize an eText, with the accompanying Interactive eStudy Guide.

ACC 201..... $61.00

ACC 202..... $61.00

ACC 431..... $61.00

ACC 432A..... $61.00

ACC 432B..... $61.00

ACC 433..... $61.00

ACC 434..... $61.00

ACC 435A..... $61.00

ACC 435B..... $61.00

ACC 436..... $61.00

ACC 555..... $61.00

ACC 600..... $61.00

ACC 601M..... $61.00

ACC 611M..... $61.00

ACC 615M..... $61.00

ACC 620M..... $61.00

ACC 621M..... $61.00

ACC 630M..... $61.00

ACC 631M..... $61.00

ACC 640M..... $61.00

ACC 651M..... $61.00

ACC 657..... $61.00

School of Arts, Letters and Sciences (SoALS) Technology Fee (Online Classes Only)

BIO 169A Technology Fee..... $290.00

CHE 101A Technology Fee..... $260.00

CHE 149A Technology Fee..... $156.00

CHE 150A Technology Fee..... $237.00

EES 103A Technology Fee.....$227.00

PHS 179A Technology Fee.....$206.00

School of Arts, Letters and Sciences (SoALS) Technology Fee

BIO 169A Technology Fee..... $59.00 (ONSITE)

BIO 192A Technology Fee..... $35.00

BIO 202A Technology Fee..... $35.00

COM 100 Technology Fee..... $46.00

EES 103A Technology Fee..... $59.00 (ONSITE)

MTH 12A Technology Fee..... $42.00

MTH 12B Technology Fee..... $42.00

MTH 301 Technology Fee..... $42.00

School of Technology and Engineering (SoTE) Technology Fee

CEN 486A Technology Fee..... $70.00

CEN 486B Technology Fee.....$ 70.00

CEN 486C Technology Fee.....$70.00

GoReact Technology

GoReact is an online video coaching and collaboration platform designed to improve professional practice. All General Education and Special Education Student Teachers and University Interns are required to utilize GoReact during their Student Teaching/Clinical Practice and Seminar courses.

Students enrolled in any of the SCOE courses listed below are required to obtain an annual subscription to GoReact. If at any point in the program, the subscription expires, students are required to renew the 1 annual subscription. There is a $50 annual tech fee for GoReact. Students will be charged a fee annually throughout the duration of the program.

Department of Organizational Leadership and Education Administration

EDA 600A

Department of Special Education

SPD 552A, SPD 550A, SPD 691A, SPD 693A, MMS 625A, MMS 627A, ESN 655A ESN 657A

Department of Teacher Education

ITL 550A, ITL 650A

Department of Global Innovation, Social-Emotional Learning, and Educational Technology

EID 620

Department of ABA, School Psychology & Educational Counseling

EDC 605A, PED 616, PED 678

1:1 Program Fees

Degree Program	Total # of Credit-Hours Required	Total # of 3 Credit-Hour Courses Required	Cost Per Credit Hour	Course Material Fee (CMF) Per Course*	Total Estimated Cost of Program**
Bachelor of Social Work (BSW)	120	40	$522	$135	$68,490
Post-Masters Certificate in Nursing Quality and Safety	12	4	$562	$135	$7,734

Policy Information

ATTENDANCE PROCEDURES

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) in the online Learning Management System (LMS) and on-site attendance are used to determine a student's official last date of attendance 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 in the Online Courses Section)

The start date of a session is the first Monday of the new 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 after 11:59pm (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 (In Person and Hybrid) Classes:

Students are expected to attend all scheduled in-person classes. Failure to attend in-person sessions may impact the student's grade and military funding. 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 6
- 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.

ONLINE LEARNING REQUIREMENTS

National University offers many programs in an online format. In an online course, students will be able to view the syllabus, complete assignments and assessments, engage with varying course materials (videos, interactive presentations, assigned reading), participate in threaded discussions, interact with peers and the instructors, as well as review instructor feedback. Students should log in on the first day of class and anticipate checking their online course multiple times per week. Students are provided access to online courses beginning on the Sunday before the term begins through three weeks after the term ends. Students should ensure they have a reliable internet connection and a reliable computer to access their course.

As of August 2021, the following are the minimum system requirements that are needed to successfully access your courses on the Brightspace (D2L) platform.

TECHNICAL REQUIREMENTS

Windows Users

- Recommended OS: Windows 8, 10
- Supported OS: Windows 7
- Secure High-Speed Internet connection (e.g.: DSL, Cable, etc.)
- Soundcard & Speakers
- Screen Resolution: 1280 X 1024 or better
- Recommended Browsers: Firefox, Chrome
- Supported Browsers: Chrome 90+, Edge 90+, Firefox 88++
- Headset with microphone using USB/wired connection

Mac Users

- Recommended OS: OS X 10.14
- Supported OS: OS X 10.12+
- Secure High-Speed Internet connection (e.g.: DSL, Cable, etc.)
- Soundcard & Speakers
- Screen Resolution: 1280 X 1024 or better
- Recommended Browsers: Firefox 88+, Safari 14+
- Headset with microphone using a USB/wired connection

Mobile Users

- Recommended OS: Android 9+, IOS 14+, Chrome OS 90+
- Supported OS: Android 5+, IOS 11+
- Recommended Browsers: Chrome, Safari
- Secure High-Speed Cell Service, Mobile Hotspot or Wi-Fi Connection
- Headset with microphone

Brightspace Pulse:

- AndroidTM 6.0 (2015 release) or later on tablets or phones
- iOS® 13.0 or later on iPhone®, iPad®, and iPod® touch

Latest Supported Browsers:

- Chrome 112+ (released March 2023)
- macOS Safari 16+ (released September 2022)
- Android Chrome 107+ (released October 2022)
- iOS Safari 16+ (released September 2022)
    - Firefox 112+ (released April 2023)

Unsupported Technologies:

As of December 31, 2020, Adobe no longer supports Flash Player and has blocked Flash content from running in Flash Player on January 12, 2021. For more information, refer to Adobe Flash Player End of Life.

Notes:

Satellite & Cellular Internet Connections: If this is the only connection you have access to, please note that you may experience sporadic issues while working in your online courses. If you report these problems to the IT Helpdesk, we will attempt to address them with your Satellite or Cellular connection provider.

Wireless Routers/Connections: While working in your online courses via a wireless router or wireless connection you may experience problems such as various error messages. If you contact the IT Helpdesk, please be aware that part of the troubleshooting process may be to have you bypass your wireless router or connection. If bypassing the wireless router resolves the problem you are experiencing, you will either need to continue to bypass the router or contact the router's manufacturer's support to further diagnose the source of this problem.

Web browsers listed have been validated with the online course platform. A student risks running into problems with the course software if they choose to use a non- supported browser.

National University maintains a Technical Requirements web page that is updated frequently with Windows and Macintosh hardware and software requirements, including both recommended and supported web browser software. For further information, please check http://kb.nu.edu/app/answers/detail/aid/120

NATIONAL UNIVERSITY MEMORIAL DEGREE

National University wishes to recognize the academic achievements of students enrolled at the University at the time of their passing. In the event of an untimely death of a National University student, they might be eligible to

receive an honorary posthumous degree to commemorate those achievements for the benefit of the family. Diplomas awarded posthumously will indicate the honorary posthumous designation. A family member may contact the Office of the Registrar at 858.642.8260 or registrar@nu.edu for more information about the process and eligibility.

Procedure

Responsibility	Action
Any member of the university community who wishes to recommend award of a posthumous degree	1. Submit official notification of student's death to the Office of the Registrar along with a request to award a Posthumous Degree.
Office of the Registrar	2. Receive official notification of a student's death. Immediately place administrative hold on the student's academic records. Also, absolve the student of any University financial obligations. Determine if the student was in good standing with the University, and if so, notify the school / college to solicit a recommendation from the faculty.
School / College	3. The dean will solicit a recommendation from the faculty to help substantiate that the student had demonstrated substantial progress toward their degree completion at the time of death and would have most likely completed their degree had they survived. If the dean agrees with the faculty recommendation to Award a Posthumous Degree, forward that recommendation to the Office of the Provost
Office of the Provost	4. The provost will review the recommendation from the dean, and if the provost agrees with the recommendation, the Posthumous Degree will be awarded.

INSTITUTIONAL STATEMENT ON ARTIFICIAL INTELLIGENCE (AI) USE

The National University Catalog specifies that students are responsible for the integrity of the work they submit and must give credit for any information that is not either the result of original research or common knowledge. NU students are permitted to utilize available tools to learn and apply the material in their courses and prepare for exams, assignments, and papers unless otherwise directed in individual courses, programs, or schools. Tools include those associated with generative artificial intelligence (AI).

Students who submit AI-generated work as their own are committing plagiarism. Failure to submit original work, cite sources according to disciplinary standards (e.g., APA, MLA, Chicago, Bluebook), and confirm the validity of the content represents academic dishonesty and is subject to the Student Code of Conduct.

STUDENT CODE OF CONDUCT

Preface

National University (NU) is dedicated to making lifelong learning opportunities accessible, challenging, and relevant to a diverse student population. Consistent with the University mission, rights and responsibilities are extended to all members of our University community.

Community exists on the basis of shared values and principles. NU student community members are expected to uphold and abide by certain standards of conduct which form the basis of the Student Code of Conduct. These standards are embodied within the below set of core values.

Core Values of Student Conduct at National University

- Integrity: National University students exemplify honesty, honor and a respect for the truth in all of their dealings.
- Community: National University students build and enhance their community.
- Social Justice: National University students are just and equitable in their treatment of all members of the community and act to discourage and/or intervene to prevent unjust and inequitable behaviors.
- Respect: National University students show positive regard for each other, for property and for the community.
- Responsibility: National University students are given and accept a high level of responsibility to self, to others, and to the community.

National University students are solely responsible for having knowledge of information, policies and procedures outlined within this policy. The Office of Student Conduct (OSC) reserves the right to change this code as deemed necessary; posted changes are effective immediately. Students are encouraged to check online at https://www.nu.edu/studentservices/StudentConduct/ for the most current version of all policies and procedures.

Conflict Resolution Options

Whenever appropriate, community members should consider alternative dispute resolution in the following forms. Some important exceptions include offenses including sexual violence, physical threat/violence, or when there is a concern a physical threat may develop with continued contact between the parties.

- Involvement of a Supervisor or Academic Program Leadership
- University Ombuds Office at (858) 642-8368 or ombuds@nu.edu
- Consider switching communication methods (e.g., discussion via phone rather than email)

SECTION 1: MISSION AND PHILOSOPHY STATEMENTS

1.1 Mission Statement

The OSC seeks to enhance student learning and personal development by creating an educationally purposeful, ethical and caring community, while protecting the interests of the larger National University community. Through the fair, timely and consistent administration of the student conduct process, the OSC promotes student learning with the guiding principles of integrity, community, social justice, respect and responsibility.

1.2 Philosophy Statement

The NU community is committed to fostering an environment that is conducive to academic inquiry, a productive campus life, and thoughtful study and discourse. The OSC is entrusted to maintain balance between the interests of individual students and those of the University community. This community exists on the basis of shared values and principles, which all members are expected to uphold and abide by. Specific to students, these shared principles of behavior form the basis of the Student Code of Conduct. These standards are embodied within a set of core values that include integrity, community, social justice, respect and responsibility.

When members of the University community fail to exemplify these five values by engaging in violation of the standards below, it is the responsibility of all staff, faculty, students, and other community members to encourage behavior change. Specifically, the OSC establishes norms, documents, intervenes, and leads development and assertion of these standards. The student conduct process at National University is not intended to punish students; rather, it exists to protect the interests of the community and to challenge those whose behavior in some way compromises the productivity of academic pursuits. Sanctions are intended to challenge students' moral and ethical decision-making and to help them bring their behavior into accord with our community expectations. When a student is unable to conform their behavior to community expectations, the student conduct process may determine the student should no longer share in the privilege of participating in this community.

Procedures and rights in student conduct procedures are conducted with fairness to all but are not held to the same protections of due process afforded by the courts during civil or criminal proceedings. Due process, as defined within these procedures, assures written notice and an Educational Conference (EC) with an objective decision-maker (only in the case of an investigation – not solely a complaint). No student will be found in violation of National University policy without showing it is more likely than not that a policy violation occurred and any sanctions will be proportionate to the severity of each violation and to the cumulative conduct history of the student.

SECTION 2: POLICY ADMINISTRATION AND DESIGNATIONS

2.1 Interpretation and Revision

OSC will develop procedural rules for the administration of conduct proceedings and/or appeals that are consistent with provisions of the Student Code of Conduct. Material deviation from these rules will, generally, only be made as necessary and will include reasonable advance notice to the parties involved, either by posting online and/or in the form of written communication. The OSC may vary procedures with notice upon determining that changes to law or regulation require policy or procedural alterations not reflected in this Code. The OSC may make minor modifications to procedure that do not materially jeopardize the fairness owed to any party. Any question of interpretation of the Student Code of

Conduct will be referred to the OSC, whose interpretation is final. The Student Code of Conduct will be updated annually.

2.2 University as Convener

The University is the convener of every action under this Code. Within that action, there are several roles. The Respondent is the person who is alleged to have violated the Code. The party bringing the complaint is the Reporter, who may be a student, employee, visitor or guest. The Reporter may, if they so choose, be present and participate in the process as fully as the Respondent. There are Witnesses, who may offer information regarding the allegation. There is an Investigator(s) whose role is to present the allegations and share the evidence that the University has obtained regarding the allegations.

2.3 Group Violations

A student group or organization and its officers and membership may be held collectively and individually responsible when violations of this code by the organization or its member(s):

- Take place at organization-sponsored or co-sponsored events, whether sponsorship is formal or tacit;
- Have received the consent or encouragement of the organization or of the organization's leaders or officers; or
- Were known or should have been known to the membership or its officers.

Investigations for student groups or organizations follow the same general student conduct procedures. In any such action, individual determinations as to responsibility will be made and sanctions may be assigned collectively and individually and will be proportionate to the involvement of each individual and the organization.

2.4 Amnesty

Amnesty means that current students can avoid informal and formal University disciplinary action and the creation of a formal disciplinary record under the circumstances described below. Records regarding the provision of amnesty are maintained. Abuse of amnesty requests can result in a decision by the OSC not to extend amnesty to the same person repeatedly.

2.4.1 For Victims

The University provides amnesty to victims who may be hesitant to report to University officials because they fear that they themselves may be accused of minor policy violations, such as underage drinking, at the time of the incident. Educational options will be explored, but no conduct proceedings or conduct record will result.

2.4.2 For Those Who Offer Assistance

To encourage students to offer help and assistance to others, the University pursues a policy of amnesty for minor violations when students offer help to others in need. At the discretion of the OSC, amnesty may also be extended on a case-by-case basis to the person receiving assistance. Educational options will be explored, but no conduct proceedings or conduct record will result.

2.4.3 For Those Who Report Serious Violations

Students who are engaged in minor violations but who choose to bring related serious violations by others to the attention of the University are offered amnesty for their minor violations. Educational options will be explored, but no conduct proceedings or record will result.

SECTION 3: JURISDICTION

The Student Code of Conduct is published annually in the University General Catalog, and the policy is available on the National University Office of Student Conduct website. Hard copies are available by request from the OSC (osc@nu.edu). Students are responsible for having read and abiding by the provisions of the Student Code of Conduct.

The Student Code of Conduct and the student conduct process apply to the conduct of all students, both undergraduate and graduate, and all National University- affiliated student organizations. For the purposes of student conduct, National University considers an individual to be a student when an offer of admission has been extended, a student identification number has been issued, and thereafter, as long as the student is eligible to enroll in courses at the University. The Code also applies to guests of students, whose hosts may be held accountable for the misconduct of their guests. Visitors to, and guests of, National University may seek resolution of violations of the Student Code of Conduct committed against them by members of the National University student body.

National University retains conduct jurisdiction over students who choose to take a leave of absence, withdraw, or have graduated; for any misconduct that occurred prior to the leave, withdrawal, or graduation. The University will retain jurisdiction even when misconduct is reported after the student has left, withdrawn, or graduated from the University. There is no time limit on reporting violations of the Student Code of Conduct; however, the longer someone waits to report an offense, the harder it becomes for National University officials to obtain information and witness statements, and to make determinations regarding alleged violations.

The Student Code of Conduct applies to behaviors that take place on a campus, online, at University sponsored events and may also apply off-campus when the OSC determines that the off-campus conduct affects National University constituents or its interests. National University interest is defined to include:

- Any situation where it appears that the student's conduct may present a danger or threat to the health or safety of themselves or others;
- Any situation that significantly impinges upon the rights, property, or achievements of self or others, or significantly breaches the peace and/or causes social disorder; and/or
- Any situation that is detrimental to the educational mission and/or interests of National University.

The Student Code of Conduct may be applied to behavior conducted online, via email, social media and all other types of electronic medium. Students should also be aware that online postings such as blogs, web postings, chats and social networking sites are in the public sphere and are not private. These postings can subject a student to allegations of conduct violations if evidence of policy violations is posted online. However, most online speech by students not involving National University networks or technology will be protected as free expression and not subject to this Code, with two notable exceptions:

- A true threat, defined as a threat that a reasonable person would interpret as a serious expression of intent to inflict bodily harm upon specific individuals.

- Speech posted online about National University or its community members that causes a significant on campus disruption.

Though anonymous complaints are permitted, doing so may limit National University's ability to investigate and respond to an allegation. Those who are aware of misconduct are encouraged to file a report as quickly as possible to the OSC. A responding student facing an alleged violation of the Student Code of Conduct is not permitted to withdraw from National University until all allegations are resolved. Official transcripts and/or diploma may be withheld until the allegations are resolved.

University-assigned student email addresses are the primary means of communication at National University as well as the OSC. In addition, students may be required to meet in-person, via phone, or through videoconferencing, when necessary. Students are responsible for keeping their contact information up to date and are responsible for all communications received to their means of contact as they are documented in official University records. Failure to check and/or respond to email or voicemail is NOT an acceptable excuse for failing to respond to an official communication.

SECTION 4: VIOLATIONS OF THE LAW

Alleged violations of federal, state and local laws may be investigated and addressed under the Student Code of Conduct. When an offense occurs over which National University has jurisdiction, the National University conduct process will usually go forward notwithstanding any criminal complaint that may arise from the same incident.

National University reserves the right to exercise its authority of interim suspension upon notification that a student is facing criminal investigation and/or complaint. Interim suspensions are imposed until an EC can be held, typically within two (2) weeks. The EC may resolve the allegation or may help to determine if the interim suspension should be continued. The interim suspension may be continued if a danger to the community is posed, and National University may be delayed or prevented from conducting its own investigation and resolving the allegation by the pendency of the criminal process. In such cases, National University will only delay its process until such time as it can conduct an internal investigation or obtain sufficient information independently or receive a report from law enforcement to proceed. This delay will be no longer than two (2) weeks from notice of the incident unless a longer delay is requested and substantiated in writing by the Reporter or Respondent, or to allow the criminal investigation to proceed before the National University process. Students accused of crimes may request to take a Leave of Absence (LOA) from National University until the criminal charges are resolved. In such situations, the National University procedure for voluntary leaves of absence is subject to the following conditions:

- The responding student must comply with all campus investigative efforts that will not prejudice their defense in the criminal trial;
- The responding student must comply with all interim actions and/or restrictions imposed during the leave of absence;
- The responding student must agree that, in order to be reinstated to active student status, they must first be subject to, and fully cooperate with, the campus conduct process and must comply with all sanctions that are imposed; and

- This Leave of Absence will not prevent enrollment status from being reported as scheduled. Students receiving Financial Aid should contact the Financial Aid department to help determine impact of voluntary LOA.

SECTION 5: THE RULES

5.1 Core Values and Behavioral Expectations

National University considers the behavior described in the following sub-sections as inappropriate for the NU community and in opposition to the core values set forth in this document. These expectations and rules apply to all students, whether undergraduate, graduate, or non- degree seeking. National University encourages community members to report all incidents that involve the following actions to the OSC. Any student found to have committed or to have attempted to commit the following misconduct is subject to the sanctions outlined in the student conduct process.

5.2 General Standards of Conduct for Online Students

Freedom of speech and expression is valued in the academic setting. Equally valued is the respect given to University computer systems and information technology. To that end, students will adhere to the following online standards of conduct:

- Access National University courses only for lawful purposes.
- Respect the privacy of other members of the class and other students.
- Respect the integrity of the University's computer systems.
- Respect the diversity of opinions among the instructor and members of the class and respond to them in a courteous manner. Electronic communication consisting of all caps, large font, or bold print may be considered unprofessional and a form of verbal abuse.
- Maintain an environment free of harassment, stalking, threats, abuse, name-calling, intimidation, cyber-bullying, use of offensive language, insults or humiliation to the instructor and members of the class. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, sexist (or sexual orientation), or racist nature, and the unwanted sexual advances or intimidations by email, or on discussion boards and postings in course shells.
- Abide by all rules and regulations published by the University and agree to be subject to disciplinary actions as described in this Code of Conduct and all policies as described in the General Catalog.

5.2.1 Integrity

National University students exemplify honesty, honor and a respect for the truth in all of their dealings. Behavior that violates this value includes, but is not limited to:

5.2.1.1 Academic Dishonesty

Academic dishonesty violations will be addressed by the instructor utilizing the guidance in the Faculty Handbook on Academic Integrity and Ethics. The instructor will subsequently report any violation that occurs at the University to the OSC at the following link: www.nu.edu/reportit. The OSC is responsible for adjudication utilizing the rubric below and tracking of all academic integrity violations that occur at the University.

In the case of academic integrity violations, the student may be subject to both classroom/program as well as institutional sanctions. Classroom or program-specific sanctions will be issued at the discretion of the instructor of record/program leadership (e.g., penalized grade or program dismissal), whereas the OSC will assess the appropriateness of and enact educational and/or disciplinary sanctions. An incident or string of incidents will generally be considered a single violation up until the point a student receives notice of the violation; additional infractions occurring after that point will be considered separately for purposes of this rubric. General guidance on substantial issues of interpretation of the sanction rubric may be provided by the Academic Program Lead (APL) or the OSC.

Each incident the student is found responsible for will constitute one cumulative point toward Academic Dishonesty Sanctions listed below. Points are assigned per incident regardless of the number of violations. Also, an additional point may be accrued if the charges involve one or more of the following: senior project, thesis, surrogate, graduate course, altering grades, candidacy/qualifying exam, and/or program professional/clinical standards (credential/nursing/MAC). Sanction points are cumulative over the length of the student's tenure at National University.

Scope of Academic Dishonesty Policy

This policy applies to all course assignments submitted by a student to an instructor, including but not limited to the following:

- Discussion postings
- Exams
- Signature assignments
- Course papers
- Comprehensive portfolio/prospectus
- Written assignments using outside source information
- Dissertation documents (dissertation chapters, concept papers, proposals and final reports)

Examples of Academic Dishonesty and Plagiarism

Below are examples of academic integrity infractions. This list is NOT all inclusive and students are considered responsible for maintaining integrity in their academic pursuits at all times.

- Referencing content from websites without citation or paraphrase (websites may be referenced for academic work but must be cited by the date referenced).
- Intentional close paraphrasing of the published or unpublished work of another author or authors without proper in-text attribution.
- Submitting as your own original work any paper, article, report, presentation, or book chapter written by another author or authors.

- Submitting as your own original work any assignment that includes content purchased from a commercial service or another person.
- Submitting a paper or other assignment previously written for another course (at National University or other institution) without explicit permission from the faculty of the current course.
- Submitting a paper or other assignment that contains any published materials that have been duplicated word-for-word without citation or proper attribution.
- Writing a paper (or any assignment) on behalf of another student.
- Providing and/or citing references that were not actually used in your work giving the impression that authentic research was conducted.
- Speaking in public (in the form of a speech, lecture or presentation) where any content in that presentation is misrepresented as your own original work or intellectual property.
- Unauthorized collaboration with others on homework assignments.
- Attempting to obtain access to test questions or advance copies of an exam in advance of the exam.
- Publishing or otherwise making available evaluation materials, essay prompts, or other protected documentation from University coursework or services.

Re-using or Re-purposing Prior Work

All student work must be original and written specifically for the course in which it was assigned. Presenting one's previously used work as an original work in subsequent assignments is plagiarism and is inconsistent with honesty and truthfulness in scholarship. Submitting the same coursework to multiple courses also violates Academic Integrity unless the resubmitted work is substantially changed and cited as previous work. NU faculty and students should discuss the expectations of each activity at the beginning of the class. There should be a clear understanding between the faculty member and student regarding the use of prior work in the class. The faculty member must indicate if the student's response must be an original work or if the student may use prior work in their response to a new activity.

Exceptions

1. Previously attempted course - A student may submit prior work for the same course when re-taking a course that was previously attempted. Students must notify their faculty that they previously attempted the course and are re-using prior work. This exception notwithstanding, refining prior work before submission to best reflect the student's current scholarly abilities and achieve the best chance for a passing grade on the re-take is always prudent.
2. Research methods courses and dissertation research - Doctoral research is an ongoing process and these courses represent a continuing sequence where it is expected that students refine their prior work. Therefore, the submission of prior work is acceptable. Students must notify their professors that they are continuing their research from a prior course. This exception notwithstanding, refining prior work before submission to best reflect the student's current scholarly abilities and take advantage of prior faculty feedback is always prudent.

3. Comprehensive portfolios/prospectus - The comprehensive portfolio and prospectus are the student's opportunity to showcase and prove knowledge already attained. Therefore, the submission of prior work is acceptable. This exception notwithstanding, students must revise the prior work before submission as part of the portfolio to best reflect the student's current scholarly abilities and submit both the original and the revised versions.
4. When instructed to do so by the faculty or assignment instructions - re-submission of prior work or revised work is permitted.

Office of Student Conduct Points/Sanctions

Sanction points for academic dishonesty are as follows:

1 Point = Written Warning

2 Points = Educational Sanction (ex. paper on academic dishonesty/ethics)

3 Points = Educational and Disciplinary Sanctions (ex. paper and disciplinary probation and/or suspension)

4 Points = Separation Proceedings

5.2.1.2 Unauthorized Access

Unauthorized access to any University building (i.e., keys, cards, etc.) or unauthorized possession, duplication or use of means of access to any University building or failing to timely report a lost University identification card or key.

5.2.1.3 Collusion

Action or inaction with another or others to violate the Student Code of Conduct, which includes but is not limited to:

- Students are subject to disciplinary action for knowingly acting in concert with others to violate University policies and/or regulations.
- Students are subject to disciplinary action for being aware of the existence of a violation of University policies and/or regulations and failing to take reasonable action to report the violations in a timely manner.
- Students are always responsible for the actions of their guests that are on campus visiting a member of the campus community.

5.2.1.4 Trust

Violations of positions of trust within the community and/or deliberately misleading University officials or agents who are attempting to gain information for University business.

5.2.1.5 Election Tampering

Tampering with the election of any National University-recognized student organization (minor election code violations are addressed by the Associate Director of NU Scholars Program).

5.2.1.6 Taking of Property

Intentional and unauthorized taking of National University property or the personal property of another, including goods, services and other valuables; attempting to take, sell or keep in one's possession, including but not exclusively, items of National University property or items belonging to students, faculty, staff, student groups, visitors or to others within the larger community whether on or off campus.

5.2.1.7 Stolen Property

Knowingly taking or maintaining possession of stolen property.

5.2.2 Community

National University students build and enhance their community. Behavior that violates this value includes, but is not limited to:

5.2.2.1 Disruptive Behavior

Disruption of University operations, both physical and electronic operations, including non-adherence to and/or disregard for location-specific rules and behavioral expectations such as, but not limited to, the library, computer, science and/or simulation labs.

Disruptive behaviors are separated into two different categories: Minimum and Significant.

Minimum

Minor disruption of University operations which occur on/off campus or online will be addressed by the Professor, Academic Program Lead, Director or Manager of the University department where the behavior occurred, and documented for the department file.

Examples include, but are not limited to:

- Repeated and disruptive tardiness to class or appointments
- Eating and/or drinking (if not permitted)
- Electronic devices going off
- Email or phone harassment (1-3 separate instances within a short time frame)
- Performing a distracting repetitive act such as tapping feet or fingers, popping gum, or loud talking
- Disrespectful engagement online or in-person

Significant

Substantial disruption of University operations including obstruction of teaching, research, administration, other University activities, and/or other authorized non-University activities which occur on/off campus or online must be reported immediately and will be addressed by the OSC. Persistent Minimum-level behaviors can become Significant level concerns. When reporting persistent minimum level behaviors, that have risen to the significant level, please provide the OSC with adequate documentation regarding prior occurrences, including all attempts at addressing the behavior at the department level.

Examples include, but are not limited to:

- Persistent Minimum level behaviors (3+ separate instances)
- Invading one's personal space or blocking an entry or exit way
- Moving around the classroom in a threatening manner and/or without authorization (e.g., during a lecture)
- Aggressive confrontation of another person
- Explicit or implicit threats

5.2.2.2 Disorderly Assembly

Causing, inciting or participating in any disturbance that presents a clear and present danger to others, causes physical harm to others, or damage and/or destruction of property, which includes, but is not limited to, the following:

- 1.0 Assembling on campus for the purpose of disrupting classes, seminars, meetings, research projects, or activities of the University
- 1.1 Assembling on campus for the purpose of creating or attempting to create a riot, destroying property or creating a disorderly diversion that interferes with the normal operation of the University (i.e., water balloon or water gun fights, egging incidents, etc.)
- 1.2 Obstructing the freedom of movement of other persons to and from University facilities or materially interfering with the normal operation of the University.
- 1.3 Engaging in abuse of or unauthorized use of sound amplification equipment indoors or outdoors during class hours. (Any use of sound amplification equipment must be cleared in advance though the Center Director of the specific campus where the event will take place. For student organizations, this must first be cleared by the Office of Student Engagement and Leadership and then the Center Director.)

5.2.2.3 Unauthorized Entry

Misuse of access privileges to University premises or unauthorized entry to or use of buildings, including trespassing, propping open or unauthorized use of alarmed doors for entry into or exit from a University building.

5.2.2.4 Forgery/Fraud

Altering University documents, misrepresenting information, or knowingly providing false information.

5.2.2.5 Damage and Destruction

Intentional, reckless and/or unauthorized damage to or destruction of University property or the personal property of another.

5.2.2.6 IT and Acceptable Use

Violations in this category would include, but are not limited to:

- 1.0 Unauthorized entry into a file to use, read or change the contents, or for any other purpose
- 1.1 Unauthorized transfer of a file

- 1.2 Unauthorized use of another individual's identification and password
- 1.3 Use of computing facilities to view or send indecent, obscene, threatening or abusive messages
- 1.4 Use of computer facilities that violate copyright laws including the unauthorized distribution of copyrighted material via file sharing
- 1.5 Inappropriate use of social media (including but not limited to Facebook, Instagram, Tic Tok, Twitter, Snapchat, Vine, blogs, etc.)
- 1.6 Use of computing facilities to interfere with the normal operation of the Office of Information Technology

5.2.2.7 Gambling

Gambling as prohibited by the laws of the State of California; (Gambling may include video games, dice, raffles, lotteries, sports pools, online betting activities, any other game of skill or chance played for money.)

5.2.2.8 Weapons

Possession, use, or distribution of explosives (including fireworks and ammunition), guns (including air, BB, paintball, facsimile weapons and pellet guns), or other weapons or objects deemed dangerous such as arrows, axes, machetes, nun chucks, throwing stars, or non-folding knives with a blade of longer than 4 inches, mace or pepper spray, chemical weapons, darts, box cutters, including the storage of any item that falls within the category of a weapon in a vehicle parked on University property.

5.2.2.9 Smoking or Tobacco

Smoking or tobacco sale or use in any area of National University facilities, vehicles, and outside stairways. Students who smoke are required to smoke outside and at a minimum of 25 feet away from a building. Smoking materials must be properly disposed of in appropriately designated receptacles.

5.2.2.10 Fire Safety

Violation of local, state, federal or campus fire policies including, but not limited to:

- 1.0 Intentionally or recklessly causing a fire which damages University or personal property or which causes injury
- 1.1 Failure to evacuate a National University-controlled building during a fire alarm
- 1.2 Improper use of National University fire safety equipment
- 1.3 Tampering with or improperly engaging a fire alarm or fire detection/control equipment while on National University property. There is the possibility that such action may result in a local fine in addition to National University sanctions.

5.2.2.11 Ineligible Pledging or Association

Pledging or associating with a student organization without having met eligibility requirements established by National University.

5.2.2.12 Animals

Animals and pets, with the exception of service animals for persons with disabilities, are not permitted in any University facility. Students who have questions on whether their animal will be allowed on campus due to a disability are responsible to contact the Student Accessibility Services (SAS) team. (Please visit www.nu.edu/sas for more information).

5.2.2.13 Wheeled Devices

Skateboards, roller blades, roller skates, bicycles and similar wheeled devices are not permitted inside National University buildings. Additionally, skateboards and other wheeled items may not be ridden on railings, curbs, benches, or any such fixtures that may be damaged by these activities, and individuals may be liable for damage to National University property caused by these activities.

5.2.3 Social Justice

National University students recognize that respecting the dignity of every person is essential for creating and sustaining a flourishing university community. They understand and appreciate how their decisions and actions impact others and are just and equitable in their treatment of all members of the community. They act to discourage and challenge those whose actions may be harmful to and/or diminish the worth of others. Conduct that violates this value includes, but is not limited to:

5.2.3.1 Discrimination

Any act or failure to act that is based upon an individual or group's actual or perceived status (sex, gender, race, color, age, creed, national or ethnic origin, physical or mental disability, veteran status, pregnancy status, religion, sexual orientation or other protected status), that is sufficiently severe in that it limits or denies the ability to participate in or benefit from the University's educational programs or activities. (Please see National University's Equal Opportunity, Harassment and Nondiscrimination Policy for more information).

5.2.3.2 Unwelcome Harassment

Any unwelcome conduct in-person or online, on the basis of an individual or group's actual or perceived status (sex, gender, race, color, age, creed, national or ethnic origin, physical or mental disability, veteran status, pregnancy status, religion, sexual orientation or other protected status). Any unwelcome conduct should be reported to a campus official, who will act to remedy and/or resolve reported incidents on behalf of the parties involved and the community. (Please see National University's Equal Opportunity, Harassment and Nondiscrimination Policy for more information).

- 1.0 Hostile Environment

Sanctions can and will be imposed for the creation of a hostile environment only when unwelcome harassment is sufficiently severe, pervasive or persistent, and objectively offensive that it unreasonably interferes with, limits or denies the ability to participate in or benefit from the University educational or employment program or activities. (Please see National University's Equal Opportunity, Harassment and Nondiscrimination Policy for more information).

5.2.3.3 Retaliatory Discrimination or Harassment

Any intentional, adverse action taken by a responding individual or allied third party, absent legitimate nondiscriminatory purposes, against a participant or supporter of a participant in a civil rights grievance proceeding or other protected activity under this Code. To be considered retaliation, a causal connection is required between a materially adverse action and the act of:

- 1.0 Reporting an allegation; or
- 1.1 Participating in support of an investigation.

A materially adverse action is one that would dissuade a reasonable person from reporting an allegation of a policy violation under this Code. A determination of whether an action is materially adverse is made on a case-by-case basis. (Please see National University's Equal Opportunity, Harassment and Nondiscrimination Policy for more information).

5.2.3.4 Bystanding

Students are expected to "reasonably" respond to assist other students in need.

- 1.0 Complicity with or failure of any student to appropriately address known or obvious violations of the Code of Student Conduct or law
- 1.1 Complicity with or failure of any organized group to appropriately address known or obvious violations of the Code of Student Conduct or law by its members

5.2.3.5 Abuse of Conduct Process

Abuse or interference with, or failure to comply in, University processes including conduct and academic integrity conferences, including, but not limited to:

- 1.0 Falsification, distortion, or misrepresentation of information
- 1.1 Failure to provide, destroying or concealing information during an investigation of an alleged policy violation
- 1.2 Attempting to discourage an individual's proper participation in, or use of, the campus conduct system
- 1.3 Harassment (verbal or physical) and/or intimidation of a member of a campus conduct body prior to, during, and/or following a campus conduct proceeding
- 1.4 Failure to comply with the sanction(s) imposed by the campus conduct system
- 1.5 Influencing, or attempting to influence, another person to commit an abuse of the campus conduct system

5.2.4 Respect

National University students show positive regard for each other and for the community. Behavior that violates this value includes, but is not limited to:

5.2.4.1 Harm to Persons

Intentionally or recklessly causing physical harm or endangering the health or safety of any person.

5.2.4.2 Threatening Behaviors

Students should not be engaged in any behavior that seeks to threaten or intimidate others, thereby disrupting the ability to maintain a positive environment conducive to learning.

- 1.0 Threat

Written or verbal conduct that causes a reasonable expectation of injury to the physical health, mental health, or safety of any person or damage to any property.

- 1.1 Intimidation

Intimidation defined as implied threats or acts that cause a reasonable fear of emotional, mental or physical harm in another.

5.2.4.3 Bullying and Cyberbullying

Bullying and cyberbullying are repeated and/or severe aggressive behaviors that intimidate or intentionally harm or control another person physically or emotionally and are not protected by freedom of expression.

5.2.4.4 Hazing

Defined as an act that endangers the mental or physical health or safety of a student, or that destroys or removes public or private property, for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in a group or organization. Participation or cooperation by the person(s) being hazed does not excuse the violation. Failing to intervene to prevent, failing to discourage or failing to report those acts may also violate this policy. (Please see National University's Equal Opportunity, Harassment and Nondiscrimination Policy for more information.)

5.2.4.5 Intimate Partner/ Relationship Violence

Violence or abuse by a person in an intimate relationship with another. (Please see National University's Equal Opportunity, Harassment and Nondiscrimination Policy for more information).

5.2.4.6 Stalking

Stalking is a course of conduct directed at a specific person that is unwelcome and would cause a reasonable person to feel fear. This would include persistent contact via electronic mediums (Facebook, Instagram, Email, Text Message, etc.). (Please see National University's Equal Opportunity, Harassment and Nondiscrimination Policy for more information.)

5.2.4.7 Sexual Misconduct

Includes, but is not limited to, sexual harassment, non-consensual sexual contact, non-consensual sexual intercourse, or sexual exploitation. (Please see National University's Equal Opportunity, Harassment and Nondiscrimination Policy for more information.)

5.2.4.8 Public Exposure

Includes deliberately and publicly exposing one's intimate body parts, public urination, defecation, and public sex acts. (Please see National University's Equal Opportunity, Harassment and Nondiscrimination Policy for more information.)

5.2.5 Responsibility

National University students are given and accept a high level of responsibility to self, to others and to the community. Behavior that violates this value includes, but is not limited to:

5.2.5.1 Alcohol

Use, possession or distribution of alcoholic beverages or paraphernalia while on University property.

5.2.5.2 Illegal Drugs

Use, possession or distribution of illegal drugs or other controlled substances or drug paraphernalia while on University property.

5.2.5.3 Prescription Medications

Abuse, misuse, sale or distribution of prescription or over-the-counter medications while on University property.

5.2.5.4 Failure to Comply

Failure to comply with the reasonable directives of University officials or law enforcement officers during the performance of their duties and/ or failure to identify oneself to these persons when requested to do so.

5.2.5.5 Financial Responsibilities

Failure to promptly meet financial responsibilities to the institution, including, but not limited to; knowingly passing a worthless check or money order in payment to the institution or to an official of the institution acting in an official capacity.

5.2.5.6 Arrest

Failure of any student to accurately report an off-campus arrest by any law enforcement agency for any crime (including non-custodial or field arrests) to the OSC within seventy-two (72) hours of release.

5.2.5.7 Other Policies

Violating other published University policies, regulations or rules. Students are subject to the specific policies in the academic handbook of the program in which they are enrolled. Students registered in courses that involve clinical rotations, student teaching or internships are also subject to the specific policies of those allied third-party sites.

5.2.5.8 Health and Safety

Creation of health and/or safety hazards (dangerous pranks, hanging out of or climbing from/on/in windows, balconies, roofs, etc.).

5.2.5.9 Violations of Law

Evidence of violation of local, state or federal laws, when substantiated through the University's conduct process.

SECTION 6: OVERVIEW OF THE CONDUCT PROCESS

This overview gives a general idea of how the University's campus conduct proceedings work, but it should be noted that not all situations are of the same severity or complexity. Thus, these procedures are flexible, and are not the same in every situation, though consistency in similar situations is a priority. The campus conduct process and all applicable timelines commence with notice to an administrator of a potential violation of University rules.

6.1 Notice of Alleged Violation

Any member of the University community, visitor or guest may allege a policy violation(s) by a student for misconduct under this Code by filling out the form found at this link (www.nu.edu/reportit) with all pertinent details.

Notice may also be given to the OSC (or designee), the Title IX Coordinator, or any member of the Equity Grievance Process (EGP) Team, when appropriate. Additionally, administrators may act on notice of a potential violation whether a formal allegation is made or not. All allegations can be submitted by a victim or a third party and should be submitted as soon as possible after the incident occurs. The University has the right to pursue an allegation or notice of misconduct on its own behalf and to serve as convener of the subsequent campus conduct process.

In Title IX related issues, the "administrator" is any "mandated reporter" as defined under the Equal Opportunity, Harassment and Non-Discrimination policy.

6.2 STEP 1: Initial Inquiry Leading to Warning Letter or Notice of Investigation (NOI)

The University conducts a prompt initial inquiry into the nature of the incident or notice, the evidence available, and the parties involved. The initial inquiry may lead to one of the following:

- A determination that there is insufficient evidence to pursue the investigation because the behavior alleged, even if proven, would not violate the Student Code of Conduct (e.g., for reasons such as mistaken identity or allegations of behavior that falls outside the Code); or
- A determination that there is sufficient evidence to issue student a Warning Letter, describing the problematic behavior in violation of the Student Code of Conduct and requesting specific behavior change; (a Warning Letter and the resulting requests do not carry sanctions and are therefore not eligible for appeal); or
- A determination that there is sufficient evidence to conduct a more comprehensive investigation, usually through the use of an EC. A formal notice of investigation will be issued to the responding party.

6.3 STEP 2: Educational Conference (EC)

When an EC is held, the possible outcomes include:

- A decision not to pursue the allegation based on a lack of or insufficient evidence. The matter should be closed, and records should so indicate.
- A decision on the allegation, also known as a resolution to an allegation. If necessary, additional investigation and/or ECs may be held prior to closing the investigation and recommending sanction(s). If a

decision on the allegation is made and the finding is that the responding student is not responsible for violating the Code, the process will end. If/when the CO conducting the EC determines that it is more likely than not that the responding student is in violation, the CO will close the investigation and recommend final sanction(s) to the OSC.

6.4 STEP 3: Review and Finalize Sanction(s)

If the student is found in violation(s), sanction(s) will be recommended by the CO to the OSC (based on precedent, prior violations of a similar nature that may indicate pattern, etc.), who will review and finalize the sanctions, subject to the University appeals process by any party to the complaint.

6.5 Conduct Sanctions

One or more of following sanctions may be imposed upon any student found responsible for any single violation of the Student Code of Conduct:

- 1.0 Warning

An official written notice that the student has violated University policies and/or rules and that more severe conduct action will result should the student be involved in any other violations while the student is enrolled at the University.

- 1.1 Restitution

Compensation for damage caused to the University or any person's property. This could also include situations such as failure to return a reserved space to proper condition – labor costs and expenses. This is not a fine but, rather, a repayment for labor costs and/or the value of property destroyed, damaged, consumed, or stolen.

- 1.2 Community/University Service Requirements

For a student or organization to complete a specific supervised community or University service.

- 1.3 Loss of Privileges

The student will be denied specified privileges for a designated period of time.

- 1.4 Confiscation of Prohibited Property

Items whose presence is in violation of University policy will be confiscated and will become the property of the University. Prohibited items may be returned to the owner at the discretion of the OSC and/or Campus Security.

- 1.5 Behavioral Requirement

This includes required activities including, but not limited to, seeking academic counseling or substance abuse counseling, writing a letter of apology, etc.

- 1.6 Educational Program

Requirement to attend, present and/or participate in a program related to the violation. It may also be a requirement to sponsor or assist with a program for others on campus to aid them in learning about a

specific topic or issue related to the violation for which the student or organization was found responsible. Audience may be restricted.

- 1.7 University Probation

The student is placed on official notice that, should further violations of University policies occur during a specified probationary period, the student may face suspension or expulsion. Regular probationary meetings may also be imposed.

- 1.8 Eligibility Restriction

The student is deemed "not in good standing" with the University for a specified period of time. Specific limitations or exceptions may be granted by the OSC and terms of this conduct sanction may include, but are not limited to, the following:

a. Ineligibility to hold any office in any student organization recognized by the University or hold an elected or appointed office at the University; or

b. Ineligibility to represent the University to anyone outside the University community in any way including: participating in a study tour or study abroad program, attending conferences, or representing the University at an official function, event or competition as a competitor, manager or student coach, etc.

- 1.9 Records, Enrollment, and/or Graduation Hold

A hold may be placed on the student's ability to re-enroll and/ or obtain official transcripts and/or graduate, and all sanctions must be satisfied prior to release of records, re-enrollment, or graduation/degree conferral.

- 1.10 University Suspension

Separation from the University for a specified minimum period, after which the student is eligible to return. Eligibility may be contingent upon satisfaction of specific conditions noted in the Decision Letter at the time of suspension. During the suspension period, the student is banned from all university property, functions, events, activities, online classes and/or NU Commons Facebook activity without prior written approval from the OSC (or designee). This sanction may be enforced with a trespass action as necessary.

- 1.11 University Expulsion

Permanent separation from the University. The student is banned from all University property and the student's presence at any University-sponsored activity or event (including alumni events) is prohibited. This action may be enforced with a trespass action as necessary.

- 1.12 Revocation of Degree

In the event of serious misconduct committed while still enrolled but reported after the responding student has graduated, National University may invoke student conduct procedures and should the former student be found responsible, the University may revoke that student's degree.

- 1.13 Other Sanctions

Additional or alternate sanctions may be created and designed as deemed appropriate to the offense with the approval of the OSC or designee. The following sanctions may be imposed upon groups or organizations found to have violated the Student Code of Conduct:

- One or more of the sanctions listed above; and/or
- Deactivation, de-recognition, loss of all privileges (including status as a University-registered group/ organization), for a specified period.

6.6 Parental Notification

The University reserves the right to notify the parents/guardians of dependent students regarding any conduct situation, particularly alcohol and other drug violations. The University may also notify parents/guardians of non-dependent students who are under the age of 21 of alcohol and/or other drug violations. Parental notification may also be utilized discretionarily by administrators when permitted by FERPA or consent of the student.

6.7 Notification of Outcomes

The outcome of a conduct proceeding is part of the education record of the responding student and is protected from release under the Federal Education Rights and Privacy Act (FERPA), except under certain conditions. As allowed by FERPA, when a student is accused of a policy violation that would constitute a "crime of violence" or forcible or non-forcible sex offense, National University will inform the alleged victim in writing of the final results of a conduct proceeding and/or an appeal panel regardless of whether the University concludes that a violation was committed. Such release of information may only include the responding student's name, the violation committed, and the sanctions assigned (if applicable). In cases of sexual misconduct and other offenses covered by Title IX, only, the rationale for the outcome will also be shared with all parties to the incident, in addition to the finding and sanction(s).

In cases where National University determines through the student conduct process that a student violated a policy that would constitute a "crime of violence" or non-forcible sex offense, the University may also release the above information publicly and/or to any third party. FERPA defines "crimes of violence" to include:

1. Arson
2. Assault offenses (includes stalking)
3. Burglary
4. Criminal Homicide—manslaughter by negligence
5. Criminal Homicide—murder and non-negligent manslaughter
6. Destruction/damage/vandalism of property
7. Kidnapping/abduction
8. Robbery
9. Forcible sex offenses
10. Non-forcible sex offenses

6.8 Failure to Complete Conduct Sanctions

All students, as members of the University community, are expected to comply with conduct sanctions within the timeframe specified by the CO (or designee). Failure to follow through on conduct sanctions by the date specified, whether by refusal, neglect or any other reason, may result in additional sanctions and/or suspension from the University.

SECTION 7: THE APPEAL REVIEW PROCESS

Any party may request an appeal of the decision of the OSC by filing a Petition for Appeal, available at: www.nu.edu/studentservices/studentconduct/. All appeals of conduct decisions must be submitted within 5 business days of the original outcome, barring exigent circumstances. Any exceptions are made at the discretion of the OSC. If a party is granted an appeal, the party is granted only one appeal, based on the outline "Grounds for Appeal Requests" provided below. All sanctions imposed by the original decision-maker(s) remain in effect, and all parties will be informed (usually within five business days) of the status of requests for appeal, the status of the appeal consideration, and the results of the appeal decision.

7.1 Grounds for Appeal Requests

Appeals requests are limited to the following grounds:

1. A procedural error occurred that significantly impacted the outcome of the investigation (e.g., substantiated bias, material deviation from established procedures, etc.).
2. To consider new evidence, unavailable during the original investigation, that could substantially impact the original finding or sanction. A summary of this new evidence and its potential impact must be included.
3. The sanctions imposed are substantially outside the precedent set by National University for the same type of offense and/or the cumulative conduct record of the responding student.

7.2 Appeal Process

The presumptive stance of the University is that all decisions made and sanctions imposed by the original decision-maker are to be implemented during the appellate process. At the discretion of the OSC, implementation of sanctions may be stayed pending review only in extremely exigent circumstances. This does not include proximity to graduation, end of term, or exams. Instead, it refers to an overwhelming likelihood that the appeal would result in a reversal of the finding and/ or substantial modification of the sanctions.

Failure to provide information during or participate in an investigation or an EC, even resulting from concern over pending criminal or civil proceedings, does not make evidence "unavailable" at the time of the EC.

The Director of Student Affairs will consult with the original decision maker. The OSC will share the appeal by one party with the other party(ies) when appropriate under procedure or law (e.g., if the responding student appeals, the appeal is shared with the Reporter, who may wish to file a response, or request an appeal on the same grounds or different grounds).

In the case of timely and relevant appeals, the OSC will send a response to the appeal requestor(s), explaining whether the request(s) will be granted or denied, and the rationale. On reconsideration, the party assigned to hear the appeal may affirm or change the findings and/or sanctions of the original investigation in accordance with the granted appeal grounds. Procedural errors should be corrected, new evidence should be considered,

and sanctions should be proportionate to the severity of the violation and the student's cumulative conduct record.

All appeal decisions are to be made within fifteen (15) business days of submission and are final.

SECTION 8: DISCIPLINARY RECORDS

All conduct records are maintained by the University indefinitely from the time of their creation and in line with University records policy and procedures established by the Office of the Registrar.

PREGNANCY AND PARENTING POLICY

National University is committed to creating and maintaining a community where all individuals enjoy freedom from discrimination, including discrimination on the basis of sex, as mandated by Title IX of the Education Amendments of 1972 (Title IX). Sex discrimination, which can include discrimination based on pregnancy, marital status, or parental status, is prohibited and illegal in admissions, educational programs and activities, hiring, leave policies, employment policies, and health insurance coverage. National University hereby establishes a policy and associated procedures for ensuring the protection and equal treatment of pregnant individuals, persons with pregnancy-related conditions, and new parents.

Under the Department of Education's (ED) Title IX regulations, an institution that receives federal funding "shall not discriminate against any student or exclude any student from its education program or activity, including any class or extracurricular activity, on the basis of such student's pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom." According to the ED, appropriate treatment of a pregnant student includes granting the student leave "for so long a period of time as is deemed medically necessary by the student's physician," and then effectively reinstating the student to the same status as was held when the leave began.

This generally means that pregnant students should be treated by National University the same way as someone who has a temporary disability and will be given an opportunity to make up missed work wherever possible. Extended deadlines, make-up assignments (e.g., papers, quizzes, tests, and presentations), tutoring, independent study, online course completion options, and incomplete grades that can be completed at a later date, should all be employed, in addition to any other ergonomic and assistive supports typically provided by Student Accessibility Services. To the extent possible, National University will take reasonable steps to ensure that pregnant students who take a leave of absence return to the same position of academic progress that they were in when they took leave, including access to the same course catalog that was in place when the leave began. The Title IX Coordinator or designee has the authority to determine that such accommodations are necessary and appropriate, and to inform faculty members of the need to adjust academic parameters accordingly.

As with disability accommodations, information about pregnant students' requests for accommodations will be shared with faculty and staff only to the extent necessary to provide the reasonable accommodation. Faculty and staff will regard all information associated with such requests as private and will not disclose this information to anyone, unless there is a legitimate need to know. Administrative responsibility for these accommodations lies with the Title IX Coordinator or designee, who will maintain all appropriate documentation related to accommodations.

In situations such as clinical rotations, performances, labs, and group work, the institution will work with the student to devise an alternative path to completion, if possible. In progressive curricular and/or cohort-model

programs, medically necessary leaves are sufficient cause to permit the student to shift course order, substitute similar courses, or join a subsequent cohort when returning from leave.

Students are encouraged to work with their faculty members and National University's support systems to devise a plan for how to best address the conditions as pregnancy progresses, anticipate the need for leaves, minimize the academic impact of their absence, and get back on track as efficiently and comfortably as possible. The Title IX Coordinator or designee, will assist with plan development and implementation as needed.

Scope of Policy

This policy applies to all aspects of National University's program, including, but not limited to, admissions, educational programs and activities, extracurricular activities, and student leave policies. Reporting Any member of the National University community may report a violation of this policy via the following link: reportit@nu.edu or they may file a report with any supervisor, manager, or any of the below listed Title IX Coordinators. All employees at National University are considered "Mandated Reporters" and are required to promptly forward such reports to the Office of Diversity, Equity and Inclusion via the above link to the online reporting form. The Title IX Coordinator and Equity Resolution Process (EGP) Officers are responsible for overseeing reports of discrimination involving pregnant and parenting students.

Title IX Coordinator
Heather Tyrrell Institutional Equity Officer
11255 N. Torrey Pines Road
La Jolla, CA 92037
(858) 642-8087
Email: htyrrell@nu.edu

EGP Officer
Michelle Vandenbergh Senior HRBP; Human Resources
11355 N. Torrey Pines Rd.
La Jolla, CA 92037
(619) 372-0712
Email: mvandenbergh@nu.edu

EGP Officer
Sara Kelly, Ed.D. Professor; College of Professional Studies
(619) 573-0384
Email: skelly@nu.edu

EGP Officer
Durrel K. Parker, Ph.D. Director, Adjunct Academy Center for Teacher and Learning
11355 N. Torrey Pines Rd.
La Jolla, CA 92037
(858) 642-8078
Email: dparker2@nu.edu

EGP Officer

J.B. Robinson, Ph.D. Associate Director, Accessibility & Wellness Student Services
(858) 226-1369
Email: jrobinson2@nu.edu

Complaints may also be filed with the U.S. Department of Education's Office for Civil Rights at:

Office for Civil Rights (OCR) U.S. Department of Education 400 Maryland Avenue, SW Washington, DC 20202-1100 Customer Service Hotline #: (800) 421-3481 Facsimile: (202) 453-6012 TDD#: (877) 521-2172 Email: OCR@ed.gov Web: https://www.ed.gov/ocr

Complaints may be filed online, using the form available, at www.ed.gov/ocr/complaintintro.html

Definitions

a. Caretaking: caring for and providing for the needs of a child.

b. Medical Necessity: a determination made by a health care provider (of the NU community member's choosing) that a certain course of action is in the patient's best health interests.

c. Parenting: the raising of a child by the child's parents in the reasonably immediate post-partum period.

d. Pregnancy and Pregnancy-Related Conditions: include (but are not limited to) pregnancy, childbirth, false pregnancy, termination of pregnancy, conditions arising in connection with pregnancy, and recovery from any of these conditions.

e. Pregnancy Discrimination: includes treating an individual affected by pregnancy or a pregnancy-related condition less favorably than similar individuals not so affected and includes a failure to provide legally mandated leave or accommodations.

f. Pregnant/Birth-Parent: refers to the NU community member who is or was pregnant. This policy and its pregnancy-related protections apply to all pregnant persons, regardless of gender identity or expression.

g. Reasonable Accommodations: (for the purposes of this policy) changes in the academic or typical operations that enables pregnant students of the NU community or those with pregnancy-related conditions to continue to pursue their studies and enjoy equal benefits of National University

Reasonable Accommodation of Student Affected by Pregnancy, Childbirth, or Related Conditions

a. National University and its faculty, staff, and other employees will not require students to limit their studies as the result of pregnancy or pregnancy-related conditions.
b. The benefits and services provided to students affected by pregnancy will be no less than those provided to students with temporary medical conditions.
c. National University students with pregnancy-related disabilities, like any student with a short-term or temporary disability, are entitled to reasonable accommodations so that they will not be disadvantaged in their courses of study, research and may seek assistance from the Office of Diversity, Equity & Inclusion.
d. No artificial deadlines or time limitations will be imposed on requests for accommodations, but National University is limited in its ability to impact or implement accommodations retroactively.

Reasonable accommodations may include, but are not limited to:

1. Providing accommodations requested by a pregnant student to protect the health and safety of the individual and/or the pregnancy (such as allowing the individual to maintain a safe distance from hazardous substances);
2. Making modifications to the physical environment (such as accessible seating);
3. Providing mobility support;
4. Extending deadlines and/or allowing the student to make up tests or assignments missed for pregnancy related absences;
5. Offering remote learning options;
6. Excusing medically-necessary absences (this must be granted, irrespective of classroom attendance requirements set by a faculty member, department, or division);
7. Granting leave per National University's Leave of Absence Policy or implementing incomplete grades for classes that will be resumed at a future date.

Breastfeeding individuals must be allowed reasonable time and space to pump breast milk in a location that is private, clean, and reasonably accessible. *Bathroom stalls do not satisfy this requirement.

Nothing in this policy requires modification to the essential elements of any academic program. Pregnant students cannot be channeled into an alternative program or school against their wishes.

Modified Academic Responsibilities Policy for Parenting Students

a. Students with child caretaking/parenting responsibilities who wish to remain engaged in their coursework while adjusting their academic responsibilities because of the birth or adoption of a child or placement of a foster child may request an academic modification period up to two (2) quarters during the first six (6) months from the time the child entered the home. Extensions may be granted when additional time is required by medical necessity or extraordinary caretaking/parenting responsibilities.
b. During the modification period, the student's academic requirements will be adjusted and deadlines postponed as appropriate, in collaboration with the Title IX Coordinator or designee, the student's academic advisor, and the appropriate academic department(s).
c. Students seeking a period of modified academic responsibilities may consult with their academic advisor, who will in turn contact the Title IX Coordinator or they may contact the Office of Diversity, Equity & Inclusion directly. The Title IX Coordinator or designee, will coordinate accommodation-related efforts with the advisors unless the students specifically requests that their advisors be excluded. Students are provided with a letter that details out approved accommodations and students are encouraged to work with their advisors and/or faculty members to reschedule course assignments, lab hours, examinations, or other requirements, and/or to reduce their overall course load, as appropriate, once authorization is received from the Title IX Coordinator or designee. If, for any reason, caretaking/parenting students are not able to work with their advisors/faculty members to obtain appropriate modifications, students should alert the Title IX Coordinator or designee, as soon as possible, who will help facilitate needed accommodations and modifications.
d. In timed degree, certification or credentialing programs, students who seek modifications upon the birth or placement of their child will be allowed an extension of up to twelve (12) months to prepare for and take preliminary and qualifying examinations, and an extension of up to twelve (12) months toward normative time to degree while in candidacy, to the extent those deadlines are controlled by National University. Longer extensions may be granted in extenuating circumstances.

e. Students can request modified academic responsibilities under this policy regardless of whether they elect to take a leave of absence.
f. While receiving academic modifications, students will remain registered and retain educational benefits accordingly.

Leave of Absence – Academic

a. As long as students can maintain appropriate academic progress, faculty, staff, or other National University employees will not require them to take a leave of absence, or withdraw from or limit their studies as the result of pregnancy, childbirth, or related conditions, but nothing in this policy requires modification of the essential elements of any academic program.
b. Pursuant to Title IX, the University treats pregnancy and related conditions as justification for a leave of absence for as long a period of time as is deemed medically necessary by a student's physician. Enrolled students may elect to take a leave of absence because of pregnancy and/or the birth, adoption, or placement of a child. The leave term may be extended in the case of extenuating circumstances or medical necessity.
c. Students taking a leave of absence under this policy will provide notice of the intent to take leave 30 calendar days prior to the initiation of leave, or as soon as practicable. In unforeseen circumstances, in which the situation prevents the student from doing so, the student may request a retroactive leave of absence under this policy.
d. Intermittent leave may be taken with the advance approval of the Title IX Coordinator or designee, and students' academic department(s), when medically necessary.
e. Students who elect to take leave under this policy may register under an [inactive/"on leave" etc. status] to continue their eligibility for certain benefits.
f. To the extent possible, National University will take reasonable steps to ensure that upon return from leave, students will be reinstated to their program of study, in the same status as when the leave began.

Leave of Absence – Students Receiving Financial Aid or Scholarships

a. To avoid a disruption of financial aid funding, please review the National University leave of absence policy in the General Catalog.

    - A student will need to apply for a leave of absence through the Office of the Registrar to avoid cancelation of future financial aid disbursements and/or a return of Title IV funds due to a break of over 35 days.
    - Students utilizing federal financial aid may be subject to a Return to Title IV calculation once the student exceeds 180 days on an Approved Leave of Absence in a rolling calendar year.
    - If a student is no longer meeting Satisfactory Academic Progress (SAP) due to a break or breaks in attendance, they will be required to submit an appeal and provide supporting documentation to reinstate their eligibility.

b. Continuation of students' scholarship, fellowship, or similar external sponsored funding during the leave term will depend on the students' registration status and the policies of the specific funding program regarding registration status.
c. Students will not be negatively impacted by or forfeit their future eligibility for their scholarship, fellowship, or similar National University-supported funding by exercising their rights under this policy.

d. The Title IX Coordinator or designee can and will advocate for students with respect to financial aid agencies and external scholarship providers in the event that a leave of absence places eligibility into question.

Employee – Leave of Absence

a. If an employee is requesting a Leave of Absence, they must contact National University's Benefits Department at benefits@nu.edu or (858) 642-8199

Student-employee Leave of Absence

a. If a student, who is also an employee is requesting a Leave of Absence, they must first contact National University's Benefits Department at benefits@nu.edu or (858) 642-8199, who will in turn collaborate with the Title IX Coordinator regarding approved accommodations.

Retaliation and Harassment

a. Harassment of any member of National University community based on sex, gender identity, gender expression, pregnancy, or parental status is prohibited.

b. Faculty, staff, and other National University employees are prohibited from interfering with any member of the National University community's right to take leave, seek reasonable accommodation, or otherwise exercise their rights under this policy.

c. Faculty, staff, and other National University employees are prohibited from retaliating against any member of National University for exercising the rights articulated by this policy, including imposing or threatening to impose negative educational outcomes because a member of National University requests leave or accommodation, file a complaint, or otherwise exercise their rights under this policy (Please see National University's Equal Opportunity, Harassment and Nondiscrimination Policy for more details).

Dissemination of the Policy and Training

A copy of this policy will be published in the General Catalog and posted on the National University, Title IX website. All new members of the National University community will be made aware of this policy and the location of this policy during the enrollment and/or new hire process. All students and employees will be provided with a copy annually. The Office of Diversity, Equity and Inclusion will make additional educational materials available to all members of the National University community to promote compliance with this policy and familiarity with its procedures.

Program Terminations

Class-Based

Graduate Certificate Life Coaching

Master of Science in Computer Information System

Master of Business Administration (class-based) - Specialization in International Business

Master of Business Administration (class-based) - Specialization in Organizational Leadership

Course Terminations

Class-Based

ACC 600 - Financial Accounting for MBAs

ASL 220 - American Sign Language II

CNS 5014 - Spiritual Intelligence

CNS 5018 - Enneagram Personality Typology

CNS 5020 - Archetypal Mythology

CNS 5027 - Non-Ordinary States of Consc

CNS 5041 - Ancestral Consciousness

CNS 5126 - Professional Project A

CNS 5127 - Professional Project B

CNS 5280 - Dreams, Archetypes & Mythology

CNS 5335 - Diamond Approach

CNS 5348 - Psycho-Spiritual Development

CNS 5410 - Presentation & Facilitation

CNS 5411 - Creating/Conducting a Workshop

CNS 5430 - Applied Coaching Skills I

CNS 5432 - Applied Coaching Skills II

CNS 5452 - Change Theory for Coaches

CNS 5465 - Starting Your Own Business

CNS 5610 - Professional Project C

CNS 5611 - Professional Project D

CNS 5613 - Consciousness Studies Integ

CNS 5616 - Self-Marketing: Pub. & Trad.

CNS 5617 - Self-Marketing: Social Media

CNS 5800 - Issues in Philosophy

CIS 606 - End User Information Systems

CIS 611 - Student Publications

CIS 616 - Scholarly Publications

CIS 621 - Systems Development/Deployment

CIS 631 - Data, Information and Content

CIS 650 - IS Management and Operations

CIS 655 - Enterprise Architecture

CIS 656 - Innov., Org. Change, Entrepre.

CIS 657 - Bus Cont and Info Assurance

CIS 659 - IS Strategy and Gov

CIS 688 - Philosophy of Information

MTH 222 - Calculus III

MTH 223 - Calculus IV

SCI 400 - History of Science

SED 695 - Understanding Edu. Research

SED 696 - Capstone Project

Degree Information

General Education Requirements

Associate of Arts and Associate of Science General Education

Status: *Historical-Review all addendums*
Academic Program Director: Melinda Campbell; 8582323077 mlcampbell@nu.edu

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

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

The General Education program for the Associate of Arts and Associate of Science degrees promotes the intellectual growth of all students in National University's Associate level undergraduate degree programs. The general education curriculum assumes that undergraduates will not concentrate on a major field of study until they have completed a general education program that provides instruction in writing and mathematical skills as well as introducing the student to subject matter in the Humanities, Information Literacy and Science and Social Science disciplines. Students will also address the cultural diversity of contemporary society.

Students in the general education program are advised to focus on writing and speech communication first. Students are then counseled to explore mathematical and other formal systems to develop abstract reasoning abilities and are encouraged to take a course in informational literacy. Finally, all students are required to have exposure to the natural sciences, the humanities, fine arts, language, and the social and behavioral sciences. Many of these courses include an examination of the human condition in a multicultural society.

The general education curriculum emphasizes communications, mathematics and sciences, humanities, arts, language, and social/behavioral sciences. Thus, the curriculum provides coherence to Associate level undergraduate education.

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

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

Degree Requirements:

The General Education curriculum furnishes students with the basic knowledge necessary to pursue any Associate level degree program. Students who fulfill the curriculum gain an interdisciplinary liberal arts framework geared toward problem solving. This emphasis promotes self-directed research in many academic areas that have traditionally been kept separate.

Diversity Requirement

The diversity component serves the general education program goal of increasing respect for, and awareness of, diverse peoples and cultures. A plus [+] after any course on the list of approved general education courses signifies a diversity-enriched course. Students must complete at least one diversity-enriched course in the general education program.

General Education Program Requirements

The general education program consists of a minimum of 37.5 quarter units. Of the 37.5 quarter units students must complete at least 4.5 units in diversity enriched coursework.

AREA A: ENGLISH COMMUNICATION (Minimum 9.0 quarter units)

Category 1 Writing(4.5 quarter units)		
ENG 102	Effective College English	4.50
Category 2 Speech and Communication (4.5 quarter units)		
COM 103	Public Speaking	4.50
COM 120	Intro to Interpersonal Comm	4.50

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

MTH 204	Mathematics for Science *Historical-Review all addendums* ***Prerequisite:*** *MTH 12A and MTH 12B, or Accuplacer test placement*	4.50
MTH 209A	Fundamentals of Mathematics I ***Prerequisite:*** *MTH 12A and MTH 12B*	4.50
MTH 210	Probability and Statistics ***Prerequisite:*** *MTH 12A and MTH 12B, or Accuplacer test placement evaluation*	4.50
MTH 215	College Algebra & Trigonometry ***Prerequisite:*** *MTH 12A and MTH 12B, or Accuplacer test placement evaluation*	4.50
MTH 216A	College Algebra I *Discontinued* ***Prerequisite:*** *MTH 12A and MTH 12B, or Accuplacer test placement evaluation*	3.00
AND MTH 216B	College Algebra II *Discontinued* ***Prerequisite:*** *MTH 216A*	3.00
MTH 220	Calculus I *Historical-Review all addendums* ***Prerequisite:*** *MTH 215, or MTH 216A and MTH 216B, or Accuplacer test placement*	4.50
MTH 301	Fundamentals of Mathematics II ***Prerequisite:*** *MTH 209A*	4.50
CSC 208	Calculus for Comp. Science I *Historical-Review all addendums* ***Prerequisite:*** *MTH 215, or MTH 216A and MTH 216B*	4.50
MNS 205	Intro to Quantitative Methods *Historical-Review all addendums*	4.50
BST 322	Intro to Biomedical Statistics	4.50

AREA C: INFORMATION LITERACY (Minimum 4.5 quarter units)

ILR 260	Academic Information Literacy ***Prerequisite:*** *ENG 102*	4.50

AREA D: ARTS AND HUMANITIES, AND LANGUAGE (Minimum 4.5 quarter units)

ART 225	Introduction to Art History ***Prerequisite:*** *ENG 102*	4.50
ASL 120	American Sign Language I	4.50
ASL 130	American Sign Language II ***Prerequisite:*** *ASL 120*	4.50
ART 110	Visual Arts	4.50
HIS 233	World Civilizations I ***Prerequisite:*** *ENG 102*	4.50
HIS 234	World Civilizations II ***Prerequisite:*** *ENG 102*	4.50
LIT 100	Introduction to Literature ***Prerequisite:*** *ENG 102*	4.50
LIT 345	Mythology ***Prerequisite:*** *ENG 240 and LIT 100*	4.50
MUL 201	Intro to Graphic Design *Historical-Review all addendums* ***Prerequisite:*** *ENG 102 with a minimum grade of C. Students must have proven college level writing skills to be successful in their written assignments in the program.*	4.50
MUS 100	Fundamentals of Music *Historical-Review all addendums*	4.50
MUS 300	Film Music *Historical-Review all addendums* ***Prerequisite:*** *ENG 102;* ***Recommended Preparation:*** *MUS 100*	4.50
MUS 327	World Music[+] ***Prerequisite:*** *ENG 102*	4.50
ACEX 2101X	Philosophy of Coaching	4.50
PHL 100	Introduction to Philosophy ***Prerequisite:*** *ENG 102*	4.50
PHL 337	Ethics ***Prerequisite:*** *ENG 102*	4.50
SPN 100	Beginning Spanish I	4.50
SPN 101	Beginning Spanish II ***Prerequisite:*** *SPN 100*	4.50
SPN 200	Intermediate Spanish I ***Prerequisite:*** *SPN 101*	4.50
THR 200	Theater Arts	4.50

[+]Diversity Enriched Offerings

AREA E: SOCIAL AND BEHAVIORAL SCIENCES (Minimum 4.5 quarter units)

ACEX 2100X	History of Sport	4.50
COM 100	Intro to Mass Communication	4.50
COM 220	Media Literacy *Historical-Review all addendums*	4.50
COM 380	Democracy in the Info. Age[+] ***Prerequisite:*** *ENG 102*	4.50
ECO 203	Principles of Microeconomics	4.50
ECO 204	Principles of Macroeconomics	4.50
HIS 220A	United States History I[+] ***Prerequisite:*** *ENG 102*	4.50
HIS 220B	United States History II[+] ***Prerequisite:*** *ENG 102*	4.50
POL 100	Introduction to Politics ***Prerequisite:*** *ENG 102*	4.50
POL 201	American Politics	4.50

	Prerequisite: *ENG 102*	
PSYC 100	Introduction to Psychology	4.50
SOC 100	Principles of Sociology[+]	4.50
SOC 260	Cultural Anthropology ***Prerequisite:*** *ENG 102*	4.50
SOC 350	Cultural Diversity[+] ***Prerequisite:*** *ENG 102*	4.50

[+]Diversity Enriched Offering.
[+]Diversity Enriched Offering

AREA F: PHYSICAL AND BIOLOGICAL SCIENCES (Minimum 6 quarter units [Note: one science lab is required])

Strongly recommended: complete the BIO 201 - 203A series in numerical sequence BIO 201 + 201A, 202 + 202A, 203 + 203A.

BIO 100	Survey of Bioscience	4.50
BIO 100A	Survey of Bioscience Lab *Historical-Review all addendums* ***Prerequisite:*** *BIO 100 for non-science majors (GE), or BIO 163 for science majors*	1.50
BIO 161	General Biology 1	4.50
BIO 162	General Biology 2 ***Prerequisite:*** *BIO 161*	4.50
BIO 201	Human Anatomy and Physiol I *Historical-Review all addendums* ***Corequisite:*** *BIO 191A, or BIO 201A;* ***Recommended: Prior completion of:*** *BIO 100; BIO 100A; CHE 101; CHE 101A*	4.50
BIO 191A	Online Hum Anat and Phys I Lab *Historical-Review all addendums* ***Corequisite:*** *BIO 201;* ***Recommended: Prior completion of:*** *BIO 100; BIO 100A; CHE 101; CHE 101A*	1.50
OR BIO 201A	Human Anatomy and Physiol Lab *Historical-Review all addendums* ***Corequisite:*** *BIO 201;* ***Recommended: Prior completion of:*** *BIO 100; BIO 100A; CHE 101; CHE 101A or equivalent courses.*	1.50
BIO 202	Human Anatomy and Physiol II ***Corequisite:*** *BIO 202A, or BIO 192A;* ***Prerequisite:*** *BIO 201 and BIO 201A*	4.50
BIO 192A	Online Anat and Phys II Lab ***Corequisite:*** *BIO 202;* ***Prerequisite:*** *BIO 191A with a minimum grade of C- . Passing grade required; BIO 201 with a minimum grade of C-. Passing grade required*	1.50
OR BIO 202A	Human Antmy andPhysiol LabII ***Corequisite:*** *BIO 202;* ***Prerequisite:*** *BIO 201; BIO 201A*	1.50
BIO 203	Introductory Microbiology *Historical-Review all addendums* ***Corequisite:*** *BIO 203A Students should take both lecture and lab courses concurrently and with the same instructor to ensure a consistent learning experience. Students who are retaking one of the two courses or present special circumstances should petition for exception to this requisite.;* ***Recommended: Prior completion of:*** *BIO 100 and BIO 100A; CHE 101*	4.50

	and CHE 101A or equivalent courses; BIO 201 and BIO 201A; BIO 202 and BIO 202A	
BIO 193A	Online Microbiology Lab *Historical-Review all addendums* ***Corequisite:*** *BIO 203;* ***Recommended: Prior completion of:*** *BIO 191A; BIO 201; CHE 101; CHE 101A*	1.50
OR BIO 203A	Introductory Microbiology Lab *Historical-Review all addendums* ***Corequisite:*** *BIO 203;* ***Recommended: Prior completion of:*** *BIO 100; BIO 100A; CHE 101; CHE 101A; BIO 201 and BIO 201A; BIO 202 and BIO 202A*	1.50
BIO 205A	Pre-health laboratory skills ***Prerequisite:*** *BIO 191A with a minimum grade of C-. A passing grade is required in this prerequisite lab course.; BIO 192A with a minimum grade of C-. A passing grade is required in this prerequisite lab course.; BIO 193A with a minimum grade of C-. A passing grade is required in this prerequisite lab course.*	1.50
CHE 101	Introductory Chemistry *Historical-Review all addendums* ***Recommended Preparation:*** *MTH 204, or MTH 216A and MTH 216B*	4.50
CHE 101A	Introductory Chemistry Lab *Historical-Review all addendums* ***Prerequisite:*** *CHE 101, or CHE 141 for Science Majors.*	1.50
CHE 141	General Chemistry 1 *Historical-Review all addendums* ***Prerequisite:*** *MTH 215, or MTH 216A and MTH 216B*	4.50
CHE 142	General Chemistry 2 *Historical-Review all addendums* ***Prerequisite:*** *CHE 141*	4.50
EES 103	Fundamentals of Geology	4.50
EES 103A	Fundamentals of Geology Lab ***Prerequisite:*** *EES 103*	1.50
PHS 104	Introductory Physics *Historical-Review all addendums* ***Prerequisite:*** *2 years of high school algebra and MTH 204, or MTH 216A and MTH 216B*	4.50
PHS 104A	Introductory Physics Lab *Historical-Review all addendums* ***Prerequisite:*** *PHS 104, or PHS 171 for Science Majors.*	1.50
PHS 171	General Physics 1 *Historical-Review all addendums* ***Prerequisite:*** *MTH 216A and MTH 216B*	4.50
PHS 172	General Physics 2 *Historical-Review all addendums* ***Prerequisite:*** *PHS 171*	4.50
SCI 200	Earth and Space Sciences	4.50
SCI 200A	Earth and Space Sciences Lab ***Prerequisite:*** *SCI 200 with a minimum grade of C-. A student must have passed the lecture course in order to take the lab course.*	1.50

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

ART 250	Self-Reflection via Visual Art ***Recommended Preparation:*** *ART 225; ART 110*	4.50
COH 100	Personal Health	4.50
COH 317	Public Health Nutrition ***Prerequisite:*** *ENG 102;* ***Recommended Preparation:*** *COH 100*	4.50
COH 318	Drug Use and Abuse ***Prerequisite:*** *ENG 102;* ***Recommended Preparation:*** *COH 100*	4.50
COH 319	Human Sexuality ***Prerequisite:*** *ENG 102;* ***Recommended Preparation:*** *COH 100*	4.50

CRS 300	Conflict Resolution Studies ***Recommended Preparation:*** *ENG 102 with a minimum grade of C. Satisfactory English skills are needed to understand the subject matter and to communicate in this class. The prerequisite is recommended*	4.50
ENG 201	Fiction Writing I ***Prerequisite:*** *ENG 102*	4.50
ENG 202	Poetry Writing I ***Prerequisite:*** *ENG 102*	4.50
ENG 203	Screenwriting I ***Prerequisite:*** *ENG 102*	4.50
ENG 375	Nature Writing ***Prerequisite:*** *ENG 102; ENG 240, or ENG 334A*	4.50
FFL 100	Foundation to Academic Success	4.50
GLS 150	Global Issues and Trends	4.50
MUS 200	Music Composition *Historical-Review all addendums* ***Recommended Preparation:*** *MUS 100, or MUS 326, or MUS 327*	4.50
MUL 203	Intro to Visual Storytelling *Historical-Review all addendums* ***Prerequisite:*** *ENG 102 with a minimum grade of C. Students must have proven college level writing skills to be successful in their written assignments in the program.; MUL 201 with a minimum grade of C. Students must have proven competency level to be successful in the more advanced subjects in the program.*	4.50
PHL 238	Logical & Critical Thinking ***Prerequisite:*** *ENG 102*	4.50
PHS 102	Survey of Physical Science	4.50

General Education for Bachelors Degrees

Status: *Historical-Review all addendums*
Academic Program Director: Melinda Campbell; 8582323077 mlcampbell@nu.edu
The general education program promotes the intellectual growth of all students in National University's undergraduate degree programs. The general education curriculum assumes that undergraduates will not concentrate on a major field of study until they have completed a thorough general education program that is writing-intensive and addresses the cultural diversity of contemporary society.

Students in the general education program are advised to focus on writing and speech communication first. Students are then counseled to explore mathematical and other formal systems to develop abstract reasoning abilities and are required to take a course in informational literacy and report writing. Finally, all students are required to have a significant exposure to the natural sciences, the humanities and fine arts, and the social and behavioral sciences and modern language. Many of these courses include an examination of the human condition in a multicultural society.

The general education curriculum emphasizes communications, mathematics and sciences, humanities and social/behavioral sciences. Thus, the curriculum provides coherence to undergraduate education, affording the student the opportunity to:
Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Demonstrate skills for self-development that contribute to lifelong learning.
- Demonstrate literacy in written and oral communication.
- Apply information literacy skills in developing research projects and presentations.
- Demonstrate a capacity for responsible citizenship in a diverse society.
- Demonstrate awareness of past and present human and cultural diversity.
- Identify ethical issues raised in different disciplines.

- Demonstrate scientific and quantitative literacy skills in appraising information and solving problems.
- Demonstrate the ability to use the elements of critical thinking to analyze issues, solve problems, and make decisions.
- Demonstrate the ability to work successfully in a team.
- Demonstrate creative thinking in expression or problem solving.

Degree Requirements:

The general education curriculum furnishes students with the basic knowledge necessary to pursue any degree program. Students who fulfill the curriculum gain a strong interdisciplinary liberal arts framework geared toward problem solving. This emphasis promotes self-directed research in many academic areas that have traditionally been kept separate.

Diversity Requirement

The diversity component serves the general education program goal of increasing respect for, and awareness of, diverse peoples and cultures. A plus [+] after any course on the list of approved general education courses signifies a diversity-enriched course. Students must complete at least one diversity-enriched course in the general education program.

CSU General Education Certifications and IGETC

National University will accept the following General Education certifications: California State University (CSU) General Education Breadth Certification and the Inter-Segmental General Education Transfer Curriculum (IGETC). All requirements for CSU General Education and IGETC must be completed and certified prior to transfer to National University. The University will not accept partial certifications. Students transferring with full certifications are typically required to take one to three upper-division general education courses at National in order to fulfill the unit requirements. Students must provide an official transcript with the certification included or a separate certification form from the community college attended.

General Education Program Requirements

The general education program consists of a minimum of 69 quarter units. Of the 69 quarter units, students must complete at least 4.5 units at the upper-division level and 4.5 units in diversity enriched coursework. All undergraduate students working toward any associate or bachelor's degree must meet the University's diversity requirement. A maximum of 13.5 upper-division units may be utilized to meet G.E. requirements.

AREA A: ENGLISH COMMUNICATION (Minimum 13.5 quarter units)

CATEGORY 1: Writing(9.0 quarter units required)		
ENG 102	Effective College English	4.50
ENG 240	Advanced Composition ***Prerequisite:*** *ENG 102*	4.50
OR ENG 334A	Technical Writing ***Prerequisite:*** *ENG 102; (Only Business, Engineering and Nursing majors may fulfill the requirement by taking ENG 334A)*	4.50
CATEGORY 2 - Oral Communication (4.5 quarter units required)		
COM 103	Public Speaking	4.50
COM 120	Intro to Interpersonal Comm	4.50

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

MTH 204	Mathematics for Science *Historical-Review all addendums* ***Prerequisite:*** *MTH 12A and MTH 12B, or Accuplacer test placement*	4.50

MTH 209A	Fundamentals of Mathematics I ***Prerequisite:*** *MTH 12A and MTH 12B*	4.50
MTH 210	Probability and Statistics ***Prerequisite:*** *MTH 12A and MTH 12B, or Accuplacer test placement evaluation*	4.50
MTH 215	College Algebra & Trigonometry ***Prerequisite:*** *MTH 12A and MTH 12B, or Accuplacer test placement evaluation*	4.50
MTH 216A	College Algebra I *Discontinued* ***Prerequisite:*** *MTH 12A and MTH 12B, or Accuplacer test placement evaluation*	3.00
AND MTH 216B	College Algebra II *Discontinued* ***Prerequisite:*** *MTH 216A*	3.00
MTH 220	Calculus I *Historical-Review all addendums* ***Prerequisite:*** *MTH 215, or MTH 216A and MTH 216B, or Accuplacer test placement*	4.50
MTH 301	Fundamentals of Mathematics II ***Prerequisite:*** *MTH 209A*	4.50
CSC 208	Calculus for Comp. Science I *Historical-Review all addendums* ***Prerequisite:*** *MTH 215, or MTH 216A and MTH 216B*	4.50
MNS 205	Intro to Quantitative Methods *Historical-Review all addendums*	4.50
BST 322	Intro to Biomedical Statistics	4.50

AREA C: INFORMATION LITERACY (Minimum 4.5 quarter units)

ILR 260	Academic Information Literacy ***Prerequisite:*** *ENG 102*	4.50

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

ARTS		
ART 225	Introduction to Art History ***Prerequisite:*** *ENG 102*	4.50
ART 110	Visual Arts	4.50
MUL 201	Intro to Graphic Design *Historical-Review all addendums* ***Prerequisite:*** *ENG 102 with a minimum grade of C. Students must have proven college level writing skills to be successful in their written assignments in the program.*	4.50
MUS 100	Fundamentals of Music *Historical-Review all addendums*	4.50
MUS 300	Film Music *Historical-Review all addendums* ***Prerequisite:*** *ENG 102;* ***Recommended Preparation:*** *MUS 100*	4.50
MUS 327	World Music+ ***Prerequisite:*** *ENG 102*	4.50
THR 200	Theater Arts	4.50
HUMANITIES		
ACEX 2101X	Philosophy of Coaching	4.50
HIS 233	World Civilizations I ***Prerequisite:*** *ENG 102*	4.50
HIS 234	World Civilizations II ***Prerequisite:*** *ENG 102*	4.50

LIT 100	Introduction to Literature ***Prerequisite:*** *ENG 102*	4.50
LIT 345	Mythology ***Prerequisite:*** *ENG 240 and LIT 100*	4.50
PHL 100	Introduction to Philosophy ***Prerequisite:*** *ENG 102*	4.50
PHL 337	Ethics ***Prerequisite:*** *ENG 102*	4.50
LANGUAGES		
ASL 120	American Sign Language I	4.50
ASL 130	American Sign Language II ***Prerequisite:*** *ASL 120*	4.50
SPN 100	Beginning Spanish I	4.50
SPN 101	Beginning Spanish II ***Prerequisite:*** *SPN 100*	4.50
SPN 200	Intermediate Spanish I ***Prerequisite:*** *SPN 101*	4.50
Students may also satisfy Area D Foreign Language requirements with 9 quarter units of computer languages:		
CSC 242	Intro to Programming Concepts *Historical-Review all addendums* ***Prerequisite:*** *MTH 215, or MTH 216A and MTH 216B*	4.50
CSC 252	Programming in C++ *Historical-Review all addendums* ***Prerequisite:*** *CSC 242*	4.50
CSC 262	Programming in JAVA *Historical-Review all addendums* ***Prerequisite:*** *MTH 215, or MTH 216A and MTH 216B*	4.50

[+]Diversity Enriched Offerings

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

ACEX 2100X	History of Sport	4.50
COM 100	Intro to Mass Communication	4.50
COM 220	Media Literacy *Historical-Review all addendums*	4.50
COM 380	Democracy in the Info. Age[+] ***Prerequisite:*** *ENG 102*	4.50
ECO 203	Principles of Microeconomics	4.50
ECO 204	Principles of Macroeconomics	4.50
HIS 220A	United States History I[+] ***Prerequisite:*** *ENG 102*	4.50
HIS 220B	United States History II[+] ***Prerequisite:*** *ENG 102*	4.50
POL 100	Introduction to Politics ***Prerequisite:*** *ENG 102*	4.50
POL 201	American Politics ***Prerequisite:*** *ENG 102*	4.50
PSYC 100	Introduction to Psychology	4.50
SOC 100	Principles of Sociology[+]	4.50
SOC 260	Cultural Anthropology ***Prerequisite:*** *ENG 102*	4.50
SOC 350	Cultural Diversity[+] ***Prerequisite:*** *ENG 102*	4.50

[+]Diversity Enriched Offering.

AREA F: PHYSICAL AND BIOLOGICAL SCIENCES (Minimum 6 quarter units [Note: one science lab is required])

Strongly recommended: complete the BIO 201 - 203A series in numerical sequence BIO 201 + 201A, 202 + 202A, 203 + 203A.

BIO 100	Survey of Bioscience	4.50
BIO 100A	Survey of Bioscience Lab *Historical-Review all addendums* ***Prerequisite:*** *BIO 100 for non-science majors (GE), or BIO 163 for science majors*	1.50
BIO 161	General Biology 1	4.50
BIO 162	General Biology 2 ***Prerequisite:*** *BIO 161*	4.50
BIO 201	Human Anatomy and Physiol I *Historical-Review all addendums* ***Corequisite:*** *BIO 191A, or BIO 201A;* ***Recommended: Prior completion of:*** *BIO 100; BIO 100A; CHE 101; CHE 101A*	4.50
BIO 191A	Online Hum Anat and Phys I Lab *Historical-Review all addendums* ***Corequisite:*** *BIO 201;* ***Recommended: Prior completion of:*** *BIO 100; BIO 100A; CHE 101; CHE 101A*	1.50
OR BIO 201A	Human Anatomy and Physiol Lab *Historical-Review all addendums* ***Corequisite:*** *BIO 201;* ***Recommended: Prior completion of:*** *BIO 100; BIO 100A; CHE 101; CHE 101A or equivalent courses.*	1.50
BIO 202	Human Anatomy and Physiol II ***Corequisite:*** *BIO 202A, or BIO 192A;* ***Prerequisite:*** *BIO 201 and BIO 201A*	4.50
BIO 192A	Online Anat and Phys II Lab ***Corequisite:*** *BIO 202;* ***Prerequisite:*** *BIO 191A with a minimum grade of C-. Passing grade required; BIO 201 with a minimum grade of C-. Passing grade required*	1.50
OR BIO 202A	Human Antmy andPhysiol LabII ***Corequisite:*** *BIO 202;* ***Prerequisite:*** *BIO 201; BIO 201A*	1.50
BIO 203	Introductory Microbiology *Historical-Review all addendums* ***Corequisite:*** *BIO 203A Students should take both lecture and lab courses concurrently and with the same instructor to ensure a consistent learning experience. Students who are retaking one of the two courses or present special circumstances should petition for exception to this requisite.;* ***Recommended: Prior completion of:*** *BIO 100 and BIO 100A; CHE 101 and CHE 101A or equivalent courses; BIO 201 and BIO 201A; BIO 202 and BIO 202A*	4.50
BIO 193A	Online Microbiology Lab *Historical-Review all addendums* ***Corequisite:*** *BIO 203;* ***Recommended: Prior completion of:*** *BIO 191A; BIO 201; CHE 101; CHE 101A*	1.50
OR BIO 203A	Introductory Microbiology Lab *Historical-Review all addendums*	1.50

	Corequisite: *BIO 203;* ***Recommended: Prior completion of:*** *BIO 100; BIO 100A; CHE 101; CHE 101A; BIO 201 and BIO 201A; BIO 202 and BIO 202A*	
BIO 205A	Pre-health laboratory skills ***Prerequisite:*** *BIO 191A with a minimum grade of C-. A passing grade is required in this prerequisite lab course.; BIO 192A with a minimum grade of C-. A passing grade is required in this prerequisite lab course.; BIO 193A with a minimum grade of C-. A passing grade is required in this prerequisite lab course.*	1.50
CHE 101	Introductory Chemistry *Historical-Review all addendums* ***Recommended Preparation:*** *MTH 204, or MTH 216A and MTH 216B*	4.50
CHE 101A	Introductory Chemistry Lab *Historical-Review all addendums* ***Prerequisite:*** *CHE 101, or CHE 141 for Science Majors.*	1.50
CHE 141	General Chemistry 1 *Historical-Review all addendums* ***Prerequisite:*** *MTH 215, or MTH 216A and MTH 216B*	4.50
CHE 142	General Chemistry 2 *Historical-Review all addendums* ***Prerequisite:*** *CHE 141*	4.50
EES 103	Fundamentals of Geology	4.50
EES 103A	Fundamentals of Geology Lab ***Prerequisite:*** *EES 103*	1.50
PHS 104	Introductory Physics *Historical-Review all addendums* ***Prerequisite:*** *2 years of high school algebra and MTH 204, or MTH 216A and MTH 216B*	4.50
PHS 104A	Introductory Physics Lab *Historical-Review all addendums* ***Prerequisite:*** *PHS 104, or PHS 171 for Science Majors.*	1.50
PHS 171	General Physics 1 *Historical-Review all addendums* ***Prerequisite:*** *MTH 216A and MTH 216B*	4.50
PHS 172	General Physics 2 *Historical-Review all addendums* ***Prerequisite:*** *PHS 171*	4.50
SCI 200	Earth and Space Sciences	4.50
SCI 200A	Earth and Space Sciences Lab ***Prerequisite:*** *SCI 200 with a minimum grade of C-. A student must have passed the lecture course in order to take the lab course.*	1.50

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

ART 250	Self-Reflection via Visual Art ***Recommended Preparation:*** *ART 225; ART 110*	4.50
COH 100	Personal Health	4.50
COH 317	Public Health Nutrition ***Prerequisite:*** *ENG 102;* ***Recommended Preparation:*** *COH 100*	4.50
COH 318	Drug Use and Abuse ***Prerequisite:*** *ENG 102;* ***Recommended Preparation:*** *COH 100*	4.50
COH 319	Human Sexuality ***Prerequisite:*** *ENG 102;* ***Recommended Preparation:*** *COH 100*	4.50
CRS 300	Conflict Resolution Studies ***Recommended Preparation:*** *ENG 102 with a minimum grade of C. Satisfactory English skills are needed to understand the subject matter and to communicate in this class. The prerequisite is recommended*	4.50
ENG 201	Fiction Writing I ***Prerequisite:*** *ENG 102*	4.50
ENG 202	Poetry Writing I ***Prerequisite:*** *ENG 102*	4.50

ENG 203	Screenwriting I ***Prerequisite:*** *ENG 102*	4.50
ENG 375	Nature Writing ***Prerequisite:*** *ENG 102; ENG 240, or ENG 334A*	4.50
FFL 100	Foundation to Academic Success	4.50
GLS 150	Global Issues and Trends	4.50
MUL 203	Intro to Visual Storytelling *Historical-Review all addendums* ***Prerequisite:*** *ENG 102 with a minimum grade of C. Students must have proven college level writing skills to be successful in their written assignments in the program.; MUL 201 with a minimum grade of C. Students must have proven competency level to be successful in the more advanced subjects in the program.*	4.50
MUS 200	Music Composition *Historical-Review all addendums* ***Recommended Preparation:*** *MUS 100, or MUS 326, or MUS 327*	4.50
PHL 238	Logical & Critical Thinking ***Prerequisite:*** *ENG 102*	4.50

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

If a student has not met the upper-division unit requirement in the completion of the above general education areas, an upper-division course from the following list must be taken. (Upper-division courses applicable to General Education are numbered 300-399). If a student has already met the upper-division unit requirement in the completion of the above general education areas, any course below or any course in Areas A through G may satisfy this Area. Remedial courses taken to achieve minimum levels of collegiate-level competency in the areas of writing and mathematical concepts and systems do not satisfy any portion of the general education requirement.

ART 315	Film as Art ***Prerequisite:*** *ENG 102*	4.50
ART 329	World Art^{+} ***Prerequisite:*** *ENG 102*	4.50
COM 360	Representation in the Media^{+} *Historical-Review all addendums* ***Prerequisite:*** *ENG 102*	4.50
COM 380	Democracy in the Info. Age ***Prerequisite:*** *ENG 102*	4.50
CSC 350	Computer Ethics	4.50
EES 322	Oceanography	4.50
LIT 311	British Literature I ***Prerequisite:*** *ENG 240 and LIT 100*	4.50
LIT 312	British Literature II ***Prerequisite:*** *ENG 240 and LIT 100*	4.50
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
MUS 326	American Music^{+} ***Prerequisite:*** *ENG 102*	4.50
PHL 320	World Religions^{+} ***Prerequisite:*** *ENG 102*	4.50
PHL 375	Environmental Ethics ***Prerequisite:*** *ENG 102*	4.50
PHS 102	Survey of Physical Science	4.50
PSY 300	Social Psychology of Sport ***Prerequisite:*** *ENG 102; PSYC 100*	4.50

PSYC 301	Child Development ***Prerequisite:*** *ENG 102*	4.50
SCI 300	Geography+	4.50
SOC 325	Popular Culture ***Prerequisite:*** *ENG 102*	4.50
HIS 336	American Film and Society+ ***Prerequisite:*** *ENG 102*	4.50
SOC 344	Love, Sex, and the Family ***Prerequisite:*** *ENG 102*	4.50
SOC 350	Cultural Diversity ***Prerequisite:*** *ENG 102*	4.50

+Diversity Enriched Offering.

Undergraduate Degrees

Class-Based

Associate of Science in Human Biology

Status: *Historical-Review all addendums*
Academic Program Director: Ana Maria Barral; abarral@nu.edu

The Associate of Science in Human Biology (AS-HB) degree is designed to give students a solid foundation for continuing intellectual growth and further professional studies leading to a career in nursing or other health science-related fields.

Students planning to apply to the nursing program at NU should take onsite anatomy & physiology (BIO201A and BIO202A) and microbiology (BIO203A) labs, as the online version of these lab courses are not accepted into NU BSN programs.

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

- Discuss the social, physiological, and psychological aspects of human behavior at a basic level.
- Discuss the complexities of human biology on the continuum from the level of organism to the level of organized social being.
- Use computer technologies to augment productivity, apply statistical procedures and to gain access to multiple informational resource services.
- Communicate effectively with others using oral, visual, and written methods.

Degree Requirements:

To receive the AS in Human Biology degree, students must complete at least 90 quarter units, 31.5 of which must be taken in residence at National University. Of the 90 units required, 40.5 must fall into the areas of general education listed below. Students must complete 4.5 quarter units in diversity enriched coursework. A plus (+) indicates a diversity enriched offering. All undergraduate students working toward the Associate of Science in Human Biology must meet the University diversity requirement. The other 49.5 units can be comprised of elective courses and/or specific major program preparatory courses.

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

Prerequisites for the Major (6 - 7 courses; 24 - 25.5 quarter units)

ENG 102	Effective College English	4.50
COM 103	Public Speaking	4.50
ILR 260	Academic Information Literacy ***Prerequisite:*** *ENG 102*	4.50
CHE 101	Introductory Chemistry *Historical-Review all addendums* ***Recommended Preparation:*** *MTH 204, or MTH 216A and MTH 216B*	4.50
CHE 101A	Introductory Chemistry Lab *Historical-Review all addendums* ***Prerequisite:*** *CHE 101, or CHE 141 for Science Majors.*	1.50
MTH 204	Mathematics for Science *Historical-Review all addendums* ***Prerequisite:*** *MTH 12A and MTH 12B, or Accuplacer test placement*	4.50
OR		
MTH 216A	College Algebra I *Discontinued* ***Prerequisite:*** *MTH 12A and MTH 12B, or Accuplacer test placement evaluation*	3.00
AND MTH 216B	College Algebra II *Discontinued* ***Prerequisite:*** *MTH 216A*	3.00

Requirements for the Major (9 courses; 31.5 quarter units)

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

PSYC 100	Introduction to Psychology	4.50
SOC 100	Principles of Sociology	4.50
BIO 201	Human Anatomy and Physiol I *Historical-Review all addendums* ***Corequisite:*** *BIO 191A, or BIO 201A;* ***Recommended: Prior completion of:*** *BIO 100; BIO 100A; CHE 101; CHE 101A*	4.50
BIO 191A	Online Hum Anat and Phys I Lab* *Historical-Review all addendums* ***Corequisite:*** *BIO 201;* ***Recommended: Prior completion of:*** *BIO 100; BIO 100A; CHE 101; CHE 101A*	1.50
OR BIO 201A	Human Anatomy and Physiol Lab *Historical-Review all addendums* ***Corequisite:*** *BIO 201;* ***Recommended: Prior completion of:*** *BIO 100; BIO 100A; CHE 101; CHE 101A or equivalent courses.*	1.50
BIO 202	Human Anatomy and Physiol II ***Corequisite:*** *BIO 202A, or BIO 192A;* ***Prerequisite:*** *BIO 201 and BIO 201A*	4.50
BIO 192A	Online Anat and Phys II Lab* ***Corequisite:*** *BIO 202;* ***Prerequisite:*** *BIO 191A with a minimum grade of C-. Passing grade required; BIO 201 with a minimum grade of C-. Passing grade required*	1.50
OR BIO 202A	Human Antmy andPhysiol LabII ***Corequisite:*** *BIO 202;* ***Prerequisite:*** *BIO 201; BIO 201A*	1.50
BIO 203	Introductory Microbiology *Historical-Review all addendums*	4.50

	Corequisite: *BIO 203A Students should take both lecture and lab courses concurrently and with the same instructor to ensure a consistent learning experience. Students who are retaking one of the two courses or present special circumstances should petition for exception to this requisite.;* ***Recommended: Prior completion of:*** *BIO 100 and BIO 100A; CHE 101 and CHE 101A or equivalent courses; BIO 201 and BIO 201A; BIO 202 and BIO 202A*	
BIO 193A	Online Microbiology Lab* *Historical-Review all addendums* ***Corequisite:*** *BIO 203;* ***Recommended: Prior completion of:*** *BIO 191A; BIO 201; CHE 101; CHE 101A*	1.50
OR BIO 203A	Introductory Microbiology Lab *Historical-Review all addendums* ***Corequisite:*** *BIO 203;* ***Recommended: Prior completion of:*** *BIO 100; BIO 100A; CHE 101; CHE 101A; BIO 201 and BIO 201A; BIO 202 and BIO 202A*	1.50
BST 322	Intro to Biomedical Statistics	4.50

*These online lab courses are not accepted into NU BSN programs.

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.

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 ***Prerequisite:*** *ECE 201; ECE 210; HED 220 and ECE 211*	4.50
ECE 312	Infant and Toddler Care ***Prerequisite:*** *ECE 330*	4.50
ECE 410	Early Language and Literacy ***Prerequisite:*** *ECE 330*	4.50

ECE 415	Designing Emergent Curriculum ***Prerequisite:*** *ECE 330*	4.50
ECE 420	Nature, Numbers and Technology ***Prerequisite:*** *ECE 330*	4.50
ECE 430	Play as Pedagogy ***Prerequisite:*** *ECE 330*	4.50
ECE 440	Observing, Assessing & Plannin ***Prerequisite:*** *ECE 330*	4.50
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 ***Prerequisite:*** *SPN 100*	4.50
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 ***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
Certificate 4 - ECE STEAM Integration (9 courses; 37.5 quarter 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 ***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 ***Prerequisite:*** *ENG 102*	4.50
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 ***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

Bachelor of Arts in English

Status: *Historical-Review all addendums*
Academic Program Director: Luis Acebal; lacebal@nu.edu

The Bachelor of Arts in English provides a strong background in the study of English. The program stresses literary analysis, diversity, critical thinking, and written and oral communication skills through a rigorous curriculum of literature, composition, language and linguistics, and communication studies. It is an excellent preparation for careers in teaching, media, advertising, writing, and publishing; for graduate or professional studies in English, communications, or law; and for advancement in any field in which communication skills are important.

Note: Students interested in teaching English or Language Arts in middle or secondary schools should consider enrolling in the Bachelor of Arts in English with Single Subject Matter Preparation and Inspired Teaching and Learning Preliminary Single Subject Teaching Credential (CALIFORNIA).

BA English/MA English Transition Program

Students enrolled in the BA English program who have a cumulative GPA of at least 3.0 and are within six courses of completing the BA program may register for the BA English/MA English transition program. They do so by asking their academic advisor to submit a plan change into the transition program.

Students in the BA English/MA English transition program may take any **one** 600-level ENG course (excluding ENG 689 or ENG 699) as an elective within the BA English program. For students in the BA English/MA English transition program, the University will waive one MA English course taken as part of the BA degree if the grade earned is a "B" or higher.

No graduate units will be awarded; instead the University will waive the MA English course taken as part of the BA degree. However, students must still meet the residency requirements for the MA English program (45 quarter units). Students must apply to and begin the MA English program within six months of completing the BA English program. A complete description of Transition Program requirements can be found in the Policies and Procedures section of this Catalog.

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

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

Degree Requirements:

To receive the Bachelor of Arts in English 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. Students should refer to the section on undergraduate admission procedures for specific information on admission and evaluation.

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

LIT 100	Introduction to Literature ***Prerequisite:*** *ENG 102*	4.50

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

Choose any FOUR of the following FIVE survey courses:

LIT 311	British Literature I ***Prerequisite:*** *ENG 240 and LIT 100*	4.50
OR LIT 312	British Literature II ***Prerequisite:*** *ENG 240 and LIT 100*	4.50
OR LIT 321	American Literature I ***Prerequisite:*** *ENG 240 and LIT 100*	4.50
OR LIT 322	American Literature II ***Prerequisite:*** *ENG 240 and LIT 100*	4.50
OR LIT 360	History of Literary Theory ***Prerequisite:*** *ENG 240 and LIT 100*	4.50
LIT 338	Shakespeare ***Prerequisite:*** *ENG 240 and LIT 100*	4.50
LIT 365	Contemporary Literary Theory ***Prerequisite:*** *ENG 240 and LIT 100*	4.50
LIT 463	Contemporary World Literature ***Prerequisite:*** *ENG 240 and LIT 100*	4.50

Any ONE of the following THREE courses:

LIT 410	African American Literature ***Prerequisite:*** *ENG 240 and LIT 100*	4.50
OR LIT 420	U.S. Latino Literature ***Prerequisite:*** *ENG 240 and LIT 100*	4.50
OR LIT 460	Gender and Literature ***Prerequisite:*** *ENG 240 and LIT 100*	4.50
AND LIT 498	English Capstone Course ***Prerequisite:*** *Satisfactory completion of 8 upper-division ENG or LIT courses*	4.50

Upper-Division Electives for English Major (7 courses; 31.5 quarter units)

Any TWO additional upper division LIT courses		
AND		
One of the following:		
ART 315	Film as Art ***Prerequisite:*** *ENG 102*	4.50
COM 310	Communication Theory ***Prerequisite:*** *ENG 102*	4.50
COM 334	Persuasion ***Prerequisite:*** *ENG 102*	4.50
COM 360	Representation in the Media *Historical-Review all addendums* ***Prerequisite:*** *ENG 102*	4.50
COM 385	Interactive Storytelling ***Prerequisite:*** *ENG 102*	4.50
COM 394	Strategic Writing ***Prerequisite:*** *ENG 102*	4.50
ENG 310	English Grammar ***Prerequisite:*** *ENG 102*	4.50
ENG 350	Fundamentals of Linguistics ***Prerequisite:*** *ENG 102*	4.50
ENG 375	Nature Writing ***Prerequisite:*** *ENG 102; ENG 240, or ENG 334A*	4.50
SOC 330	Film in a Global Context *Historical-Review all addendums* ***Prerequisite:*** *ENG 240*	4.50
SOC 325	Popular Culture ***Prerequisite:*** *ENG 102*	4.50
HIS 336	American Film and Society ***Prerequisite:*** *ENG 102*	4.50
AND		
Any four additional upper division courses in the College of Letters and Sciences.		

Bachelor of Arts in General Studies

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

The Bachelor of General Studies degree is an exciting opportunity for learners with cross-disciplinary interests and for returning students wanting to refocus their academic or career goals. By pursuing mastery of two "depth areas," generalists develop a unique perspective and a range of complementary skills, enabling them to contribute meaningfully as employees, employers, and global citizens. Learners with completed units in one academic subject who decide to change majors or otherwise reapply their studies may be able to accelerate degree completion by transferring those credits to a General Studies depth area.

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, 45 of which must be completed in residence at National University, and 76.5 of which must be at the upper-division level (300 and above). National University students also complete a minimum of 69 units of 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.

In addition to the University General Education requirements, two required BGS courses and two depth areas are required for the Bachelor of Arts in General Studies degree. A depth area 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 a single Arts and Sciences discipline from natural sciences, mathematics, arts, humanities, or social science. Courses applied to the first depth area requirement must share the same course prefix. The second depth area requirement is fulfilled by completing 22.5 upper division quarter units either in a single Applied Study discipline or a group of five additional Arts and Sciences courses. 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. If a second depth area in Arts and Sciences is selected, students have the option of choosing five courses from various disciplines within the Arts and Sciences. Students should refer to undergraduate admission procedures for specific information on admission and evaluation.

Required Major Courses (2 courses; 9 quarter units)

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

Arts and Sciences Depth Area Requirement (5 courses; 22.5 quarter units)

The Arts and Sciences depth area requirement is fulfilled by acquiring 22.5 upper division quarter units in a single Arts and Sciences discipline from natural sciences, mathematics, arts, humanities, or social science. Courses applied to this depth area requirement MUST share the same course prefix. Courses transferred from outside NU can be applied to the depth area with approval of the advisor and relevant department head.

Arts and Sciences (5 courses; 22.5 quarter units)

Second Depth Area Requirement (5 courses; 22.5 quarter units)

The second depth area requirement is fulfilled by acquiring 22.5 upper division quarter units in EITHER a single Applied Studies discipline OR a group of five additional Arts and Sciences courses. If a student selects the second depth area in an Applied Studies discipline, such as management, law, accounting, or marketing, all five courses must have the same prefix. If a second depth area in Arts and Sciences is selected, students have the option of choosing five courses from various disciplines within the Arts and Sciences. Courses transferred from outside NU can be applied to the depth area with approval of the advisor and relevant department head.

Applied Studies Discipline (5 courses of same prefix; 22.5 quarter units) OR
Second Arts and Sciences Depth Area (5 courses of any Arts and Sciences prefix(es); 22.5 quarter units)

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 of 69 units of the University General Education requirements. The following courses are degree requirements. In the absence of a 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.

If the foreign language requirement is not completed in General Education, the equivalent must be completed as preparation for the History major by testing in one of the following languages: Arabic, Chinese, French, German, Japanese, Portuguese, Russian. Or by students taking two courses in Spanish. Other languages are acceptable upon approval by the director of the program.

Preparation for the Major (5 courses; 22.5 quarter units)

ENG 240	Advanced Composition* ***Prerequisite:*** *ENG 102*	4.50
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

*Maybe used to satisfy general education requirements

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

HIS 431	The Ancient World ***Prerequisite:*** *ENG 102; HIS 233*	4.50
HIS 432	The Classical World ***Prerequisite:*** *ENG 102; HIS 233*	4.50
HIS 433	The Post-Classical World ***Prerequisite:*** *ENG 102; HIS 233*	4.50
HIS 434	Modern World, 1500 to Present ***Prerequisite:*** *ENG 102; HIS 234*	4.50
HIS 400	Historical Theories & Methods ***Prerequisite:*** *ENG 240*	4.50
HIS 360	American Colonial Experience ***Prerequisite:*** *ENG 102; HIS 220A*	4.50
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:		
SOC 330	Film in a Global Context *Historical-Review all addendums* **Prerequisite:** *ENG 240*	4.50
HIS 340	Ecological Revolutions *Historical-Review all addendums* **Prerequisite:** *ENG 240*	4.50
HIS 330	The Global Economy **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	Art, Culture, and Civilization **Prerequisite:** *ENG 102*	4.50
HIS 336	American Film and Society **Prerequisite:** *ENG 102*	4.50
SOC 410	Gender and Society *Discontinued* **Prerequisite:** *ENG 240*	4.50

*Maybe used to satisfy general education requirements

Bachelor of Arts in Integrative Psychology

Status: *Historical-Review all addendums*
Academic Program Director: Renee Barragan; rbarragan@nu.edu

The Bachelor of Arts in Integrative Psychology offers a complementary alternative to the traditional science-based psychology major and focuses on subjective human experience and the human condition. Subjective human experience is viewed as a reflection of people's values, emotions, inter- and intrapersonal relationships, and relationships between people and their physical and spiritual world. Courses focus on the whole person by developing knowledge and skills integral to health and growth, such as self-reflection, consciousness, and creativity, through existential-humanistic, phenomenological, transpersonal, and scientific perspectives. This major is aimed towards students who wish to work in their local and/or global community, to bring back to their world what it means to be human, and to increase acceptance and responsibility for their lives, the lives of others, and the planet. Graduates of this program are well-prepared to pursue advanced study. Students are also equipped to pursue careers in local and global communities where they can serve diverse populations and effect change in meaningful ways.

Bachelor of Arts in Integrative Psychology Transition Program to the Master of Arts in Consciousness, Psychology and Transformation

BAIP STATEMENT BAIP/CPT Transition Program

Students must complete graduate-level coursework taken as part of the BA in Integrative Psychology 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 MA in Consciousness, Psychology, and Transformation program within six months after completing their final BAIP course. Students must complete their MACNS program within four years with no break exceeding 12 months.

Students in the BAIP transition program may take up to three MACNS classes as electives during the BAIP. Students may choose from the following courses: CNS 5010, CNS 5012, CNS 5013, CNS 5015, CNS 5030, CNS 5275, CNS 5017, CNS 5037, or CNS 5230. Any prerequisite for these courses must be completed as part of the pre-approved 13 quarter units.

For full admission to MACNS, students must earn a B or better in these CNS courses and have a cumulative GPA of at least 3.0 to be eligible to transition to the MA in Consciousness, Psychology and Transformation program. A Personal Statement of 6–8 pages describing formative life experiences and a faculty interview are also required for admission into the Consciousness, Psychology, and Transformation program. Students will be evaluated and interviewed for full acceptance into the program.

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

- Articulate an understanding of human experience using major theories, concepts, and historical trends in psychology.
- Explain the dynamic relationships among nature, health, and humanity.
- Examine cultural and spiritual practices that influence self-awareness and well-being.
- Evaluate sociocultural contributions to personal growth, expression, and knowledge.
- Demonstrate skills in multiple modes of communication, presentations and projects utilizing different literary and methodological formats.
- Exhibit original learning by gathering and critically evaluating information using current technologies.
- Apply one's knowledge using holistic approaches to solve a real-world problem.

Degree Requirements:

To receive a Bachelor of Arts in Integrative Psychology degree, students must complete at least 180 quarter units as articulated below, 76.5 units of which must be completed at the upper-division level, 45 units which must be completed in residence at National University and a minimum 69 units of the University General Education requirements. The following courses are specific degree requirements. In the absence of transfer credit, students may need to take additional general electives to satisfy the total units for the degree. Students should refer to the section on undergraduate admission procedures for specific information on admission and evaluation.

Preparation for the Major (3 courses; 13.5 quarter units)

PSYC 100	Introduction to Psychology	4.50
MTH 210	Probability and Statistics ***Prerequisite:*** *MTH 12A and MTH 12B, or Accuplacer test placement evaluation*	4.50
COM 324	Critical Thinking and Ethics ***Prerequisite:*** *ENG 102*	4.50

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

PSYC 426	History and Philosophy Psych ***Prerequisite:*** *ENG 102; PSYC 100*	4.50
PSYC 466	Personal Growth & Development ***Prerequisite:*** *ENG 102*	4.50
PSYC 467	Multicultural Mental Health ***Prerequisite:*** *ENG 102*	4.50
PSYC 468	Spirituality and Global Health ***Prerequisite:*** *ENG 102*	4.50
PSYC 470	Qualitative Analysis ***Prerequisite:*** *ENG 102*	4.50
PSYC 471	Intimate Relationships ***Prerequisite:*** *ENG 102*	4.50
PSYC 472	Social Construction ***Prerequisite:*** *ENG 102*	4.50
PSYC 473	Somatic Psychology ***Prerequisite:*** *ENG 102*	4.50
PSYC 474	Ecopsychology ***Prerequisite:*** *ENG 102*	4.50
PSYC 484	Senior Project ***Prerequisite:*** *ENG 102; Completion of all core courses is required.*	4.50

Electives Area 1 (4 courses; 18 quarter units)

Students must select four courses from area 1.

PSYC 441	Global Psychology ***Prerequisite:*** *PSYC 100*	4.50
PSYC 455	Psychology of Bereavement ***Prerequisite:*** *ENG 102; PSYC 100*	4.50
PSYC 458	Health Psychology ***Prerequisite:*** *ENG 102; PSYC 100*	4.50
PSYC 475	Psychology of Consciousness ***Prerequisite:*** *ENG 102*	4.50
PSYC 477	Play	4.50

Electives Area 2 (1 course; 4.5 quarter units)

Students must select one course from area 2.

ART 329	World Art ***Prerequisite:*** *ENG 102*	4.50
MUS 327	World Music ***Prerequisite:*** *ENG 102*	4.50
PHL 320	World Religions ***Prerequisite:*** *ENG 102*	4.50

These courses may also satisfy GE requirements but may not be used for both.

Electives Area 3 (1 course; 4.5 quarter units)

Students must select one course from area 3.

COM 305	Intercultural Communication ***Prerequisite:*** *ENG 102*	4.50
COM 385	Interactive Storytelling ***Prerequisite:*** *ENG 102*	4.50
SOC 410	Gender and Society *Discontinued* ***Prerequisite:*** *ENG 240*	4.50

Bachelor of Arts in Interdisciplinary Studies

Status: *Historical-Review all addendums*
Academic Program Director: 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.

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 400	Interdis. Research Methods ***Prerequisite:*** *BIS 301 with a minimum grade of C-. Students that cannot pass BIS301 with a C- or better will be unlikely to succeed in this course.*	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*	4.50
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 *Historical-Review all addendums* ***Prerequisite:*** *BIO 161; BIO 162; BIO 163; BIO 169A; CHE 141; CHE 142; CHE 143; CHE 149A*	4.50
BIO 302	Biodiversity *Historical-Review all addendums* ***Prerequisite:*** *BIO 100 and BIO 100A or equivalent*	4.50
BIO 450	Natural History of California *Historical-Review all addendums* ***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 *Historical-Review all addendums* ***Prerequisite:*** *MTH 210; MTH 215, or MTH 216A and MTH 216B*	4.50
MTH 410	Technology in Math Education *Historical-Review all addendums* ***Prerequisite:*** *MTH 215, or MTH 216A and MTH 216B, or MTH 301*	4.50
MTH 411	Number Theory *Historical-Review all addendums* ***Prerequisite:*** *MTH 215, or MTH 216A and MTH 216B, or MTH 301*	4.50
MTH 412	History of Mathematics *Historical-Review all addendums* ***Prerequisite:*** *MTH 215, or MTH 216A and MTH 216B, or MTH 301*	4.50
MTH 417	Foundations of Geometry *Historical-Review all addendums* ***Prerequisite:*** *MTH 215, or MTH 216A and MTH 216B, or MTH 311*	4.50
MTH 418	Statistical Analysis ***Prerequisite:*** *MTH 210 and MTH 220*	4.50
BIS 405	Genetic Anthropology *Historical-Review all addendums* ***Prerequisite:*** *BIS 301;* ***Recommended: Prior completion of:*** *MTH 216A and MTH 216B*	4.50
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 ***Prerequisite:*** *ENG 102*	4.50
ART 323	Modern Art ***Prerequisite:*** *ENG 102*	4.50
ART 329	World Art ***Prerequisite:*** *ENG 102*	4.50
HIS 345	Latin American Studies	4.50

	Prerequisite: *ENG 102*	
HIS 348	Asian Studies ***Prerequisite:*** *ENG 102*	4.50
HIS 349	African Studies ***Prerequisite:*** *ENG 102*	4.50
MUS 326	American Music ***Prerequisite:*** *ENG 102*	4.50
MUS 327	World Music ***Prerequisite:*** *ENG 102*	4.50
PHL 320	World Religions ***Prerequisite:*** *ENG 102*	4.50
PHL 339	Study of a Major Philosopher *Discontinued* ***Prerequisite:*** *ENG 102*	4.50
PHL 375	Environmental Ethics ***Prerequisite:*** *ENG 102*	4.50
PHL 337	Ethics ***Prerequisite:*** *ENG 102*	4.50
SOC 328	Art, Culture, and Civilization ***Prerequisite:*** *ENG 102*	4.50
SOC 400	Race & Ethnicity in the U.S. ***Prerequisite:*** *ENG 102*	4.50
SOC 410	Gender and Society *Discontinued* ***Prerequisite:*** *ENG 240*	4.50
Capstone course		
BIS 499	Interdisciplinary Studies Proj *Historical-Review all addendums*	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.

BIS 401	Interdisciplinary Practice: In ***Prerequisite:*** *BIS 301 and four additional courses from the major*	4.50
BIS 405	Genetic Anthropology *Historical-Review all addendums* ***Prerequisite:*** *BIS 301;* ***Recommended: Prior completion of:*** *MTH 216A and MTH 216B*	4.50

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,Joshua Olsberg; jolsberg@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
BIS 400	Interdis. Research Methods ***Prerequisite:*** *BIS 301 with a minimum grade of C-. Students that cannot pass BIS301 with a C- or better will be unlikely to succeed in this course.*	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 499	Interdisciplinary Studies Proj *Historical-Review all addendums*	4.50

Upper Division Requirements (5 courses; 22.5 quarter units)

BIS 401	Interdisciplinary Practice: In ***Prerequisite:*** *BIS 301 and four additional courses from the major*	4.50
BIS 405	Genetic Anthropology *Historical-Review all addendums* ***Prerequisite:*** *BIS 301;* ***Recommended: Prior completion of:*** *MTH 216A and MTH 216B*	4.50
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
MTH 410	Technology in Math Education *Historical-Review all addendums* ***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

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 *Historical-Review all addendums*	4.50
ITL 512	Language/Literacy: Strategies ***Prerequisite:*** *ITL 510*	4.50
ITL 516	Mathematics Integrative Design *Historical-Review all addendums* ***Prerequisite:*** *ITL 512*	4.50
ITL 518	Science Integrative Design ***Prerequisite:*** *ITL 516*	4.50
ITL 530	Optimized Learning Community	4.50

Student Teaching Requirements (4 courses; 13.5 quarter units)

PRIOR to beginning any of the student teaching courses below, the candidate must successfully complete all 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 *Historical-Review all addendums* ***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 *Historical-Review all addendums* ***Prerequisite:*** *ITL 551A;* ***Corequisite:*** *ITL 550B, or ITL 650B*	2.25

Bachelor of Arts in Psychology

Status: *Historical-Review all addendums*
Academic Program Director: Allyson Washburn; awashburn@nu.edu

The Bachelor of Arts in Psychology program offers a comprehensive introduction to the contemporary discipline of psychology. Graduates of this program are well prepared to seek employment in personnel, vocational counseling, criminal justice, journalism, or entry-level counseling in the context of a county-funded agency or hospital. They are also prepared to seek admission to graduate programs at the master's or doctoral level.

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

- Articulate major theories, concepts, and historical trends in psychology.
- Explain behavior, cognition, and emotion from multiple schools of thought and multicultural perspectives.
- Identify a problem in psychology, examine available evidence, analyze assumptions, and apply research methods to solve the problem. This includes the ability to interpret numbers and apply basic statistical procedures.
- Write papers in psychology using different literary formats, e.g., narrative, exposition, critical analysis, and APA format.
- Perform information searches relevant to psychology and organize and evaluate the soundness of the information.
- Use current technologies in both research and communication.

Degree Requirements:

To receive a Bachelor of Arts in Psychology degree; students must complete at least 180 quarter units as follows: a minimum of 69 units of the University General Education requirements; 76.5 units at the upper-division level, 45 units of which (including Senior Project) must be completed in residence at National University. The following courses are specific degree requirements. In the absence of transfer credit, students may need to take additional general electives to satisfy the total units for the degree. Program courses are organized by sequencing blocks. Whenever possible, it is in the student's best interest to take required courses in the order identified by the blocks. Students should refer to the section on undergraduate admission procedures for specific information on admission and evaluation.

Preparation for the Major (2 courses; 9 quarter units)

MTH 210	Probability and Statistics* ***Prerequisite:*** *MTH 12A and MTH 12B, or Accuplacer test placement evaluation*	4.50
PSYC 100	Introduction to Psychology*	4.50

*May be used to satisfy general education requirements.

Requirements for the Major: First Block (4 courses; 18 quarter units)

Students complete the first block of courses before moving to courses in the second block. Students can take courses within the first block in any order.

CHD 440	Drugs, Values and Society	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

Requirements for the Major: Second Block (4 courses; 18 quarter units)

Students begin the second block of courses after completing the first block. Students can take courses within the second block in any order.

HUB 441	Research Design and Analysis *Historical-Review all addendums* ***Prerequisite:*** *ENG 102; MTH 210; PSYC 100*	4.50
PSYC 430	Intro to Psychopathology ***Prerequisite:*** *ENG 102; PSYC 100*	4.50
PSYC 441	Global Psychology ***Prerequisite:*** *PSYC 100*	4.50
PSYC 426	History and Philosophy Psych ***Prerequisite:*** *ENG 102; PSYC 100*	4.50

Requirements for the Major: Third Block (3 courses; 13.5 quarter units)

Students begin the third block of courses after completing the first and second blocks. Students can take PSYC433 and PSYC427 in any order but should take the project course as the final course of the degree.

PSYC 433	Cognitive Psychology ***Prerequisite:*** *ENG 102; PSYC 100*	4.50
PSYC 427	Biological Psychology ***Prerequisite:*** *ENG 102; PSYC 100*	4.50
PSYC 480	Senior Project *Discontinued* ***Prerequisite:*** *All other courses required for the major must be completed prior to enrolling in this course.*	4.50

Upper-Division Electives (5 courses; 22.5 quarter units)

Students not pursuing a minor must choose five Upper-Division Electives from following:

BIO 420	Animal Behavior *Historical-Review all addendums* ***Prerequisite:*** *BIO 161; BIO 162; BIO 163; BIO 100A*	4.50
BIS 301	Intro to Interdisc. Studies	4.50
CJA 400	Gangs in America	4.50
CJA 431	Criminology	4.50
CJA 448	Violence and Society *Discontinued*	4.50
HUB 400	Group Structure & Dynamics ***Prerequisite:*** *ENG 102; PSYC 100*	4.50
HUB 401	Conflict Resolution ***Prerequisite:*** *ENG 102; PSYC 100*	4.50

HUB 410	Psychology for Managers ***Prerequisite:*** *ENG 102; PSYC 100*	4.50
HUB 420	Human Communication ***Prerequisite:*** *ENG 102; PSYC 100*	4.50
HUB 440	Organizational Development ***Prerequisite:*** *ENG 102; PSYC 100*	4.50
HUB 500	Cross-Cultural Dynamics ***Prerequisite:*** *ENG 102; PSYC 100*	4.50
PSY 302	Foundation of Sport Psychology ***Prerequisite:*** *ENG 102; PSYC 100*	4.50
PSY 340A	Counseling Techniques I ***Prerequisite:*** *ENG 102; PSYC 100*	4.50
PSYC 431	Psychological Testing ***Prerequisite:*** *ENG 102; PSYC 100*	4.50
PSY 445	Applied Sport Psychology ***Prerequisite:*** *PSYC 100; PSY 302*	4.50
PSYC 446	Positive Psychology ***Prerequisite:*** *ENG 102; PSYC 100*	4.50
PSYC 454	Psychology of Religion ***Prerequisite:*** *ENG 102; PSYC 100*	4.50
PSYC 455	Psychology of Bereavement ***Prerequisite:*** *ENG 102; PSYC 100*	4.50
PSYC 457	Forensic Psychology ***Prerequisite:*** *ENG 102; PSYC 100*	4.50
PSYC 458	Health Psychology ***Prerequisite:*** *ENG 102; PSYC 100*	4.50
PSYC 469	Human Sexuality	4.50
SOC 344	Love, Sex, and the Family ***Prerequisite:*** *ENG 102*	4.50
SOC 443	Sociology of Deviance *Historical-Review all addendums* ***Prerequisite:*** *ENG 102; SOC 100*	4.50
SOC 445	Contemporary Social Problems ***Prerequisite:*** *ENG 102*	4.50

Other electives must be approved by the Academic Program Director.

Bachelor of Arts in Sociology

Status: *Historical-Review all addendums*
Academic Program Director: Jacque Lynn Foltyn; jfoltyn@nu.edu

The Bachelor of Arts in Sociology program engages students in the study of social life, social change, and the social causes and consequences of human behavior. Students will investigate the structure of groups, organizations, and societies, and how people interact within these contexts. Since all human behavior is social, the subject matter of sociology ranges from the intimate family to global warfare; from organized crime to religious cults; from the divisions of social class, race, and gender to the shared beliefs of a common culture; and from the sociology of work to the sociology of beauty. In fact, few fields have such broad scope and relevance for research, theory, and application of knowledge.

Sociology majors develop analytical skills and the ability to understand issues within many distinctive perspectives. Sociology offers a range of research techniques that can be applied to virtually any aspect of social life: street crime and delinquency, corporate growth or downsizing, how people express emotions, welfare or education reform, healthcare, how families differ and flourish, or problems of peace, war, and terrorism. Because sociology addresses the most challenging issues of our time, it is a rapidly expanding field whose potential is increasingly

tapped by those who craft policies and create programs. Sociologists understand social inequality, patterns of behavior, forces for social change and resistance, and how social systems work.

The program's stimulating curriculum in social theory, research methods, and key sociological concepts provides a solid base for students to learn to think abstractly, formulate problems, ask appropriate questions, search for answers, analyze situations and data, organize material, write well, and make oral presentations. Sociological training helps students bring breadth and depth of understanding to the global workplace and graduates frequently enter a variety of jobs in business, the health professions, criminal justice, social services, and government. Sociology provides training for professions such as law enforcement, education, medicine, social work, and counseling. Furthermore, sociology offers valuable preparation for careers in journalism, politics and policy analysis, public relations, business, or public administration, and program evaluation—fields that involve investigative skills and working with diverse groups.

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

- Identify and distinguish between sociological research methods.
- Describe the roles of individuals and groups in the social construction of reality.
- Apply major sociological theories to real world situations.
- Identify the roles of gender, race, ethnicity and social class in social change at the micro social and macro social levels.

Degree Requirements:

To be awarded a Bachelor of Arts in Sociology, 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. Students are required to complete a capstone project as part of the degree program. It is strongly suggested that students save all graded work. Students should refer to the section on undergraduate admission procedures for specific information regarding admission and evaluation.

Prerequisites for the Major (2 courses; 9 quarter units)

SOC 100	Principles of Sociology*	4.50
MTH 210	Probability and Statistics* ***Prerequisite:*** *MTH 12A and MTH 12B, or Accuplacer test placement evaluation*	4.50

*May be used to satisfy general education requirements.

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

SOC 344	Love, Sex, and the Family ***Prerequisite:*** *ENG 102*	4.50
SOC 443	Sociology of Deviance *Historical-Review all addendums* ***Prerequisite:*** *ENG 102; SOC 100*	4.50
SOC 385	Methods of Social Inquiry *Historical-Review all addendums* ***Prerequisite:*** *ENG 102; SOC 100*	4.50
SOC 455	Sociology of Work & Org *Historical-Review all addendums* ***Prerequisite:*** *ENG 102; SOC 100*	4.50
SOC 365	Classical Social Theory *Historical-Review all addendums* ***Prerequisite:*** *SOC 100 and ILR 260*	4.50
SOC 400	Race & Ethnicity in the U.S. ***Prerequisite:*** *ENG 102*	4.50

SOC 375	Contemporary Social Theory *Historical-Review all addendums* ***Prerequisite:*** *ENG 102; SOC 100*	4.50
SOC 440	Power and Social Change ***Prerequisite:*** *ENG 102*	4.50
SOC 499	Sociology Senior Project** *Historical-Review all addendums* ***Prerequisite:*** *SOC 100 and ENG 240 or equivalent; SOC 385*	4.50

**SOC 499 is taken toward the end of the program after completion of the 40.5 units of required courses for the major, and after completion of six or more electives.

Upper-Division Electives (7 courses; 31.5 quarter units)

Students must complete a minimum of seven courses (31.5 quarter units) of electives from the list below. *Students wishing to complete a minor in any field may substitute the minor-required courses to fulfill the elective requirements in Sociology. Suggested areas of minor are: Criminal Justice, Global Studies, and History.

CHD 440	Drugs, Values and Society	4.50
CJA 448	Violence and Society *Discontinued*	4.50
SOC 330	Film in a Global Context *Historical-Review all addendums* ***Prerequisite:*** *ENG 240*	4.50
SOC 410	Gender and Society *Discontinued* ***Prerequisite:*** *ENG 240*	4.50
HIS 340	Ecological Revolutions *Historical-Review all addendums* ***Prerequisite:*** *ENG 240*	4.50
HIS 330	The Global Economy ***Prerequisite:*** *ENG 240*	4.50
MTH 412	History of Mathematics *Historical-Review all addendums* ***Prerequisite:*** *MTH 215, or MTH 216A and MTH 216B, or MTH 301*	4.50
PHL 320	World Religions ***Prerequisite:*** *ENG 102*	4.50
PHL 375	Environmental Ethics ***Prerequisite:*** *ENG 102*	4.50
SOC 320	Social Movements ***Prerequisite:*** *ENG 102*	4.50
SCI 300	Geography	4.50
SOC 325	Popular Culture ***Prerequisite:*** *ENG 102*	4.50
SOC 328	Art, Culture, and Civilization ***Prerequisite:*** *ENG 102*	4.50
SOC 331	Sociology of Health & Illness *Historical-Review all addendums* ***Prerequisite:*** *ENG 102; SOC 100*	4.50
HIS 336	American Film and Society ***Prerequisite:*** *ENG 102*	4.50
SOC 350	Cultural Diversity ***Prerequisite:*** *ENG 102*	4.50
SOC 445	Contemporary Social Problems ***Prerequisite:*** *ENG 102*	4.50
SOC 490	Guided Study	1.50

Bachelor of Arts in Sport Psychology

Status: *Historical-Review all addendums*

Academic Program Director: Doug Barba; dbarba@nu.edu

The Bachelor of Arts in Sport Psychology program offers a comprehensive introduction to the contemporary discipline of sport psychology. Graduates of this program are well prepared to seek employment in entry-level positions in athletics, personnel, and leadership, as well as admission to graduate psychology programs at the master's or doctoral level.

Bachelor of Arts in Sport Psychology to Master of Arts in Sport and Performance Psychology Transition Program

The BA in Sport Psychology (BASP) to MA in Sport and Performance Psychology (MASPP) program allows students who are enrolled in the BASP with a cumulative grade point average of at least 3.0 and who are within completing their last six courses to register for three courses in the MASPP program as electives for the bachelor's degree. Students may take the following courses: PSY 602, PSY 607A, and PSY 644. The three 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. Students must enroll in and complete the first class in the Master's degree within six months of the conferral date of their undergraduate degree. 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 current trends in psychological research in both individual and team contexts within sport and exercise psychology.
- Analyze how psychological factors influence performance in sport and exercise, and techniques to increase performance and reduce anxiety.
- Examine the history of sport psychology and its role in contemporary psychological theories and systems.
- Discuss the influences of diversity and multiculturalism on group interactions and performance.
- Apply psychological theory to coaching situations.
- Communicate orally and in writing using proper sport, exercise, and psychology terminology.
- Discuss the legal and ethical issues in sport and exercise psychology and performance enhancement.
- Discuss the physiological and motoric principles of performance in sport and physical activity.

Degree Requirements:

To receive a Bachelor of Arts in Sport Psychology degree, students must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University, 76.5 of which must be completed at the upper-division level, and 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. Students should refer to the section on undergraduate admission procedures for specific information on admission and evaluation.

Preparation for the Major (2 courses; 9 quarter units)

MTH 210	Probability and Statistics* ***Prerequisite:*** *MTH 12A and MTH 12B, or Accuplacer test placement evaluation*	4.50
PSYC 100	Introduction to Psychology*	4.50

*May be used to satisfy general education requirements.

Requirements for the Major (13 courses; 58.5 quarter units)

PSY 302	Foundation of Sport Psychology ***Prerequisite:*** *ENG 102; PSYC 100*	4.50

PSY 448	History of Sport & Sport Psych ***Prerequisite:*** *PSYC 100; PSY 302*	4.50
PSY 300	Social Psychology of Sport ***Prerequisite:*** *ENG 102; PSYC 100*	4.50
HUB 441	Research Design and Analysis *Historical-Review all addendums* ***Prerequisite:*** *ENG 102; MTH 210; PSYC 100*	4.50
PSY 303	Motor Learning ***Prerequisite:*** *ENG 102; PSYC 100*	4.50
PSY 305	Exercise Psychology ***Prerequisite:*** *PSYC 100*	4.50
PSY 443	Culture and Sport Psychology ***Prerequisite:*** *PSYC 100; PSY 302*	4.50
BIO 385	Biomechanics of Sport	4.50
BIO 386	Exercise Physiology	4.50
PSY 340A	Counseling Techniques I ***Prerequisite:*** *ENG 102; PSYC 100*	4.50
PSY 445	Applied Sport Psychology ***Prerequisite:*** *PSYC 100; PSY 302*	4.50
PSY 442	Case Studies Sport Psychology ***Prerequisite:*** *Successful completion of 10 courses in the BA Sport Psychology program.*	4.50
PSY 485	Sport Psychology Sr. Project ***Prerequisite:*** *Satisfactory completion of ALL Major requirements*	4.50

Upper Division Electives (3 courses; 13.5 quarter units)

Choose three upper division electives from the available offerings. It is STRONGLY RECOMMENDED that students select AT LEAST 2 of their required electives from the following 7 courses:

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 430	Intro to Psychopathology ***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
PSYC 446	Positive Psychology ***Prerequisite:*** *ENG 102; PSYC 100*	4.50

Bachelor of Arts in Strategic Communications

Status: *Historical-Review all addendums*
Academic Program Director: Louis Rumpf; lrumpf@nu.edu

The Bachelor of Arts in Strategic Communications prepares students for leadership positions in corporate communication, public relations, advertising, and integrated marketing. The program offers a unique blend of human and professional communication theory and skills so students learn to communicate appropriately and effectively in interpersonal, intercultural, organizational, and mediated settings. Graduates can apply the strategic thinking and message creation skills they acquire to work in most industries. Skills taught will empower students

to create print, presentations, and digital media messages. The program covers the theory and skills needed to employ organizational leadership to produce communication campaigns and materials, disseminated through traditional, digital, internet, social, and emerging media. Students learn through academic work, case studies, and hands-on experience, creating messages across media platforms. Completion of the program enables graduates to succeed in positions that require strategic thinking, planning, project management, content creation, and leadership.

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

- Develop communication campaign messaging strategies.
- Apply persuasion theory to communication campaigns and media messages.
- Create content that fulfills strategic communications campaign objectives.
- Explain strategic communication plans and present them online.
- Working in a group, create strategic communication messages.
- Apply research data to guide the development of strategic communication campaigns and messages.
- Develop multi-platform, multi-public message dissemination plans.
- Identify communication settings and apply appropriate theoretical precepts and practical skills to formulating messages.

Degree Requirements:

To receive a Bachelor of Arts in Strategic Communications, students must complete at least 180 quarter units as follows: 76.5 units must be completed at the upper-division level, and 45 units must be completed in online residence through National University. Students must also complete a minimum 69 units of the University's 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 (2 courses; 9.0 quarter units)

ENG 102	Effective College English*	4.50
COM 103	Public Speaking*	4.50

* May be used to satisfy general education requirements.

Requirements for the Major (17 courses; 76.5 units)
Core Requirements (14 courses; 63 units)

COM 300	Interpersonal Communication ***Prerequisite:*** *ENG 102*	4.50
COM 305	Intercultural Communication ***Prerequisite:*** *ENG 102*	4.50
COM 310	Communication Theory ***Prerequisite:*** *ENG 102*	4.50
COM 315	Communication Research Methods ***Prerequisite:*** *ENG 102*	4.50
COM 324	Critical Thinking and Ethics ***Prerequisite:*** *ENG 102*	4.50
COM 334	Persuasion ***Prerequisite:*** *ENG 102*	4.50
COM 402	Communication Technologies ***Prerequisite:*** *ENG 102*	4.50
COM 344	Organizational Communication ***Prerequisite:*** *ENG 102*	4.50

COM 354	Professional Presentations ***Prerequisite:*** *ENG 102*	4.50
COM 385	Interactive Storytelling ***Prerequisite:*** *ENG 102*	4.50
COM 394	Strategic Writing ***Prerequisite:*** *ENG 102*	4.50
COM 400	Mediated Messaging *Historical-Review all addendums* ***Prerequisite:*** *COM 385, or COM 394*	4.50
COM 404	Media Management *Historical-Review all addendums* ***Prerequisite:*** *COM 400*	4.50
COM 499	Communication Program Capstone *Historical-Review all addendums* ***Prerequisite:*** *Completion of the following courses: COM 300, COM 305, COM 310, COM 315, COM 334, COM 344, COM 394, COM 400 and choose 4 from one of the following concentration lists: COM 404, COM 441, COM 442, COM 443 or ENG 302, COM 402, ENG 301, ENG 367, ENG 369, ENG 375, MUL 345, MUL 365, or MUL 390.*	4.50

Advanced Core Requirements (3 courses; 13.5 units)

COM 441	Communication Strategies ***Prerequisite:*** *COM 334*	4.50
COM 442	Communication Campaigns ***Prerequisite:*** *COM 441*	4.50
COM 443	Interactive & Mobile Campaigns *Historical-Review all addendums* ***Prerequisite:*** *COM 442*	4.50

Bachelor of Science in Biology

Status: *Historical-Review all addendums*
Academic Program Director: Michael Maxwell; mmaxwell@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.

***** 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 (16 courses; 57 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* *Discontinued* ***Prerequisite:*** *MTH 12A and MTH 12B, or Accuplacer test placement evaluation*	3.00
AND MTH 216B	College Algebra II* *Discontinued* ***Prerequisite:*** *MTH 216A*	3.00
CHE 141	General Chemistry 1* *Historical-Review all addendums* ***Prerequisite:*** *MTH 215, or MTH 216A and MTH 216B*	4.50
CHE 142	General Chemistry 2* *Historical-Review all addendums* ***Prerequisite:*** *CHE 141*	4.50
CHE 143	General Chemistry 3* *Historical-Review all addendums* ***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* *Historical-Review all addendums* ***Corequisite:*** *BIO 169A;* ***Prerequisite:*** *BIO 161; BIO 162*	4.50
PHS 171	General Physics 1* *Historical-Review all addendums* ***Prerequisite:*** *MTH 216A and MTH 216B*	4.50
PHS 172	General Physics 2* *Historical-Review all addendums* ***Prerequisite:*** *PHS 171*	4.50
PHS 173	General Physics 3* *Historical-Review all addendums* ***Corequisite:*** *PHS 179A;* ***Prerequisite:*** *PHS 171; PHS 172*	4.50
CHE 150	Introductory Organic Chemistry *Historical-Review all addendums* ***Prerequisite:*** *CHE 101 and CHE 101A, or CHE 141 and CHE 142 and CHE 143 and CHE 149A; Prerequisites for this course are NOT required for BSCLS students.*	4.50
CHE 150A	Introductory Organic Chem Lab *Historical-Review all addendums* ***Prerequisite:*** *CHE 150 with a minimum grade of C-. A student must have passed the lecture to take the lab.*	1.50
BIO 169A	General Biology Lab *Historical-Review all addendums* ***Corequisite:*** *BIO 163;* ***Prerequisite:*** *BIO 161; BIO 162*	1.50
CHE 149A	General Chemistry Laboratory *Historical-Review all addendums* ***Corequisite:*** *CHE 143*	1.50
PHS 179A	General Physics Lab *Historical-Review all addendums* ***Prerequisite:*** *PHS 171 and PHS 172 and* ***Corequisite:*** *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 *Historical-Review all addendums* ***Prerequisite:*** *BIO 161; BIO 162; BIO 163; BIO 169A; CHE 141; CHE 142; CHE 143; CHE 149A*	4.50
BIO 305	Genetics *Historical-Review all addendums* ***Prerequisite:*** *BIO 100 and CHE 101, or BIO 162 and CHE 142*	4.50
BIO 310	Evolution *Historical-Review all addendums* ***Prerequisite:*** *BIO 161; BIO 162; BIO 163; BIO 169A*	4.50
BIO 406	Cellular Biology *Historical-Review all addendums* ***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 *Historical-Review all addendums* ***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 *Historical-Review all addendums* ***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 *Historical-Review all addendums* ***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 *Historical-Review all addendums* ***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 *Historical-Review all addendums* ***Corequisite:*** *BIO 414*	1.50
BIO 416	Vertebrate Zoology *Historical-Review all addendums* ***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 *Historical-Review all addendums* ***Corequisite:*** *BIO 416*	1.50
BIO 485	Contemporary Topics in Biology *Historical-Review all addendums* ***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 *Historical-Review all addendums* ***Prerequisite:*** *BIO 161; BIO 162; BIO 163; BIO 100A*	4.50
BIO 430	Immunology *Historical-Review all addendums* ***Recommended Preparation:*** *BIO 203, or BIO 406, or equivalent courses.*	4.50
BIO 440	Botany *Historical-Review all addendums* ***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 *Historical-Review all addendums* ***Prerequisite:*** *BIO 161; BIO 162; BIO 163; BIO 100A, or BIO 100; BIO 100A*	4.50
BIO 460	Marine Biology *Historical-Review all addendums* ***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 *Historical-Review all addendums* ***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 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*	4.50
BIO 470A	Bioinformatics Lab ***Corequisite:*** *BIO 470*	1.50
BIO 480	Studies in Biology	4.50
CHE 350	Organic Chemistry I *Historical-Review all addendums* ***Corequisite:*** *CHE 350A;* ***Prerequisite:*** *CHE 142*	4.50
CHE 350A	Organic Chemistry I Lab *Discontinued* ***Corequisite:*** *CHE 350 Minimum C*	1.50
CHE 351	Organic Chemistry II *Historical-Review all addendums* ***Corequisite:*** *CHE 351A;* ***Prerequisite:*** *CHE 350*	4.50
CHE 351A	Organic Chemistry II Lab *Discontinued* ***Corequisite:*** *CHE 351 Minimum C*	1.50
CHE 360	Biochemistry I *Historical-Review all addendums* ***Prerequisite:*** *CHE 350; CHE 350A; CHE 351*	4.50
CHE 361	Biochemistry II *Historical-Review all addendums* ***Prerequisite:*** *CHE 360*	4.50
EES 322	Oceanography	4.50
MTH 317	Mathematical Modeling *Historical-Review all addendums* ***Prerequisite:*** *MTH 210; MTH 215, or MTH 216A and MTH 216B*	4.50
SCI 303	GIS: Geographic Info Systems	4.50

SCI 490	Guided Study	0.50

**Enrollment in this course requires Instructor's permission

Bachelor of Science in Clinical Laboratory Science

Status: *Historical-Review all addendums*
Academic Program Director: Gabriel Pineda; gpineda@nu.edu

The Bachelor of Science in Clinical Laboratory Sciences provides students with diverse laboratory skills and prepares them for employment in a clinical or research setting. The program is designed to increase knowledge of the human body in health and disease with courses that include: Biochemistry, Virology, Immunology, Physiology, Chemistry, Microbiology, Hematology, Quantitative Analysis, and Molecular Diagnostics. Graduates with a Degree in Clinical Laboratory Sciences may choose to find employment in areas such as: Clinical Diagnostics, Clinical Research, the Medical Device Industry, or pursue Advanced Degrees in Healthcare related fields of study.

This Degree is also designed for students interested in becoming a Licensed Clinical Laboratory Scientist in the State of California. Students with this interest should review the requirements to obtain a Trainee License from the Laboratory Field Services Branch of the California Department of Health on the website below:

https://www.cdph.ca.gov/Programs/OSPHLD/LFS/Pages/CLS-Trainee.aspx

Program Disclosure Information
The Bachelor of Science in Clinical Laboratory Science program is currently operating using guidelines only from the California Department of Public Health. Students who wish to become a Clinical Lab Scientist must first apply and get a Trainee License, each with its own requirements. Licensure is not guaranteed. Please see the Department of Public Health for each Trainee License requirements.

Students interested in the Bachelor of Science in Clinical Laboratory Science at NU must reside in 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:

- Assess clinical laboratory practice and procedure by applying the knowledge of technical skills and theory obtained.
- Identify problems in the clinical laboratory and establish a course of action to correct them.
- Distinguish among laboratory methods which use advanced analytical, immunological, microbiological, hematological, and molecular techniques.
- Evaluate laboratory procedure theory, methodology and results.
- Utilize critical thinking skills in Clinical Laboratory situations.
- Conduct research using primary literature sources.
- Produce written work of the standards required by employers in the industry or post graduate programs.

Degree Requirements:

To receive the Bachelor of Science degree with a Major in Clinical Laboratory Science, students must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University. Upper-Division Level must consist of 76.5 quarter units and General Education must be a minimum of 69 quarter units. Refer to the section on Undergraduate Admission procedures for specific information regarding admission and evaluation. **Students interested in the Bachelor of Science in Clinical Laboratory Science at NU must reside in California.**

A maximum of up to (6 courses; 27 quarter units) of Upper-Division Electives may be awarded toward the Bachelor of Science in Clinical Laboratory Sciences degree (MLT to BSCLS), for students who have;

1. Graduated with an Associate Degree in Medical Lab Technician (MLT) from a CA* Laboratory Field Service (LFS) approved MLT training program

AND

2. Passed and submit associated transcripts and certificates for either of the following with an unexpired license

- a. MLT American Society for Clinical Pathology (ASCP) examination after 6/01/2003

OR

- b. MLT American Association of Bioanalysts (AAB) examination after 1/01/2003.

Individuals who have received an Associate's Degree outside the state of CA in Medical Lab Technician and passed the ASCP or AAB can submit transcripts and certificates to determine eligibility.

The BSCLS program will accept BIO 191A and BIO 193A in lieu of BIO201A and BIO 203A.

Preparation for the Major (12 courses; 45 quarter units)

MTH 215	College Algebra & Trigonometry ***Prerequisite:*** *MTH 12A and MTH 12B, or Accuplacer test placement evaluation*	4.50
BIO 161	General Biology 1*	4.50
BIO 201	Human Anatomy and Physiol I* *Historical-Review all addendums* ***Corequisite:*** *BIO 191A, or BIO 201A;* ***Recommended: Prior completion of:*** *BIO 100; BIO 100A; CHE 101; CHE 101A*	4.50
Student will need to choose between BIO 191A or BIO 201A.		
BIO 191A	Online Hum Anat and Phys I Lab *Historical-Review all addendums* ***Corequisite:*** *BIO 201;* ***Recommended: Prior completion of:*** *BIO 100; BIO 100A; CHE 101; CHE 101A*	1.50
OR BIO 201A	Human Anatomy and Physiol Lab* *Historical-Review all addendums* ***Corequisite:*** *BIO 201;* ***Recommended: Prior completion of:*** *BIO 100; BIO 100A; CHE 101; CHE 101A or equivalent courses.*	1.50
BIO 203	Introductory Microbiology* *Historical-Review all addendums* ***Corequisite:*** *BIO 203A Students should take both lecture and lab courses concurrently and with the same instructor to ensure a consistent learning experience. Students who are retaking one of the two courses or present special circumstances should petition for exception to this requisite.;* ***Recommended: Prior completion of:*** *BIO 100 and BIO 100A; CHE 101 and CHE 101A or equivalent courses; BIO 201 and BIO 201A; BIO 202 and BIO 202A*	4.50
Student will need to choose between taking BIO 193A or BIO 203A.		
BIO 193A	Online Microbiology Lab *Historical-Review all addendums* ***Corequisite:*** *BIO 203;* ***Recommended: Prior completion of:*** *BIO 191A; BIO 201; CHE 101; CHE 101A*	1.50
OR BIO 203A	Introductory Microbiology Lab* *Historical-Review all addendums* ***Corequisite:*** *BIO 203;* ***Recommended: Prior completion of:*** *BIO 100; BIO 100A; CHE 101; CHE 101A; BIO 201 and BIO 201A; BIO 202 and BIO 202A*	1.50
CHE 150	Introductory Organic Chemistry *Historical-Review all addendums*	4.50

	Prerequisite: *CHE 101 and CHE 101A, or CHE 141 and CHE 142 and CHE 143 and CHE 149A; Prerequisites for this course are NOT required for BSCLS students.*	
CHE 150A	Introductory Organic Chem Lab *Historical-Review all addendums* ***Prerequisite:*** *CHE 150 with a minimum grade of C-. A student must have passed the lecture to take the lab.*	1.50
CHE 141	General Chemistry 1 *Historical-Review all addendums* ***Prerequisite:*** *MTH 215, or MTH 216A and MTH 216B*	4.50
CHE 142	General Chemistry 2* *Historical-Review all addendums* ***Prerequisite:*** *CHE 141*	4.50
CHE 350	Organic Chemistry I *Historical-Review all addendums* ***Corequisite:*** *CHE 350A;* ***Prerequisite:*** *CHE 142*	4.50
PHS 104	Introductory Physics* *Historical-Review all addendums* ***Prerequisite:*** *2 years of high school algebra and MTH 204, or MTH 216A and MTH 216B*	4.50

* May be used to meet General Education requirements.

Core Requirements (10 courses; 45 quarter units)

BST 322	Intro to Biomedical Statistics	4.50
CLS 320	Clinical Lab Management	4.50
CLS 301	Clinical Biochemistry ***Recommended: Prior completion of:*** *CHE 142*	4.50
CLS 401	Quantitative Analysis ***Recommended: Prior completion of:*** *CHE 142*	4.50
CLS 305	Clinical Immunology ***Recommended: Prior completion of:*** *CHE 101; BIO 161; BIO 203 or equivalent*	4.50
CLS 315	Molecular Diagnostics ***Recommended: Prior completion of:*** *BIO 162 and CHE 142*	4.50
CLS 310	Clinical Virology ***Recommended: Prior completion of:*** *CHE 101; BIO 161; BIO 203 or equivalent*	4.50
CLS 405	Clinical Microbiology ***Recommended Preparation:*** *CLS 301 with a minimum grade of B.; CLS 305 with a minimum grade of B.; CLS 315 with a minimum grade of B.*	4.50
CLS 410	Clinical Hematology ***Recommended Preparation:*** *CLS 301 with a minimum grade of B.; CLS 315 with a minimum grade of B.; CLS 305 with a minimum grade of B.*	4.50
CLS 490	Individual Seminar/Research ***Prerequisite:*** *Requires prior approval from the Academic Program Director and Department Chair. ;* ***Recommended Preparation:*** *Must have completed all required Core classes and have a 2.5 overall GPA.*	4.50
OR CLS 495	Clinical Lab Science Capstone ***Prerequisite:*** *Must have completed all required core classes.*	4.50

Upper-Division Electives (6 courses; 27 quarter units)

Students must complete a minimum of 27 quarter units of upper division electives to fulfill the upper-division unit requirements for the B.S. with a Major in Clinical Laboratory Science. The following courses are strongly recommended:

COM 354	Professional Presentations ***Prerequisite:*** *ENG 102*	4.50
HSC 300	Legal/Ethical Issues & Health	4.50
HSC 310	Issues & Trends in Healthcare	4.50
HSC 400	Mgmt for Health Professionals	4.50
HSC 410	Informatics for Health Profs	4.50
HSC 420	Healthcare Research	4.50

Bachelor of Science in Construction Management

Status: *Historical-Review all addendums*
Academic Program Director: Ed Brayton; ebrayton@nu.edu
The purpose of the Bachelor of Science in Construction Management program is to provide students with a well-rounded education in technical construction fundamentals, written and verbal communication, mathematics, business, law, humanities, and natural sciences. This degree program will prepare the student for careers in management, administrative, and ownership positions in the construction industry such as construction executive, project manager, project engineer/coordinator, field engineer, planning/scheduling engineer, cost estimator, quality and safety controller, construction superintendent, and facilities engineer.
Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Demonstrate knowledge of mathematics, science and engineering and its application in identifying, formulating, and solving construction problems.
- Design a construction system, process, or procedure to meet desired needs.
- Indicate a fundamental understanding of mechanical, electrical and structural systems, and sustainability.
- Integrate and apply field inspection and survey techniques, safety standards, and regulatory compliance.
- Apply the principles of project management, accounting, cost estimating and scheduling techniques in construction processes.
- Develop and test hypotheses, analyze and interpret data, and use scientific judgment to draw conclusions.
- Communicate effectively through written, verbal, and graphical media with a range of audiences.
- Understand legal aspects, ethical issues, and professional responsibilities in global, economic, environmental, and societal contexts.
- Function effectively on teams that establish goals, plan tasks, meet deadlines, and analyze risk and uncertainty.

Degree Requirements:

To receive a Bachelor of Science in Construction Management, students must complete at least 180 quarter units to include a minimum of 69 units of the University General Education requirements; 76.5 units must be completed at the upper-division level and 45 units must be taken in residence, including the capstone project classes. In the absence of transfer credit, students may need to take additional general electives to satisfy the total units for the degree. Students should refer to the section on undergraduate admission procedures for specific information on admission and evaluation.

Preparation for the Major (10 - 11 courses; 42 - 43.5 quarter units)

COM 103	Public Speaking	4.50

MTH 215	College Algebra & Trigonometry ***Prerequisite:*** *MTH 12A and MTH 12B, or Accuplacer test placement evaluation*	4.50
OR		
MTH 216A	College Algebra I *Discontinued* ***Prerequisite:*** *MTH 12A and MTH 12B, or Accuplacer test placement evaluation*	3.00
AND MTH 216B	College Algebra II *Discontinued* ***Prerequisite:*** *MTH 216A*	3.00
PHS 104	Introductory Physics *Historical-Review all addendums* ***Prerequisite:*** *2 years of high school algebra and MTH 204, or MTH 216A and MTH 216B*	4.50
PHS 104A	Introductory Physics Lab *Historical-Review all addendums* ***Prerequisite:*** *PHS 104, or PHS 171 for Science Majors.*	1.50
OR PHS 130A	Physics Lab for Engineering^	1.50
ILR 260	Academic Information Literacy ***Prerequisite:*** *ENG 102*	4.50
EGR 219	Intro to Graphics and Auto CAD *Historical-Review all addendums* ***Prerequisite:*** *MTH 215, or MTH 216A and MTH 216B*	4.50
EGR 220	Engineering Mathematics *Historical-Review all addendums* ***Prerequisite:*** *MTH 215, or MTH 216A and MTH 216B*	4.50
EGR 225	Statics & Strength of Material ***Prerequisite:*** *EGR 220*	4.50
ACC 201	Financial Accounting Funds.	4.50
CSC 220	Applied Probability & Stats. *Historical-Review all addendums* ***Prerequisite:*** *CSC 208, or MTH 220; EGR 220*	4.50

^For online students only

Requirements for the Major (19 courses; 82.5 quarter units)

MGT 309	Prin. of Mgmt & Organizations	4.50
EGR 310	Engineering Economics *Historical-Review all addendums* ***Prerequisite:*** *MTH 215, or MTH 216A and MTH 216B*	4.50
EGR 320	Scientific Problem Solving *Historical-Review all addendums* ***Prerequisite:*** *CSC 208, or EGR 220*	4.50
EGR 320L	Scientific Problem Solving-LAB *Historical-Review all addendums* ***Prerequisite:*** *EGR 320 with a minimum grade of C. The laboratory experiments in EGR 320L build on the content covered in EGR 320 (mechanical, electrical, and thermodynamics problem solving concepts).*	1.50
EGR 316	Legal Aspects of Engineering *Historical-Review all addendums*	4.50
DEN 308	Computer Aided Engineering I *Historical-Review all addendums* ***Prerequisite:*** *EGR 219*	4.50
CEN 320	Surveying, Metrics and GIS *Historical-Review all addendums* ***Prerequisite:*** *EGR 219*	4.50
CEN 323	Structural Analysis *Historical-Review all addendums* ***Prerequisite:*** *EGR 220 and EGR 225*	4.50

CEN 325	Soil Mechanics and Foundation *Historical-Review all addendums* ***Prerequisite:*** *CEN 323*	4.50
CEN 410	Constr Materials and Methods *Historical-Review all addendums* ***Prerequisite:*** *MTH 215, or MTH 216A and MTH 216B*	4.50
CEN 413	Plans and Specifications *Historical-Review all addendums* ***Prerequisite:*** *EGR 219*	4.50
CEN 416	Mech and Electrical Systems *Historical-Review all addendums* ***Prerequisite:*** *MTH 215, or MTH 216A and MTH 216B*	4.50
CEN 419	Est., Scheduling and Control *Historical-Review all addendums* ***Prerequisite:*** *CEN 410*	4.50
EGR 440	Project Management Fundamental	4.50
CEN 420	Est., Scheduling & Control II *Historical-Review all addendums* ***Prerequisite:*** *CEN 419*	4.50
CEN 422	Field Inspection and Safety ***Prerequisite:*** *CEN 410*	4.50
CEN 421	Constr, Acct, Finance and Law ***Prerequisite:*** *ACC 201*	4.50
CEN 425	Design & Const Process Integra	4.50
CEN 480	Sustainable Construction	4.50

Construction Senior Project (3 courses; 13.5 quarter units)

CEN 486A	Construction Senior Project I ***Prerequisite:*** *Completion of 10 core courses in construction program.*	4.50
CEN 486B	Construction Senior Project II ***Prerequisite:*** *CEN 486A*	4.50
CEN 486C	Construction Senior ProjectIII ***Prerequisite:*** *CEN 486B*	4.50

Bachelor of Science in Electrical and Computer Engineering

Status: *Historical-Review all addendums*
Academic Program Director: Peilin Fu; pfu@nu.edu

The Electrical and Computer Engineering program involves the study of hardware, software, communications, and the interactions between them. Its curriculum focuses on the theories, principles, and practices of traditional electrical engineering and mathematics and applies them to the design of computers and computer-based devices. Electrical and Computer Engineering students study the design of digital hardware systems including communications systems, computers, and devices that contain computers. They study software development, focusing on software for digital devices and their interfaces with users and other devices. The program emphasizes a balanced approach between hardware and software, both built on an engineering and mathematics foundation. Currently, a dominant area within Electrical and Computer Engineering is embedded systems, the development of devices that have software and hardware embedded within. For example, devices such as cell phones, digital audio players, digital video recorders, alarm systems, x-ray machines, and laser surgical tools all require integration of hardware and embedded software and all are the result of computer engineering. The undergraduate program is structured to establish analytical thinking and design skills in areas such as computer architecture, digital logic design, circuits analysis, computer communication networks, digital computer control, integrated circuit engineering, project management, VLSI design, digital signal processing and embedded systems.

In support of the mission of National University, the educational objective of the Electrical and Computer Engineering is to prepare graduate to achieve success in one or more of the following with a few years after graduation.

1. Succeed in pursuing chosen career path and demonstrate technical competence in utilizing electrical and computer engineering principles and skills in industry, academia or the public sector.
2. Engage in sustained learning through graduate education, professional development and self-study in engineering and other professionally related fields.
3. Function well on a diverse and multidisciplinary team with effective communication skills.
4. Exhibit leadership, high standards of ethical conduct and societal responsibility in the practice of engineering.

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

- Identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
- Apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
- Communicate effectively with a range of audiences.
- Recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
- Function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
- Develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
- Acquire and apply new knowledge as needed, using appropriate learning strategies.

Degree Requirements:

To receive a Bachelor of Science in Electrical and Computer Engineering, 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 (CEE498, CEE499A and CEE499B), 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.

Prerequisites for the Major (8 - 9 courses; 33 - 34.5 quarter units)

MTH 215	College Algebra & Trigonometry ***Prerequisite:*** *MTH 12A and MTH 12B, or Accuplacer test placement evaluation*	4.50
OR		
MTH 216A	College Algebra I *Discontinued* ***Prerequisite:*** *MTH 12A and MTH 12B, or Accuplacer test placement evaluation*	3.00
AND MTH 216B	College Algebra II *Discontinued* ***Prerequisite:*** *MTH 216A*	3.00
PHS 104	Introductory Physics *Historical-Review all addendums* ***Prerequisite:*** *2 years of high school algebra and MTH 204, or MTH 216A and MTH 216B*	4.50

PHS 130A	Physics Lab for Engineering	1.50
CSC 208	Calculus for Comp. Science I *Historical-Review all addendums* ***Prerequisite:*** *MTH 215, or MTH 216A and MTH 216B*	4.50
CSC 242	Intro to Programming Concepts *Historical-Review all addendums* ***Prerequisite:*** *MTH 215, or MTH 216A and MTH 216B*	4.50
CSC 209	Calculus for Comp. Science II *Historical-Review all addendums* ***Prerequisite:*** *CSC 208*	4.50
CSC 252	Programming in C++ *Historical-Review all addendums* ***Prerequisite:*** *CSC 242*	4.50
CSC 220	Applied Probability & Stats. *Historical-Review all addendums* ***Prerequisite:*** *CSC 208, or MTH 220; EGR 220*	4.50

Requirements for the Major (24 Courses; 93 quarter units)

PHS 231	Calculus-based Physics 1 *Historical-Review all addendums* ***Prerequisite:*** *PHS 104 and MTH 220, or CSC 208 and MTH 221, or CSC 209*	4.50
PHS 232	Calculus-based Physics 2 *Historical-Review all addendums* ***Prerequisite:*** *PHS 104 and PHS 231; MTH 220, or CSC 208; MTH 221, or CSC 209*	4.50
CSC 310	Linear Algebra and Matrix Comp *Historical-Review all addendums* ***Prerequisite:*** *CSC 252, or CSC 272*	4.50
CSC 331	Discrete Structures and Logic *Historical-Review all addendums* ***Prerequisite:*** *CSC 252, or CSC 272*	4.50
CEE 300	Advanced Engineering Math *Historical-Review all addendums* ***Prerequisite:*** *CSC 209 and CSC 310;*	4.50
CSC 300	Object Oriented Design *Historical-Review all addendums* ***Prerequisite:*** *CSC 252, or CSC 272*	4.50
CEE 310	Circuit Analysis *Historical-Review all addendums* ***Prerequisite:*** *CEE 300;* ***Corequisite:*** *CEE 310L*	4.50
CEE 310L	Circuit Analysis Lab *Historical-Review all addendums* ***Corequisite:*** *CEE 310*	1.50
CSC 340	Digital Logic Design *Historical-Review all addendums* ***Prerequisite:*** *CSC 331;* ***Corequisite:*** *CSC 340L*	4.50
CSC 340L	Digital Logic Design Lab *Historical-Review all addendums* ***Prerequisite:*** *CSC 331;* ***Corequisite:*** *CSC 340*	1.50
CSC 350	Computer Ethics	4.50
CSC 342	Computer Architecture *Historical-Review all addendums* ***Prerequisite:*** *CSC 340 and CSC 340L*	4.50
CEE 420	Microelectronics *Historical-Review all addendums* ***Prerequisite:*** *CEE 310;* ***Corequisite:*** *CEE 420L*	4.50
CEE 420L	Microelectronics Lab *Historical-Review all addendums* ***Corequisite:*** *CEE 420*	1.50
CSC 436	Comp. Communication Networks *Historical-Review all addendums* ***Prerequisite:*** *CSC 331*	4.50
CEE 324	Linear Systems and Signals *Historical-Review all addendums* ***Prerequisite:*** *CEE 310;* ***Corequisite:*** *CEE 324L*	4.50
CEE 324L	Linear Systems and Signals Lab *Historical-Review all addendums* ***Corequisite:*** *CEE 324*	1.50
CEE 340	Embedded Systems *Historical-Review all addendums* ***Prerequisite:*** *CSC 252 and CEE 420 and CSC 340;* ***Corequisite:*** *CEE 340L*	4.50
CEE 340L	Embedded Systems Lab *Historical-Review all addendums* ***Corequisite:*** *CEE 340*	1.50
CEE 430	Digital Signal Processing *Historical-Review all addendums* ***Prerequisite:*** *CEE 324*	4.50

CEE 440	VLSI Design *Historical-Review all addendums* ***Prerequisite:*** *CEE 420*	4.50
CEE 498	Capstone Design Project I *Discontinued* ***Prerequisite:*** *Complete all core courses except CEE499 capstone courses OR permission by the program lead.*	4.50
CEE 499A	Capstone Design Project II *Discontinued* ***Prerequisite:*** *CEE 498*	4.50
CEE 499B	Capstone Design Project III *Discontinued* ***Prerequisite:*** *CEE 499A*	4.50

Bachelor of Science in Healthcare Administration

Academic Program Director: Peggy Ranke; pranke@nu.edu

The Bachelor of Science, Major in Healthcare Administration (BSHCA) is an undergraduate professional degree designed to prepare students for entry level administrative/management positions in healthcare organizations. Ideal candidates for the BSHCA program are those students looking for career entry in administration and supervisory roles in the healthcare system. Graduates will enhance their opportunities for professional growth and job placement through carefully planned internships or a capstone experience.

Healthcare administration involves the organization, financing and delivery of services to prevent and treat illness and disease, including programs that serve the public and private sectors at all levels—local, state and federal. The BSHCA program emphasizes the conceptual and analytical skills required to manage in contemporary healthcare organizations. The program features opportunities in project management, teamwork and leadership. The BSHCA program is an associate member institution of the Association of University Programs in Health Administration (AUPHA).

Background Checks

Agencies used by the School of Health and Human Services may require criminal background and/or drug screening prior to acceptance of a student into an internship or practicum. Students who do not pass the background check and/or drug test may be unable to attend the internship or practicum course and, therefore, may be unable to complete the program of study. Any fee or cost associated with background checks and/or drug testing is the responsibility of the student.

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

- Differentiate the roles and perspectives of clinical practitioners, nonclinical staff, supervisors, and managers within healthcare organizations.
- Describe the management, leadership and healthcare theories and components of the health care delivery system in the United States.
- Evaluate the impact of factors that affect the policies, management and operation of healthcare organizations.
- Analyze quantitative and qualitative healthcare data and information for effective decision-making.
- Explain the legal and ethical principles and responsibilities of healthcare organizations to individual patient and community healthcare needs.
- Solve problems and improve performance in healthcare organizations using principles of accounting, law, financial analysis, human resources management, operations analysis, management information systems analysis, strategic planning, and marketing.
- Explain strategic and marketing priorities of healthcare organizations in relationship to the needs and values of a community.
- Describe the determinants and measurements of health and disease in the population and the responsibilities of healthcare organizations to individual consumers and the community.
- Demonstrate principles of collaborative leadership and team building strategies.

Degree Requirements:

To receive a Bachelor of Science degree in Healthcare Administration, 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 requirements for specific information regarding admission and evaluation.

Preparation for the Major (13 courses; 58.5 quarter units)

COH 100	Personal Health	4.50
COH 150	Healthcare Terminology	4.50
ACC 201	Financial Accounting Funds.	4.50
ACC 202	Managerial Accounting Funds. ***Prerequisite:*** *ACC 201*	4.50
PSYC 100	Introduction to Psychology	4.50
OR		
SOC 100	Principles of Sociology	4.50
BST 322	Intro to Biomedical Statistics	4.50
COH 310	Culture and Health ***Prerequisite:*** *ILR 260*	4.50
COH 315	Introduction to Epidemiology ***Prerequisite:*** *BST 322; ILR 260*	4.50
COH 320	Chronic & Communicable Disease ***Prerequisite:*** *ILR 260*	4.50
COH 321	Theories of Health Behavior ***Prerequisite:*** *ILR 260*	4.50
ECO 203	Principles of Microeconomics	4.50
ECO 204	Principles of Macroeconomics	4.50
SOC 350	Cultural Diversity ***Prerequisite:*** *ENG 102*	4.50

Requirements for the Major (15 courses; 67.5 quarter units)

HCA 400	Foundations of HC Leadership ***Recommended Preparation:*** *Completion of all Coursework in Preparation for the Major*	4.50
HSC 300	Legal/Ethical Issues & Health	4.50
HSC 310	Issues & Trends in Healthcare	4.50
HTM 310	Health Informatics	4.50
HCA 401	Intro to HA HR Management ***Recommended: Prior completion of:*** *all Coursework in Preparation for the Major*	4.50
HCA 402	Intro to HA QA Management	4.50
HCA 403	Intro to Health Economics ***Recommended: Prior completion of:*** *All Coursework in Preparation for the Major.*	4.50
HCA 405	Basic HA Budgeting & Finance ***Recommended: Prior completion of:*** *all Coursework in Preparation for the Major.*	4.50
HSC 430	Case and Outcomes Management	4.50
HCA 407	Intro to HC Planning and Eval	4.50

	Recommended Preparation: *Completion of all courses in Preparation for the Major*	
HCA 409	Intro to HC Marketing ***Recommended Preparation:*** *Completion of all courses in Preparation for the Major*	4.50
ODV 420	Organizational Behavior	4.50
HCA 425	Healthcare Politics & Policy ***Recommended: Prior completion of:*** *all Coursework in Preparation for the Major.*	4.50
HCA 450	Global Health Systems ***Recommended: Prior completion of:*** *all Coursework in Preparation for the Major.*	4.50
HCA 499	Healthcare Capstone ***Prerequisite:*** *HSC 300; HSC 310; HTM 310; HCA 400; HCA 401; HCA 402; HCA 403; HSC 430; HCA 405; HCA 407; HCA 409; HCA 425; HCA 450; ODV 420*	4.50

Bachelor of Science in Information Systems

Academic Program Director: Lu Zhang; lzhang@nu.edu

The Bachelor of Science in Information Systems (BSIS) program targets students who are interested in applying computing technologies to address business challenges. It links business and technology and focuses on the organizational and business applications of computers and related technologies. Students majoring in BS Information Systems develop the ability to use technology to address the operational, tactical, and strategic challenges facing organizations and businesses. There is great demand in the corporate world for people who can bridge the gap between businesses and technologies and integrate all elements of the enterprise into a comprehensive network of information systems. Common long-term career positions for the BSIS graduates include Business and Systems Analyst, Information Technology Manager / Director, IT Project Manager, and IT Consultant.

In addition to subjects in project management and systems analysis, the program offers courses related to business management, processes integration and computing technologies.

The BSIS program has two concentrations: Information Management and Business Management. Students who choose the Business Management Concentration are required to take three courses from the business school and will develop further understanding of business principles by studying topics in management theory, organization structure and behavior, effective communication, team management, human resource management, and changes and innovations.

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

- Apply analytical and critical thinking skills, and information systems concepts for solving organizational problems.
- Discuss the potential global impact of specific information systems solutions.
- Evaluate and implement organizational planning, design, and integration of information systems solutions in competitive environment.
- Plan and design organizational communications infrastructure and networking topology.
- Improve strategic information management procedures and processes.
- Identify innovative and efficient solutions to solve organizational problems.
- Demonstrate written and oral communication skills in a collaborative environment.

Degree Requirements:

To receive a Bachelor of Science in Information Systems, students must complete at least 180 quarter units, 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. Students should refer to the section on undergraduate admission procedures for specific information on admission and evaluation.

To receive a Bachelor of Science in Information Systems, students must complete 76.5 quarter units of coursework, among which 58.5 units are core requirements and 18 units are concentration requirements. The core requirements consist of ten courses and three BSIS capstone project courses (CIS490A, CIS490B, and CIS490C). The students cannot take the BSIS capstone project course sequence until they have completed the first 10 courses in the core requirements and the four courses for the concentration.

It is important to note that the capstone course sequence CIS490A, CIS490B, and CIS490C must be taken in consecutive months. In case a student is not able to successfully complete this course sequence in consecutive months, the student will be required to start again with CIS490A in the future, whenever this course sequence is offered.

Program Prerequisite (1 course; 4.5 quarter units)		**Units:** 4.50
ILR 260	Academic Information Literacy* ***Prerequisite:*** *ENG 102*	4.50

*ILR 260 Information Literacy must be taken before taking any courses in the BSIS program.

Requirements for the Major (17 courses; 76.5 quarter units)		**Units:** 76.50
Core Requirements (13 courses, 58.5 quarter units):		**Units:** 58.50
CIS 301	Mgmt Information Systems	4.50
CIS 310	Technology Project Management	4.50
CIS 314	IT Arch and Infrastructure I ***Prerequisite:*** *CIS 301*	4.50
CIS 315	IT Arch and Infrastructure II ***Prerequisite:*** *CIS 314 with a minimum grade of C. This is a continuation of CIS 314. Therefore, students must possess the necessary fundamental knowledge to continue.*	4.50
CIS 320	Systems Analysis & Integration ***Prerequisite:*** *CIS 301*	4.50
CIS 350	Database Management Systems	4.50
CIS 421	Enterprise Arch. and Systems ***Prerequisite:*** *CIS 350*	4.50
CIS 474	Information Systems Security ***Prerequisite:*** *CIS 421, or CSC 422*	4.50
CIS 435	Introduction to AI ***Prerequisite:*** *CIS 350*	4.50
CSC 350	Computer Ethics	4.50
CIS 490A	Info Systems Project I ***Prerequisite:*** *CIS 310 and CIS 430 and CIS 423 and CIS 435 and CIS 475 and CSC 350*	4.50
CIS 490B	Info Systems Project II ***Prerequisite:*** *CIS 490A with a minimum grade of S. CIS 490B is a continuation of CIS 490A. Therefore, students must complete CIS 490A successfully to continue.*	4.50
CIS 490C	Info Systems Project III	4.50

	Prerequisite: *CIS 490B with a minimum grade of S. CIS 490C is a continuation of CIS 490B. Therefore, students must complete CIS 490B successfully to continue.*	

Students must complete one of the following concentrations in order to complete the degree: **Units:**

Concentration in Business Management

Academic Program Director: Lu Zhang; lzhang@nu.edu

The Business Management Concentration empowers students to cultivate a profound comprehension of fundamental business principles. This is achieved through the exploration of diverse subjects including management theories, organizational structures and behavior, adept communication, team leadership, human resource management, and the fundamentals of marketing. Furthermore, students will acquire the skill to leverage information systems in order to bolster organizational strategies, thereby securing a competitive edge within the industry.

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

- Demonstrate aptitude and expertise in management and organizational theories for informed and effective business decision-making.
- Apply knowledge in information systems and marketing across diverse business environments.

Degree Requirements:

Students must complete Core Courses (except CIS 490A, CIS 490B, and CIS 490C) before taking four courses in this concentration with eighteen units.

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

MGT 309	Prin. of Mgmt & Organizations	4.50
BIM 400	Info Mgmt in Organizations	4.50
MKT 302A	Marketing Fundamentals	4.50
CIS 423	IS Strategy, Mgt & Acquisition ***Prerequisite:*** *CIS 421*	4.50

Concentration in Information Management

Academic Program Director: Lu Zhang; lzhang@nu.edu

The Information Management Concentration goes even further by immersing students in the latest advancements of information systems technologies, tools, practices, and strategies, enhancing their understanding and proficiency in the field.

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

- Utilize the power of the latest information systems technologies, tools, and practices.
- Apply the latest information systems technologies, tools, and practices to address organizational challenges

Degree Requirements:

Students must complete Core Courses (except CIS 490A, CIS 490B, and CIS 490C) before taking four courses in this concentration with eighteen units.

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

CIS 430	Web/EB Design & Development ***Prerequisite:*** *CIS 350*	4.50
CIS 436	Topics in AI ***Prerequisite:*** *CIS 435*	4.50
CIS 475	IS Security Technology ***Prerequisite:*** *CIS 474*	4.50
CIS 423	IS Strategy, Mgt & Acquisition ***Prerequisite:*** *CIS 421*	4.50

Bachelor of Science in Manufacturing Design Engineering

Status: *Historical-Review all addendums*
Academic Program Director: Ronald Uhlig; ruhlig@nu.edu

The Bachelor of Science in Manufacturing Design Engineering provides students with the theoretical foundations, hands-on experience, and teaming skills required for effective conceptual, logistical, developmental, and interdisciplinary design of complex engineering devices, product life cycles, and engineering systems through integration of state-of-the-art computer-aided tools, concurrent engineering standards, and simulation modeling techniques. Graduates of this program will have competency in the fundamentals of evolving automated manufacturing technology and provide the industry with a source for qualified graduates to apply engineering principles in the design of automated and computer integrated manufacturing systems.

Upon completion of this degree, students will be prepared to hold positions such as manufacturing system design engineer, design supervisor for engineering projects, and product design engineer. The program blends together professional components from the traditional engineering curricula with the practical aspects of programming applications, engineering project management standards, and simulation modeling techniques. It also combines knowledge and practices needed for professionals working on engineering projects that require innovative and interdisciplinary background, skills, and experience.

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

- Combine knowledge and practices needed to work on engineering projects that require innovative and interdisciplinary skills
- Utilize product reliability and design optimization concepts in engineering applications
- Apply state-of-the-art computer-aided engineering tools and engineering graphics techniques and methodologies
- Integrate engineering project management standards for efficient and competitive design of engineering products and processes
- Apply the concepts of engineering experiment design and analysis
- Analyze human factors, ergonomics, and safety issues as part of the requirements for design of engineering systems, products, and services
- Analyze a production problem and design and/or develop a manufacturing system
- Develop oral and written communication skills appropriate for engineering professionals
- Demonstrate global awareness and team skills needed in manufacturing design engineering

Degree Requirements:

To receive a Bachelor of Science in Manufacturing Design Engineering, students must complete at least 180 quarter units, 76.5 of which must be completed at the upper-division level and 45 of which must be taken in residence, including the research project classes, and a minimum of 69 units of the University General Education

requirements. In the absence of transfer credit, students may need to take additional general electives to satisfy the total units for the degree. Students should refer to the section on undergraduate admission procedures for specific information on admission and evaluation.

Preparation for the Major (11–12 courses; 43.5 - 45 quarter units)

MTH 215	College Algebra & Trigonometry* ***Prerequisite:*** *MTH 12A and MTH 12B, or Accuplacer test placement evaluation*	4.50
OR		
MTH 216A	College Algebra I *Discontinued* ***Prerequisite:*** *MTH 12A and MTH 12B, or Accuplacer test placement evaluation*	3.00
AND MTH 216B	College Algebra II *Discontinued* ***Prerequisite:*** *MTH 216A*	3.00
PHS 104	Introductory Physics* *Historical-Review all addendums* ***Prerequisite:*** *2 years of high school algebra and MTH 204, or MTH 216A and MTH 216B*	4.50
PHS 104A	Introductory Physics Lab* *Historical-Review all addendums* ***Prerequisite:*** *PHS 104, or PHS 171 for Science Majors.*	1.50
OR PHS 130A	Physics Lab for Engineering	1.50
CHE 101	Introductory Chemistry* *Historical-Review all addendums* ***Recommended Preparation:*** *MTH 204, or MTH 216A and MTH 216B*	4.50
CHE 101A	Introductory Chemistry Lab* *Historical-Review all addendums* ***Prerequisite:*** *CHE 101, or CHE 141 for Science Majors.*	1.50
OR CHE 120A	Intro to Chemistry Lab for Eng ***Prerequisite:*** *CHE 101*	1.50
EGR 219	Intro to Graphics and Auto CAD *Historical-Review all addendums* ***Prerequisite:*** *MTH 215, or MTH 216A and MTH 216B*	4.50
EGR 220	Engineering Mathematics *Historical-Review all addendums* ***Prerequisite:*** *MTH 215, or MTH 216A and MTH 216B*	4.50
EGR 225	Statics & Strength of Material ***Prerequisite:*** *EGR 220*	4.50
EGR 230	Electrical Circuits & Systems *Historical-Review all addendums* ***Prerequisite:*** *MTH 215, or MTH 216A and MTH 216B*	4.50
CSC 208	Calculus for Comp. Science I* *Historical-Review all addendums* ***Prerequisite:*** *MTH 215, or MTH 216A and MTH 216B*	4.50
CSC 220	Applied Probability & Stats. *Historical-Review all addendums* ***Prerequisite:*** *CSC 208, or MTH 220; EGR 220*	4.50

*May be used to satisfy a general education requirement.

Requirements for the Major (15 courses; 64.5 quarter units)

EGR 316	Legal Aspects of Engineering *Historical-Review all addendums*	4.50
EGR 320	Scientific Problem Solving *Historical-Review all addendums* ***Prerequisite:*** *CSC 208, or EGR 220*	4.50
EGR 320L	Scientific Problem Solving-LAB *Historical-Review all addendums* ***Prerequisite:*** *EGR 320 with a minimum grade of C. The laboratory experiments in EGR 320L build on the content covered in EGR 320 (mechanical, electrical, and thermodynamics problem solving concepts).*	1.50
DEN 308	Computer Aided Engineering I *Historical-Review all addendums* ***Prerequisite:*** *EGR 219*	4.50
EGR 310	Engineering Economics *Historical-Review all addendums* ***Prerequisite:*** *MTH 215, or MTH 216A and MTH 216B*	4.50
DEN 411	Computer Aided Engineering II ***Prerequisite:*** *EGR 219*	4.50
DEN 417	Computer Aided Engineering IV ***Prerequisite:*** *EGR 219*	4.50
DEN 420	Computer Aided Engineering V ***Prerequisite:*** *EGR 219; DEN 411 with a minimum grade of C. Student must have a working knowledge of the basics of SolidWorks to be successful in DEN 420; DEN 417 with a minimum grade of C. Student must have a working knowledge of the basics of MatLab to be successful in DEN 420*	4.50
DEN 422	Materials and Manufacturing ***Prerequisite:*** *EGR 225*	4.50
DEN 423	Human Factors in Engineering *Historical-Review all addendums* ***Prerequisite:*** *MTH 215, or MTH 216A and MTH 216B*	4.50
DEN 426	Reliability Engineering *Historical-Review all addendums* ***Prerequisite:*** *MTH 215, or MTH 216A and MTH 216B*	4.50
DEN 429	Product Design Optimization *Historical-Review all addendums* ***Prerequisite:*** *MTH 215, or MTH 216A and MTH 216B*	4.50
DEN 432	Concurrent Design Engineering *Historical-Review all addendums* ***Prerequisite:*** *MTH 210, or CSC 220*	4.50
DEN 435	Design & Analysis of Experimen *Historical-Review all addendums* ***Prerequisite:*** *CSC 220; DEN 417*	4.50
EGR 440	Project Management Fundamental	4.50

Engineering Senior Project (3 courses; 13.5 quarter units)

DEN 495A	Capstone Design Project I ***Prerequisite:*** *DEN 308; DEN 417; DEN 420; DEN 423; DEN 426; DEN 429; EGR 320; EGR 320L; EGR 440 and satisfactory completion of other requirements for the major as specified by the Academic Program Director*	4.50
DEN 495B	Capstone Design Project II ***Prerequisite:*** *DEN 495A*	4.50
DEN 495C	Capstone Design Project III ***Prerequisite:*** *DEN 495B*	4.50

Bachelor of Science in Mathematics

Status: *Historical-Review all addendums*
Academic Program Director: Igor Subbotin; isubboti@nu.edu

The Bachelor of Science in Mathematics provides a strong foundation in mathematics and its applications. Designed to help address our nation's increasing need for mathematical scientists, technicians and especially teachers, the program emphasizes reflective and conceptual understanding and technique.

The program includes two concentrations: 1) Data Analytics; and 2) Subject Matter Competency.

1) Concentration in Data Analytics provides students with the fundamental mathematical knowledge to formulate and solve problems in industry and research related to data analysis. This program concentration is designed as a solid preparation for future careers in application of mathematics to computer sciences areas, especially to data sciences.

Note: As part of NU's recent partnership with Google, students in the Data Analytics concentration are encouraged to satisfy the prerequisite courses (ANA 200 and 230) by completion of the **Google Data Analytics certificate.**

2) The Subject Matter Competency Concentration was created to train mathematics teachers who want to provide quality mathematical instruction to students in secondary schools. Students who complete the BS in Mathematics program will not be required to take the California Subject Examination for Teachers (CSET) in mathematics to pursue their teaching credentials. The program emphasizes a strong foundation in mathematical content together with activities designed to help future teachers assume leadership roles in an increasingly complex educational world.

The Department of Mathematics and Natural Sciences is committed to the complete academic development of its students. Consequently, where practical, mathematics and science courses are writing-intensive and incorporate a diversity component. Students are advised that all mathematics courses encourage critical thinking by their very nature.

The study of mathematics must encompass the discipline in its broadest sense. The future mathematician should develop in an academic environment that stresses scholarship, diversity, and growth through a rigorous and focused curriculum of advanced mathematics that incorporates problem-solving, mathematics as communication, reasoning, and mathematical connections. The Bachelor of Science in Mathematics program provides such sound preparation and training to a diverse population of nontraditional learners whose goal is to work professionally in mathematics or teach Mathematics in California public schools.

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

- Employ reasoning skills and strategies to solve mathematics problems.
- Demonstrate the use of language and symbols to communicate ideas, connections, and interplay in mathematics.
- Distinguish mathematical technology such as computers, calculators, graphing tools, video, and interactive programs relevant to the study of mathematics.
- Employ algebra and number theory as a base for a language of mathematics in research and communication.
- Demonstrate a fundamental knowledge of geometry.
- Model real-world problems with algebraic and transcendental functions.
- Use advanced statistics and probability concepts and methods.

Degree Requirements:

To receive a Bachelor of Science in Mathematics degree, students must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University and 76.5 of which must be completed at the upper-division level. In the absence of transfer credit, students may need to take additional general electives to satisfy total units for the degree. Refer to the section on undergraduate admission procedures for specific information regarding admission and evaluation.

Preparation for the Major (6 - 7 courses; 27 - 28.5 quarter units) **Units:** 27.00-28.50

MTH 210	Probability and Statistics ***Prerequisite:*** *MTH 12A and MTH 12B, or Accuplacer test placement evaluation*	4.50
		4.50-6.00

MTH 215	College Algebra & Trigonometry ***Prerequisite:*** *MTH 12A and MTH 12B, or Accuplacer test placement evaluation*	4.50
OR		
		6.00
MTH 216A	College Algebra I *Discontinued* ***Prerequisite:*** *MTH 12A and MTH 12B, or Accuplacer test placement evaluation*	3.00
AND MTH 216B	College Algebra II *Discontinued* ***Prerequisite:*** *MTH 216A*	3.00

ANA 200	Intro to Data Science*	4.50
ANA 230	Intro to Data Visualization* ***Prerequisite:*** *ANA 200*	4.50
MTH 220	Calculus I *Historical-Review all addendums* ***Prerequisite:*** *MTH 215, or MTH 216A and MTH 216B, or Accuplacer test placement*	4.50
MTH 221	Calculus II *Historical-Review all addendums* ***Prerequisite:*** *MTH 220*	4.50

*Students in the Data Analytics concentration are encouraged to satisfy the prerequisite courses ANA 200 and ANA 230 by completion of the Google Data Analytics certificate.

Requirements for the Major (12 courses; 54 quarter units) **Units:** 54.00

MTH 322	Calculus III *Historical-Review all addendums* ***Prerequisite:*** *MTH 221*	4.50
MTH 323	Calculus IV ***Prerequisite:*** *MTH 322*	4.50
MTH 311	Topics from Geometry *Historical-Review all addendums* ***Prerequisite:*** *MTH 215, or MTH 216A and MTH 216B, or Accuplacer test placement*	4.50
MTH 325	Discrete Mathematics *Historical-Review all addendums* ***Prerequisite:*** *MTH 215, or MTH 216A and MTH 216B*	4.50
MTH 435	Linear Algebra *Historical-Review all addendums* ***Prerequisite:*** *MTH 220 and MTH 325*	4.50
MTH 433	Differential Equations *Historical-Review all addendums* ***Prerequisite:*** *MTH 323 and MTH 435*	4.50
MTH 411	Number Theory *Historical-Review all addendums* ***Prerequisite:*** *MTH 215, or MTH 216A and MTH 216B, or MTH 301*	4.50
MTH 416	Algebraic Structures *Historical-Review all addendums* ***Prerequisite:*** *MTH 435 and MTH 325*	4.50
MTH 417	Foundations of Geometry *Historical-Review all addendums* ***Prerequisite:*** *MTH 215, or MTH 216A and MTH 216B, or MTH 311*	4.50
MTH 330	Applied Statistical Methods ***Prerequisite:*** *MTH 210*	4.50
MTH 432	Advanced Calculus ***Prerequisite:*** *MTH 323*	4.50
MTH 412	History of Mathematics *Historical-Review all addendums* ***Prerequisite:*** *MTH 215, or MTH 216A and MTH 216B, or MTH 301*	4.50

Upper-Division Concentration Requirements (4 courses, 18 quarter units)

Students will choose from one of the concentration areas listed below:

Concentration in Data Analytics

Academic Program Director: Igor Subbotin; isubboti@nu.edu

Concentration in Data Analytics provides students with the fundamental mathematical knowledge to formulate and solve problems in industry and research related to data analysis. This program concentration is designed as a solid preparation for future careers in the application of mathematics to computer sciences areas, especially to data sciences.

Note: As part of NU's recent partnership with Google, students in the Data Analytics concentration are encouraged to satisfy the prerequisite courses (ANA 200 and 230) by completing the **Google Data Analytics Certificate.**

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

- Apply main approaches to data visualization.
- Use main methods of acquisition, management, and preparation of data for analysis.
- Apply main mathematical and statistical models to appropriately formulate and use data analysis.

Requirements for Concentration (4 courses, 18 quarter units)		**Units:** 18.00
ANA 310	Data Acquisition ***Prerequisite:*** *ANA 200 and ANA 230*	4.50
ANA 320	Data Management and Governance ***Prerequisite:*** *ANA 310*	4.50
ANA 330	Data Preparation ***Prerequisite:*** *ANA 320 and MTH 330*	4.50
MTH 450A	Mathematics Project Course ***Prerequisite:*** *Students must complete the major for a BS in Mathematics and complete an interview with the mathematics lead faculty before taking a project course. ; MTH 210; MTH 215, or MTH 220; MTH 221; MTH 322; MTH 323; MTH 311; MTH 325; MTH 435; MTH 433; MTH 411; MTH 416; MTH 417; MTH 330; MTH 432; MTH 412; ANA 200; ANA 230 and Completion of the following three courses within one concentration from either list:; ANA 310; ANA 320; ANA 330, or MTH 410; MTH 460; MTH 461*	4.50

Concentration in Subject Matter Competency

Academic Program Director: Igor Subbotin; isubboti@nu.edu

The Subject Matter Competency Concentration trains Mathematic teachers to provide quality mathematical instruction to students in secondary schools. Students who complete the BS in Mathematics program will not be required to take the California Subject Examination for Teachers (CSET) in Mathematics to pursue their teaching credentials. The program emphasizes a strong foundation in mathematical content together with activities designed to help future teachers assume leadership roles in an increasingly complex educational world.

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

- Use up-to-date computer-based technology in the mathematics classroom.
- Apply problem solving strategies to examine and analyze mathematics questions.

- Apply main methods and models of teaching mathematics.

Requirements for the Concentration (4 courses; 18 quarter units)		**Units:** 18.00
MTH 410	Technology in Math Education ***Prerequisite:*** *MTH 215, or MTH 301*	4.50
MTH 460	Problem Solving Strategies ***Prerequisite:*** *MTH 416 and MTH 417*	4.50
MTH 461	Methods of Teaching Math ***Prerequisite:*** *MTH 311 and MTH 412 and MTH 210 and MTH 460*	4.50
MTH 450A	Mathematics Project Course ***Prerequisite:*** *Students must complete the major for a BS in Mathematics and complete an interview with the mathematics lead faculty before taking a project course. ; MTH 210; MTH 215, or MTH 220; MTH 221; MTH 322; MTH 323; MTH 311; MTH 325; MTH 435; MTH 433; MTH 411; MTH 416; MTH 417; MTH 330; MTH 432; MTH 412; ANA 200; ANA 230 and Completion of the following three courses within one concentration from either list:; ANA 310; ANA 320; ANA 330, or MTH 410; MTH 460; MTH 461*	4.50

Bachelor of Science in Nursing (B.S.N) Second Bachelor (California)

Status: *Historical-Review all addendums*
Academic Program Director: Beverly Brownell; bbrownell@nu.edu

This program is for individuals with prior earned bachelor's degree (i.e., B.A., B.S.) who wish to be prepared for licensure as a registered nurse earning a Bachelor of Science in Nursing degree. Prepares candidates to develop critical thinking, clinical reasoning, leadership skills, inter-professional collaboration, therapeutic communication and proficiency in nursing skills within the framework of trans-cultural nursing. Graduates are able to apply evidenced-base practice to manage the nursing care of culturally diverse clients in a variety of settings. The Bachelor of Science in Nursing (BSN) Second-Bachelor degree 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.

LVNs/Medics accepted for admission to the NU nursing program may be eligible to challenge nursing courses by examination(s) or be considered for equivalency. This challenge course, NSG 328, will evaluate content completed at LVN/Corps School programs to award college-level credit using transcript evaluation, credit-by-examination options, and competency-based education assessment of knowledge proficiency. Students will receive nursing course credits when their LVN/Core School transcripts equivalency criteria (time limit, credit, and content) are met. The time limit equivalency is 7 years or less. If time limit equivalency is not met, students may receive credit through challenge by course examination and skill validation and/or medication dosage examination. Applicants will receive course credit and advanced placement for successfully challenged courses. Co-requisite nursing courses will have to be challenged together. In other to receive credit for challenge courses, students must pass both co-requisite nursing courses. All course challenges by examination must be completed prior to the beginning of the first term in NU nursing program. The student who successfully challenges a course will receive a revised plan of study and must meet NU residency requirements.

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

- Develop caring, therapeutic nursing relationships with individuals, families, communities and populations.
- Provide safe, quality, effective, culturally competent, person-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 clinical judgment and leadership skills to manage, prioritize, and delegate collaborate patient care in a variety of health care settings.
- Effectively communicate and collaborate with individuals, families, communities, populations, and interdisciplinary teams.
- Demonstrate professional identity by incorporating established standards of practice within the legal and ethical framework of nursing.
- Apply current best evidence-based nursing concepts to achieve desired outcomes.

Degree Requirements:

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

Required for the Major (10 courses; 36 quarter units)

COM 103	Public Speaking	4.50
BST 322	Intro to Biomedical Statistics	4.50
PSYC 100	Introduction to Psychology	4.50
SOC 100	Principles of Sociology	4.50
BIO 201	Human Anatomy and Physiol I *Historical-Review all addendums* ***Corequisite:*** *BIO 191A, or BIO 201A;* ***Recommended: Prior completion of:*** *BIO 100; BIO 100A; CHE 101; CHE 101A*	4.50
BIO 201A	Human Anatomy and Physiol Lab *Historical-Review all addendums* ***Corequisite:*** *BIO 201;* ***Recommended: Prior completion of:*** *BIO 100; BIO 100A; CHE 101; CHE 101A or equivalent courses.*	1.50
BIO 202	Human Anatomy and Physiol II ***Corequisite:*** *BIO 202A, or BIO 192A;* ***Prerequisite:*** *BIO 201 and BIO 201A*	4.50
BIO 202A	Human Antmy andPhysiol LabII ***Corequisite:*** *BIO 202;* ***Prerequisite:*** *BIO 201; BIO 201A*	1.50
BIO 203	Introductory Microbiology *Historical-Review all addendums* ***Corequisite:*** *BIO 203A Students should take both lecture and lab courses concurrently and with the same instructor to ensure a consistent learning experience. Students who are retaking one of the two courses or present special circumstances should petition for exception to this requisite.;* ***Recommended: Prior completion of:*** *BIO 100 and BIO 100A; CHE 101 and CHE 101A or equivalent courses; BIO 201 and BIO 201A; BIO 202 and BIO 202A*	4.50
BIO 203A	Introductory Microbiology Lab *Historical-Review all addendums* ***Corequisite:*** *BIO 203;* ***Recommended: Prior completion of:*** *BIO 100; BIO 100A; CHE 101; CHE 101A; BIO 201 and BIO 201A; BIO 202 and BIO 202A*	1.50

Nursing Core Courses (25 courses; 94.5 quarter units)

NSG 403	Nursing Theories and Models ***Prerequisite:*** *Admission into the Bachelor of Science in Nursing and completion of all non-nursing pre-requisite courses is required to enroll in this course.*	4.50
NSG 214	Health Assessment ***Corequisite:*** *NSG 214A;* ***Recommended Preparation:*** *Admission into the nursing program and completion of required general education preparation with a minimum GPA 2.75*	4.50

NSG 214A	Health Assessment Clinical Lab ***Corequisite:*** *NSG 214 Admission into the nursing program and completion of required general education preparation with a minimum GPA 2.75.*	1.50
NSG 422	Nursing Research ***Prerequisite:*** *BST 322*	4.50
NSG 304	Pharmacology in Nursing I *Historical-Review all addendums* ***Prerequisite:*** *NSG 214; NSG 214A*	4.50
NSG 240	Foundations of Nursing** *Historical-Review all addendums* ***Prerequisite:*** *NSG 214; NSG 214A; NSG 304; NSG 403; NSG 422;* ***Corequisite:*** *NSG 240A*	4.50
NSG 240A	Foundations Clinical Lab** *Historical-Review all addendums* ***Prerequisite:*** *NSG 214; NSG 214A; NSG 304; NSG 403; NSG 422;* ***Corequisite:*** *NSG 240*	3.50
NSG 245	Medical-Surgical Nursing I** ***Prerequisite:*** *NSG 240 and NSG 240A;* ***Corequisite:*** *NSG 245A*	4.50
NSG 245A	Medical-Surgical I Clinical** ***Prerequisite:*** *NSG 240 and NSG 240A;* ***Corequisite:*** *NSG 245*	3.50
NSG 330	Medical-Surgical Nursing II** ***Prerequisite:*** *NSG 214; NSG 214A;* ***Corequisite:*** *NSG 330A*	4.50
NSG 330A	Medical-Surgical II Clinical** ***Prerequisite:*** *NSG 214; NSG 214A;* ***Corequisite:*** *NSG 330*	3.50
NSG 333	Child-bearing Family Nursing** ***Prerequisite:*** *NSG 330; NSG 330A;* ***Corequisite:*** *NSG 333A*	4.50
NSG 333A	Child-bearing Family Clinical** ***Prerequisite:*** *NSG 245; NSG 245A;* ***Corequisite:*** *NSG 333*	3.50
NSG 334	Pediatric Nursing** ***Prerequisite:*** *NSG 333 and NSG 333A;* ***Corequisite:*** *NSG 334A*	4.50
NSG 334A	Pediatric Nursing Clinical** ***Prerequisite:*** *NSG 333 and NSG 333A;* ***Corequisite:*** *NSG 334*	3.50
NSG 335	Psychiatric-Mental Health Nur** ***Prerequisite:*** *NSG 330; NSG 330A;* ***Corequisite:*** *NSG 335A*	4.50
NSG 335A	Psych-Mental Health Clinical** ***Prerequisite:*** *NSG 330; NSG 330A;* ***Corequisite:*** *NSG 335*	3.50
NSG 305	Pathopharmacology in Nursing *Historical-Review all addendums* ***Prerequisite:*** *NSG 304; NSG 335; NSG 335A Successful Completion of NSG 335 and 335A*	4.50
NSG 460	Community Healthcare I ***Corequisite:*** *NSG 460A Program requirement.*	4.50
NSG 460A	Community Healthcare I Lab ***Corequisite:*** *NSG 460*	1.50
NSG 462	Community Healthcare II ***Prerequisite:*** *NSG 460 and NSG 460A;* ***Corequisite:*** *NSG 462A*	4.50
NSG 462A	Community Healthcare II Lab ***Prerequisite:*** *NSG 460 and NSG 460A;* ***Corequisite:*** *NSG 462*	1.50
NSG 340	Nursing Leadership/Management** ***Prerequisite:*** *NSG 335; NSG 335A;* ***Corequisite:*** *NSG 340A*	4.50
NSG 340A	Leadership/Management Clinical** ***Prerequisite:*** *NSG 335; NSG 335A;* ***Corequisite:*** *NSG 340*	1.50
NSG 440	Professional Issues in Nursing	4.50

**Content required for licensure by CA Board of Registered Nursing

Elective Course

NSG 470A	Work Exp in Clinical Setting ***Prerequisite:*** *NSG 214 course with C or higher; NSG 214A course with C or higher; NSG 240 course with C or higher; NSG 240A course with C or higher; NSG 245 course with C or higher; NSG 245A course with C or higher; NSG 330 course with C or higher; NSG 330A course with C or higher; Students must have and maintain a GPA of 3.0 or higher in all NU nursing courses.*	1.00-6.00
NSG 490	Guided Study ***Prerequisite:*** *Admission to nursing program and approve by Chair of Nursing*	0.50-6.00

Requirements for LVNs and military students with approved Advanced Placement challenging NSG 245/A and higher (1 course; 4.5 quarter units)

NSG 328	BSN Transition ***Prerequisite:*** *Completed a Licensed Vocational Nursing/Licensed Practical Nurse (LVN/LPN) Program and hold a current licensure as an LVN/LPN., or Completed the Corps School/Military Training*	4.50

Bachelor of Science in Project Management

Academic Program Director: Robin Butler; rbutler2@nu.edu
The Bachelor of Science in Project Management provides students with a business-related degree with an emphasis on managing projects in a multicultural and global setting. To achieve maximum effectiveness in contemporary business operations, organizations need highly effective project managers to set clear goals, define scope, and successfully manage costs, timelines, and outcomes.
Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Initiate projects with clearly identified scope, requirements, and stakeholders.
- Evaluate the probability and consequences of risks and estimate their implications for project objectives.
- Develop a project procurement plan based on requirements and schedule.
- Plan complex projects using appropriate planning tools.
- Manage project cost and budget baselines.
- Demonstrate leadership styles to effectively manage stakeholders and communication for complex projects.
- Apply the principles of ethical decision-making in the everyday conduct of business.
- Work effectively with diverse populations.
- Communicate effectively both orally and written.

Degree Requirements:

To receive a Bachelor of Science in Project 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 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 of undergraduate admission procedures for specific information regarding admission and evaluation.

Business Foundation Requirements (6 courses; 27 quarter units) **Units:** 27.00

LED 400	Introduction to Leadership	4.50
BIM 400	Info Mgmt in Organizations	4.50
HRM 409B	Intro to Human Resource Mgmt	4.50
HRM 450	Workplace Ethics	4.50

HRM 444	Diversity, Equity & Inclusion	4.50
MGT 422	Team Bldg, Interpers Dynamics	4.50

Project Management Courses (10 courses; 45 quarter units) **Units:** 45.00

PMB 400	Project Management Essentials	4.50
PMB 410	Project Planning and Control ***Prerequisite:*** *PMB 400*	4.50
PMB 420	Program Management ***Prerequisite:*** *PMB 400*	4.50
PMB 430	Project Accting Fundamentals ***Prerequisite:*** *PMB 400*	4.50
PMB 440	Contract Management ***Prerequisite:*** *PMB 400*	4.50
PMB 450	Agile Project Management ***Prerequisite:*** *PMB 440*	4.50
PMB 460	Project Risk Management ***Prerequisite:*** *PMB 450*	4.50
PMB 470	Project Sustainability ***Prerequisite:*** *PMB 460*	4.50
PMB 480	Emerging Trends in Proj. Mgmt. ***Prerequisite:*** *PMB 470*	4.50
PMB 490	Project Management Capstone ***Prerequisite:*** *PMB 400; PMB 410; PMB 420; PMB 430; PMB 440; PMB 450; PMB 460; PMB 470; PMB 480*	4.50

Upper-Division Elective (1 course; 4.5 quarter units) **Units:** 4.50

Students can choose an Upper-Division elective from any appropriate 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, MKT, MNS and ODV.

Bachelor of Science in Public Health

Status: *Historical-Review all addendums*
Academic Program Director: Ritika Bhawal; rbhawal@nu.edu

The Bachelor of Science in Public Health features a broad-based foundation in the liberal arts and sciences and an ecological perspective of public health and the role that public health professionals play in preventing disease while maintaining or increasing quality of life. Graduates of the program will possess an understanding of the contributions of core public health disciplines to the nation's health. At the same time, graduates will also learn how to apply knowledge and skills relating to the interactions and interdependencies of health behavior, the physical and social environment, and public policy to affect health at local, state, national and international levels. The program is designed to prepare entry-level public health professionals to begin careers in a variety of health agencies: governmental health agencies, voluntary health agencies, community based/non-governmental agencies, medical care services, education agencies, and business and industry. Within these practice settings, entry-level public health practitioners address significant health challenges from individual, family, group, organization, neighborhood, community, and societal perspectives. Graduates will apply their competencies to assess needs, plan and implement prevention programs, assess program outcomes, communicate and advocate for public health issues, and participate in the development of public health as a profession. Graduates will also enhance their opportunities for professional growth and job placement through planned field practicum. Upon graduation, entry-level public health practitioners may be eligible to sit for the Certified Health Education

Specialists exam (CHES) through the National Commission on Health Education Credentialing, Inc. Community Health (COH) courses in levels 300 and 400 are only offered in two formats: 1) Hybrid 50/50; 2) Online.

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

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

Degree Requirements:

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

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

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

COH 100	Personal Health	4.50
PSYC 100	Introduction to Psychology	4.50
SOC 100	Principles of Sociology	4.50
BIO 201	Human Anatomy and Physiol I *Historical-Review all addendums* ***Corequisite:*** *BIO 191A, or BIO 201A;* ***Recommended: Prior completion of:*** *BIO 100; BIO 100A; CHE 101; CHE 101A*	4.50
BIO 191A	Online Hum Anat and Phys I Lab *Historical-Review all addendums* ***Corequisite:*** *BIO 201;* ***Recommended: Prior completion of:*** *BIO 100; BIO 100A; CHE 101; CHE 101A*	1.50
OR BIO 201A	Human Anatomy and Physiol Lab *Historical-Review all addendums* ***Corequisite:*** *BIO 201;* ***Recommended: Prior completion of:*** *BIO 100; BIO 100A; CHE 101; CHE 101A or equivalent courses.*	1.50
BIO 202	Human Anatomy and Physiol II ***Corequisite:*** *BIO 202A, or BIO 192A;* ***Prerequisite:*** *BIO 201 and BIO 201A*	4.50
BIO 192A	Online Anat and Phys II Lab	1.50

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

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

Core Requirements (4 courses; 18 quarter units)

COH 310	Culture and Health ***Prerequisite:*** *ILR 260*	4.50
COH 315	Introduction to Epidemiology ***Prerequisite:*** *BST 322; ILR 260*	4.50
COH 320	Chronic & Communicable Disease ***Prerequisite:*** *ILR 260*	4.50
COH 321	Theories of Health Behavior ***Prerequisite:*** *ILR 260*	4.50

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

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

COH 300	The Ecology of Public Health ***Prerequisite:*** *BIO 203A; COH 100; PSYC 100; SOC 100*	4.50

COH 380	Public Health Planning & Eval. ***Prerequisite:*** *COH 300; COH 315; HTM 310*	4.50
COH 400	Environmental Health	4.50
COH 401	Health Promotion Concepts *Historical-Review all addendums* ***Prerequisite:*** *COH 300; COH 315; COH 400 and HTM 310*	4.50
COH 416	PH & Physical Activity	4.50
COH 422	Global Health *Historical-Review all addendums* ***Prerequisite:*** *COH 401*	4.50
COH 430	PH Communication Strategies *Historical-Review all addendums* ***Prerequisite:*** *COH 401*	4.50
COH 435	PH Policy Marketing & Advocacy *Historical-Review all addendums* ***Prerequisite:*** *COH 430*	4.50
COH 440	Disaster Preparedness & Mgmt. *Historical-Review all addendums* ***Prerequisite:*** *COH 401*	4.50
COH 499	Public Health Capstone ***Prerequisite:*** *COH 100; COH 300; COH 310; COH 315; COH 317; COH 318; COH 319; COH 320; COH 321; COH 380; COH 400; COH 401; COH 416; COH 422; COH 430; COH 435; COH 440*	4.50

Foreign Credential Bridge Program

Status: *Discontinued*
Academic Program Director: Rachel VanWieren; rvanwieren@nu.edu

THIS PROGRAM IS CURRENTLY NOT ACCEPTING STUDENTS.

The Foreign Credential Bridge Program (FCBP) is designed as a prequalifying year of undergraduate study for students who have earned a recognized three-year bachelor's degree outside of the United States and who wish to earn a master's degree from National University. Students with such foreign credentials who apply to a master's program must complete this fourth year of undergraduate courses prior to beginning graduate level coursework. Eligibility for the FCBP is made by the office of the Registrar. Students must request a pre-evaluation of their foreign credentials through an Admissions Advisor or through the International Programs Office (for those with student visas).

Degree Requirements:

This bridge program requires a residency minimum of 48 quarter units of study. Students must fulfill the requirements in the areas listed below. These requirements may be met by coursework taken in the bachelor's degree or at another regionally accredited institution. If they are so fulfilled, the content of the area will be waived, but the student will still need to meet the overall unit requirement of the program through open elective credit.

AREA A: ENGLISH COMMUNICATION (13.5 quarter units required)

CATEGORY 1: Writing (9.0 quarter units required)		
ENG 102	Effective College English	4.50
ENG 240	Advanced Composition ***Prerequisite:*** *ENG 102*	4.50
OR ENG 334A	Technical Writing ***Prerequisite:*** *ENG 102; (Only Business, Engineering and Nursing majors may fulfill the requirement by taking ENG 334A)*	4.50
CATEGORY 2: Oral Communication (4.5 quarter units required)		

COM 103	Public Speaking	4.50

AREA B: MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING (Minimum 4.5 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 *Discontinued* ***Prerequisite:*** *MTH 12A and MTH 12B, or Accuplacer test placement evaluation*	3.00
AND MTH 216B	College Algebra II *Discontinued* ***Prerequisite:*** *MTH 216A*	3.00

AREA D: ARTS AND HUMANITIES (13.5 quarter units required)

ART 225	Introduction to Art History ***Prerequisite:*** *ENG 102*	4.50
ART 110	Visual Arts	4.50
HIS 233	World Civilizations I ***Prerequisite:*** *ENG 102*	4.50
HIS 234	World Civilizations II ***Prerequisite:*** *ENG 102*	4.50
LIT 100	Introduction to Literature ***Prerequisite:*** *ENG 102*	4.50
LIT 345	Mythology ***Prerequisite:*** *ENG 240 and LIT 100*	4.50
MUS 100	Fundamentals of Music *Historical-Review all addendums*	4.50
MUS 327	World Music ***Prerequisite:*** *ENG 102*	4.50
PHL 100	Introduction to Philosophy ***Prerequisite:*** *ENG 102*	4.50

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

COM 380	Democracy in the Info. Age ***Prerequisite:*** *ENG 102*	4.50
ECO 203	Principles of Microeconomics	4.50
ECO 204	Principles of Macroeconomics	4.50
HIS 220A	United States History I ***Prerequisite:*** *ENG 102*	4.50
HIS 220B	United States History II ***Prerequisite:*** *ENG 102*	4.50
POL 201	American Politics ***Prerequisite:*** *ENG 102*	4.50
PSYC 100	Introduction to Psychology	4.50
SOC 100	Principles of Sociology	4.50
SOC 260	Cultural Anthropology ***Prerequisite:*** *ENG 102*	4.50
SOC 350	Cultural Diversity ***Prerequisite:*** *ENG 102*	4.50

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

(Note: One science lab is required at 1.5 quarter units.)		
BIO 100	Survey of Bioscience	4.50
BIO 100A	Survey of Bioscience Lab *Historical-Review all addendums* ***Prerequisite:*** *BIO 100 for non-science majors (GE), or BIO 163 for science majors*	1.50
CHE 101	Introductory Chemistry *Historical-Review all addendums* ***Recommended Preparation:*** *MTH 204, or MTH 216A and MTH 216B*	4.50
CHE 101A	Introductory Chemistry Lab ***Prerequisite:*** *CHE 101, or CHE 141 for Science Majors.*	1.50
EES 103	Fundamentals of Geology	4.50
EES 103A	Fundamentals of Geology Lab ***Prerequisite:*** *EES 103*	1.50
PHS 104	Introductory Physics *Historical-Review all addendums* ***Prerequisite:*** *2 years of high school algebra and MTH 204, or MTH 216A and MTH 216B*	4.50
PHS 104A	Introductory Physics Lab *Historical-Review all addendums* ***Prerequisite:*** *PHS 104, or PHS 171 for Science Majors.*	1.50
BIO 201	Human Anatomy and Physiol I *Historical-Review all addendums* ***Corequisite:*** *BIO 191A, or BIO 201A;* ***Recommended: Prior completion of:*** *BIO 100; BIO 100A; CHE 101; CHE 101A*	4.50
BIO 201A	Human Anatomy and Physiol Lab *Historical-Review all addendums* ***Corequisite:*** *BIO 201;* ***Recommended: Prior completion of:*** *BIO 100; BIO 100A; CHE 101; CHE 101A or equivalent courses.*	1.50
BIO 202	Human Anatomy and Physiol II ***Corequisite:*** *BIO 202A, or BIO 192A;* ***Prerequisite:*** *BIO 201 and BIO 201A*	4.50
BIO 202A	Human Antmy andPhysiol LabII ***Corequisite:*** *BIO 202;* ***Prerequisite:*** *BIO 201; BIO 201A*	1.50
BIO 203	Introductory Microbiology *Historical-Review all addendums* ***Corequisite:*** *BIO 203A Students should take both lecture and lab courses concurrently and with the same instructor to ensure a consistent learning experience. Students who are retaking one of the two courses or present special circumstances should petition for exception to this requisite.;* ***Recommended: Prior completion of:*** *BIO 100 and BIO 100A; CHE 101 and CHE 101A or equivalent courses; BIO 201 and BIO 201A; BIO 202 and BIO 202A*	4.50
BIO 203A	Introductory Microbiology Lab *Historical-Review all addendums* ***Corequisite:*** *BIO 203;* ***Recommended: Prior completion of:*** *BIO 100; BIO 100A; CHE 101; CHE 101A; BIO 201 and BIO 201A; BIO 202 and BIO 202A*	1.50

Undergraduate Certificate in Alcohol and Drug Abuse Counseling (California)

Status: *Historical-Review all addendums*
Academic Program Director: Donald Posson; dposson@nu.edu

The Certificate in Alcohol and Drug Abuse Counseling is designed to meet California state standards for certification of alcohol and drug abuse counselors. This program is approved by CAADAC's education foundation CA Foundation for Advancement of Addiction Professionals. This program may not meet the requirements for certification in other states. For complete information on the CAADAC certification, or to order a CAADAC Handbook visit, www.ccapp.us or call (800) 564-5927.

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

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

Degree Requirements:

To receive the certificate, students must complete at least 45 quarter units, 31.5 of which must be taken in residence at National University and complete a 255 hour practicum experience working with clients at an approved practicum site. Refer to the section on undergraduate admission requirements for specific information regarding application, placement evaluation and matriculation.

Upon application students must sign the ADC Student Agreement before beginning their coursework. Students must obtain malpractice insurance prior to beginning their work with clients. Students attend live practicum classes one Saturday a month during the seven month clinical practicum at a National University campus. Students must attend live internet class sessions. Students will have their choice of attending either the live internet session or reviewing the recording of the session afterwards. Students must have a headset with a microphone that plugs into the USB port on the computer.

Core Requirements (10 courses, 45 quarter units)

PSYC 100	Introduction to Psychology	4.50
ADC 205	Intro to Substance Abuse	4.50
ADC 215	Physiology of Substance Abuse ***Prerequisite:*** *PSYC 100*	4.50
ADC 225	Law and Ethics ***Prerequisite:*** *PSYC 100*	4.50
ADC 235	Case Management	4.50
ADC 245	Individual Counseling I ***Prerequisite:*** *ADC 205*	4.50
ADC 255	Individual Counseling II	4.50
ADC 265	Group & Family Counseling	4.50
ADC 275	Personal & Professional Growth	4.50
ADC 285	Practicum in Substance Abuse ***Prerequisite:*** *Satisfactorily complete 5 courses in the major and Program lead faculty approval*	4.50

Undergraduate Certificate LVN "30-45 Unit" Option

Status: *Historical-Review all addendums*
Academic Program Director: Beverly Brownell; bbrownell@nu.edu

Licensed Vocational Nurses (LVNs) who desire to complete the minimum number of units required to take the licensure examination may apply for this option. LVNs who select the "30-45 Unit" Option method to satisfy the requirements for licensure as a Registered Nurse should consult the Chair of the Department of Nursing for an individual program consultation to discuss the advantages and disadvantages of this option.

Departmental Admission Requirements

To be eligible for admission to the "30-45 Unit" certificate, candidates must satisfy all of the following criteria:
• Have completed the National University undergraduate admission process.
• Hold a current, active, unencumbered license to practice as a licensed vocational nurse.
• Have successfully completed the required preparation courses.
• Submit the appropriate nursing program application.
• For advising purposes only, complete the ACCUPLACER math and English tests.

After completing the interview process, successful candidates will be enrolled in classes as spaces become available.

LVNs/Medics accepted for admission to the NU nursing program may be eligible to challenge nursing courses by examination(s) or be considered for equivalency. This challenge course, NSG 328, will evaluate content completed at LVN/Corps School programs to award college-level credit using transcript evaluation, credit-by-examination options, and competency-based education assessment of knowledge proficiency. Students will receive nursing course credits when their LVN/Core School transcripts equivalency criteria (time limit, credit, and content) are met. The time limit equivalency is 7 years or less. If time limit equivalency is not met, students may receive credit through challenge by course examination and skill validation and/or medication dosage examination. Applicants will receive course credit and advanced placement for successfully challenged courses. Co-requisite nursing courses will have to be challenged together. In other to receive credit for challenge courses, students must pass both co-requisite nursing courses. All course challenges by examination must be completed prior to the beginning of the first term in NU nursing program. The student who successfully challenges a course will receive a revised plan of study and must meet NU residency requirements.

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

- Develop a critical stance on professional issues related to nursing practice, education, and knowledge development by analyzing the historical and contemporary environments in nursing.
- Use computer technologies to augment productivity and to gain access to multiple informational resource services.

Degree Requirements:

Requirements for the Certificate

To receive the "30-45 Unit Option" certificate, students must complete the 44.5 quarter units as outlined below. The following courses are specific certificate requirements.

Required Preparation (6 courses; 18 quarter units)

BIO 201	Human Anatomy and Physiol I *Historical-Review all addendums* ***Corequisite:*** *BIO 191A, or BIO 201A;* ***Recommended: Prior completion of:*** *BIO 100; BIO 100A; CHE 101; CHE 101A*	4.50
BIO 201A	Human Anatomy and Physiol Lab *Historical-Review all addendums* ***Corequisite:*** *BIO 201;* ***Recommended: Prior completion of:*** *BIO 100; BIO 100A; CHE 101; CHE 101A or equivalent courses.*	1.50
BIO 202	Human Anatomy and Physiol II ***Corequisite:*** *BIO 202A, or BIO 192A;* ***Prerequisite:*** *BIO 201 and BIO 201A*	4.50
BIO 202A	Human Antmy andPhysiol LabII ***Corequisite:*** *BIO 202;* ***Prerequisite:*** *BIO 201; BIO 201A*	1.50
BIO 203	Introductory Microbiology *Historical-Review all addendums* ***Corequisite:*** *BIO 203A Students should take both lecture and lab courses concurrently and with the same instructor to ensure a consistent learning*	4.50

	experience. Students who are retaking one of the two courses or present special circumstances should petition for exception to this requisite.; ***Recommended: Prior completion of:*** *BIO 100 and BIO 100A; CHE 101 and CHE 101A or equivalent courses; BIO 201 and BIO 201A; BIO 202 and BIO 202A*	
BIO 203A	Introductory Microbiology Lab *Historical-Review all addendums* ***Corequisite:*** *BIO 203;* ***Recommended: Prior completion of:*** *BIO 100; BIO 100A; CHE 101; CHE 101A; BIO 201 and BIO 201A; BIO 202 and BIO 202A*	1.50

Nursing Core Courses (7 courses; 26.5 quarter units)

NSG 328	BSN Transition ***Prerequisite:*** *Completed a Licensed Vocational Nursing/Licensed Practical Nurse (LVN/LPN) Program and hold a current licensure as an LVN/LPN., or Completed the Corps School/Military Training*	4.50
NSG 330	Medical-Surgical Nursing II** ***Prerequisite:*** *NSG 214; NSG 214A;* ***Corequisite:*** *NSG 330A*	4.50
NSG 330A	Medical-Surgical II Clinical** ***Prerequisite:*** *NSG 214; NSG 214A;* ***Corequisite:*** *NSG 330*	3.50
NSG 335	Psychiatric-Mental Health Nur** ***Prerequisite:*** *NSG 330; NSG 330A;* ***Corequisite:*** *NSG 335A*	4.50
NSG 335A	Psych-Mental Health Clinical** ***Prerequisite:*** *NSG 330; NSG 330A;* ***Corequisite:*** *NSG 335*	3.50
NSG 340	Nursing Leadership/Management** ***Prerequisite:*** *NSG 335; NSG 335A;* ***Corequisite:*** *NSG 340A*	4.50
NSG 340A	Leadership/Management Clinical** ***Prerequisite:*** *NSG 335; NSG 335A;* ***Corequisite:*** *NSG 340*	1.50

Undergraduate Certificate: Early Childhood Social Advocacy

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 ***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 ***Prerequisite:*** *SPN 100*	4.50
ECE 220	Children Experiencing Poverty	4.50
ECE 222	Head Start History	4.50

Undergraduate Certificate: ECE Curriculum Connections

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

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 (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:

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 ***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 ***Prerequisite:*** *ENG 102*	4.50
THR 200	Theater Arts	4.50
ART 110	Visual Arts	4.50

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Bachelor of Social Work

Undergraduate Minors

Class-Based

Minor in Communication

Status: *Historical-Review all addendums*
Academic Program Director: Sara Kelly; skelly@nu.edu
The Minor in Communications program equips students with top employability skills that employers seek when hiring: writing, speaking, listening, interpersonal effectiveness, teamwork, computer literacy, critical thinking, planning, and organization. Students will be better prepared to relate with others in relational, interpersonal, intercultural, and workplace environments and to succeed in achieving their communication objectives.
Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Display communication competence in interpersonal, intercultural, group, and organizational contexts
- Understand the use of ethics and critical thinking processes in formulating messages
- Analyze an audience/market to achieve a specific communication objective

Prerequisites for the Minor (2 courses; 9.0 quarter units)

ENG 102	Effective College English*	4.50
COM 103	Public Speaking*	4.50

*May be used to meet General Education Requirements

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

Courses in the minor can be used to satisfy preparation for the major and general education requirements as appropriate.

COM 300	Interpersonal Communication ***Prerequisite:*** *ENG 102*	4.50
COM 305	Intercultural Communication ***Prerequisite:*** *ENG 102*	4.50
COM 310	Communication Theory ***Prerequisite:*** *ENG 102*	4.50
COM 324	Critical Thinking and Ethics ***Prerequisite:*** *ENG 102*	4.50
COM 344	Organizational Communication ***Prerequisite:*** *ENG 102*	4.50
Choose one of the following		
COM 334	Persuasion ***Prerequisite:*** *ENG 102*	4.50

COM 354	Professional Presentations ***Prerequisite:*** *ENG 102*	4.50
COM 400	Mediated Messaging *Historical-Review all addendums* ***Prerequisite:*** *COM 385, or COM 394*	4.50

Minor in Global Studies

Status: *Historical-Review all addendums*
Academic Program Director: Raphi Rechitsky; rrechitsky@nu.edu

The Global Studies Minor provides students an opportunity to complement their Major with a focus on Global Inter-Connections that affect the wealth and well-being of people throughout the world. Students gain appreciation and understanding of the processes of Globalization, knowledge that is essential to understanding our society.

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

- Demonstrate cultural and global awareness to be responsible citizens in a diverse society.
- Analyze issues as they impact the global environment.
- Explain the varied experiences of different social groups interacting with the global economy over the past several hundred years.
- Analyze a global problem such as poverty, hunger, the spread of disease, or environmental degradation from several disciplinary perspectives.
- Evaluate scholarship on globalization for its veracity and reliability.
- Describe the relationships between economic and cultural change in regions of the globe.
- Describe the relationships between economic change and processes of nation-state formation over the last several hundred years.
- Synthesize theoretical perspectives and empirical data into a coherent argument.

Degree Requirements:

Students complete six courses offered from the course list provided to receive a Minor in Global Studies. The minor consists of 27 quarter units.

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

Choose six of the following courses:		
GLS 150	Global Issues and Trends	4.50
HIS 320	Culture of Global Capitalism ***Prerequisite:*** *ENG 102*	4.50
HIS 325	Modern World Migration ***Prerequisite:*** *ENG 102*	4.50
HIS 330	The Global Economy ***Prerequisite:*** *ENG 240*	4.50
HIS 340	Ecological Revolutions *Historical-Review all addendums* ***Prerequisite:*** *ENG 240*	4.50
LIT 463	Contemporary World Literature ***Prerequisite:*** *ENG 240 and LIT 100*	4.50
MUS 327	World Music ***Prerequisite:*** *ENG 102*	4.50
PHL 320	World Religions ***Prerequisite:*** *ENG 102*	4.50

POL 350	International Relations ***Prerequisite:*** *ENG 102*	4.50
SCI 300	Geography	4.50
SOC 320	Social Movements ***Prerequisite:*** *ENG 102*	4.50
SOC 328	Art, Culture, and Civilization ***Prerequisite:*** *ENG 102*	4.50
SOC 330	Film in a Global Context *Historical-Review all addendums* ***Prerequisite:*** *ENG 240*	4.50
SOC 410	Gender and Society *Discontinued* ***Prerequisite:*** *ENG 240*	4.50

Graduate Degrees

Class-Based

Master of Arts in Consciousness, Psychology, and Transformation

Status: *Historical-Review all addendums*
Academic Program Director: Craig Chalquist; cchalquist@nu.edu

The Master of Arts (MA) in Consciousness, Psychology, and Transformation offers an innovative and practical approach to the exploration of consciousness and the catalyzing of personal and societal transformation. This fully online interdisciplinary curriculum in applied consciousness studies aims to actualize human potential in service of the greater global good. Students learn knowledge and skills that empower them to become responsible leaders in their own lives and creative agents of organizational, sociocultural, and ecological change. The integrative 58-unit curriculum cultivates personal capacities such as wisdom, courage, compassion, joy, and vitality, while enriching the sense of meaning, passion, and purpose. Toward this transformative goal, students engage in an intensive psycho-spiritual exploration of their lives and selectively share their experiences with classmates.

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

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

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

- **Psychology:** Courses in transpersonal, somatic, archetypal, developmental and integral psychology—as well as Diamond Heart, and the enneagram—offer experiential, behavioral, and social perspectives on the development of mind, emotion, body, soul, and spirit.
- **Philosophy:** Courses on paradigms of consciousness, philosophy of mind, and neuroscience provide broad intellectual frameworks for conceptualizing and understanding the nature of consciousness and transformation.
- **Spirituality:** Courses on the world's religions, Shamanic traditions, mystical teachings, spiritual practices, myths, archetypes, rituals, and the perennial wisdom offer pathways and practices for alchemizing mind, body, soul, heart, and spirit.
- **The New Sciences:** Courses in neuroscience and mindfulness, quantum physics and evolutionary cosmology, living systems' theory, and ecological principles highlight the emerging scientific paradigm and address cosmic, evolutionary, and planetary perspectives on consciousness and transformation.

- **Culture:** Culture: Courses on multicultural diversity, cultural evolution, ancestral heritage, myth, ritual, and archetype contribute to fostering cultural and global awareness, citizenship, and engagement. Courses on creativity, myths, metaphors, symbols, dreams, and indigenous knowledge foster personal growth and creativity.
- **Professional Development:** A required professional development track of 9 units supports students in translating this multidisciplinary degree into the right livelihood. These courses assist students first to identify their life purpose, and secondly, to develop professional skills in the areas commonly pursued by our graduates: teaching, coaching, workshop facilitation, small group facilitation, organizational consulting, transformational leadership, writing and publishing, and entrepreneurship.

Admission Requirements

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

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

Professional Mentor

Given that the curriculum engages students in deep processes of inquiry and transformation, the program recommends that all students obtain a Professional Mentor in their own locale to accompany them throughout the program, and to lend extra support through challenging periods. The Mentor could be a therapist, counselor, spiritual director, spiritual teacher, dream worker, coach, clergy, or another professional skilled in the art of facilitating conscious transformation and development. In instances when a student is undergoing intense upheaval, obtaining a professional mentor may be required by the faculty in order to continue in the program.

Optional Specialization

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

- Coaching

- Consciousness & Healing

- Dream Studies

- Engaged Spirituality

- Transformational Leadership

LIVE Class Session Information

All classes hold Zoom sessions for live online participation.

These sessions, which are announced at the start of each course, are scheduled ***Mondays through Thursdays*** between **3 pm - 7 pm Pacific time**. Their frequency varies from course to course; most courses use Zoom sessions once every 2–3 weeks. Although Zoom sessions are required in many courses, most instructors are willing to make class recordings available for later viewing should students need to miss a required live session.

Students should reach out to instructors with any questions about live sessions and whether makeup work is required for missing any.

Bachelor of Arts in Integrative Psychology Transition Program to the Master of Arts in Consciousness, Psychology and Transformation

BAIP STATEMENT BAIP/CPT Transition Program

Students must complete graduate-level coursework taken as part of the BA in Integrative Psychology 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 MA in Consciousness, Psychology, and Transformation program within six months after completing their final BAIP course. Students must complete their MACNS program within four years with no break exceeding 12 months.

Students in the BAIP transition program may take up to three MACNS classes as electives during the BAIP. Students may choose from the following courses: CNS 5010, CNS 5012, CNS 5013, CNS 5015, CNS 5030, CNS 5275, CNS 5017, CNS 5037, or CNS 5230. Any prerequisite for these courses must be completed as part of the pre-approved 13 quarter units.

For full admission to MACNS, students must earn a B or better in these CNS courses and have a cumulative GPA of at least 3.0 to be eligible to transition to the MA in Consciousness, Psychology and Transformation program. A Personal Statement of 6–8 pages describing formative life experiences and a faculty interview are also required for admission into the Consciousness, Psychology, and Transformation program. Students will be evaluated and interviewed for full acceptance into the program.

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 and accountability using psychological and spiritual principles and practices
- Explain and apply systems theory principles at the individual, community, organizational, and planetary levels
- Apply communication skills, diversity leadership skills, and professional development skills in service of consciousness growth and systems change
- Apply critical thinking, inquiry, and participatory research skills in service of consciousness growth and systems change

Degree Requirements:

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

Total Degree Requirements (58 quarter units)	**Units:** 58.00
Core Requirements (11 courses; 29 quarter units)	**Units:** 29.00

CNS 5010	Paradigms of Consciousness	3.00
CNS 5012	Emotional Intelligence	3.00
CNS 5013	Social Intelligence ***Prerequisite:*** *CNS 5012*	3.00
CNS 5015	Body Consciousness/Body Wisdom	2.00
CNS 5017	Human Dev & Consciousness	2.00
CNS 5120	Diversity, Community, Leadrshp ***Prerequisite:*** *CNS 5013*	3.00
CNS 5125	Transpersonal Psychology	3.00
CNS 5275	Living Sys & Crea Potential	2.00
CNS 5349	Integral Life Practice	2.00
CNS 5823	Terrapsychology	3.00

CNS 5842	Cons Studies Integration	3.00

Required Professional Development (9 quarter units)

CNS 5843	Self-Marketing	2.00
CNS 5428	Fundamentals of Coaching *Discontinued* ***Prerequisite:*** *CNS 5012*	2.00
CNS 5847	Right Livelihood	3.00
CNS 5845	Change Theory for Coaches *Discontinued*	2.00
CNS 5844	Coaching Practicum *Discontinued*	2.00
CNS 5846	Creating a Workshop	3.00
CNS 5414	Group Facilitation ***Prerequisite:*** *CNS 5013*	2.00
CNS 5405	Transformational Leadership *Historical-Review all addendums* ***Recommended Preparation:*** *CNS 5275;* ***Prerequisite:*** *CNS 5017*	2.00
CNS 5455	Prof. Identity & Life Purpose	1.00
CNS 5670	Advanced Writing & Publishing *Historical-Review all addendums* ***Prerequisite:*** *CNS 5010*	2.00

Graduate Electives (20 quarter units) **Units:** 9.00

The student must complete 20 quarter units of coursework from the approved elective course list, below. If a student is pursuing one of the optional specializations, additional units will be required from this list of graduate electives to fulfill the graduate unit requirement for the degree. Elective units can be taken in any order, provided that course pre-requisites have been met for those courses.

CNS 5670	Advanced Writing & Publishing *Historical-Review all addendums* ***Prerequisite:*** *CNS 5010*	2.00
CNS 5850	Sacred Activism *Historical-Review all addendums* ***Prerequisite:*** *CNS 5010 and CNS 5013;* ***Corequisite:*** *CNS 5048*	2.00
CNS 5836	Loreology	3.00
CNS 5837	The Sacred in World Literature	3.00
CNS 5481	Archetypal Myth and Dream	3.00
CNS 5023	Shamanic Traditions	2.00
CNS 5025	Cosmology & Consciousness ***Prerequisite:*** *CNS 5010*	3.00
CNS 5030	Consciousness of Sleep & Dream	2.00
CNS 5286	World Spirituality, Evolving	2.00
CNS 5455	Prof. Identity & Life Purpose	1.00
CNS 5832	Earth, Body, Spirit *Historical-Review all addendums* ***Prerequisite:*** *CNS 5030*	2.00
CNS 5620	Issues Consciousness Studies	0.00-3.00
CNS 5035	Philosophy of Mind *Historical-Review all addendums* ***Prerequisite:*** *CNS 5010*	2.00
CNS 5037	Neuroscience & Mindfulness ***Prerequisite:*** *CNS 5010*	2.00
CNS 5230	Metaphors & Symbols Transform	2.00
CNS 5520	Sexuality and Consciousness	1.00
CNS 5048	Spiral Dynamics&Social Change ***Prerequisite:*** *CNS 5017*	1.00
CNS 5347	Spirituality, Symbols & Dreams *Historical-Review all addendums* ***Prerequisite:*** *CNS 5030*	2.00
CNS 5043	Psychology of Happiness	1.00

CNS 5042	Writing Your Story	1.00
CNS 5047	Inner Guidance	1.00
CNS 5039	Consciousness & Pop Culture	1.00

Specialization in Coaching

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

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

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

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

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

Degree Requirements:

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

Specialization Requirements (7 quarter units)

CNS 5428	Fundamentals of Coaching *Discontinued* ***Prerequisite:*** *CNS 5012*	2.00
CNS 5845	Change Theory for Coaches *Discontinued*	2.00
CNS 5844	Coaching Practicum *Discontinued*	2.00
CNS 5047	Inner Guidance	1.00

Specialization in Consciousness and Healing

Status: *Historical-Review all addendums*
Academic Program Director: Craig Chalquist; cchalquist@nu.edu

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

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

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

Degree Requirements:

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

Specialization Electives (10 quarter units)

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

CNS 5037	Neuroscience & Mindfulness ***Prerequisite:*** *CNS 5010*	2.00
CNS 5042	Writing Your Story	1.00
CNS 5048	Spiral Dynamics&Social Change ***Prerequisite:*** *CNS 5017*	1.00
CNS 5043	Psychology of Happiness	1.00
CNS 5230	Metaphors & Symbols Transform	2.00
CNS 5832	Earth, Body, Spirit *Historical-Review all addendums* ***Prerequisite:*** *CNS 5030*	2.00
CNS 5047	Inner Guidance	1.00

Specialization in Dream Studies

Status: *Historical-Review all addendums*
Academic Program Director: Craig Chalquist; cchalquist@nu.edu

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

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

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

Degree Requirements:

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

Specialization Electives (7 quarter units)

CNS 5047	Inner Guidance	1.00
CNS 5230	Metaphors & Symbols Transform	2.00
CNS 5347	Spirituality, Symbols & Dreams *Historical-Review all addendums* ***Prerequisite:*** *CNS 5030*	2.00
CNS 5832	Earth, Body, Spirit *Historical-Review all addendums* ***Prerequisite:*** *CNS 5030*	2.00
CNS 5823	Terrapsychology	3.00
CNS 5046	Creativity & Transf: Self-Expl	2.00

Specialization in Engaged Spirituality

Status: *Historical-Review all addendums*
Academic Program Director: Craig Chalquist; cchalquist@nu.edu

In this increasingly fragmented and polarized global society, the world's spiritual and philosophical perspectives play a crucial role in big picture thinking and values exploration. The specialization in Engaged Spirituality explores the varieties of spiritual experience, development, practice, and service. Students not only delve into traditional and contemporary approaches to inner life, but also explore and engage in spiritually and ethically responsible ways to effect change in the community, society, the global community, and ecosystems. Some key practices include: mindfulness, meditation, presence, ritual, shadow work, enneagram, creative expression, Spiritual Leadership, and Sacred Activism.

Students select a professional development track, such as: Coaching, Teaching, Entrepreneurship, or Leadership to combine with the Engaged Spirituality Specialization. By combining this specialization with professionally-oriented courses required for the MA Degree, students emerge with a professional plan for enacting Engaged Spirituality.

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

- Explain and apply a developmental view of consciousness and human evolution to oneself, others, and systems.
- Demonstrate intrapersonal and interpersonal intelligence, wisdom, and accountability, using psychological and spiritual principles and practices.

- Explain and apply systems theory principles at the individual, community, organizational, and planetary levels.
- Apply communication skills, diversity leadership skills, informational literacy, and professional development skills in service of consciousness growth and systems change.
- Apply critical, creative and multi-perspectival thinking, inquiry and meaning-making skills in service of consciousness growth and systems change.

Degree Requirements:

The student must complete 7 quarter units of coursework from the approved course list within the specializations. This also includes CNS 5286 *World Spirituality*, which is a required course for the specialization.

Required Core (1 course; 2 quarter units)		**Units:** 2.00
CNS 5286	World Spirituality, Evolving	2.00

Specialization Electives (5 quarter units)

These courses may be taken in any sequence:		
CNS 5037	Neuroscience & Mindfulness ***Prerequisite:*** *CNS 5010*	2.00
CNS 5047	Inner Guidance	1.00
CNS 5230	Metaphors & Symbols Transform	2.00
CNS 5347	Spirituality, Symbols & Dreams *Historical-Review all addendums* ***Prerequisite:*** *CNS 5030*	2.00
CNS 5832	Earth, Body, Spirit *Historical-Review all addendums* ***Prerequisite:*** *CNS 5030*	2.00
CNS 5850	Sacred Activism *Historical-Review all addendums* ***Prerequisite:*** *CNS 5010 and CNS 5013;* ***Corequisite:*** *CNS 5048*	2.00
CNS 5349	Integral Life Practice	2.00

* CNS 5286 World Spirituality *is a required course for the specialization.

Specialization in Transformational Leadership

Status: *Historical-Review all addendums*
Academic Program Director: Craig Chalquist; cchalquist@nu.edu

Consciousness principles and transformative practices inform healthy leadership. Similarly, the continuous development and integration of one's own consciousness toward higher potential naturally leads to the emergence of leadership capacities. The Transformational Leadership specialization focuses on the cultivation of professional skills and personal capacities, including understanding multiple perspectives; emotional and social intelligence; communication and collaboration; multi-cultural competence; systems thinking; shadow dynamics; ethical, socially and environmentally responsible decision-making and accountability; creativity, innovation, visionary perspectives and leadership for results. These skills are widely applicable to any field and form the essence of leadership.

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

- Explain and apply a developmental view of consciousness and human evolution to oneself, others, and systems.
- Demonstrate intrapersonal and interpersonal intelligence, wisdom, and accountability, using psychological and spiritual principles and practices.

- Explain and apply systems theory principles at the individual, community, organizational, and planetary levels.
- Apply communication skills, diversity leadership skills, and professional development skills in service of consciousness growth and systems change.
- Apply critical, creative and multi-perspectival thinking, inquiry and meaning-making skills in service of consciousness growth and systems change.

Degree Requirements:

This specialization is fulfilled in conjunction with City University of Seattle. The specialization courses can be taken in any sequence.

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

MAL 530* - Adaptive Leadership (3 quarter units)

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

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

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

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

Required Core (1 course; 2 quarter units) **Units:** 2.00

CNS 5405	Transformational Leadership *Historical-Review all addendums* ***Recommended Preparation:*** *CNS 5275;* ***Prerequisite:*** *CNS 5017*	2.00

Specialization Electives (4 quarter units)

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

CNS 5414	Group Facilitation ***Prerequisite:*** *CNS 5013*	2.00
CNS 5843	Self-Marketing	2.00
CNS 5846	Creating a Workshop	3.00
CNS 5670	Advanced Writing & Publishing *Historical-Review all addendums* ***Prerequisite:*** *CNS 5010*	2.00

Master of Business Administration (class-based)

Status: *Historical-Review all addendums*
Academic Program Director: Marie Bakari; mbakari@nu.edu

The mission of the Master of Business Administration (MBA) program is to prepare students for leadership positions in business and to provide them with the knowledge and skills needed to successfully manage organizations in an ever-changing business environment. The MBA program imparts the conceptual understanding and application of problem-solving tools contained in basic business disciplines, including accounting, economics, data analysis, finance, management, and marketing. In addition, students are equipped with the skills needed for effective team-building (not explicitly addressed in Personalized MBA Option), quantitative and qualitative decision-making, and creative problem-solving.

Disclaimer * Students in the Master of Business Administration program can choose between two online delivery modalities, the 1 to 1 instruction model or the class-based instruction model. Once students begin their program,

they will remain in the same instructional modality for the duration of the program and will follow the institutional policies aligned with that modality.

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

- Evaluate financial statements and quantitative information for decision making using appropriate information systems and tools.
- Assess the global supply chain and develop strategies that reach across different countries and cultures.
- Diagnose the systems, processes, and human capital of an organization.
- Understand decision making processes and use those processes to make effective decisions.
- Demonstrate effective communication strategies through the use of media and presentations that includes slide decks, personal presentation, and the creation of audio/visual files.
- Interpret legal compliance, ethical concerns of stakeholders, and social responsibility in terms of their impact on the conduct of business.
- Assess the economic environment within an industry and decide appropriate financial decisions for the firm.

Degree Requirements:

Class-based Modality

The Master of Business Administration, MBA, requires 45 - 49.5 quarter units for degree completion. The MBA program includes 31.5 - 36 quarter units of foundational courses. The foundational courses are taken by all students regardless of their undergraduate degree to form and strengthen fundamental business skills. The next 13.5 quarter units in the program encapsulate a specialization aligned with a student's career goals and interests. Students end the program with a 4.5 quarter unit capstone course.

Students in the MBA program are required to demonstrate competency in the areas listed below:

- Research - MBA students are required to show competency in writing skills for research purposes through their coursework.
- Computer Competency - MBA students are required to use appropriate computer skills that are necessary in writing research papers. Students must be able to prepare documents using APA formatting and advanced word processing skills, such as the creation of title pages, abstracts, tables and figures, headers and footers, page breaks, tables of contents, and hanging indents.

Students assume full responsibility for understanding both the foundational, specialization, and capstone requirements of the program. Switching programs after completing coursework may result in reevaluation, monetary loss, loss of credit hours and/or the need to take additional credit hours. Students' Academic and Finance Advisors can assist with any questions related to program requirements.

The University may accept a maximum of 4.5 quarter units in transfer toward the Master of Business Administration for graduate course work completed at an external accredited college or university with a grade of "B" or better. See the Transfer Credit Policy for additional information.

MBA Transition Program

Students must complete graduate-level coursework taken as part of one of the pre-approved bachelor degrees 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 students undergraduate grade point average. Students must be within completing their last six courses in their undergraduate program and have a cumulative GPA of at least a 3.00 to be eligible. Lastly, students must apply for and begin the MBA program within six months after completing their final Bachelor degree course. Students must complete their MBA program within four years with no break exceeding 12 months.

Approved MBA Transition Plans

Students in the BBA/MBA, BSACC/MBA or BAMGT/MBA Transition plans may take only one MBA class as an elective during the last 6 courses of their bachelor plan requirements. Students may choose 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 is reduced from 10 to 9 courses, depending on the grade earned in the class is a B or better.

- Bachelor of Business Administration/ Master of Business Administration
- Bachelor of Arts in Management/Master of Business Administration
- Bachelor of Science in Accounting/Master of Business Administration

Total Requirements for MBA Class-Based (10 -11 courses; 45 - 49.5 quarter units)

Students entering into the MBA without a BBA will need to take SKS 501 to fulfill the requirements for students without an Undergraduate Business Degree.

** Students taking SKS 501 will take it simultaneously with MBA 511.

Program Requirements (7 - 8 courses; 31.5 - 36 quarter units)

MBA 510	Chg Times Bus in the 21st Cent	4.50
MBA 511	Managing People and Teams	4.50
AND		
SKS 501	Comp Strat Knowledge Studies	4.50
FIN 689	Financial Management	4.50
MBA 515	Innovation and Marketing	4.50
MGT 603	Business Operations Management	4.50
MGT 608	Info & Supply Chain Systems	4.50
MBA 610	Strategic Planning (Capstone) ***Prerequisite:*** *MBA 510; MBA 511; FIN 689; MBA 515; MGT 603; MGT 608*	4.50

Students must select one of the following Specializations to satisfy the Degree Requirements:

Specialization in Entrepreneurship (class-based)

Academic Program Director: Syleecia Thompson; sthompson4@nu.edu

The Entrepreneurship MBA at NU takes you beyond the classroom as you build and test your entrepreneurial ideas in real-world scenarios. In our Online MBA Entrepreneurship specialization you will explore various business disciplines, including marketing, finance, operations and strategy, as you develop skills in building businesses, investing in businesses, raising capital and evaluating business opportunities. Entrepreneurship courses emphasize analysis, decision-making and business planning of a real new venture product or service. As a graduate, you can expect to have a solid business plan that is ready to be presented to investors, banks or private entities.

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

- Diagnose the health of an organization
- Relate media appropriate to purpose, occasion and audience, – ideas and arguments associated with business issues
- Evaluate the challenges and opportunities presented by the global business environment
- Interpret legal compliance, ethical concerns of stakeholders, and social responsibility in terms of their impact on the conduct of business
- Justify effective business solutions

Degree Requirements:

This specialization requires 3 courses at 13.5 quarter graduate units at National University.

Total Specialization Requirements (3 courses; 13.5 quarter units)

ENT 501	Found of Entrepreneurship	4.50
ENT 515	New Venture Res Dev & Analysis	4.50
ENT 525	Business Plan Creation	4.50

Specialization in Financial Management (class-based)

Status: *Historical-Review all addendums*
Academic Program Director: Gurdeep Chawla; gchawla@nu.edu

The Financial Management specialization works best for those seeking leadership and analysis positions in the growing, global field of financial management. With coursework applicable to domestic and international businesses, nonprofits, and governmental organizations, your studies will focus on growth and diversification policies, portfolio management, investment banking, merger strategies, exchange rate movement and risk, and case or research projects that analyze contemporary financial issues.

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

- Evaluate the financial condition of the company and recommend the proper course of actions.
- Appraise securities portfolios and investment proposal and evaluate the relationship among the returns for foreign and domestic investment instruments.
- Evaluate financial statements and quantitative information for decision-making using appropriate information systems and tools.
- Analyze and apply strategies to the competitive business environment of an organization using external and internal factor analysis.
- Efficiently and compellingly create and communicate business plans/reports.
- Design alternative solutions to logistical and operational problems using critical-thinking skills and innovation.
- Assess the global business environment and generate strategies for companies to succeed across the world.
- Assess the economic environment within an industry and recommend appropriate financial actions.

Degree Requirements:

This specialization requires 3 courses at 13.5 quarter graduate units at National University.

Total Specialization Requirements (3 courses; 13.5 quarter units)

FIN 610	Topics in Financial Management ***Prerequisite:*** *FIN 609A, or FIN 689*	4.50
FIN 631	Security Analysis & Portfolio ***Prerequisite:*** *FIN 689*	4.50
FIN 635	International Finance ***Prerequisite:*** *FIN 689*	4.50

Specialization in General Business (class-based)

Status: *Historical-Review all addendums*
Academic Program Director: Richard Thompson; rthompson@nu.edu

Students completing this specialization will learn about strategic financing decisions such as capital structure and dividend policy decisions, risk management, corporate mergers, and multinational financial management. Additionally, students will be prepared to appraise global business strategies that MNEs have used in emerging economies and identify factors contributing to the foreign debt crisis and its prevention. Students will also learn about human resources planning processes, including the selection process, employee orientation and integration, performance management, and current trends in employee outsourcing.

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

- Evaluate financial statements and quantitative information for decision making using appropriate information systems and tools.
- Assess the global supply chain and develop strategies that reach across different countries and cultures.
- Diagnose the systems, processes, and human capital of an organization.
- Understand decision making processes and use those processes to make effective decisions.
- Demonstrate effective communication strategies through the use of media and presentations that includes slide decks, personal presentation, and the creation of audio/visual files.
- Interpret legal compliance, ethical concerns of stakeholders, and social responsibility in terms of their impact on the conduct of business.
- Assess the economic environment within an industry and decide appropriate financial decisions for the firm.

Degree Requirements:

This specialization requires 3 courses at 13.5 quarter graduate units at National University.

Total Specialization Requirements (3 courses; 13.5 quarter units)		**Units:** 13.50
FIN 610	Topics in Financial Management ***Prerequisite:*** *FIN 609A, or FIN 689*	4.50
HRM 637	Workforce Plan, Dev & Outsourc	4.50
GBM 502	Global Business Strat Manag	4.50

Specialization in Global Business Management (class-based)

Academic Program Director: Jessica Liske; jliske@nu.edu

Modern business activities have an increasingly global reach. From supply chains to expanding consumer and B2B markets, successful companies and professionals must thoroughly understand international business environments to grow and thrive. With the International Business specialization, you'll explore cultural, economic, and legal issues, as well as international exporting, licensing, franchising, foreign direct investment, outsourcing, risk analysis, and human capital development. You'll also be able to travel to a foreign location for a full-immersion international experience.

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

- Diagnose the health of an organization
- Relate media appropriate to purpose, occasion and audience, – ideas and arguments associated with business issues
- Evaluate the challenges and opportunities presented by the global business environment
- Interpret legal compliance, ethical concerns of stakeholders, and social responsibility in terms of their impact on the conduct of business
- Justify effective business solutions

Total Specialization Requirements (3 courses; 13.5 quarter units) **Units:** 13.50

GBM 501	Global Leadership and Change	4.50
GBM 502	Global Business Strat Manag	4.50
IBU 637	Comparative International Mgt	4.50

Specialization in Human Resource Management (class-based)

Academic Program Director: Bernadette Baum; bbaum@nu.edu

This graduate-level specialization focuses on the interrelationships between human resource capital, leadership, and the business organization. Students will explore all aspects of human resource management, and address the increasing human resource issues in the economy.

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

- Complete a job analysis of a specific job to be used for recruiting, selection, performance appraisal, training and compensation.
- Develop a recruiting plan and design a selection process for recruiting, interviewing, and selecting candidates for employment for jobs within an organization.
- Conduct a needs assessment and design a training program for current employees on a specific topic related to organizational goals.
- Assess benefits relevant to the employee population and organizational structure, and formulate a compensation system based upon merit, knowledge, and skill acquisition.
- Recognize, analyze, and effectively address ethical, legal and safety challenges faced in the workplace, and develop methods designed to prevent employer liability.

Total Specialization Requirements (3 courses; 13.5 quarter units)

HRM 630	Legal, Ethical & Safety Issues	4.50
HRM 637	Workforce Plan, Dev & Outsourc	4.50
HRM 667	Compensation & Benefits	4.50

Specialization in Leadership Studies (class-based)

Status: *Historical-Review all addendums*
Academic Program Director: Julia Buchanan; jbuchanan@nu.edu

The leadership studies specialization prepares professionals to become problem-solving, change-oriented leaders in diverse, dynamic organizations. The instruction, coursework, and experiential exercises are for those desiring to understand and apply the technical and reflective processes that accompany leadership opportunities in the modern workplace whether business or nonprofit, domestic or international.

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

- Diagnose the health of an organization
- Relate media appropriate to purpose, occasion and audience, – ideas and arguments associated with business issues
- Evaluate the challenges and opportunities presented by the global business environment
- Interpret legal compliance, ethical concerns of stakeholders, and social responsibility in terms of their impact on the conduct of business

- Justify effective business solutions

Degree Requirements:

This specialization requires 3 courses at 13.5 quarter graduate units at National University.

Total Specialization Requirements (3 courses; 13.5 quarter units) **Units:** 13.50

LED 602	Developing Groups and Teams	4.50
LED 603	Leadership in the 21st Century	4.50
LED 605	Conflict and Power Dynamics	4.50

Specialization in Project Management (class-based)

Academic Program Director: Robin Butler; rbutler2@nu.edu

In NU's online MBA Project Management specialization, you will explore principles, concepts, tools and techniques to improve project performance and organizational effectiveness. Under the guidance of mentoring professors, our MBA in Project Management specialization will have you examine all aspects of company projects, including cost estimates, budget management, cost control, risk assessment, bid negotiation and contracts, and performance reporting critical to the success of any organization.

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

- Diagnose the health of an organization
- Relate media appropriate to purpose, occasion and audience, – ideas and arguments associated with business issues
- Evaluate the challenges and opportunities presented by the global business environment
- Interpret legal compliance, ethical concerns of stakeholders, and social responsibility in terms of their impact on the conduct of business
- Justify effective business solutions

Degree Requirements:

This specialization requires 3 courses at 13.5 quarter graduate units at National University.

Total Specialization Requirements (3 courses; 13.5 semester units)

PM 604	Project Risk Management	4.50
PM 608	Project Monitoring and Control	4.50
PM 620	Manag., Leadership & Team Bld.	4.50

Specialization in Strategic Marketing (class-based)

Academic Program Director: Paul Markham; pmarkham@nu.edu

The Strategic Marketing Specialization at the graduate level transcends traditional marketing by focusing on emerging trends in the 21st century in marketing management and marketing research. Students will focus on thought leadership-driven strategic marketing, encompassing contemporary and emergent marketing management methods, global product management, precision pricing, advanced promotional methods, and proven distribution techniques. At the conclusion, students will be well prepared for the marketing workforce of tomorrow.

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

- Evaluate marketing opportunities and successful strategies.
- Apply principles and theories of marketing strategies for management decision making.
- Synthesize varying marketing, operations, personnel and financial initiative.

Degree Requirements:

This specialization requires 3 courses at 9-semester graduate units at National University.

Total Specialization Requirements (3 courses; 13.5 quarter units) **Units:** 13.50

MKT 521	Strategic Marketing Management	4.50
MKT 522	Advanced Digital Marketing	4.50
MKT 523	Global Product Management	4.50

Specialization in Supply Chain Management (class-based)

Status: *Historical-Review all addendums*
Academic Program Director: Justin Goldston; jgoldston@nu.edu

While globalization and outsourcing impact nearly every market and industry, supply chain management skills have become essential for competitive businesses, professionals, and managers. The Supply Chain Management specialization examines the integration of logistical planning, inventory deployment, and transportation networks to achieve the most efficient physical connections between firms. Global corporations, nonprofits, healthcare providers, and government agencies demand the increased performance, timeliness, and cost savings that result from supply chain expertise.

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

- Integrate supply chain business processes into a coherent supply chain strategy.
- Develop effective supply management and planning policies.
- Design efficient distribution networks.
- Evaluate financial statements and quantitative information for decision-making with appropriate information systems and tools.
- Analyze and apply strategies to the competitive business environment of an organization using external and internal factor analysis.
- Create and communicate business plans and reports in an efficient and compelling way.
- Design alternative solutions to logistical and operational problems using critical-thinking skills and innovative approaches.
- Assess the economic environment within an industry and recommend appropriate financial decisions for a business.

Degree Requirements:

This specialization requires 3 courses at 13.5 quarter graduate units at National University.

Total Specialization Requirements (3 courses; 13.5 quarter units)

SCM 610	Supply Chain Collaboration	4.50

SCM 630	Supply Chain Planning ***Prerequisite:*** *SCM 610*	4.50
SCM 640	Distribution Management ***Prerequisite:*** *SCM 610*	4.50

Master of Education in Special Education with Preliminary Education Specialist Credential Extensive Support Needs Teaching Credential with Internship option (California)

Status: *Historical-Review all addendums*
Academic Program Director: Sharen Bertrando; sbertrando@nu.edu,Susanne James; sjames2@nu.edu

The Master of Education in Special Education with a Preliminary Education Specialist Credential: Extensive Support Needs (ESN) program is designed to provide candidates with critical skills needed to teach in inclusive classrooms providing children with disabilities with extensive support. The program is designed for courses to be taken in sequential order and provides candidates with the opportunity to gain professional understanding, integrate research-based teaching practices with appropriate assessment of student work, meet the needs of diverse learners, and learn and apply the principles of specially designed instruction in the 21st century classroom and global learning community. The program provides candidates with critical skills in laws and policies, positive behavior management and assessment needed to teach in inclusive classroom settings.

The program provides the knowledge and skills needed to successfully teach and impact the lives of students who have mild to moderate learning support needs. This program explores the range of educational learning problems and applies the latest teaching strategies to enhance the performance of students, no matter their abilities. The program focusses on practical field-based experience that helps candidates understand and critically evaluate education practices and provides strategies that can be immediately applied in teaching practices,

The M.Ed. in Special Education is aligned with the new Education Specialist Authorizations and Standards of the California Commission on Teacher Credentialing (CCTC) approved for implementation in July 2022. This program also allows candidates to obtain a Preliminary Education Specialist Credential: ESN Credential with Intern Option (CA) as part of the master's degree. The Master of Education is ideal for educations looking to move into leadership roles or improve their own pedagogical practice.

Admission

Several requirements must be completed prior to beginning the credential courses. A credential packet must be completed during SED 601. Further information regarding graduate admission and evaluation can be found in the Academic Information for Graduate Degree section of the Catalog. To earn a California Preliminary Education Specialist Teaching Credential, candidates are required to successfully complete the core courses, specialization (advanced) courses, and a clinical practice path to supervised teaching (Student Teaching or Internship) and meet the Education Specialist California Teaching Performance Assessment (EdSp CalTPA) requirements.

Field Experience

Field Experience is a required component of the program. Each Education Specialist Credential course includes a required up to 10-hour field experience in a K-12 classroom representing the candidate's credential area and a diverse student population.

Clinical Practice

Candidates must complete one of two clinical practice options: Student Teaching or Internship option.

Student Teaching requires 16-18 weeks working in a classroom with a teacher with a valid Education Specialist Credential. Student teaching is conducted at the completion of the required 14 courses.

Internship is an alternative credential path which is a cooperative effort between a school district and an institution of higher education. The program allows credential candidates to be employed while completing a credential program. The Internship program is a minimum of 8 months in length. Participants serve as the 'teacher

of record' under an internship credential. The CCTC mandates that interns as well as student teachers be supported during the internship or clinical practice experience.

Internship Option

Candidates choosing the Internship option to obtain the Preliminary Education Specialist Credential: Extensive Support Needs (ESN) will need to meet the Internship Eligibility requirements. Courses required include **SED 601, SED 605, and ITL 604.**

The CCTC mandates that all approved internship programs require a minimum of 120 hours of pre-service coursework prior to becoming a teacher of record (4.5 quarter units are equal to 40 clock hours). These pre-service courses must be successfully completed prior to eligibility for completing the Internship option.

GoReact

GoReact is an online video coaching and collaboration platform designed to improve professional practice. All Student Teachers and University Interns are required to utilize GoReact during their Student Teaching/ Clinical Practice and Seminar courses. Student Teachers and Interns will need a subscription which covers all supervision classes. Please see the Tuition and Fees section of the catalog for the GoReact fees.

Program Disclosure Information
The Master of Education in Special Education with a Preliminary Education Specialist Credential Extensive Support Needs is currently operating using credential guidelines for California only. Candidates who wish to use this program for credential or licensing in other states must contact the appropriate regulatory board for more information.

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:

- Integrate knowledge/skills to engage and support all extensive support needs students in learning
- Integrate knowledge/skills to create and maintain effective environments for learning for students with extensive support needs
- Synthesize and apply knowledge of how to organize subject matter for learning of students with extensive support needs
- Integrate knowledge needed for planning instruction and designing learning experiences for Students with extensive support needs
- Integrate knowledge /skills to administer and analyze formal and informal assessments to determine eligibility, inform instruction, and identify research-based interventions for all learners with ESN
- Integrate the knowledge to meet legal, ethical, and professional obligations to advocate for all leaners with ESN
- Reflect critically on the application of professional beliefs and teaching/learning principles necessary to work collaboratively with all stakeholders including families, other professionals, and community members serving students with extensive support needs
- Critique current research in special education theory and practices within inclusive and culturally responsive frameworks
- Synthesize research methodology and findings as a professional educator, life-long learner, and scholar (consumer and producer of research)
- Demonstrate competence in the application of research methods including critiquing and synthesizing current, evidence-based educational literature

Degree Requirements:

To receive a Master of Education in Special Education with a Preliminary Education Specialist Credential Extensive Support Needs (ESN) candidates must complete at least 81 quarter units. A total of 13.5 quarter units of equivalent graduate work may be granted if completed with a grade of "B" or better (3.0 GPA) at another regionally accredited institution, as it applies to this degree and provided the units were not used in earning

another advanced degree. Further information on graduate admission and evaluation can be found in the Academic Information for Graduate Degrees section of the catalog.

Total Degree Requirements (20-24 Courses; 81-90 quarter units) **Units:** 49.50

Core Requirements Extensive Support Needs (11 courses; 49.5 quarter units)

SED 601	Special EDU Foundations	4.50
SED 605	Class/Behavior Management *Historical-Review all addendums* ***Prerequisite:*** *SED 601*	4.50
ITL 604	Learners and Learning I	4.50
ITL 606	Learners and Learning II ***Prerequisite:*** *ITL 604*	4.50
ITL 608	Design and Process of Teaching ***Prerequisite:*** *ITL 606*	4.50
SED 606	Health Care & Technology Sppt ***Prerequisite:*** *SED 605; ITL 608*	4.50
SED 607	Language/Literacy Basics ***Prerequisite:*** *SED 606*	4.50
SED 609	Lang & Lit Case Studies ***Prerequisite:*** *SED 607*	4.50
ITL 516	Mathematics Integrative Design* *Historical-Review all addendums* ***Prerequisite:*** *ITL 512*	4.50
SED 610	Adv. Beh. Sppts. & SEL ***Prerequisite:*** *ITL 516*	4.50
SED 615	Special Education Law *Historical-Review all addendums* ***Prerequisite:*** *SED 610*	4.50

*Prerequisite requirement not applicable to students enrolled in Special Education programs.

Extensive Support Needs Specialized Requirements (3 courses; 13.5 quarter units). **Units:** 13.50

ESN 639	Fudtns for Instr. Assm. Coll *Historical-Review all addendums* ***Prerequisite:*** *SED 615*	4.50
ESN 640	Assmnt & Differentiation ***Prerequisite:*** *ESN 639*	4.50
ESN 641	Collab. & Case Mnemnt. ***Prerequisite:*** *ESN 640*	4.50

Student Teaching Extensive Support Needs (4 courses; 9 quarter units) **Units:** 9.00

ESN 659A	Seminar A ***Prerequisite:*** *ESN 641;* ***Corequisite:*** *ESN 655A, or ESN 657A*	2.25
ESN 655A	Student Teaching A ***Prerequisite:*** *ESN 641;* ***Corequisite:*** *ESN 659A*	2.25
ESN 659B	Seminar B ***Prerequisite:*** *ESN 659A;* ***Corequisite:*** *ESN 655B, or ESN 657B*	2.25
ESN 655B	Student Teaching B ***Prerequisite:*** *ESN 655A;* ***Corequisite:*** *ESN 659B*	2.25

OR **Units:**
Internship Extensive Support Needs (4 courses; 9 quarter units) **Units:** 9.00

ESN 659A	Seminar A ***Prerequisite:*** *ESN 641;* ***Corequisite:*** *ESN 655A, or ESN 657A*	2.25
ESN 657A	Internship A ***Prerequisite:*** *ESN 641;* ***Corequisite:*** *ESN 659A*	2.25
ESN 659B	Seminar B ***Prerequisite:*** *ESN 659A;* ***Corequisite:*** *ESN 655B, or ESN 657B*	2.25
ESN 657B	Internship B ***Prerequisite:*** *ESN 657A;* ***Corequisite:*** *ESN 659B*	2.25

Additional Internship Clinical Support (1-4 courses; 2.25-9 quarter units) **Units:** 9.00

CTC mandates that interns must be supported during their entire clinical practice experience. Students who do not complete the credential program by the end of ESN 657B, will be required to enroll in additional clinical supervision support classes until all requirements are satisfied.

ESN 657C	Internship C ***Prerequisite:*** *ESN 657B*	2.25
ESN 657D	Internship D ***Prerequisite:*** *ESN 657C*	2.25
ESN 657E	Internship E ***Prerequisite:*** *ESN 657D*	2.25
ESN 657F	Internship F ***Prerequisite:*** *ESN 657E*	2.25

Master's Capstone Requirements (2 eight week courses; 9 quarter units) **Units:** 9.00

SED 697	Educational Research ***Prerequisite:*** *ESN 639; ESN 640; ESN 641, or MMS 617; MMS 623; MMS 620*	4.50
SED 698	Action Research Capstone ***Prerequisite:*** *SED 697 with a minimum grade of C. Incompletes in SED 697 must be awarded a passing grade before enrolling in SED 698.*	4.50

Master of Education in Special Education with Preliminary Education Specialist Credential Mild to Moderate Support Needs Teaching Credential with Internship option (California)

Status: *Historical-Review all addendums*
Academic Program Director: Sharen Bertrando; sbertrando@nu.edu,Susanne James; sjames2@nu.edu

The Master of Education in Special Education with a Preliminary Education Specialist Credential: Mild to Moderate Support Needs (MMSN) program is designed to provide candidates with critical skills needed to teach in inclusive classrooms serving children with disabilities. The program is designed for courses to be taken in sequential order. The program provides candidates with the opportunity to gain professional understanding, integrate research-based teaching practices with appropriate assessment of student work, meet the needs of diverse learners, and learn and apply the principles of specially designed instruction in the 21st century classroom and global learning community. The program provides candidates with critical skills in laws and policies, positive behavior management and assessment needed to teach in inclusive classroom settings.

The program provides the knowledge and skills needed to successfully teach and impact the lives of students who have mild to moderate learning support needs. This program explores the range of educational learning problems and applies the latest teaching strategies to enhance the performance of students, no matter their abilities. The program focusses on practical field-based experience that helps candidates understand and critically evaluate educational practices and provides strategies that can be immediately applied in teaching practices,

The M.Ed. in Special Education is aligned with the new Education Specialist Authorizations and Standards of the California Commission on Teacher Credentialing (CCTC) approved for implementation in July 2022. This program also allows candidates to obtain a Preliminary Education Specialist Credential: MMSN Credential with Intern Option (CA) as part of the master's degree. The Master of Education is ideal for educators looking to move into leadership roles or improve their own pedagogical practice.

Admission

Several requirements must be completed prior to beginning the credential courses. A credential packet must be completed during SED 601. Further information regarding graduate admission and evaluation can be found in the academic Information for Graduate Degree section of the Catalog. To earn a California Preliminary Education Specialist Teaching Credential, candidates are required to successfully complete the core courses, specialization (advanced) courses, and a clinical practice path to supervised teaching (Student Teaching or Internship) and meet the Education Specialist California Teaching Performance Assessment (EdSp CalTPA) requirements.

Field Experience

Field Experience is a required component of the program. Each Education Specialist Credential course includes a required up to 10-hour field experience in a K-12 classroom representing the candidate's credential area and a diverse student population.

Clinical Practice

Candidates must complete one of two clinical practice options: student teaching or internship option.

Student Teaching requires 16-18 weeks working in a classroom with a teacher with a valid Education Specialist Credential. Student teaching is conducted at the completion of the required 14 courses.

Internship Option

Candidates choosing the Internship option to obtain the Preliminary Education Specialist Credential: Mild to Moderate Support Needs (MMSN) will need to meet the Internship Eligibility requirements. Courses required include **SED 601, SED 605, and ITL 604**.

The CCTC mandates that all approved internship programs require a minimum of 120 hours of pre-service coursework prior to becoming a teacher of record (4.5 quarter units are equal to 40 clock hours). These pre-service courses must be successfully completed prior to eligibility for completing the Internship option.

GoReact

GoReact is an online video coaching and collaboration platform designed to improve professional practice. All Student Teachers and University Interns are required to utilize GoReact during their Student Teaching/ Clinical Practice and Seminar courses. Student Teachers and Interns will need a subscription which covers all supervision classes. Please see the Tuition and Fees section of the catalog for the GoReact fees.

Program Disclosure Information
The Master of Education in Special Education with a Preliminary Education Specialist Credential Mild to Moderate Needs is currently operating using credential guidelines for California only. Candidates who wish to use this program for credentials or licensing in other states must contact the appropriate regulatory board for more information.

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:

- Integrate knowledge/skills to engage and support all Mild/Moderate Support Needs Students in learning.
- Synthesize and apply knowledge of how to organize subject matter for learning of Students with Mild/ Moderate Support Needs.
- Integrate knowledge/skills to engage and support all Mild/Moderate Support Needs Students in learning.
- Integrate knowledge needed for planning instruction and designing learning experiences for Students with Mild/Moderate Support Needs.

- Integrate knowledge /skills to administer and analyze formal and informal assessments to determine eligibility, inform instruction, and identify research-based interventions for all learners with Mild/Moderate Support Needs.
- Integrate knowledge to meet legal, ethical, and professional obligations to advocate for all learners with Mild/Moderate Support Needs.
- Reflect critically on the application of professional beliefs and teaching/learning principles necessary to work collaboratively with all stakeholders including families, other professionals, and community members serving Students with Mild/Moderate Support Needs.
- Critique current research in Special Education Theory and Practices within inclusive and culturally responsive frameworks.
- Demonstrate competence in the application of research methods including critiquing and synthesizing current, evidence-based Education Literature.
- Synthesize Research Methodology and findings as a Professional Educator, Life-Long Learner, and Scholar (consumer and producer of research).

Degree Requirements:

To receive a Master of Education in Special Education with a Preliminary Education Specialist Credential Mild to Moderate Support Needs (MMSN) candidates must complete at least 81 quarter units. A total of 13.5 quarter units of equivalent graduate work may be granted if completed with a grade of "B" or better (3.0 GPA) at another regionally accredited institution, as it applies to this degree and provided the units were not used in earning another advanced degree. The California Commission on Teacher Credentialing (CCTC) mandates that Interns as well as Student Teachers be supported during the internship or clinical practice experience. Further information on graduate admission and evaluation can be found in the Academic Information for Graduate Degrees section of the catalog.

Total Degree Requirements (20-24 Courses; 81-90 quarter units) **Units:** 49.50

Core Requirements Mild/Moderate (11 courses; 49.5 quarter units)

SED 601	Special EDU Foundations	4.50
SED 605	Class/Behavior Management *Historical-Review all addendums* ***Prerequisite:*** *SED 601*	4.50
ITL 604	Learners and Learning I	4.50
ITL 606	Learners and Learning II ***Prerequisite:*** *ITL 604*	4.50
ITL 608	Design and Process of Teaching ***Prerequisite:*** *ITL 606*	4.50
SED 606	Health Care & Technology Sppt ***Prerequisite:*** *SED 605; ITL 608*	4.50
SED 607	Language/Literacy Basics ***Prerequisite:*** *SED 606*	4.50
SED 609	Lang & Lit Case Studies ***Prerequisite:*** *SED 607*	4.50
ITL 516	Mathematics Integrative Design* *Historical-Review all addendums* ***Prerequisite:*** *ITL 512*	4.50
SED 610	Adv. Beh. Sppts. & SEL ***Prerequisite:*** *ITL 516*	4.50
SED 615	Special Education Law *Historical-Review all addendums* ***Prerequisite:*** *SED 610*	4.50

*Prerequisite requirement not applicable to students enrolled in Special Education programs.

Mild/Moderate Specialized Requirements (3 courses; 13.5 quarter units)		**Units:** 13.50
MMS 617	Intro Assm, Collab, & Instrt *Historical-Review all addendums* ***Prerequisite:*** *SED 615*	4.50
MMS 620	Assmnt, Differentiation M/M ***Prerequisite:*** *MMS 617*	4.50
MMS 623	Collaboration & Case Mgmt ***Prerequisite:*** *MMS 620*	4.50
Student Teaching Mild/Moderate (4 courses; 9 quarter units)		**Units:** 27.00-45.00
MMS 629A	Seminar A ***Prerequisite:*** *MMS 623;* ***Corequisite:*** *MMS 625A OR; MMS 627A*	2.25
MMS 625A	Student Teaching for M/M: A ***Prerequisite:*** *MMS 623;* ***Corequisite:*** *MMS 629A*	2.25
MMS 629B	Seminar B ***Prerequisite:*** *MMS 629A;* ***Corequisite:*** *MMS 625B OR; MMS 629B*	2.25
MMS 625B	Student Teaching for M/M: B ***Prerequisite:*** *MMS 625A;* ***Corequisite:*** *MMS 629B*	2.25
OR		**Units:**
Internship Mild/Moderate Needs (4 courses; 9 quarter units)		**Units:** 9.00
MMS 629A	Seminar A ***Prerequisite:*** *MMS 623;* ***Corequisite:*** *MMS 625A OR; MMS 627A*	2.25
MMS 627A	Internship A ***Prerequisite:*** *MMS 623;* ***Corequisite:*** *MMS 629A*	2.25
MMS 629B	Seminar B ***Prerequisite:*** *MMS 629A;* ***Corequisite:*** *MMS 625B OR; MMS 629B*	2.25
MMS 627B	Internship B ***Prerequisite:*** *MMS 627A;* ***Corequisite:*** *MMS 629B*	2.25
Additional Internship Clinical Support (1-4 courses; 2.25-9 quarter units)		**Units:** 9.00

CTC mandates that interns must be supported during their entire clinical practice experience. Students who do not complete the credential program by the end of MMS 627B, will be required to enroll in additional clinical supervision support classes until all requirements are satisfied.

MMS 627C	Internship C	2.25
MMS 627D	Internship D	2.25
MMS 627E	Internship E	2.25
MMS 627F	Internship F	2.25
Master's Capstone Requirements (2 eight week courses; 9 quarter units)		**Units:** 9.00
SED 697	Educational Research ***Prerequisite:*** *ESN 639; ESN 640; ESN 641, or MMS 617; MMS 623; MMS 620*	4.50
SED 698	Action Research Capstone ***Prerequisite:*** *SED 697 with a minimum grade of C. Incompletes in SED 697 must be awarded a passing grade before enrolling in SED 698.*	4.50

Master of Science in Learning Experience Design and Educational Technology

Status: *Historical-Review all addendums*
Academic Program Director: Scott Moss; smoss@nu.edu

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

Graduates will be prepared to enter careers in the fields of K-12 education (public and private), Higher Education, military, medical and corporate training roles. Graduates will be prepared for the rapidly growing employment opportunities available to people skilled in applying emerging information and telecommunication technologies to solving instructional problems. These graduates will be capable of applying their instructional design knowledge and skills to any situation in which digital technologies hold the potential for improving instruction. This program emphasizes practical applications by offering extensive training with the research supported decision-making tools that employers can recognize and rely upon. The program culminates with a final research supported educational design project.

Program Technical Requirements

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

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

GoReact

GoReact is an online video coaching and collaboration platform designed to improve professional practices. All MSDIET students are required to utilize GoReact. Please see the Tuition and Fees section of the catalog for the GoReact fees.

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

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

Degree Requirements:

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

Core Requirements (10 courses; 45 quarter units)

EID 600	Technology Foundations	4.50
EID 610	Instructional Design* ***Recommended Preparation:*** *EID 600 with a minimum grade of C.*	4.50
EID 620	Education, Theory & Technology* ***Recommended Preparation:*** *EID 600 with a minimum grade of C.*	4.50
EID 630	Media Based Learning Objects* ***Recommended Preparation:*** *EID 600 with a minimum grade of C.*	4.50
EID 640	Developing Online Courseware* ***Recommended Preparation:*** *EID 600 with a minimum grade of C.*	4.50
EID 650	Media Rich Instruction* *Discontinued* ***Recommended Preparation:*** *EID 600 with a minimum grade of C.*	4.50
EID 660	Simulated Realities & Learning* *Historical-Review all addendums* ***Recommended Preparation:*** *EID 600 with a minimum grade of C.*	4.50
EID 670	Technology and Leadership* *Historical-Review all addendums* ***Recommended Preparation:*** *EID 600 with a minimum grade of C.*	4.50
EID 680	Instructional Eval. & Devl. ***Prerequisite:*** *EID 600 with a minimum grade of C. ; EID 610 with a minimum grade of C. ; EID 620 with a minimum grade of C. ; EID 630 with a minimum grade of C. ; EID 640 with a minimum grade of C. ; EID 650 with a minimum grade of C. ; EID 660 with a minimum grade of C. ; EID 670 with a minimum grade of C.*	4.50
EID 690	Capstone ***Prerequisite:*** *EID 680 with a minimum grade of C. ALL PREVIOUS COURSEWORK should be completed.*	4.50

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

Master of Science in School Psychology with Pupil Personnel Services Credential (California)

Status: *Historical-Review all addendums*
Academic Program Director: Natasha Ferrell; nferrell@nu.edu

The Master of Science in School Psychology program trains candidates to be change agents in the Pk-12 setting through research, practice, and advocacy. The program's curriculum aligns with California Commission for Teacher Credentialing (CTC) standards and the National Association of School Psychologists (NASP) practice model domains. Candidates in this program are prepared for the position of school psychologist in the state of California. Candidates are encouraged to be active in the local, state, and national professional organizations to stay relevant in the field of school psychology. Candidates accepted into the program earn a graduate degree for the Master of Science in School Psychology and are recommended for a Pupil Personnel Services Credential in School Psychology. Successful completion of the program encompasses passing of all coursework, practicum and internship, a comprehensive exam, and receiving a score of 155 on the School Psychology PRAXIS exam.

The School Psychology program is offered as an online program. The online modality provides students with the ability to attend weekly recorded synchronous class sessions. Each course includes learning activities that are embedded within the online course shell. Candidates in the program are required to attend sixteen (16) mandatory all-day Saturday sessions for the four assessment courses. The Saturday sessions provide candidates with the opportunity to engage in experiential, hands-on training with assessment materials. In extenuating circumstances and with prior approval from the School Psychology Academic Program Director, exceptions may be granted for a candidate to miss an in-person Saturday session, which can be made-up through online

synchronous or asynchronous attendance. Campus locations for the on-site Saturday sessions are Rancho Cordova, Fresno, Los Angeles, and San Diego.

Admission Requirements
Prospective School Psychology candidates must complete the application process prior to program entrance.

- Completed online application form
- An earned bachelor's degree from an accredited institution with a minimum of a 2.5 Grade Point Average
- Successful passage of the California Basic Education Skills Test (CBEST) or Basic Skills equivalent.
- One letter of recommendation from someone who can speak to your professionalism, disposition, and academic perseverance.

Program Advisement
All School Psychology PPS candidates will be assigned to a Regional Lead. Candidates will meet with the Regional Lead to review progress in the program on an annual basis. All candidates are expected to communicate with their assigned Regional Lead at the following times: (1) upon admission into the program, (2) at the beginning of their practicum course, (3) prior to starting an internship, and (4) at the exit of the program.

Candidates are required to obtain a grade of "B" or higher to move forward in the program. Candidates who receive a grade of "B-" or below will be required to repeat the course (at the candidate's expense) and must meet with the Student Success Mentor and participate in a Candidate Assistance Plan (CAP) before continuing in the program. Candidates should understand that repeating a class may result in a significant delay in their program.

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

Practicum Prerequisites
In accordance with CTC standards, candidates must complete a minimum of 450-hour practica in a K-12 public school setting. Course credit for practicum will be provided through enrollment in PED 618A, PED 618B, and PED 618C. A credentialed school psychologist (with a minimum of three years in the field post internship) must be at the same campus as the candidate to supervise and evaluate the candidate's performance. Candidates must successfully complete all prerequisite courses, with cleared and submitted fingerprints, and a passing score on the CBEST prior to starting practicum. Students are required to be at their practicum site a minimum of one full day for PED 618A and a minimum of two (2) full days a week during PED 618B and PED 618C.

Internship Prerequisites
Internship is the culminating experience in a school psychology training program. Candidates must complete all required practicum hours (450) and receive a passing grade in all practicum courses prior to starting internship. Candidates must complete the internship experience under the supervision of a credentialed and experienced (minimum of three years) school psychologist. In PED 642 and 646 (Internship I and II), candidates will complete their internship hours (1,200) and experiences only in public school-based settings, in accordance with CTC requirements. Candidate performance during internship will be evaluated by the site-based supervisor(s) and an assigned university supervisor.

Program Disclosure Information
Master of Science in School Psychology with Pupil Personnel Services Credential School Psychology program adheres to the credential guidelines for California only. Students who wish to use this program for employment and/or credentials in other states must contact the appropriate regulatory board in that state for more information.

For up-to-date information on program licensure eligibility requirements for the university, please visit: https://www.nu.edu/licensuredisclosures/. For up-to-date information on pupil personnel services credential for California preparation, please visit:https://www.ctc.ca.gov/credentials/leaflets/Pupil-Personnel-Credential-In-California-(CL-606C).

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

- School Psychology candidates will demonstrate knowledge and skills in varied methods of assessment and data collection for the purpose of identifying strengths and needs, implementing evidence-based practices, progress monitoring, and evaluation at the student, classroom, and school-level.

- School Psychology candidates will demonstrate knowledge and skills in varied consultation methods, collaboration, and communication with all school-based stakeholders, families, and community agencies to effectively coordinate interventions and services across academic, social/emotional, and behavioral domains.
- School Psychology candidates will demonstrate knowledge and skills in direct academic interventions for children and families that consider the impact of culture, language, cognition, and social influences on academic skills and collaborate with others to implement evidence-based interventions and instructional strategies.
- School Psychology candidates through assessment, data collection methods and evidence-based strategies will demonstrate knowledge of direct interventions that focus on behavioral and social/emotional interventions for children and families in order to develop and implement mental health supports to promote social-emotional functioning and mental health.
- School Psychology candidates will demonstrate knowledge of school systems, programs, and services (direct and indirect services, school and systems structure, preventive and responsive services, dual language learners, multi-tiered systems of support, general and special education, technology resources and evidence-based school practices) that promote academic outcomes learning, social development, and mental health to create and maintain effective and supportive learning environments for children and others.
- School Psychology candidates will demonstrate knowledge of principles and research related to resilience and risk factors, mental health services, school response and recovery, discipline policies, evidence-based strategies for effective crisis response including treat and risk assessments to promote services that enhance learning, mental health, school safety, and physical well-being through protective and adaptive factors.
- School Psychology candidates will demonstrate evidence-based culturally responsive mental health and social-emotional counseling and interventions to enhance and support positive family-school interactions and facilitate strong family/school partnerships with the community.
- School Psychology candidates will demonstrate a social justice lens of equity and diversity for all students in schools and demonstrate skills of equitable practice through assessment, counseling, and intervention across general and special education settings.
- School Psychology candidates will demonstrate various data collection techniques and be knowledgeable about research design and analysis used in school settings to support evidence-based practices for the individual, group, and system.
- School Psychology candidates will demonstrate knowledge of special education law, ethics, professional practices, school psychology history, service models, professional standards, dispositions, and self-care.

Degree Requirements:

To receive a Master of Science in School Psychology, students must complete at least 94.5 quarter units of graduate work. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and if the units were not used in earning another advanced degree. Students are not awarded the master's degree until they have completed all graduate and credential coursework, including internship, and exit interview. Course equivalence cannot be granted for life experience. Students must complete all coursework with at least a B, GPA of 3.0 or better. Any lower grade mark, B- (2.7) or below, will require a student to take the course again until the minimum passing grade is obtained (B, 3.0).

Total Unit Requirements (23 courses; 94.5 quarter units) **Units:**

Candidates are required to complete a minimum of 450 hours and successfully pass PED 618A, PED 618B, and PED 618C prior to beginning their internship. Candidates must complete practicum experience under the supervision of a credentialed and experienced (three years in the field) school psychologist. Attendance is required online and/or face-to-face for all courses.

Core Requirements (20 courses; 81 quarter units) **Units:** 81.00

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

PED 606	Foundations in School Psych	4.50
PED 608	Ethics and Dispositions ***Prerequisite:*** *PED 606*	4.50
PED 610	Tests and Measurements ***Prerequisite:*** *PED 608*	4.50
PED 612	Special Education and Law ***Prerequisite:*** *PED 610*	4.50
PED 614	Academic interventions ***Prerequisite:*** *PED 612*	4.50
PED 616	Cognitive Assessments ***Prerequisite:*** *PED 614*	4.50
PED 618A	Practicum A ***Prerequisite:*** *PED 616*	1.50
PED 620	Developmental Milestones ***Prerequisite:*** *PED 616*	4.50
PED 622	Consultation in Schools ***Prerequisite:*** *PED 620*	4.50
PED 624	Academic and Processing Asmnts ***Prerequisite:*** *PED 622*	4.50
PED 618B	Practicum B ***Prerequisite:*** *PED 624*	1.50
PED 626	Rdg Assessment & Intervention ***Prerequisite:*** *PED 624*	4.50
PED 628	Intro to Research ***Prerequisite:*** *PED 626*	4.50
PED 630	Behavior & SEL Interventions ***Prerequisite:*** *PED 628*	4.50
PED 618C	Practicum C ***Prerequisite:*** *PED 630*	1.50
PED 632	Social Emotional Assessments ***Prerequisite:*** *PED 630*	4.50
PED 634	Individual and Grp Counseling ***Prerequisite:*** *PED 632*	4.50
PED 636	Mental Health &Crisis Response ***Prerequisite:*** *PED 634*	4.50
PED 638	Childhood Dev. Disorders ***Prerequisite:*** *PED 636*	4.50
PED 640	Special Population Assessments ***Prerequisite:*** *PED 638*	4.50

Internship requirements (3 courses; 13.5 units) **Units:** 13.50

PED 642	Internship I ***Prerequisite:*** *PED 640*	4.50
PED 644	Internship Seminar ***Corequisite:*** *PED 642 If a student has not been enrolled into PED 644 by completion of PED 642, it will be at the discretion of the faculty to enroll students during PED 646. Advisors should contact faculty prior to enrollment for approval.*	4.50
PED 646	Internship II ***Prerequisite:*** *PED 642*	4.50

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Master of Business Administration
Master of Arts in Marriage and Family Therapy
Master of Arts in Psychology
Master of Education
Master of Education in Educational Leadership
Master of Law and Business
Master of Science in Child and Adolescent Developmental Psychology
Master of Science in Clinical Mental Health Counseling
Master of Science in Entrepreneurship
Master of Science in Forensic Psychology
Master of Science in Health Psychology
Master of Science in Industrial and Organizational Psychology
Master of Science in Information Technology
Master of Science in Organizational Leadership
Master of Science in Sport Psychology
Master of Science in Technology Management
Master of Global Human Resources
Master of Social Work
Education Specialist
Education Specialist in Educational Leadership

Graduate Certificates

Class-Based

Graduate Certificate in Consciousness, Pyschology and Transformation

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

The Consciousness Psychology and Transformation 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.
- 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.
- 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.
- Mindfulness and presence: integrating meditation and presence practices to daily routines can foster mindfulness, relieve stress, and enhance well-being and personal evolution.

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 5030	Consciousness of Sleep & Dream	2.00
CNS 5013	Social Intelligence ***Prerequisite:*** *CNS 5012*	3.00
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 5048	Spiral Dynamics&Social Change ***Prerequisite:*** *CNS 5017*	1.00
CNS 5037	Neuroscience & Mindfulness ***Prerequisite:*** *CNS 5010*	2.00

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Post-Baccalaureate Certificate in Business
Post-Baccalaureate Certificate in Education
Post-Baccalaureate Certificate in Marriage and Family Therapy
Post-Baccalaureate Certificate in Psychology
Post-Master's Certificate in Business
Post-Master's Certificate in Education
Post-Master's Certificate in Marriage and Family Therapy
Post-Master's Certificate in Nursing
Post-Master's Certificate in Psychology
Post-Master's Certificate in Public Service

Doctoral Degrees

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Doctor of Criminal Justice
Doctor of Business Administration
Doctor of Education
Doctor of Education in Educational Leadership
Doctor of Education in Instructional Design
Doctor of Health Administration
Doctorate of Marriage and Family Therapy
Doctor of Nursing Practice in Executive Leadership
Doctor of Philosophy in Business Administration
Doctor of Philosophy in Computer Science
Doctor of Philosophy in Cybersecurity
Doctor of Philosophy in Data Science

Doctor of Philosophy in Education
Doctor of Philosophy in Educational Leadership
Doctor of Philosophy in Instructional Design
Doctor of Philosophy in Marriage and Family Therapy
Doctor of Philosophy in Organizational Leadership
Doctor of Philosophy in Human Resource Management
Doctor of Philosophy in Psychology
Doctor of Public Administration
Doctor of Philosophy in Technology Management
Juris Doctor

Courses

Class-Based

ADC 205 Intro to Substance Abuse (4.50)
Duration: 4
Focus on the definitions and diagnostic criteria for substance abuse and dependence, theories of etiology, medical and social model approaches, and the use of 12-step programs as adjuncts to treatment. It introduces the twelve core functions of chemical dependency counseling.

ADC 215 Physiology of Substance Abuse (4.50)
Prerequisite: *PSYC 100*
Duration: 4
A survey of drug classifications and medical complications of their use, and the basic mechanisms of drug absorption, metabolism, distribution and elimination. Mechanisms of tolerance, dependence and withdrawal are emphasized. Also covered is an overview of brain systems involved in drug use, abuse and dependence.

ADC 225 Law and Ethics (4.50)
Prerequisite: *PSYC 100*
Duration: 4
This course explores the ethical and legal issues related to substance abuse counseling. Topics include laws related to confidentiality, mandated reporting, scope of practice, informed consent, and record keeping as well as ethical systems and standards. Students will practice the application of standards in a case study format.

ADC 235 Case Management (4.50)
Duration: 4
The 12 Core Functions related to the assessment and management of client progress while in chemical dependency treatment are covered. Skills related to intake assessment, diagnosis, treatment planning and developing effective referrals will be taught and practiced. Concepts related to psychoeducation, special populations, prevention, and community outreach will be discussed.

ADC 245 Individual Counseling I (4.50)
Prerequisite: *ADC 205*
Duration: 4
Focus on the major theories and techniques of substance abuse counseling. Emphasis will be on strategies related to assisting clients in accepting the diagnosis of substance abuse and the early stages of recovery. Considerations for working with special populations will be discussed. Students will use case studies to apply techniques.

ADC 255 Individual Counseling II (4.50)
Duration: 8
This course focuses on the application of the counseling techniques learned in ADC 245. Students will be expected to role-play techniques with volunteer(s) in their professional/social environment and submit videos of those sessions for discussion. Discussion of assessment techniques for clients with other psychiatric disorders will be covered.

ADC 265 Group & Family Counseling (4.50)
Duration: 4
This course examines group counseling and family systems theories related to working with substance abuse clients and their families. Students will learn the application of these theories through the use of video sessions and case studies.

ADC 275 Personal & Professional Growth (4.50)
Duration: 4
This course examines two inter-related concepts of counseling: personal awareness and growth with professional growth. This course is designed to assist students to begin the process of becoming aware of their personal issues and how those may impact their work with clients.

ART 110 Visual Arts (4.50)
Duration: 4
Fundamentals of visual arts presented through drawing and other media. Students develop their own creative vision while learning aesthetic values and concepts, as well as how to handle materials. Students supply basic art materials.

ART 250 Self-Reflection via Visual Art (4.50)
Recommended Preparation: *ART 225; ART 110*
Duration: 4
Inquiry and self-reflection presented through the visual arts. Students explore their past, present and future aspirations through learning and applying the fundamental strategies and techniques of painting and other visual media. Students investigate self-knowledge through journal writing, a sketchbook practice and visual art assignments. Students supply basic painting art materials.

ART 329 World Art (4.50)
Prerequisite: *ENG 102*
Duration: 4
This course approaches the fundamentals of visual and applied arts from a global perspective and provides an overview of World Art from ancient times to the present. Areas covered include the visual arts of South Asia, East Asia, the Islamic World, Native North, Central and South Americas, Africa and Oceania. Students learn how to describe and appreciate, as well as critically think and write about, art from diverse cultures and historical eras.

ASL 120 American Sign Language I (4.50)
Duration: 4
An introduction to American Sign Language (ASL). Students will learn beginning ASL skills as used in daily life. The class is primarily taught using American Sign Language and written English without audio/sound. Explores the culture and community of Deaf people in the United States.

ASL 130 American Sign Language II (4.50)
Prerequisite: *ASL 120*
Duration: 4
A continuation of American Sign Language I. Students will continue to learn beginning ASL skills as used in daily life. The class is primarily taught using American Sign Language and written English without audio/sound. Explores the culture and community of Deaf people in the United States. Concepts and skills learned in ASL 120 will be essential to student success in this course.

BIO 191A Online Hum Anat and Phys I Lab (1.50) *Historical-Review all addendums*
Corequisite: *BIO 201;* ***Recommended: Prior completion of:*** *BIO 100; BIO 100A; CHE 101; CHE 101A*
Duration: 8
This course uses virtual labs and online resources to explore human anatomy and physiology. This first lab course in the series covers body plan, microscopes, cells, tissues, skin, bone, muscle, nervous system, and special senses. Students should verify that this course will transfer to their desired program.

BIO 192A Online Anat and Phys II Lab (1.50)
Corequisite: *BIO 202;* ***Prerequisite:*** *BIO 191A with a minimum grade of C-. Passing grade required; BIO 201 with a minimum grade of C-. Passing grade required*
Duration: 8
This course uses virtual labs and online resources to explore human anatomy and physiology. This second lab course in the series covers autonomic nervous, endocrine, cardiovascular, immune, respiratory, digestive, urinary, and reproductive systems, along with clinical lab tests. Students should verify that this course will transfer to their desired program.

BIO 193A Online Microbiology Lab (1.50) *Historical-Review all addendums*
Corequisite: *BIO 203;* ***Recommended: Prior completion of:*** *BIO 191A; BIO 201; CHE 101; CHE 101A*
Duration: 8
This course uses virtual labs and online resources to instruct students about biosafety procedures, as well as methods of isolation, quantification, and identification of microorganisms. Students will become familiar with light microscopy, as well as preparation and analysis of stained slides. Students should verify that this course will transfer to their desired program.

BIO 201 Human Anatomy and Physiol I (4.50) *Historical-Review all addendums*
Corequisite: *BIO 191A, or BIO 201A;* ***Recommended: Prior completion of:*** *BIO 100; BIO 100A; CHE 101; CHE 101A*
Duration: 8
Areas of study include biological chemistry, cells, tissues, organ systems (integumentary, skeletal, muscular and nervous), and their functional relation to each other. Topics also include the aging process and diseases in these systems, as well as the development and repair of the organs and tissues in these systems. BIO201 should be taken with the co-requisite section of either BIO191A or BIO 201A with the same instructor (and classmates).

BIO 201A Human Anatomy and Physiol Lab (1.50) *Historical-Review all addendums*
Corequisite: *BIO 201;* ***Recommended: Prior completion of:*** *BIO 100; BIO 100A; CHE 101; CHE 101A or equivalent courses.*
Duration: 8
This laboratory course examines organ systems (skeletal, muscular and nervous). Students conduct cat/fetal pig dissections to identify and learn how skeletal muscles are organized according to body region. Sheep brain is used as a model to study human brain.

BIO 202 Human Anatomy and Physiol II (4.50)
Corequisite: *BIO 202A, or BIO 192A;* ***Prerequisite:*** *BIO 201 and BIO 201A*
Duration: 8
Organ systems (autonomic nervous system, endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary and reproductive), and their functional relation to each other. In each system, the function of any specific molecules, cells, tissues, and organs are considered along with any diseases that may impact each system and how repair occurs.

BIO 202A Human Antmy andPhysiol LabII (1.50)
Corequisite: *BIO 202;* ***Prerequisite:*** *BIO 201; BIO 201A*
Duration: 8
This laboratory course examines homeostasis in the heart, lungs, liver and kidneys, along with digestive, and urinary systems. Chromosomes, mitosis, meiosis, development and different types of inheritance through the testing of vision, hearing and taste and smell. Cat/fetal pig is used to study the internal organs.

BIO 203 Introductory Microbiology (4.50) *Historical-Review all addendums*
Corequisite: *BIO 203A Students should take both lecture and lab courses concurrently and with the same instructor to ensure a consistent learning experience. Students who are retaking one of the two courses or present special circumstances should petition for exception to this requisite.;* ***Recommended: Prior completion of:*** *BIO 100 and BIO 100A; CHE 101 and CHE 101A or equivalent courses; BIO 201 and BIO 201A; BIO 202 and BIO 202A*
Duration: 8
Biology of pathogenic and nonpathogenic microbes, including bacteria, fungi, protozoans, and viruses. The epidemiology of disease-causing agents is studied, along with the fundamentals of the human immune response. Students should take both lecture and lab courses concurrently and with the same instructor to ensure a consistent learning experience. Students who are retaking one of the two courses or present special circumstances should petition for exception to this requisite.

BIO 203A Introductory Microbiology Lab (1.50) *Historical-Review all addendums*
Corequisite: *BIO 203;* ***Recommended: Prior completion of:*** *BIO 100; BIO 100A; CHE 101; CHE 101A; BIO 201 and BIO 201A; BIO 202 and BIO 202A*
Duration: 8
This laboratory course introduced students to procedures for handling microbes, methods of identification of microorganisms (microscopic and by diagnostic media), preparation of stained slides and wet mounts, aseptic techniques, isolation of a single colony, preparation of a pure culture, inoculation and interpretation of select diagnostic tests. This two-month course is a combination of lecture and laboratory activities. Students should take both lecture and lab courses concurrently and with the same instructor to ensure a consistent learning experience. Students who are retaking one of the two courses or present special circumstances should petition for exception to this requisite.

BIO 205A Pre-health laboratory skills (1.50)
Prerequisite: *BIO 191A with a minimum grade of C-. A passing grade is required in this prerequisite lab course.; BIO 192A with a minimum grade of C-. A passing grade is required in this prerequisite lab course.; BIO 193A with a minimum grade of C-. A passing grade is required in this prerequisite lab course.*
Duration: 4
This laboratory course is specifically designed for students who have completed the BIO191A/BIO192A/BIO193A online laboratory series but need hands-on experiences for Anatomy & Physiology and Microbiology laboratory courses (for example, to apply to allied health programs). This course combines the laboratory techniques, procedures, and skills for Anatomy & Physiology and Microbiology labs. These include lab safety protocols, microscopy, cell staining, bacterial culturing, molecular techniques for bacterial identification, dissections, and physiological tests such as ECGs and spirometry. Note that this lab course is accepted as fulfilling the onsite requirements for National University nursing program admission. If applying to a different program, check your university and program requirements to determine transferability of this course.

BIO 305 Genetics (4.50) *Historical-Review all addendums*
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.

BIO 330 Ecology (4.50) *Historical-Review all addendums*
Prerequisite: *BIO 161; BIO 162; BIO 163; BIO 169A; CHE 141; CHE 142; CHE 143; CHE 149A*
Duration: 4
A study of the relationship of plants and animals to their environment and to one another. Emphasizes populations, the population-community interface and community structure and interactions within the ecosystem.

BIO 406 Cellular Biology (4.50) *Historical-Review all addendums*
Prerequisite: *BIO 161; BIO 162; BIO 163; BIO 169A; CHE 141; CHE 142; CHE 143; CHE 149A;* ***Corequisite:*** *BIO 406A*
Duration: 8
Introduction to cellular biology, including fundamentals of cell structure and function, inter- and intracellular communication through signaling and signal transduction, cell growth and energy generation through aerobic respiration and photosynthesis. Examination of cellular events and analysis of specific case studies in cell biology.

BIO 406A Cellular Biology Lab (1.50) *Historical-Review all addendums*
Corequisite: *BIO 406;* ***Prerequisite:*** *BIO 161; BIO 162; BIO 163; BIO 169A; CHE 141; CHE 142; CHE 143; CHE 149A*
Duration: 8
This course emphasizes techniques essential to cellular biology, including cell culturing, Western blotting, ELISA, and DNA, RNA, and protein extractions.

BIO 407 Molecular Biology (4.50) *Historical-Review all addendums*
Prerequisite: *BIO 161; BIO 162; BIO 163; BIO 169A; CHE 141; CHE 142; CHE 143; CHE 149A;* ***Corequisite:*** *BIO 407A;* ***Prerequisite:*** *BIO 305*
Duration: 8
An introduction to molecular biology focusing on gene structure, organization, regulation and expression. Topics in genetic engineering and genome evolution are covered, as well as DNA replication, recombination, transcription and post-transcriptional mechanisms in both eukaryotic and prokaryotic cells.

BIO 407A Molecular Biology Lab (1.50) *Historical-Review all addendums*
Corequisite: *BIO 407;* ***Prerequisite:*** *BIO 161; BIO 162; BIO 163; BIO 169A; CHE 141; CHE 142; CHE 143; CHE 149A; BIO 305*
Duration: 8
This course emphasizes techniques essential to molecular biology including DNA extraction, purification and quantification; polymerase chain reactions; and restriction enzyme digestion.

BIO 414 Invertebrate Zoology (4.50) *Historical-Review all addendums*
Prerequisite: *BIO 161; BIO 162; BIO 163; BIO 169A; CHE 141; CHE 142; CHE 143; CHE 149A;* ***Corequisite:*** *BIO 414A*
Duration: 4
Comparative study of invertebrates: taxonomy, structure, physiology, reproduction, evolution, and behavior.

BIO 416 Vertebrate Zoology (4.50) *Historical-Review all addendums*
Prerequisite: *BIO 161; BIO 162; BIO 163; BIO 169A; CHE 141; CHE 142; CHE 143; CHE 149A;* ***Corequisite:*** *BIO 416A*
Duration: 4
Study of the life of Vertebrates integrating the anatomy, physiology, ecology, evolution and behavioral adaptations that enable them to survive effectively in their natural environment.

BIO 440 Botany (4.50) *Historical-Review all addendums*
Prerequisite: *BIO 161; BIO 162; BIO 163; BIO 169A; CHE 141; CHE 142; CHE 143; CHE 149A*
Duration: 4
Plant biology, including structure, function, evolution, taxonomy, and diversity of major groups of plants.

BIS 400 Interdis. Research Methods (4.50)
Prerequisite: *BIS 301 with a minimum grade of C-. Students that cannot pass BIS301 with a C- or better will be unlikely to succeed in this course.*
Duration: 4
This four week course examines the way in which scholars conduct original research across academic disciplines. Students assess the value and application of both quantitative and qualitative approaches to creating knowledge, and compare and contrast the manner in which they are applied. Students read scholarly articles with the intent of defining the relationship between the research question (or hypothesis), and the methods utilized. Students will be asked to consider how training within the purview of a given discipline structures one's thinking, and the value added by taking an interdisciplinary approach. Students also interpret data in peer reviewed studies and other academic materials.

CHE 101A Introductory Chemistry Lab (1.50) *Historical-Review all addendums*
Prerequisite: *CHE 101, or CHE 141 for Science Majors.*
Duration: 4
In this course, students will complement their knowledge of chemistry by applying the chemical principles discussed in the lecture to hands-on experiments. Topics covered in this course include the use of separation techniques based on physical and chemical properties, chemical reactions and stoichiometry, titrations, properties of solutions, chemical equilibrium, spectrophotometry and calorimetry. Upon successful completion of this laboratory course, students should be able to use the concepts and calculations learned to explain facts and observations in their everyday life.

CHE 120A Intro to Chemistry Lab for Eng (1.50)
Prerequisite: *CHE 101*
Duration: 8
An online-only laboratory class that introduces engineering students to the fundamentals and procedures of chemistry laboratory. Open only for students in the Master of Science in Environmental Engineering, and is not a substitute for the course CHE 101A.

CHE 142 General Chemistry 2 (4.50) *Historical-Review all addendums*
Prerequisite: *CHE 141*
Duration: 4
CHE 142 is a General Education course equivalent to the second semester of General Chemistry covering bonding, solutions, chemical kinetics, chemical equilibrium, and acids/bases. Concepts learned in General Chemistry I, CHE 141, are required to succeed in this course.

CHE 143 General Chemistry 3 (4.50) *Historical-Review all addendums*
Corequisite: *CHE 149A;* ***Prerequisite:*** *CHE 142*
Duration: 4
Third course of general chemistry, covering: electro, nuclear, organic, bio, and coordination chemistry. Chemistry of metals and non-metals is also covered.

CHE 149A General Chemistry Laboratory (1.50) *Historical-Review all addendums*
Corequisite: *CHE 143*
Duration: 8
Augments student understanding of important concepts in chemistry through hands-on experiments. Students will become proficient in advanced chemistry laboratory techniques, will learn how to operate modern instruments, will acquire the necessary skills to collect data accurately and to perform error analyses.

CHE 150 Introductory Organic Chemistry (4.50) *Historical-Review all addendums*
Prerequisite: *CHE 101 and CHE 101A, or CHE 141 and CHE 142 and CHE 143 and CHE 149A; Prerequisites for this course are NOT required for BSCLS students.*
Duration: 4
Introduction to the fundamentals of organic chemistry. This course covers the physical and chemical properties of hydrocarbons and common organic functional groups. The nature of the concepts learned in this class will allow students to find relationships between organic chemistry compounds and other areas of science, particularly biological, health, and environmental sciences.

CHE 150A Introductory Organic Chem Lab (1.50) *Historical-Review all addendums*
Prerequisite: *CHE 150 with a minimum grade of C-. A student must have passed the lecture to take the lab.*
Duration: 8
Designed to introduce students to the practical aspects of organic chemistry. Covers basic techniques for handling, analyzing, and identifying organic compounds. Chemistry lab safety methods are covered in detail. Students learn how to synthesize simple small organic molecules and carry out a variety of organic chemistry lab procedures.

CHE 350 Organic Chemistry I (4.50) *Historical-Review all addendums*
Corequisite: *CHE 350A;* ***Prerequisite:*** *CHE 142*
Duration: 4
Introduces students to the chemistry of carbon compounds and their properties, structures and reactions. It emphasizes the study of the properties and reactions of aliphatic, halides, alcohols, esters, thiols and sulfides, and aromatic compounds, which in conjunction with selected experiments, gives an understanding of the mechanisms of organic reactions.

CNS 5481 Archetypal Myth and Dream (3.00)
Duration: 11
In this course students explore the role, weight, and significance of life's mythic dimension from the standpoint of depth psychology. C. G. Jung, James Hillman, Lopaka Kapanui, Joseph Cambell, Leslie Marmon Silko, Kwame Scruggs, Lihui Yang, Christine Downing, and a host of other theories and thinkers and writers have claimed that mythic presence, events, and situations are not dead or extinct, but alive and addressing us continually. Students explore this claim through discussions, dream work, film, stories, and writings that disclose the deep myth-making layers of the psyche, demonstrating the ways mythology and mythic thinking are highly significant modes of understanding self, other, and the world.

CNS 5482 Consciousness Integration (3.00)
Duration: 11
This course, taken at the conclusion of the program, offers students the opportunity to integrate cumulative learning from the Consciousness Psychology and Transformation curriculum, both personally and conceptually. The intent of the course is to assist students with reviewing and integrating core consciousness principles and practices and to gain stronger conceptual and practical mastery of the entire curriculum. The course includes a review of the foundational ideas from the core curriculum, gathered through student presentations. Additionally, students apply these concepts and principles in a personal essay exploring their own transformation of consciousness throughout the program.

CNS 5823 Terrapsychology (3.00)
Duration: 11
Terrapsychology is a growing field of studies, ideas, and practices for reimagining and restorying how deeply and intimately our psychological life is involved with our surroundings, whether human or other than human. More informally, we tend to see how the world gets into the heart and how the heart reflects the world. Drawing on depth psychology and ecopsychology, terrapsychology explores how terrain, place, elements, and natural processes show up in human psychology, endeavor, and story, including myth and folklore. In this course students will be introduced to terrapsychology and its practices and ask: What emerges when we listen, imagine, and feel into rich intersections of psyche, story, symbol, body, mood, and place? When we put the presence of the world at the center of psychology?

CNS 5836 Loreology (3.00)
Duration: 11
Can fiction offer a wisdom path? Loreology is the craft ("Loreologizing"), study, and philosophy of how we use compelling fiction as lore, with varying degrees of consciousness, for weaving our web is of life-guiding stories, with their limits, echantments, and possibilities. Loreology invites literalisms to turn back into lore, and rigid beliefs into elegant serifs for reenchanging, and polishing our guiding tales. In this course students survey loreology as a proposed new profession and arena for studies on the power of storytelling and imagination to shape our worldviews. Students also look into methods by which we can dream bold new future together.

CNS 5837 The Sacred in World Literature (3.00)
Duration: 8
Students read and discuss powerful stories and poems from around the world that explore the varieties of spiritual experiences and the nature of the spiritual life.These inspired literary works depict a wide range of sacred moments and numinous encounters. Students consider such questions as: What makes an experience sacred? How is spiritual experience connected to creativity? What metaphors, symbols, and literary techniques have writers used to express the inexpressible? Are there stages to the spiritual life? How does personality shape the perception of spiritual experiences? What role do religious traditions play in defining, evoking, and interpreting spiritual encounters? How do these supreme moments affect everyday life, self-transformation, social-political action? How can sacred encounters be invited and integrated into one's daily life? Mediations and writing exercises help students connect with and reflect on their own spiritual journeys.

CNS 5842 Cons Studies Integration (3.00)
Duration: 11
This course, taken at the conclusion of the program, offers students the opportunity to integrate cumulative learning from the Consciousness and Transformative Studies curriculum, both personally and conceptually. The intent of the course is to assist students with reviewing and integrating core consciousness principles and practices and to gain stronger conceptual and practical mastery of the entire curriculum. Students review the foundational ideas from the core curriculum, gathered through student presentations. Additionally, students apply these concepts and principles in a personal essay exploring their own transformation of consciousness throughout the program.

CNS 5843 Self-Marketing (2.00)
Duration: 8
In this professional development course students focus on building an effective online business structure, selecting an audience and creating content designed to promote oneself and business via social media. Through class lectures and discussions, videos, readings, written assignments and experiential exercises, students gain an understanding of how best to get their messages and material out and promote themselves online. This class is dedicated to providing a participatory experience for students to create a strong, cohesive online presence designed to drive business and support further business development and creative outlets such as book publishing and media appearances. The practical knowledge and skills gained further students' professional development and credibility as experts in their own topic areas, as well as support their creativity in projects aimed at consciousness growth and systems change.

CNS 5844 Coaching Practicum (2.00) *Discontinued*
Duration: 8
This course weaves together material from prior coaching courses and focuses on practical training. You will review coaching basics and learn about various tools to help the integral coaching process. Practice how to coach from an integral perspective that engages the complexity and potential of the whole person - mind, body, heart, and spirit. At the end of this course students will be able to demonstrate integral coaching skills, show familiarity with the core competencies defined by the International Coach Federation (ICF), and fulfill the requirements of the Consciousness and Transformation Coaching Specialization.

CNS 5845 Change Theory for Coaches (2.00) *Discontinued*
Duration: 8
This course introduces you to the most relevant theories behind coaching. It addresses human development, differences in how we learn, the role and limitation of willpower, and relevant major theories of change in individuals and work groups. You will continue to practice coaching and work with a practice partner or coachee. The goal of this course is to deepen your coaching and to become more skilled at understanding where your coachee is in their development, so that you can more successfully guide them to fulfill their potential. This course includes practical training.

CNS 5846 Creating a Workshop (3.00)
Duration: 11
Students learn presentation and facilitation skills that are based on concepts, principles, and practices of consciousness studies and holistic education, such as presence, mindfulness, meditation, creativity, empathy, authenticity, active listening and participatory learning. These skills are not only relevant to delivering professional presentations but also for teaching and training activities. Students plan, develop, market and present a workshop on a topic of their choice. The result is a workshop curriculum in an area of expertise that can be offered professionally in other settings.

CNS 5847 Right Livelihood (3.00)
Duration: 11
This course is designed to support students' attainment of right livelihood. The project serves as a creative and practical bridge to help students translate and apply their CPT experience to their post-CPT professional life. By a process of intensive self-reflection and extensive career research, students create a transformative career plan. They reflect on their personal and occupational histories as well as insights, practices, skills, and ways of knowing and being developed in the CPT program.

CNS 5850 Sacred Activism (2.00) *Historical-Review all addendums*
Prerequisite: *CNS 5010 and CNS 5013;* ***Corequisite:*** *CNS 5048*
Duration: 8
This course explores sacred activism, its history, principles, and practices. Students will learn from inspiring figures like Mandela, King, and Gandhi, and explore the stories of those who have fought for justice, equality, and peace, including Malala Yousafzai and Greta Thunberg. What are the stories of those who have put their principles, and sometimes their lives, on the line to confront injustice, speak truth to power, and bring peace and reconciliation to broken communities? The course emphasizes hands-on learning, with students undertaking a community exercise or action focused on a cause or social issue of their choosing. By the end of the course, students will have a deeper understanding of engaged spirituality and transformative social activism.

CLS 301 Clinical Biochemistry (4.50)
Recommended: Prior completion of: *CHE 142*
Duration: 4
Explores the physiologic aspect of human metabolism and its role in health and disease. The derivation of energy and nutrients from digestive and absorptive processes, and the synthesis and metabolism of carbohydrates, fats and proteins.

CLS 305 Clinical Immunology (4.50)
Recommended: Prior completion of: *CHE 101; BIO 161; BIO 203 or equivalent*
Duration: 4
Explores the immune system structure and function in health and disease. Topics include hypersensitivity, autoimmunity, immunodeficiency, transplant and tumor immunology, flow cytometry and other immunological techniques.

CLS 310 Clinical Virology (4.50)
Recommended: Prior completion of: *CHE 101; BIO 161; BIO 203 or equivalent*
Duration: 4
Exploration of viral structure, classification, properties and interaction of viruses with cells, organisms and populations. Viral cultivation, the laboratory diagnosis of viral infections, and prevention and control of infection.

CLS 315 Molecular Diagnostics (4.50)
Recommended: Prior completion of: *BIO 162 and CHE 142*
Duration: 4
This course provides an overview of the principles of clinical molecular diagnostics, the use of molecular techniques to diagnose disease, quality assurance in the molecular lab and DNA based tissue typing.

CLS 401 Quantitative Analysis (4.50)
Recommended: Prior completion of: *CHE 142*
Duration: 4
Study of established methods and instrumentation used in chemical analysis including titration, extraction, chromatography, spectroscopy, buffers, electrochemistry and kinetic methods.

COH 300 The Ecology of Public Health (4.50)
Prerequisite: *BIO 203A; COH 100; PSYC 100; SOC 100*
Duration: 4
Consideration of the interrelationships and interdependencies between individuals, families, groups, organizations, communities, and societies and their effects on health status. High level wellness, health, and disease are distinguished. Concepts are developed based on the evolution of public health in civilizations as well as contemporary influences.

COH 310 Culture and Health (4.50)
Prerequisite: *ILR 260*
Duration: 4
Focus is on the influence of culture and social determinants on illness, health, and rehabilitation. The relationship that culture, social and structural determinants plays in the health and wellness of both individuals and the community in which they live will be explored.

COH 315 Introduction to Epidemiology (4.50)
Prerequisite: *BST 322; ILR 260*
Duration: 4
Presents concepts and processes of this core public health discipline. Occurrence, distribution, effects, and control of diseases and conditions examined from a broad perspective. Applications of epidemiological methods included.

COH 320 Chronic & Communicable Disease (4.50)
Prerequisite: *ILR 260*
Duration: 4
Introduction to concepts of pathological process from a public health viewpoint. Consideration of historical and contemporary disease patterns based on an understanding of pathogenic, behavioral, and environmental dimensions.

COH 321 Theories of Health Behavior (4.50)
Prerequisite: *ILR 260*
Duration: 4
Considers the significant influence that individual and collective behavior exerts on health status. Relationships of behavior and social variables are examined, including natural and built environments, economics, and public policy.

COM 103 Public Speaking (4.50)
Duration: 4
Introduction to the principles and application of speaking effectively to diverse audiences in specific contexts. Focus is on topic selection, organization, analysis of research, constructive feedback, and content delivery, with special attention to learning effective content delivery skills.

CRS 300 Conflict Resolution Studies (4.50)
Recommended Preparation: *ENG 102 with a minimum grade of C. Satisfactory English skills are needed to understand the subject matter and to communicate in this class. The prerequisite is recommended*
Duration: 4
An Overview of the processes and application of Conflict Resolution in a number of settings. Focus on the development and use of the various processes used in Conflict Resolution including Mediation, Facilitation and Arbitration. Conflict Diagnosis as it applies to Conflict Resolution. Application of Conflict Resolution techniques in community, work, and legal disputes, including processes such as Restorative Justice. Current disputes and the use of Conflict Resolution as a tool.

ECE 212 Principles and Practices (4.50) *Discontinued*
Recommended Preparation: *ILR 260*
Duration: 4
Examines the underlying theoretical principles of developmentally appropriate practices as they apply to Early Childhood Education programs/environments. Emphasis is on the key role of adult-child interactions and teaching strategies that support the development of all children. A review of the history of ECE and how, over time, it has evolved to include professional practices, advocacy, ethics and professional identity is included.

ENT 501 Found of Entrepreneurship (4.50)
Duration: 4
This course gives the student an overview of the entrepreneurial process. In this course the student will look at entrepreneurship as a mindset—a way of looking at things differently that is opportunity-focused and creative. Topics covered include characteristics of successful entrepreneurs, techniques for finding and screening ideas, entrepreneurial finance, the politics of new ventures, valuation and deal making, understanding writing a business plan and business canvas model, buying a business, family business/ lifestyle business dynamics, and managing crisis and failure. The student will learn the fundamentals and challenges of entrepreneurship - from conceptualizing new ventures and opportunities to developing and managing them.

ENT 515 New Venture Res Dev & Analysis (4.50)
Duration: 4
In this course the student will recommend a list of new venture resources, analyze strategic choices for new venture resources, evaluate challenges relating to the acquisition and management of necessary resources for new ventures. The student will validate a strategy for developing tools and skills with growth of a new venture. Finally, the student will demonstrate proficiency in searching for and locating resources needed at different stages of venture creation and operational efficiency.

ENT 525 Business Plan Creation (4.50)
Duration: 4
In this course the student will analyze how a business plan helps companies make decisions with the future in mind. The student will explore the difference between a business plan and a business canvas model and then diagram the parts of a business plan. The student will next develop a business plan and then validate the use of a business plan for ensuring success and meeting stakeholder needs.

FIN 610 Topics in Financial Management (4.50)
Prerequisite: *FIN 609A, or FIN 689*
Duration: 4
The topics covered in this course include strategic financing decisions such as capital structure and dividend policy decisions; tactical financing decisions such as initial public offerings, financial restructuring, and lease financing; short-term financial management such as cash, inventory, and receivables management; and special topics such as risk management, bankruptcy, reorganization and liquidation, corporate mergers, and multinational financial management.

FIN 631 Security Analysis & Portfolio (4.50)
Prerequisite: *FIN 689*
Duration: 4
This course is an analysis leading to the appraisal and pricing of securities. It discusses the income generating ability of securities, forecasts of trends in the stock and bond markets, fundamental and technical analysis, application of Modern Portfolio Theory (MPT), analysis of active and passive investment strategies, and measurement of portfolio performance.

FIN 635 International Finance (4.50)
Prerequisite: *FIN 689*
Duration: 4
An examination of the international aspects of corporate finance and investing, this course covers the international balance of payments and foreign exchange. It emphasizes exchange rate determination, exchange risk, hedging, and interest arbitrage, international money and capital markets, international financing, and international portfolio management.

FIN 689 Financial Management (4.50)
Duration: 4
A study of corporate financial management, through problem solving, case studies and/or term projects, this course covers issues such as sources of long-term financing, cost of capital, capital budgeting, dividend policy, globalization of finance, ethical standards, information technology, and financial strategy.

GBM 501 Global Leadership and Change (4.50)
Duration: 4
In this course, you will investigate leadership roles, styles, philosophy, and behaviors in globally diverse organizations. The course explores leadership through the challenge of change and the implementation of change in global organizations. It focuses on realistic managerial situations and the techniques involved in managing change and responses to opportunities and threats.

GBM 502 Global Business Strat Manag (4.50)
Duration: 4
In this course, you will examine the strategic management of multinational enterprises (MNEs) and outline foreign direct investment (FDI) trends and their economic determinants. You will appraise global business strategies that MNEs have used in emerging economies and the challenges they confront in different regions by using real-life case studies. This course will also identify factors contributing to the foreign debt crisis and its prevention.

HIS 336 American Film and Society (4.50)
Prerequisite: *ENG 102*
Duration: 4
This course examines the film industry's role in shaping popular consciousness and politics in the United States. It explores how films both reinforce and disrupt the dominant value systems and social institutions of their times, including how they serve as a vehicle for shaping public understanding of such things as the nation's history, its social and political systems, and its different races, classes, genders, and religions. The course focuses methodologically on helping students to cultivate critical skill sets in visual literacy, historical and sociological analysis, and the application of media theory to the examination of film across different periods and genres.

HRM 630 Legal, Ethical & Safety Issues (4.50)
Duration: 4
A comprehensive analysis of the laws and regulations, both federal and state, that impact human resources management. The course emphasizes equal employment opportunity affirmative action, health and safety, privacy of information and methods of liability prevention in employment matters. Integrated into the course are aspects of ethical considerations as related to Human Resources Management, including employer use of power, organizational business practices, and safety concerns.

HRM 637 Workforce Plan, Dev & Outsourc (4.50)
Duration: 4
A comparison and evaluation of planning, organizing, directing and monitoring of human resources planning processes, including recruiting, selecting, placing and integrating individuals within organizations. A key aspect of the course is the selection process (testing and assessment of skills and traits that influence work performance), employee orientation and integration (employee development and career planning), and aspects of performance management. The course also covers current trends in employee outsourcing.

HRM 667 Compensation & Benefits (4.50)
Duration: 4
This course provides an overview of the latest technology as it applies to the human resources function and its impact of human resource management administration and organizational development. The course also integrates and assesses fundamental aspects of wage, salary, benefit administration, and employee rewards and incentives as they are becoming increasingly supported by automated systems.

IBU 637 Comparative International Mgt (4.50)
Duration: 4
This course studies the impact of country-specific cultural, economic and legal factors on the theory and practice of managing multinational corporations. Case studies focusing on North American, Latin American, European and Asian settings are used to illustrate the feasibility of adapting and combining different national management styles in the operations of domestic and multinational corporations.

ILR 260 Academic Information Literacy (4.50)
Prerequisite: *ENG 102*
Duration: 4
Introduces students to college-level inquiry and research strategies. Develops the ability to find, identify, evaluate, and use information effectively and ethically to investigate a topic of scholarly inquiry. Practices communication of information using software applications and written research papers. Explores the nature of information as valued, constructed, and contextual while reinforcing the ethics of intellectual property and citation.

LED 602 Developing Groups and Teams (4.50)
Duration: 4
The formation and development of groups through effective leadership is the focus of this course. Team communication styles and roles within teams are examined. Strategies that foster creativity in groups are discussed. The impact of technology on teams and communication styles is evaluated. Students learn experientially about groups and teams and the impact of diverse ethical perspectives by participating in group activities and observing leadership in small groups.

LED 603 Leadership in the 21st Century (4.50)
Duration: 4
Examination of emerging forms of leadership, influence and power, chaos and collaboration. The course will analyze multiple organizations within the private and public sectors, and will draw upon diverse perspectives, ethical considerations and applied approaches. Participate in experiential approaches to learning leadership skills which may include the classroom as a temporary organization to be examined in real time.

LED 605 Conflict and Power Dynamics (4.50)
Duration: 4
Integration of the knowledge, skills, and abilities required to design, conduct, and evaluate effective conflict resolution and negotiation practices. Course topics include interpersonal and intra-group conflict resolution; persuasion, problem solving techniques and decision-making in conflict resolution; overcoming bias, anger, and retaliation. Students will develop leadership and dialogue skills used to navigate conflict situations, and begin to detect conflicts as potential clues of organizational challenges.

MBA 510 Chg Times Bus in the 21st Cent (4.50)
Duration: 4
In this course, you will consider the impact of current trends such as 21st century leadership related to globalization and sustainability through the utilization of management and technology tools. The subsequent core courses will provide a greater in-depth knowledge of business concepts and areas in an integrated fashion.

MBA 511 Managing People and Teams (4.50)
Duration: 4
This course is designed to prepare you to lead in today's global environment. You will examine concepts and strategies regarding global leadership. You will acquire skills relevant to managing human capital and teams, ethical decision-making, navigating organizational change, and budgeting/allocating resources across borders and cultures.

MBA 515 Innovation and Marketing (4.50)
Duration: 4
The competitive marketplace gives consumers choices. Marketers need to understand the dynamic nature of consumers' needs and wants, gather relevant data, conduct analyses of both consumers and the competition. To maintain their competitive edge, marketers need to launch innovative products at opportune times. In this course, you will research what makes a product innovative and the challenges marketers face to make innovative products available in the marketplace with the right marketing mix and effective marketing strategies. You will study the need for performance measures to determine if marketing objectives will be met in a timely manner.

MBA 610 Strategic Planning (Capstone) (4.50)
Prerequisite: *MBA 510; MBA 511; FIN 689; MBA 515; MGT 603; MGT 608*
Duration: 4
You will develop skills to effectively formulate strategic plans utilizing R&D, marketing, production, finance, human resources, and TQM to determine strengths and weaknesses. This will include the use of SWOT and PEST analysis techniques for assessing market position and direction for growth.

MGT 603 Business Operations Management (4.50)
Duration: 4
This course presents a customer-oriented view of operations within an organization. Guided by the organization's strategic plan, operations deliver the products and services to the customers. This course explores how this delivery is accomplished with efficiency and effectiveness. Components of the course include issues of quality, physical design, and systems management.

MGT 608 Info & Supply Chain Systems (4.50)
Duration: 4
Students focus on major corporate applications of information technology, learning how business decisions are facilitated by these tools. Specific applications include the effective and efficient management of projects, inventory and transportation. The course concludes with the evolution of logistics into the broader scope of supply chain management, focusing on how enterprise-wide information systems enable this cross-functional, inter-firm collaboration that leads to new competitive advantages.

MKT 521 Strategic Marketing Management (4.50)
Duration: 4
This course is an overview of marketing leadership, the core of business operations. You will learn not only the vocabulary of marketing and its guiding principles but how to develop and implement change leadership methods in marketing strategy. This includes developing a fundamental understanding of marketing leadership as it pertains to proactively identifying market changes and thereby marketing opportunities. In light of this understanding, you will learn how to predictively and proactively create an appropriate segmentation and marketing mix strategy culminating in the ability to develop a marketing plan.

MKT 522 Advanced Digital Marketing (4.50)
Duration: 4
In this course, you will examine the creative and strategic process of advertising and promotion. The emphasis is on current practices and research in advertising and promotion, focusing on consumer behavior theories. The objective is to examine advertising and promotion methods and the ethical practices of designing, developing, and implementing an integrated marketing communication program. The rich precision data output from the integrated marketing communications plan drives and optimizes the digital supply chain. Students will also evaluate the challenges and opportunities of advertising and promotion in a global environment. The intent of the course will help you build marketing knowledge that will prepare you to achieve a marketing certification if you wish.

MKT 523 Global Product Management (4.50)
Duration: 4
Global product management is a critical activity that develops strategies and plans for building winning products, increasing market share, improving customer appeal, and beating the competition. This course analyzes the marketing foundations required to develop products effectively. This is achieved using various analytical tools in the creation of a focused product marketing strategy. You will develop sound product strategies through a series of building exercises that require careful construction of a valuable Product Marketing Plan. The course includes critical marketing activities presented from the Product Management's (PdM) vantage point.

MTH 301 Fundamentals of Mathematics II (4.50)
Prerequisite: *MTH 209A*
Duration: 4
This continuation of MTH 209A includes concepts of measurement, geometry, probability and statistics, elementary synthetic and Euclidean Geometry. Methods are incorporated whenever possible. However, both MTH 209A and MTH 301 are content/concept courses as prescribed by State regulations, not methods courses. Calculator may be required.

MTH 322 Calculus III (4.50)
Prerequisite: *MTH 221*
Duration: 4
A study of sequences, Taylor Polynomials, infinite series, tests for convergence, and the power series. An overview of ordinary differential equations; the initial-value problem; exactness and integrating factors; and Bernoulli and higher-order equations with forcing functions. A graphing calculator is required.

MTH 323 Calculus IV (4.50)
Prerequisite: *MTH 322*
Duration: 4
A study of functions of several variables: extrema and Lagrange Multipliers, with application to today's optimization-problems in engineering, business, and technology. Topics include vector algebra and space geometry; Kepler's Laws with application to satellite orbital velocity problems and the rendezvous phenomenon, iterated integrals and applications, and the Jacobian transformation. A graphing calculator is required.

MTH 410 Technology in Math Education (4.50) *Historical-Review all addendums*
Prerequisite: *MTH 215, or MTH 216A and MTH 216B, or MTH 301*
Duration: 4
Computer Technology in the Mathematics Classroom An overview of the computer-based technology in the mathematics classroom. Evaluates graphing calculators, and computer software such as Maple, Scientific Workplace, Geometer's Sketchpad, MiniTab, SPSS, and others to determine their value in illuminating concepts in the curriculum.

MTH 411 Number Theory (4.50) *Historical-Review all addendums*
Prerequisite: *MTH 215, or MTH 216A and MTH 216B, or MTH 301*
Duration: 4
An examination of fundamental concepts of numbers, including divisibility, congruencies, the distribution of Primes, Pythagorean triples, the Euclidean Algorithm, the Fundamental Theorem of Arithmetic, Diophantine equations, and Goldbach's conjecture. Emphasizes active student involvement in posing and testing conjectures, formulating counter examples, logical arguments and proofs.

MTH 412 History of Mathematics (4.50) *Historical-Review all addendums*
Prerequisite: *MTH 215, or MTH 216A and MTH 216B, or MTH 301*
Duration: 4
Examines currents in the development of mathematics and throughout ancient Egypt, Babylon, China, and the Middle East. Studies math's influence on society through the major events of Europe, contemporary developments, and some projections into the future, including the women and men who played key roles in the evolution of mathematics.

MTH 432 Advanced Calculus (4.50)
Prerequisite: *MTH 323*
Duration: 4
A look at sets, functions and real numbers. Topics include the Completeness axiom, cardinality and Cantor's Theorem, LimSup and LimInf; the topology of R1 and R2, open sets, limit points, compactness and the Heine-Borel Theorem, continuous functions properties, uniform continuity, the Mean-Value theorem; the Riemann integral and the Lebesgue Measure.

MTH 433 Differential Equations (4.50) *Historical-Review all addendums*
Prerequisite: *MTH 323 and MTH 435*
Duration: 4
A study of ordinary differential equations with emphasis on linear equations and systems of linear equations. An analysis of the existence and uniqueness of solutions of ordinary differential equations with initial conditions, so called Cauchy problem. Examines linear differential equations of first, second and higher orders, and linear systems of ordinary differential equations. Stresses application to engineering problems.

MTH 435 Linear Algebra (4.50) *Historical-Review all addendums*
Prerequisite: *MTH 220 and MTH 325*
Duration: 4
An examination of systems of linear equations and matrices, elementary vector-space concepts and geometric interpretations. Discusses finite dimensional vector spaces, linear functions and their matrix representations, determinants, similarity of matrices, inner product, rank, eigenvalues and eigenvectors, canonical form and Gram-Schmidt process. Computer software will demonstrate computational techniques with larger matrices. Graphing calculator or appropriate software may be required.

MTH 450A Mathematics Project Course (4.50) *Historical-Review all addendums*
Prerequisite: *Students must complete the major for a BS in Mathematics and complete an interview with the mathematics lead faculty before taking a project course. ; MTH 210; MTH 215, or MTH 216A and MTH 216B; MTH 220; MTH 221; MTH 322; MTH 323; MTH 311; MTH 325; MTH 435; MTH 433; MTH 411; MTH 416; MTH 417; MTH 330; MTH 432; MTH 412; ANA 200; ANA 230 and Completion of the following three courses within one concentration from either list:; ANA 310; ANA 320; ANA 330, or MTH 410; MTH 460; MTH 461*
Duration: 4
This is a project course rather than an independent study. Students apply previously acquired skills and knowledge from diverse mathematics disciplines to the development of research projects pertaining to real-world and scientific problems they select. Grading is S or U only.

MUL 201 Intro to Graphic Design (4.50) *Historical-Review all addendums*
Prerequisite: *ENG 102 with a minimum grade of C. Students must have proven college level writing skills to be successful in their written assignments in the program.*
Duration: 4
The course introduces students to movements and theories of art and graphic design that will be utilized in the creation of digital media assets. The course includes design tools and principles of digital media and their impact on culture.

MUL 203 Intro to Visual Storytelling (4.50) *Historical-Review all addendums*
Prerequisite: *ENG 102 with a minimum grade of C. Students must have proven college level writing skills to be successful in their written assignments in the program.; MUL 201 with a minimum grade of C. Students must have proven competency level to be successful in the more advanced subjects in the program.*
Duration: 4
This course is an introduction to visual storytelling where students appreciate and learn visual narrative concepts through project-based assignments. Students also examine the methods, time periods and cultural influences that impact the creation of visual storytelling.

MUL 255 Interactive Design (4.50) *Discontinued*
Prerequisite: *ENG 102 and COM 100, or COM 103*
Duration: 4
Provides a hands-on introduction to the basics of web presentation. Students apply aesthetic and usability criteria to produce web presentations, movies, and other animated components for placement into websites. Covers technological constraints of web presentation and animation, appropriate uses of motion in a web page, gaming element, game design, and digital asset management for optimal delivery of animated content. Software instruction is in Macromedia Flash.

MUS 200 Music Composition (4.50) *Historical-Review all addendums*
Recommended Preparation: *MUS 100, or MUS 326, or MUS 327*
Duration: 4
An introduction to composing and notating original music which covers the elements of music theory--melody, harmony, rhythm and form--in the context of a computer-based notation program. Students complete an original composition of modest scope as a culminating project.

MUS 327 World Music (4.50)
Prerequisite: *ENG 102*
Duration: 4
An exploration of localized musical traditions and practices across a variety of cultures, including Native America, India, the Arabic-speaking world, Indonesia, Europe, Africa, Latin America, and Black America. Promotes understanding of both music and the social circumstances that create music-cultures.

PHS 104 Introductory Physics (4.50) *Historical-Review all addendums*
Prerequisite: *2 years of high school algebra and MTH 204, or MTH 216A and MTH 216B*
Duration: 4
Non-calculus based general physics course for earth and life science majors. Study of force, laws of motion, heat, fluid mechanics, electricity, magnetism, light (optics) and modern physics.

PHS 104A Introductory Physics Lab (1.50) *Historical-Review all addendums*
Prerequisite: *PHS 104, or PHS 171 for Science Majors.*
Duration: 4
A non-calculus based general physics lab course for earth and life science majors. Laboratory experiments and exercises will include data analysis and evaluation of measurements. Topics include, but are not limited to, the following: force, gravity, laws of motion, fluid mechanics, electricity, and light (optics). For the *Online Lab Courses ONLY*, students are expected to order their lab kits at least two weeks prior to the start of term.

PHS 171 General Physics 1 (4.50) *Historical-Review all addendums*
Prerequisite: *MTH 216A and MTH 216B*
Duration: 4
Non-calculus based general physics course. Intended for Science majors. Study of one-dimensional and two – dimensional kinematics, dynamics, statics, work, energy, linear momentum, circular motion and gravitation.

PHS 172 General Physics 2 (4.50) *Historical-Review all addendums*
Prerequisite: *PHS 171*
Duration: 4
Non-calculus based general physics course for Science majors. Study of temperature, kinetic theory, gas laws, heat, oscillatory motion and waves, and electricity.

PHS 173 General Physics 3 (4.50) *Historical-Review all addendums*
Corequisite: *PHS 179A;* ***Prerequisite:*** *PHS 171; PHS 172*
Duration: 4
Non-calculus based general physics course intended for Science majors. Extended study of magnetism, electromagnetic induction and waves, optics, relativity, quantum physics, nuclear reactions and elementary particles.

PHS 179A General Physics Lab (1.50) *Historical-Review all addendums*
Prerequisite: *PHS 171 and PHS 172 and* ***Corequisite:*** *PHS 173, or PHS 104*
Duration: 4
General physics lab course for science majors. Includes lab practicum in major concepts of general physics: one and two-dimensional kinematics, work and energy, electric current, oscillations, and geometric optics.

PHS 231 Calculus-based Physics 1 (4.50) *Historical-Review all addendums*
Prerequisite: *PHS 104 and MTH 220, or CSC 208 and MTH 221, or CSC 209*
Duration: 4
Calculus-based physics course. Intended for Science majors and Engineering students. Study of one, two and three-dimensional kinematics including integral calculus, graphical analysis, numerical integration and vector kinematic, dynamics, uniform and non-uniform circular motion, gravitation, and Newton's synthesis, work and energy with vector algebra principles, linear momentum, rotational motion, statics including elasticity and fracture.

PHS 232 Calculus-based Physics 2 (4.50) *Historical-Review all addendums*
Prerequisite: *PHS 104 and PHS 231; MTH 220, or CSC 208; MTH 221, or CSC 209*
Duration: 4
Calculus-based physics course. Intended for Science majors and Engineering students. Study of different types of oscillations and wave motion, electrostatics with electric field calculations for continuous charge distribution, Gauss's law, electric potential due to any charge distribution, electric energy storage with applications, electric currents and resistance, magnetism and magnetic field, electromagnetic induction and transmission of power, DC and AC circuits, Maxwell's equations and electromagnetic waves

PM 604 Project Risk Management (4.50)
Duration: 4
Project risk is an uncertain event or condition that can have either a positive or negative effect on a project's objectives. This course includes the processes concerned with conducting project risk management planning, identification, analysis, mitigation, monitoring, and control.

PM 608 Project Monitoring and Control (4.50)
Duration: 4
In this course, students will explore the components of project monitoring and control measures in project management. Students will monitor project progress in order to identify variances from the initial project plan. Corrective actions will be identified in order to meet project objectives. Students will identify and quantify control concepts, pricing and estimating methodologies in order to incorporate these concepts in to a Quality Management Plan for the project.

PM 620 Manag., Leadership & Team Bld. (4.50)
Duration: 4
This course will explore techniques and skills that can mitigate human resource problems in the project and program environment. Such problems can cause delays, erode quality, increase costs, and result in high levels of stress for everyone on the project team. This course will introduce and investigate soft skills utilized in management, leadership, and team building that can be applied to manage tough human resource issues. Students will examine concepts of leadership and organizational behavior to promote their effectiveness as both project leaders and project managers. Integration of tools and technology such as social media and management of virtual and multi-cultural teams will also be studied

PMB 460 Project Risk Management (4.50)
Prerequisite: *PMB 450*
Duration: 4
This course covers the area of project risk management. It highlights the importance of risk management, particularly in the area of mitigation and response. The course covers essential risk management theory and concepts that support project environments that incorporate project risk planning, preparation, and response. The course also covers areas of risk identification, assessment, monitoring, and control. Students will also learn about qualitative and quantitative risk analysis techniques as they are applicable to the project risk management environment.

PMB 470 Project Sustainability (4.50)
Prerequisite: *PMB 460*
Duration: 4
This course will explore the principles of sustainability and how you can use this basic knowledge to increase the value in the projects you manage. You will also learn about the effects of climate change on projects and how to properly address the risks that arise from climate change.

PMB 480 Emerging Trends in Proj. Mgmt. (4.50)
Prerequisite: *PMB 470*
Duration: 4
This course will explore emerging trends in project management. Through selected case studies, you will follow current trends in project management—the innovations, approaches, and outcomes of projects in public works, urbanization, satellite exploration, financial services, manufacturing, healthcare, etc. Students also will analyze how best practices and continuous improvements have forged rapid developments and innovations in emerging subsectors—such as robotics, artificial intelligence, and sustainability—have drawn upon modernized planning and more accurate analytics.

PMB 490 Project Management Capstone (4.50)
Prerequisite: *PMB 400; PMB 410; PMB 420; PMB 430; PMB 440; PMB 450; PMB 460; PMB 470; PMB 480*
Duration: 4
This course focuses on integrating project management knowledge, skills, and techniques developed in previous courses. It emphasizes critical analysis, synthesis, and evaluation of the theories and application of project management. It includes a major research paper and presentations as well as opportunities for reflection.

PSY 436 Computer Apps in Psychology (4.50)
Prerequisite: *ILR 260 and PSY 435*
Duration: 4
A survey of the uses of computers in psychology, including the application of computers in psychological research and the analysis of statistical packages for the social sciences. Also considers computer-aided instruction. Lecture and laboratory format.

PSYC 100 Introduction to Psychology (4.50)
Duration: 4
A survey of the field of psychology that provides an overview of the scientific principles and theories in psychology. Topics include: biological psychology, abnormal behavior, motivation, emotion, sexuality and gender, and personality theory.

SCM 610 Supply Chain Collaboration (4.50)
Duration: 4
Supply Chain Collaboration focuses on aligning business processes and goals between firms within the supply chain toward improving the performance of all members. This course presents the eight managerial processes at the strategic and operational levels, first within the firm and then between firms. Successful Supply Chain Collaboration requires cross-functional integration, right-sizing of partnerships and correct adoption of performance measures, which will be studied in depth with attention to practical applications and deployment techniques.

SCM 630 Supply Chain Planning (4.50)
Prerequisite: *SCM 610*
Duration: 4
This course focuses on the fundamentals of planning as a primary input into the conception and execution of a robust supply chain architecture. Core facets of planning such as Resource capacity maximization, Supply and demand balancing, Forecast development, Service requirements, Internal and external plan collaboration, and Inventory optimization are discussed in detail. Using simulation and mathematical models as a basis, coupled with practical real life scenarios, this course connects the individual components of the production and inventory planning functions into an integrated supply chain strategy.

SCM 640 Distribution Management (4.50)
Prerequisite: *SCM 610*
Duration: 4
The ability to deliver the right products to the right customer at the right cost, the right time and the right quantity is mission-critical to any business' success. Successful companies have turned this competency into a key competitive advantage. With most supply chains now spanning the globe several times over, a multitude of service providers, IT systems and distribution systems must all work in concert to deliver excellence. This course will provide the student with an in-depth understanding of the building blocks of transportation modes, warehousing techniques and the strategies companies employ to achieve a competitive advantage in the marketplace.

SED 697 Educational Research (4.50)
Prerequisite: *ESN 639; ESN 640; ESN 641, or MMS 617; MMS 623; MMS 620*
Duration: 8
This course is designed to provide the student with the basic knowledge and skills required to read, interpret, and evaluate both quantitative and qualitative action research to determine if research results have implications for program, curriculum, or instructional decisions in special education classroom.

SED 698 Action Research Capstone (4.50)
Prerequisite: *SED 697 with a minimum grade of C. Incompletes in SED 697 must be awarded a passing grade before enrolling in SED 698.*
Duration: 8
Apply knowledge, skills, and dispositions to complete an action research project with an emphasis on creating transformative change in an educational setting. The teacher-researcher will reflect on the factors of change that transform classroom experiences for students in TK-12 special education.

SKS 501 Comp Strat Knowledge Studies (4.50)
Duration: 4
In this course, students have the opportunity to gain foundational knowledge in 15 different areas important to business and management including accounting, finance, law, ethics, marketing, global business, information systems, research, leadership, strategic management, operations management, human resources, organizational behavior, and micro and macroeconomics. This course serves as a foundation for success in future courses.

SOC 100 Principles of Sociology (4.50)
Duration: 4
Critical introduction to basic sociology concepts. Examination of major theoretical perspectives and research methods. Topics include: economic stratification, race, gender, family, deviance, complex organizations.

SOC 331 Sociology of Health & Illness (4.50) *Historical-Review all addendums*
Prerequisite: *ENG 102; SOC 100*
Duration: 4
Employs "the sociological imagination" to explore issues of health, illness and medical practice. It examines the social contexts of physical and mental health, illness and medical care and gives prominence to the debates and contrasting perspectives which characterize the field of medical sociology. Exploring the social, environmental, and occupational factors in health and disease, the development of health professions and the health care workforce, doctor patient relationships, the structure and processes of health care organizations, health care and social change, it is designed for students interested in the organization and analysis of health care in the U.S.

SOC 365 Classical Social Theory (4.50) *Historical-Review all addendums*
Prerequisite: *SOC 100 and ILR 260*
Duration: 4
This course examines the foundational theories that have engaged social theorists. It analyzes the historical, cultural, social, economic, political, intellectual, and biographical contexts within which they developed, and appraises the extent to which they continue to inform sociological research and thinking.

SOC 375 Contemporary Social Theory (4.50) *Historical-Review all addendums*
Prerequisite: *ENG 102; SOC 100*
Duration: 4
Examines the major social theories that have engaged social theorists from the mid-twentieth century onward. The course also investigates the historical, sociological, intellectual, and biographical contexts within which contemporary social theories have developed and the extent to which they inform current sociological research and thinking.

SOC 385 Methods of Social Inquiry (4.50) *Historical-Review all addendums*
Prerequisite: *ENG 102; SOC 100*
Duration: 4
Research design and methods including survey, network, experiment, qualitative, quantitative, and collection, organization and interpretation of research data.

SOC 443 Sociology of Deviance (4.50) *Historical-Review all addendums*
Prerequisite: *ENG 102; SOC 100*
Duration: 4
Employs a critical sociological approach to deviance and social control in contemporary society. Topics to be considered include the origins and functions of deviance in society, the institutional production and categorization of deviance, the impact of deviance on personal and social identity, deviant careers, and deviance and social change. Considers major theoretical sociological perspectives on deviance; makes use of current data on crime and current research in sociological and criminological journals and websites; and examines portrayals of deviance and social control in literature, film, and popular culture.

SOC 455 Sociology of Work & Org (4.50) *Historical-Review all addendums*
Prerequisite: *ENG 102; SOC 100*
Duration: 4
The study of social structure is central to sociology, and the study of work, the workplace, and various forms of organizations is fundamental for understanding the contemporary social world and the individual and society. Students will study the major theoretical approaches to the sociology of work and organizations, the evolution of the modern workplace and organizations, contemporary debates about work and in organizational theory, careers in sociology, and preparation for the job market. While grounded in sociology, the course examines contributions from economics, management and leadership studies, and psychology.

SOC 499 Sociology Senior Project (4.50) *Historical-Review all addendums*
Prerequisite: *SOC 100 and ENG 240 or equivalent; SOC 385*
Duration: 8
The senior project is taken near the end of the student's degree program after completion of the 40.5 units of core required courses for the major. Students will become familiar with the value of the BA Sociology degree and the diverse career pathways open to them. Students will conduct a senior capstone study and present that study in written and oral forms. The project is designed to deepen the sociological understanding of students as they develop a research problem, question, and hypothesis; write a literature review; choose an appropriate method for studying the problem; answer the research question by testing the hypothesis; report and discuss the findings; and adopt theoretical perspectives to analyze the problem and the findings. Grading is H, S, or U only.

SPN 100 Beginning Spanish I (4.50)
Duration: 4
Introduction to the Spanish language and the diverse cultures of its speakers. Practice of the language in both oral and written modes. Activities include interactive exercises to learn grammatical structures and vocabulary, exposure to daily life situations through audiovisual materials and oral practice of dialogues, and reflection on cultural topics relevant to the Spanish-speaking world.

SPN 101 Beginning Spanish II (4.50)
Prerequisite: *SPN 100*
Duration: 4
Sequel to beginning Spanish I. Further study of the Spanish language and the diverse cultures of its speakers. Practice of the language in both oral and written modes. Activities include interactive exercises to learn grammatical structures and vocabulary, exposure to daily life situations through audiovisual materials and oral practice of dialogues, and reflection on cultural topics relevant to the Spanish-speaking world. Concepts and skills learned in SPN 100 will be essential to student success in this course.

SPN 200 Intermediate Spanish I (4.50)
Prerequisite: *SPN 101*
Duration: 4
Intermediate study of the Spanish language and the diverse cultures of its speakers. Practice of the language in both oral and written modes. Activities include interactive exercises to learn grammatical structures and vocabulary, exposure to daily life situations through audiovisual materials and oral practice of dialogues, and reflection on cultural topics relevant to the Spanish-speaking world. Concepts and skills learned in SPN 100 and SPN 101 will be essential to student success in this course.

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