



## **ADDENDUM C**

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 July 1, 2024.

# Technology Fees, Tuition Changes, and Policy Information

## Technology Fees

### Class-Based Technology Fees

- ART329.....\$54.95
- BIO201A.....\$38.60
- CHE150.....\$81.20
- CSC422.....\$71.00
- CSC670.....\$71.00
- CYB202.....\$82.70
- CYB204.....\$74.30
- CYB216.....\$78.50
- CYB331.....\$35.50
- CYB332.....\$35.50
- CYB452.....\$35.50
- CYB453.....\$35.50
- CYB470.....\$115.50
- CYB471.....\$86.90
- CYB472.....\$35.50
- CYB600.....\$74.30
- CYB601.....\$35.50
- CYB602.....\$35.50
- CYB604.....\$85.90
- CYB606.....\$35.50
- CYB608.....\$35.50
- CYB612.....\$15.50
- CYB613.....\$15.50
- CYB616.....\$15.50
- CYB632.....\$35.50
- CYB633.....\$35.50
- CYB634.....\$35.50
- CYB640.....\$52.50
- CYB641.....\$135.50
- CYB642.....\$15.50
- CYB643.....\$52.50
- CYB650.....\$115.50
- CYB651.....\$15.50
- CYB652.....\$35.50
- CYB653.....\$15.50
- CYB699A.....\$15.50
- CYB699B.....\$15.50
- CYB699C.....\$15.50

### 1:1 Technology Fees

Tevera – A course material fee of \$200.00 will be charged for the following psychology courses:

- PSY 6311 (MS in Health Psychology)
- PSY 6411 (MS in I/O Psychology)
- PSY 6511 (MS in Forensic Psychology)
- PSY 6710 (MS in Child and Adolescent Developmental Psychology)
- PSY-6915 (MS in Sport Psychology)
- PSY 7118 (Doctor of Philosophy in Psychology - I/O Psychology Specialization)
- PSY 8508 (Doctor of Philosophy in Psychology - Social Policy and Behavioral Health Administration Specialization)

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## Tuition Changes

### Class- Based Tuition Changes

Program	Cost Per Credit Hour
Computer Science MS	\$433.00
Engineering Management MS	\$515.00
Master of Human Resource Management	\$529.00
Master of Science in Homeland Security and Emergency Management	\$464.00
Strategic Communications MA	\$464.00
EMT Courses	\$256.67
Counseling Psychology MA	\$457.00

### 1:1 Tuition Changes

Program	Cost Per Semester Credit Hour
Doctor of Philosophy in Business	\$1,241.00
Doctor of Philosophy in Computer Science	\$1,039.00
Doctor of Philosophy in Cybersecurity	\$1,039.00
Doctor of Philosophy in Technology Management	\$1,000.00
Master of Science in Information Technology	\$817.00
Master of Global Human Resources	\$893.00
Master of Science in Organizational Leadership	\$869.00
Master of Science in Technology Management	\$780.00
Doctor of Criminal Justice	\$1,096.00
Doctor of Public Administration	\$970.00

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## Policy Information

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### General Admissions Requirements

National University offers certificate, associate, bachelor's, master's, and doctoral-level programs. Students must meet all University and programmatic admission requirements to be approved to pursue their program of interest.

Meeting the admission requirements is an indicator that the student is qualified to enter and pursue the degree program. The University emphasizes that a student's success depends upon applying oneself to the degree program studies.

State regulatory information is available at <https://www.nu.edu/state-authorization/>.

If the University determines that a student does not meet stated admissions requirements, their studies will be interrupted.

Please see the Basis for Admissions, Transfer Credit Policy, and Program Information for additional information and program-specific admissions requirement information.

National University's College Board Institutional Code is 4557.

## **Denied Admissions and Attendance**

National University reserves the right to deny admission to a potential student who does not meet the stated admission requirements for the program level of application. Please see the Basis for Admission requirements for the program to which admittance is being requested.

Please note: Students may be barred from attending classes at National University for also failing to:

- Comply with the Student Code of Conduct Policy
- Respond to official University notices
- Settle financial obligations

Students who are barred from attendance are generally given advance notice. If a student fails to respond or has a history of failing to respond, action will be taken without further notice, and the student may no longer be entitled to services of the University, except for assistance toward reinstatement. The University can drop the student from all current and future classes as appropriate. Under no circumstances may a student who has been barred from attendance attend class or receive a grade.

### **Students who believe they have been Subject to Discrimination:**

National University students and employees abide by the Equal Opportunity, Harassment and Nondiscrimination Policy, as found on the NU website and in the General Catalog. Please know that any person may file an informational report with suspicions of discrimination or harassment (whether or not the person reporting is the person alleged to have experienced the conduct). A report may be made at any time (including during non-business hours) by choosing the appropriate reporting form at this link: [www.nu.edu/reportit](http://www.nu.edu/reportit), or in person, by mail, by telephone, by video, or by email, using the contact information listed below for the Title IX Coordinator/ADA 504 Coordinator.

#### **Title IX Coordinator & ADA/504 Coordinator**

Heather Tyrrell, Director, Institutional Equity  
Office of Institutional Equity  
9388 Lightwave Ave.  
San Diego, CA 92123  
Telephone: (858) 640-8087 Office Email: [oi@nu.edu](mailto:oi@nu.edu) Email: [htyrrell@nu.edu](mailto:htyrrell@nu.edu)

## **Address for Submission of Transcripts**

Transcript Requests from Other Institutions

Official transcripts should be sent by the issuing institution directly to:

Office of the Registrar  
National University  
9388 Lightwave Avenue  
San Diego, CA 92123

The Office of the Registrar will not accept transcripts "issued to student" as official documents unless they are in a sealed envelope from the issuing institution. Electronic transcripts sent directly from the issuing institution to [records@nu.edu](mailto:records@nu.edu) will be considered official. The Office of the Registrar will not accept electronic transcript links that are forwarded from the student. Electronic transcripts not received from the issuing institution will not be considered official.

Upon request, the University will process the initial request for all domestic transcripts (excluding test scores), for institutions that accept electronic Third Party Orders, including payment of associated transcript fees, on the student's behalf. If a transcript has not arrived within two weeks, it becomes the student's responsibility to ensure that the university receives the document(s). Students must provide documents that are outstanding to ensure receipt within the required time frame.

The university will not process requests for foreign transcripts/documents. Students who have attended institutions in foreign countries or who have a high school proficiency must acquire official transcripts/documents.

Transcripts from other institutions presented for admission or evaluation become a part of the student's academic file and may not be returned to the student or copied for distribution.

## **Academic Standing**

### **Undergraduate**

Students attending National University are expected to maintain satisfactory academic progress in their degree program. Academic progress is defined by a quantitative measure. The quantitative academic progress is assessed by the cumulative Grade Point Average (GPA) achieved at National University. Academic progress is processed four times annually at the end of each quarter (see Calendar and Class Schedule for dates).

### **ACADEMIC STANDING**

Students attending National University are expected to maintain satisfactory academic progress in their degree program. Academic progress is defined by a quantitative measure. The quantitative academic progress is assessed by the cumulative Grade Point Average (GPA) achieved at National University. Academic progress is processed four times annually at the end of each quarter (see Calendar and Class Schedule for dates).

### **Academic Warning 1**

A student was in good standing and whose cumulative GPA falls below 2.0 shall be placed on academic warning.

### **Academic Warning 2**

A student who is unable to improve their cumulative GPA after being on academic warning will be placed on second warning.

### **Academic Probation**

A student on second warning whose cumulative GPA remains below 2.0 will be placed on academic probation. A registration hold is placed on the student's record. Students may be required to limit the number of classes/units scheduled while on probation. Students must meet with their Academic and Finance Counselor to learn more about the specific requirements needed in order to remove their registration hold. Students can remain on academic probation if their term GPA remains at a minimum 2.0.

### **Academic Suspension**

Students whose term GPA falls below 2.0 will be placed on Academic Suspension. A registration hold will be placed on the student's record and will prevent the student from registering for courses at the University. If the student is registered for the following quarter, their courses will be dropped.

Students will be placed on Academic Suspension for a minimum of one quarter.

### **Academic Appeal**

If after completing the suspension period the student's GPA has not improved, the student must work with their advisor to submit a letter of intent via a CAS Petition for Reinstatement explaining the academic strategies the student intends to employ to ensure academic success. If there is sufficient evidence of potential to continue in the program, the student will be admitted for one additional quarter. The conditional requirements are individualized according to each student's situation. Students who fail to meet the conditional requirements, or whose appeal is denied, will be dismissed from the University and are not eligible for admission.

A student is placed in good standing at any point once the student's cumulative GPA improves to the minimum 2.0.

### **Academic Dismissal**

Students who fail to meet the conditional requirements of their Academic Suspension, or whose appeal is denied, will be dismissed from the University.

### **Graduate**

### **ACADEMIC STANDING**

Students attending National University are expected to maintain satisfactory academic progress in their degree program. Academic progress is defined by a quantitative measure. The quantitative academic progress is assessed by the cumulative Grade Point Average (GPA) achieved at National University. Academic progress is processed four times annually at the end of each quarter (see Calendar and Class Schedule for dates).

### **Academic Warning 1**

A student was in good standing and whose cumulative GPA falls below 3.0 shall be placed on academic warning.

### **Academic Warning 2**

A student who is unable to improve their cumulative GPA after being on academic warning will be placed on second warning.

### **Academic Probation**

A student on second warning whose cumulative GPA remains below 3.0 will be placed on academic probation. A registration hold is placed on the student's record. Students may be required to limit the number of classes/units scheduled while on probation. Students must meet with their Academic and Finance Counselor to learn more about the specific requirements needed in order to remove their registration hold. Students can remain on academic probation if their term GPA remains at a minimum 3.0.

### **Academic Suspension**

Students whose term GPA falls below 3.0 will be placed on Academic Suspension. A registration hold will be placed on the student's record and will prevent the student from registering for courses at the University. If the student is registered for the following quarter, their courses will be dropped.

Students will be placed on Academic Suspension for a minimum of one quarter.

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If after completing the suspension period the student's GPA has not improved, the student must work with their advisor to submit a letter of intent via a CAS Petition for Reinstatement explaining the academic strategies the student intends to employ to ensure academic success. If there is sufficient evidence of potential to continue in the program, the student will be admitted for one additional quarter. The conditional requirements are individualized according to each student's situation. Students who fail to meet the conditional requirements, or whose appeal is denied, will be dismissed from the University and are not eligible for admission.

A student is placed in good standing at any point once the student's cumulative GPA improves to the minimum 3.0.

### **Academic Dismissal**

Students who fail to meet the conditional requirements of their Academic Suspension, or whose appeal is denied, will be dismissed from the University.

### **Out-Dated Courses**

When a student returns to the university or an active student changes school or degree, outdated courses not being applied to the current degree program because of age will not be counted. To be applicable, previously completed NU courses must have been taken within the last seven years. Program requirements may differ; please see the program for any specific programmatic requirements.

To calculate if the course is outdated, use the date recorded when the grade was posted. These courses that are not being applied or migrated do not count for SAP calculations or graduation requirements.

### **Mandatory Program Comparison**

A program comparison is not required for students returning to NU who withdrew from the University after completing 75% or more of the credits required by their degree program at the time of exit and are returning within 365 days from their last date of attendance. Under these circumstances, students may return to the same degree program/catalog version without adjusting the courses required to complete the program. SAP does not reset.

If a student is re-entering the University after being out of attendance for more than 365 days or are returning into a new program, a program comparison is required to determine which previously completed courses can be applied to the program. The student will need to speak with their enrollment advisor to start the program review process.

The University will review all previously completed NU courses based on the course level, grade, and when the course was completed. To be applicable, courses must have been taken within the last seven years. Courses older than seven years old are considered outdated and will not be applied or counted in SAP calculations.

If the program comparison determines there has not been a substantial change since the student left the University, SAP will not restart, and all previously taken courses count for purposes of calculating Course Completion Rate, SAP Maximum Time Frame, and Cumulative GPA.

A SAP Appeal will need to be filed and approved for all program extensions needed for re-entry enrollment to the same program when it has been determined that a student cannot complete their program within the allowed attempted credit limits per their individual program requirements and will need more time to complete their degree program. See the SAP Appeal Policy for more information.

If the comparison results in a determination of a substantial change as described below, the student is considered to be entering a new program for the purposes of SAP. In such cases, SAP may reset. Students are only permitted to make a substantial program or degree change once per degree level without SAP Appeal during their tenure with the University.

Military students returning to the University from military service-related time away will be reviewed case-by-case to determine if a comparison is needed. In many cases, these students may re-enter into their previous degree program/catalog version.

## **Substantial Program Change**

A substantial program change is defined as a change to a program that is fundamentally distinct from the program in which the student was previously enrolled at the University, as evidenced by the difference in the first four digits of the respective program's Classification of Instructional Program (CIP) codes or the Program Credential Level (PCL), per Federal Student Aid. There is an exception to this rule for the University's certificate and credential programs (see below).

A student may change to a substantially different program without a SAP appeal once per degree level. SAP will reset for a change to a substantially different program. However, any course that migrates to the student's current program will be included in the SAP calculation. If a completed course instance migrates, all course instances, including failed or withdrawn instances, will be included in the SAP calculation.

Examples of substantially different programs:

Example 1 (same PCL, different CIP code)

- Doctor of Philosophy in Psychology (CIP code 42.0101)
- Doctor of Marriage and Family Therapy (CIP code 51.1505)

Example 2 (same CIP code, different PCL)

- Master of Arts in Psychology (CIP code 42.0101)
- Doctor of Philosophy in Psychology (CIP code 42.0101)

SAP will not reset for a change to a substantially similar program.

An example of substantially similar programs:

- Doctor of Philosophy in Organizational Leadership (CIP code 52.0213)
- Doctor of Philosophy in Business Administration (CIP code 52.0209)

There is an exception to how the University defines a substantial program change for students who advance from a post-baccalaureate certificate to a master's degree and a post-master's certificate to a doctoral degree when the first four digits of the respective program's CIP codes are the same. This is because the courses in the post-baccalaureate certificate program are master's level courses, and the courses in the post-master's degree program are doctoral-level courses.

With this exception in mind, an example of substantially similar programs:

- Post-master's Certificate in Psychology (CIP code 42.0101)
- Doctor of Philosophy in Psychology (CIP code 42.0101)

Accordingly, an example of substantially different programs:

- Post-master's Certificate in Psychology (CIP code 42.0101)
- Master of Arts in Psychology (CIP code 42.0101)

The Office of the Registrar, in accordance with guidelines stated in the Transfer of Credit Policy, will evaluate all changes in specialization, concentration, and degree level or credential.

## **Re-entry after SAP Dismissal**

A student who does not meet SAP standards may appeal to the SAP Appeal Committee as detailed in the SAP policy. If it is mathematically impossible for a student to achieve Good Standing for SAP by returning to the same program, then students in this circumstance should consider re-entering a different program offered by the University. The Catalog contains information for current degree programs offered.

## **Honors and Graduation with Distinction**

### **Undergraduate**

Students who demonstrate exceptionally high academic progress in the undergraduate programs are eligible for graduation honors. Students must have earned at least 30 semester/45 quarter credits with letter grades (A through F) at NU for honors to be determined. Honors for associate and baccalaureate degrees are determined only by courses taken at National University. Academic honors are posted to the diploma and final transcript when the degree is conferred.

Students completing an Undergraduate program may qualify for the following honors:

- Summa Cum Laude (with highest honors) = GPA 3.90 +
- Magna Cum Laude (with high honors) = GPA 3.70 - 3.89
- Cum Laude (with honors) = GPA 3.50 - 3.69

### **Master's**

Students in a master's program whose grade point average (GPA) is 3.85 or higher will graduate "With Distinction." Prerequisites completed at the undergraduate level are not included in the calculation of the GPA for graduation with distinction. In the calculation of eligibility, the official cumulative GPA is truncated to two decimal places. Earned distinctions are noted on diplomas and official University transcripts. Students must have earned at least 27 semester/40.5 quarter credits with letter grades (A through F) at NU for master's distinction to be determined.

### **Juris Doctor**

Juris Doctor students who have completed their degree requirements, have completed at least 39 of the 62 required numerically graded units in residence at the JFK School of Law at National University, and have taken no more than 17 terms (including summers) to complete their degree requirements are eligible for graduation with honors as follows:

- Summa Cum Laude (with highest honors) = GPA 3.66 +
- Magna Cum Laude (with high honors) = GPA 3.33 - 3.65
- Cum Laude (with honors) = GPA 3.00 - 3.32

Academic honors will be posted on the students' transcript and diploma. Please see the [Juris Doctor Handbook and Catalog](#) for more information.

## **Application for Degree Conferral**

Degrees and certificates are not awarded automatically upon completion of academic requirements. To be considered as a candidate for a degree or certificate, students must submit a diploma/graduation application via their student portal. Submitting a diploma/graduation application triggers a final degree audit. The audit process confirms that the student has met all academic and programmatic requirements.

A student's program completion date is dependent on the modality of the program. Students taking courses that are designed with classes of multiple students or groups (i.e., class-based students) the conferral date will be the third Sunday of the month. Students that take courses in the One- to- One model, the conferral date will be the



end date of the last course in their program. These dates will be used as the student's degree conferral and diploma date.

If a doctoral student successfully defends their dissertation prior to the end date of the last dissertation course, the University will use the date the student defended their dissertation as the degree conferral and diploma date.

Class-Based Example: The end date of the last course is March 12th; The third Sunday of the month is March 19th. The degree conferral date and diploma date is March 19th.

One-to-One Example: The end date of the last course is March 19th; the doctoral student defends their dissertation on March 8th. The degree conferral date and diploma date is March 8th.

The student's legal name in the official record will be printed on their diploma. Students who attended using the One-to-One model may type out how they want their name to appear on the diploma in the diploma application; however, only minor deviations from the name will be allowed (e.g., omission or inclusion of middle name or suffix, abbreviated or nickname). If a student wants a different name than what is on record, they must complete a change of information request/ Biographical Change e-form prior to submitting the diploma application. Contact the Office of the Registrar for additional assistance.

Diplomas are mailed four to six weeks following the degree conferral date. The University provides students with one complimentary copy of their diploma.

Additional graduation and commencement information can be found on the University website at <https://www.nu.edu/studentservices/graduation/>.

## **Commencement Ceremony**

Students who are eligible to participate in commencement ceremonies will need to complete the registration process within 45 days prior to the ceremony date.

Students may order regalia and announcements from the University's third-party vendors. The third-party vendor's website and contact information are published on <https://www.nu.edu/national-university-2024-commencement>.

Students who have not yet completed degree requirements are eligible to participate in commencement ceremonies when they meet the requirements outlined below.

- Associate degree students must be within 3 courses of program completion
- Bachelor degree students must be within 3 courses of program completion
- Master degree students must be within 3 courses of program completion
- Doctoral students must have passed their dissertation defense or completed their applied doctoral project 45 calendar days prior to the commencement ceremony.
- Juris Doctor students must be in their last term or within 12 semester credits of program completion 45 calendar days prior to the commencement ceremony event date.

Note: Students who attend commencement ceremonies prior to completing their degree requirements are not guaranteed degree conferral. Academic standards must be met in order for a degree to be awarded. Students may fail to meet these standards after attending commencement ceremonies.

## **Dissertation of the Year Award**

Each year, National University recognizes scholarly achievement among its doctoral students by honoring one or more authors of outstanding dissertations submitted for consideration by committee Chairs. More information on Dissertation of the Year can be found at [https://resources.nu.edu/ld.php?content\\_id=71054913](https://resources.nu.edu/ld.php?content_id=71054913).

## **Poster of the Year Award**

NU annually recognizes the outstanding academic work of its doctoral students by hosting an annual poster session. The Office of Graduate Studies encourages doctoral candidates to submit their research for presentation. The NU community will recognize the recipient of the Poster of the Year (POY) award at the poster session held in conjunction with the annual commencement ceremony. [https://resources.nu.edu/ld.php?content\\_id=71054913](https://resources.nu.edu/ld.php?content_id=71054913).

## Department of Defense MOU

As an active duty, National Guard, or Reserve Uniformed service member, students may be eligible for military Tuition Assistance (TA) to help pay tuition. TA benefits may even cover the entire cost of education with the special tuition rates the University offers in conjunction with TA.

TA funds are awarded to students on a course by course basis under the assumption that the student will attend the University for the period for which the assistance is awarded. TA funds are earned proportionally during an enrollment period, with unearned funds returned directly to the military service based upon when a student stops attending. The University will return any unearned TA funds on a prorated basis through at least the 60 percent point of the course for which the funds were provided. The chart below shows the University's TA proration schedule.

4-Week Course Refund Schedule		8-Week Course Refund Schedule		12-Week Course Refund Schedule	
Day 1-9	100%	Week 1	100%	Week 1	100%
Day 10-13	75%	Week 2	75%	Week 2	75%
Day 14-17*	25%	Week 3	50%	Week 3	75%
Day 18-27	0%	Week 4	50%	Week 4	50%
-	-	Week 5*	25%	Week 5	50%
-	-	Week 6	25%	Week 6	25%
-	-	Week 7	0%	Week 7*	25%
-	-	Week 8	0%	Week 8	0%
-	-	-	-	Week 9	0%
-	-	-	-	Week 10	0%
-	-	-	-	Week 11	0%
-	-	-	-	Week 12	0%

\*The course is 60% complete during this week.

In instances when a Service member stops attending due to a military service obligation, the University will work with the affected service member to identify solutions that will not result in a student debt for the returned portion in compliance with the DOD policy.

Return policies apply to students who drop on or before the 10th day of the term. Discontinuing enrollment after the 10th day of the term will not result in an adjustment to the student's Tuition Assistance for that term. Students withdrawing for deployment reasons after the 9th day of the session will fall under the military deployment refund criteria.

## **SCOE Credentials**

### **Requirements for SCOE Credential Program Candidates**

Information specific to each credential program may be found in the catalog pages dedicated to the individual program.

### **Credential Residency Requirements**

All candidates enrolled in a preliminary credential program must complete a minimum of 31.5 quarter units in residency at National University. All clinical practice courses must be taken in residence, while placed in a California school setting. All credential candidates concurrently pursuing a degree, must also meet the degree residency requirements. Minimum residency requirements to be recommended for a credential and or degree may vary and are listed under each program. Courses taken online are considered to be in-residence.

Note: All graduate credential coursework must be completed with a GPA of 3.0 (D, F and U grades are not accepted and must be repeated). All undergraduate credential coursework must be completed with a GPA of 2.5 (D, F and U grades are not accepted and must be repeated). Please see the grade requirements listed under your specific credential program.

### **Program Advisement**

Every credential program has an assigned Academic Program Director who is available to provide program specific advisement related to a specific program field. The Academic Program Director name and contact information is listed in the catalog under the heading of specific programs. The Academic Program Director is a resource for specific questions candidates may have about classes, curriculum, and instructors. Each candidate also has an Academic and Finance Advisor and an Academic Financial Counselor available to them to help navigate the specifics of the state and university financial aid requirements.

The Credential Placement Specialist works with candidates during clinical practice to assist in navigating state and university credentialing requirements. These requirements may be updated due to changing legislation. It is very important for candidates to work closely with their Credential Placement Specialist to understand and educate themselves on the specifics of their particular credentialing requirements. Companion Hour live drop-in sessions are also available for candidates in need of assistance.

### **Academic and Professional Standards**

Credential programs are held to the academic and professional standards of the educator profession. National University has established procedures to identify and assist students who are encountering difficulty in maintaining acceptable academic or professional standards in course work or in clinical practice. These procedures are designed to provide supplemental academic or professional assistance to help students successfully complete the program.

### **Candidate Assistance Process**

The Sanford College of Education has developed procedures to assist candidates (students in professional preparation programs) in meeting School and program requirements. Candidates must be able to demonstrate the requisite knowledge, skills and dispositions of the School's Conceptual Framework and the values of National University. These knowledge, skills and dispositions provide a foundation for educators in today's schools. Within the Sanford College of Education, each program has identified knowledge, skills and dispositions necessary for specific professional responsibilities. The knowledge, skills and dispositions are based upon the Sanford College of Education Conceptual Framework, and California Commission on Teacher Credentialing (CTC) preparation

### **Candidate Progress Alert**

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

the candidate to areas of performance that are in need of growth.

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

## **Candidate Assistance Plan**

In cases where a candidate has been unable to adequately meet areas of needed growth identified in a Progress Alert, the appropriate faculty member will develop a formal Candidate Assistance Plan (CAP). The Plan will identify areas in need of continued growth and prescribe specific activities and/or intervention strategies the candidate will need to complete to successfully meet knowledge, skills and/or dispositions. The faculty member will review the Plan with the candidate to ensure that the information, intervention strategies and assessment measures are clear. A candidate's signature on the Candidate Assistance Plan will acknowledge receipt and review of the Plan and will be maintained by the Sanford College of Education.

## **Unsatisfactory Completion of Candidate Assistance Plan**

When a candidate has not satisfactorily completed a Candidate Assistance Plan, or has not met adequate progress in the detailed description of activities or areas in need of improvement, the candidate will be forwarded by the appropriate faculty member to the Sanford College of Education Department Chair and designees. The candidate will be notified by the Dean of the Sanford College of Education regarding the candidate's continuing status within the program and/or the College.

## **National University Policies**

National University has Policies and Procedures for Student Discipline, Academic Dishonesty, Civility, Reasons for Probation, Suspension and Dismissal that are described in the Catalog under the Policy and Procedures section. National University also has a process for providing accommodation to students with documented special needs (see Students with Disabilities under the Student Information and Services section of the catalog). Additionally, a Writing Center and Math Tutoring are available to assist students seeking to improve their writing and mathematics skills.

National University has an interest in preserving the integrity of its educational credential programs. It is understood that National University may suspend or terminate the participation of a student in the program, after affording them due process in accordance with the procedure published in the National University catalog, if it determines that:

- i. The student has been convicted or plead guilty to a crime substantially related to the qualifications for a credential,
- ii. Statements in the student's application, personal statement, or other materials submitted to National University were false or misleading.
- iii. The student has committed an act or engaged in conduct which constitutes grounds for denial of a credential.
- iv. The student fails to successfully complete the program in accordance with National University's quality standards or fails to demonstrate, in National University's sole determination, the requisite knowledge, skills, dispositions and qualifications to satisfy the requirements for the credential.

All credential program candidates are required to turn in the initial credential requirements for their program within 30 days of enrollment. Candidates must review and respond accordingly to all messages delivered to the candidate's student message center and all printed information listed in the degree and credential section of this catalog.

Note:

- Candidates transferring from a credential program at another university must provide a letter of good standing.
- Candidates with international degrees who do not hold a U.S. bachelor's degree must receive an evaluation from a CTC-approved international evaluation agency before being admitted to the University and starting their first course.

## Clinical Practice Information

**Information specific to each credential program may be found in the catalog pages dedicated to the individual program.**

Clinical practice may consist of student teaching, internship and/or field experience and must be completed in California. All clinical practice courses are scheduled by a Placement Specialist Credential. Detailed clinical practice eligibility requirements can be found in the catalog pages dedicated to the individual program.

National University will release all pertinent information to any school district for the purpose of securing field experience and/or employment. Clinical Practice requires impartial assessments and evaluations and as a result, student placements in a school where family members work or attend requires advanced approval by a clinical practice faculty team.

A submitted application for clinical practice does not guarantee that a placement will be approved; placement approval is the right and responsibility of program faculty, clinical practice, and credentialing personnel. Each application for placement is reviewed to determine if it aligns with CTC guidelines regarding the experiences a developing teacher needs to meet observable TPE (or program specific) competencies and provide opportunities to meet the requirements of the CalTPA (or program specific exam). From the CTC Guide Section II.D.3, the CTC clearly states that "the decisions regarding fieldwork placements are the responsibility of the program, not the candidate nor the employer." NU clinical practice for Special Education and Teacher Education must be completed in a traditional face-to-face classroom and with a district-employed teacher, matching the credential area congruent to the student's Subject Matter Competency (SCOE Credential Section of the NU Catalog). Information specific to each credential program may be found in the catalog pages dedicated to the individual program.

In Special Education and Teacher Education programs virtual classroom/school placements will not be approved. Transitional Kindergarten (TK) placements are highly discouraged at this time and will require additional faculty approvals.

## Recommendation for a California Credential

To be formally recommended for a California Teaching or Services Credential by National University all candidates must meet the following requirements:

- Official transcripts from all colleges/universities attended on file at National University.
- Proof of a conferred bachelor's degree from a regionally accredited institution of higher education (IHE) or an international degree of U.S. equivalence.
- Completion of the specific program residency requirements.
- Written evaluations of performance in field experiences, internships, educational projects, student teaching and other practicum.
- Complete all graduate credential program coursework with minimum 3.0 GPA (D, F and U grades are not accepted)
- Fulfillment of all financial obligations to the University before applying for the credential; zero account balance.
- A completed CTC credential application with valid credit card to pay for CTC online application fee.

Note: For Candidates in the BA/S Blended Programs the undergraduate degree must be conferred, with a minimum of a 2.0 cumulative GPA and 2.5 in credential coursework.

## Internship Early Completion Option (ECO)

The Early Completion Internship Option is intended to provide Teacher Education candidates with requisite skills and knowledge an opportunity to challenge the academic course- work portion of a Multiple or Single Subject Internship Program and demonstrate pedagogical skills through a performance assessment while in a University internship program. The Early Completion Internship Option (ECO) is available to candidates who have passed the appropriate National Evaluation Series (NES) Assessment of Professional Knowledge (APK) exam.

### ECO Eligibility Requirements

In order to be eligible for the Early Completion Internship Option, candidates must:

## For Multiple Subjects

- Complete all University Internship Prerequisite and Eligibility requirements except the 120 hours of pre-service met by coursework.
- Passage of the National Evaluation Series (NES) Assessment of Professional Knowledge (APK): Elementary (Test code 051) with minimum score of 220.
- Passage of Cal TPA Cycle 1 on the first attempt during the first 4 months of Clinical Practice\*
- Passage of Cal TPA Cycle 2 on the first attempt during the second 4 months of Clinical Practice\*

## For Single Subject

- Complete all University Internship Prerequisite and Eligibility requirements except the 120 hours of pre-service met by coursework.
- Passage of the National Evaluation Series (NES) Assessment of Professional Knowledge (APK): Secondary (Test code 052) with minimum score of 220.
- Passage of Cal TPA Cycle 1 on the first attempt during the first 4 months of Clinical Practice\*
- Passage of Cal TPA Cycle 2 on the first attempt during the second 4 months of Clinical Practice\*

## ECO Recommendation Requirements

Candidates who have been granted the University internship credential and are eligible for the Early Completion Internship Option will need to complete the following in order to be recommended for a Preliminary credential:

- Meet Education Technology requirement (EDX 6001X, or an equivalent course/exam).
- Passage of the Reading Instruction Competence Assessment (RICA)- Multiple Subject ONLY.

\* If the candidate does not pass the TPA on the first attempt, he/she is no longer eligible to participate in the Early Completion Internship Option Program and must complete the full intern preparation program through an individualized professional development plan that emphasizes preparation in areas where additional growth is warranted and waives preparation in areas where the candidate has demonstrated competence.

## Requesting Accommodations

Students with disabilities who wish to apply for accommodations may do so through submitting an application for accommodations to the National University Office of Special Services (Special Services).

Applications for accommodations for a disability may be requested from the Student Accessibility Services, National University, 16875 West Bernardo Drive Suite 110, San Diego, CA 92127-1675, Phone: (858) 521-3967.

Students seeking special accommodations due to a disability must submit an application with supporting documentation to Special Services.

The application will be reviewed within fourteen (14) days of receipt by the Committee for Students with Disabilities (CSD). The CSD will engage in an interactive process with the student regarding the accommodations request and determine the appropriate accommodations to be administered during the Plan.

Once the CSD determines the appropriate accommodations, written notification is sent within seven (7) days to the student and faculty responsible for the implementation of the Plan. Following receipt of the CSD notification, the student must schedule a meeting with the faculty member to review the Plan and the approved accommodations.

The timeline for completion of a Plan is halted during the accommodation's application and review process and begins following the formal meeting. Accommodations are not retroactive. If the accommodations request is not approved, the timeline for completion of the Plan begins upon receipt of the CSD's notification letter.

If a student is denied accommodation(s) or believes that the accommodation afforded is insufficient, the student may appeal to the Vice President for Student Services, who will render a decision within seven (7) days of receipt of the appeal or prior to the start date of the next course, depending on which occurs first. The decision of the Vice President is final. The timeline for completion of a Plan is also halted during the appeals process.

If a student believes that accommodations approved by Special Services have not been implemented in the Plan, they should immediately contact Special Services. The timeline for completion of the Plan is halted during this process.

Special Services will contact the instructor to resolve the student's concern and ensure the approved accommodations are properly implemented. Special Services will provide the student with notification of progress, findings, or resolution within fourteen (14) days.

If either the student or Special Services feel that a satisfactory resolution is not reached, the student may appeal to the Vice President for Student Services, who will render a decision within seven (7) days of receipt of the appeal. The decision of the Vice President is final.

If the complaint is not satisfactorily resolved at the University level, the student may choose to file a complaint with the U.S. Department of Education Office for Civil Rights, 50 Beale Street Suite 7200, SF, CA 94105, Phone: (415) 486-5555, E-mail: [ocr.sanfrancisco@ed.gov](mailto:ocr.sanfrancisco@ed.gov). The timeline for completion of a Plan is also halted during the appeals process.

## **Program Terminations**

### **1:1**

Bachelor of Social Work

Master of Education - E-Learning Specialization

Post-Master's Certificate in Education - E-Learning Specialization

Post-Master's Certificate in Education - Sport Management Specialization

Educational Specialist - E-Learning Specialization

Educational Specialist - Sport Management Specialization

Doctor of Education - E-Learning Specialization

Doctor of Education - Sport Management Specialization

Doctor of Philosophy in Education - E-Learning Specialization

Doctor of Philosophy in Education - Sport Management Specialization



## Course Terminations

### Class-Based

HIS 375 - Nevada History, Gov't and Cons

ITL 651A - CP Intern Seminar A

ITL 651B - CP Intern Seminar B

PSY 659 - Mentored Fieldwork Experience

PSY 97 - Prof Development Seminar

## Degree Information

### General Education Requirements

#### Class - Based

### Associate of Arts and Associate of Science General Education Requirements

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

### AREA C: INFORMATION LITERACY (Minimum 4.5 quarter units)

ILR 260	Academic Information Literacy <b>Prerequisite:</b> ENG 102	4.50
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**AREA D: ARTS AND HUMANITIES, AND LANGUAGE (Minimum 4.5 quarter units)**

ART 225	Introduction to Art History <b>Prerequisite:</b> ENG 102	4.50
ASL 120	American Sign Language I	4.50
ASL 130	American Sign Language II <b>Prerequisite:</b> ASL 120	4.50
ART 110	Visual Arts	4.50
HIS 233	World Civilizations I <b>Prerequisite:</b> ENG 102	4.50
HIS 234	World Civilizations II <b>Prerequisite:</b> ENG 102	4.50
LIT 100	Introduction to Literature <b>Prerequisite:</b> ENG 102	4.50
LIT 345	Mythology <b>Prerequisite:</b> ENG 240 and LIT 100	4.50
MUL 201	Intro to Graphic Design <i>Historical-Review all addendums</i> <b>Prerequisite:</b> 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 <i>Historical-Review all addendums</i>	4.50
MUS 300	Film Music <i>Historical-Review all addendums</i> <b>Prerequisite:</b> ENG 102; <b>Recommended Preparation:</b> MUS 100	4.50
MUS 327	World Music <sup>+</sup> <b>Prerequisite:</b> ENG 102	4.50
ACEX 2101X	Philosophy of Coaching	4.50
PHL 100	Introduction to Philosophy <b>Prerequisite:</b> ENG 102	4.50
PHL 337	Ethics <b>Prerequisite:</b> ENG 102	4.50
SPN 100	Beginning Spanish I	4.50
SPN 101	Beginning Spanish II <b>Prerequisite:</b> SPN 100	4.50
SPN 200	Intermediate Spanish I <b>Prerequisite:</b> SPN 101	4.50
THR 200	Theater Arts	4.50

<sup>+</sup>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 <i>Historical-Review all addendums</i>	4.50
COM 380	Democracy in the Info. Age <sup>+</sup> <b>Prerequisite:</b> ENG 102	4.50
ECO 203	Principles of Microeconomics	4.50
ECO 204	Principles of Macroeconomics	4.50
HIS 220A	United States History I <sup>+</sup>	4.50

	<b>Prerequisite:</b> ENG 102	
HIS 220B	United States History II <sup>+</sup>	4.50
	<b>Prerequisite:</b> ENG 102	
POL 100	Introduction to Politics	4.50
	<b>Prerequisite:</b> ENG 102	
POL 201	American Politics	4.50
	<b>Prerequisite:</b> ENG 102	
PSYC 100	Introduction to Psychology	4.50
SOC 100	Principles of Sociology <sup>+</sup>	4.50
SOC 260	Cultural Anthropology	4.50
	<b>Prerequisite:</b> ENG 102	
SOC 350	Cultural Diversity <sup>+</sup>	4.50
	<b>Prerequisite:</b> ENG 102	

<sup>+</sup>Diversity Enriched Offering.

<sup>+</sup>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 <i>Historical-Review all addendums</i>	1.50
	<b>Prerequisite:</b> BIO 100 for non-science majors (GE), or BIO 163 for science majors	
BIO 161	General Biology 1	4.50
BIO 162	General Biology 2	4.50
	<b>Prerequisite:</b> BIO 161	
BIO 201	Human Anatomy and Physiol I <i>Historical-Review all addendums</i>	4.50
	<b>Corequisite:</b> BIO 191A, or BIO 201A; <b>Recommended: Prior completion of:</b> BIO 100; BIO 100A; CHE 101; CHE 101A	
BIO 191A	Online Hum Anat and Phys I Lab <i>Historical-Review all addendums</i>	1.50
	<b>Corequisite:</b> BIO 201; <b>Recommended: Prior completion of:</b> BIO 100; BIO 100A; CHE 101; CHE 101A	
OR		
BIO 201A	Human Anatomy and Physiol Lab <i>Historical-Review all addendums</i>	1.50
	<b>Corequisite:</b> BIO 201; <b>Recommended: Prior completion of:</b> BIO 100; BIO 100A; CHE 101; CHE 101A or equivalent courses.	
BIO 202	Human Anatomy and Physiol II	4.50
	<b>Corequisite:</b> BIO 202A, or BIO 192A; <b>Prerequisite:</b> BIO 201 and BIO 201A	
BIO 192A	Online Anat and Phys II Lab	1.50
	<b>Corequisite:</b> BIO 202; <b>Prerequisite:</b> 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	1.50
	<b>Corequisite:</b> BIO 202; <b>Prerequisite:</b> BIO 201; BIO 201A	

BIO 203	Introductory Microbiology <i>Historical-Review all addendums</i> <b>Corequisite:</b> 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.; <b>Recommended: Prior completion of:</b> BIO 100 and BIO 100A; CHE 101 and CHE 101A or equivalent courses; BIO 201 and BIO 201A; BIO 202 and BIO 202A	4.50
BIO 193A	Online Microbiology Lab <i>Historical-Review all addendums</i> <b>Corequisite:</b> BIO 203; <b>Recommended: Prior completion of:</b> BIO 191A; BIO 201; CHE 101; CHE 101A	1.50
OR BIO 203A	Introductory Microbiology Lab <i>Historical-Review all addendums</i> <b>Corequisite:</b> BIO 203; <b>Recommended: Prior completion of:</b> 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 <b>Prerequisite:</b> 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 <i>Historical-Review all addendums</i> <b>Recommended Preparation:</b> MTH 204, or MTH 216A and MTH 216B	4.50
CHE 101A	Introductory Chemistry Lab <i>Historical-Review all addendums</i> <b>Prerequisite:</b> CHE 101, or CHE 141 for Science Majors.	1.50
CHE 141	General Chemistry 1 <i>Historical-Review all addendums</i> <b>Prerequisite:</b> MTH 215, or MTH 216A and MTH 216B	4.50
CHE 142	General Chemistry 2 <i>Historical-Review all addendums</i> <b>Prerequisite:</b> CHE 141	4.50
EES 103	Fundamentals of Geology	4.50
EES 103A	Fundamentals of Geology Lab <b>Prerequisite:</b> EES 103	1.50
PHS 104	Introductory Physics <i>Historical-Review all addendums</i> <b>Prerequisite:</b> 2 years of high school algebra and MTH 204, or MTH 216A and MTH 216B	4.50
PHS 104A	Introductory Physics Lab <i>Historical-Review all addendums</i> <b>Prerequisite:</b> PHS 104, or PHS 171 for Science Majors.	1.50
PHS 171	General Physics 1 <i>Historical-Review all addendums</i> <b>Prerequisite:</b> MTH 216A and MTH 216B	4.50
PHS 172	General Physics 2 <i>Historical-Review all addendums</i> <b>Prerequisite:</b> PHS 171	4.50
SCI 200	Earth and Space Sciences	4.50
SCI 200A	Earth and Space Sciences Lab <b>Prerequisite:</b> 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 <b>Recommended Preparation:</b> ART 225; ART 110	4.50
COH 100	Personal Health	4.50

COH 317	Public Health Nutrition <b>Prerequisite:</b> ENG 102; <b>Recommended Preparation:</b> COH 100	4.50
COH 318	Drug Use and Abuse <b>Prerequisite:</b> ENG 102; <b>Recommended Preparation:</b> COH 100	4.50
COH 319	Human Sexuality <b>Prerequisite:</b> ENG 102; <b>Recommended Preparation:</b> COH 100	4.50
CRS 300	Conflict Resolution Studies <b>Recommended Preparation:</b> 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 150	Intro to Creative Writing	4.50
ENG 201	Fiction Writing I <b>Prerequisite:</b> ENG 102	4.50
ENG 202	Poetry Writing I <b>Prerequisite:</b> ENG 102	4.50
ENG 203	Screenwriting I <b>Prerequisite:</b> ENG 102	4.50
ENG 375	Nature Writing <b>Prerequisite:</b> 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 <i>Historical-Review all addendums</i> <b>Recommended Preparation:</b> MUS 100, or MUS 326, or MUS 327	4.50
MUL 203	Intro to Visual Storytelling <i>Historical-Review all addendums</i> <b>Prerequisite:</b> 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 <b>Prerequisite:</b> ENG 102	4.50
PHS 102	Survey of Physical Science	4.50

## General Education for Bachelor Degrees

**Status:** *Historical-Review all addendums*

**Academic Program Director:** John Miller; jmill@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 <b>Prerequisite:</b> ENG 102	4.50
OR		
ENG 334A	Technical Writing <b>Prerequisite:</b> 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 <i>Historical-Review all addendums</i> <b>Prerequisite:</b> MTH 12A and MTH 12B, or Accuplacer test placement	4.50
MTH 209A	Fundamentals of Mathematics I <b>Prerequisite:</b> MTH 12A and MTH 12B	4.50
MTH 210	Probability and Statistics <b>Prerequisite:</b> MTH 12A and MTH 12B, or Accuplacer test placement evaluation	4.50
MTH 215	College Algebra & Trigonometry <b>Prerequisite:</b> MTH 12A and MTH 12B, or Accuplacer test placement evaluation	4.50
MTH 216A	College Algebra I <i>Discontinued</i> <b>Prerequisite:</b> MTH 12A and MTH 12B, or Accuplacer test placement evaluation	3.00
AND MTH 216B	College Algebra II <i>Discontinued</i> <b>Prerequisite:</b> MTH 216A	3.00
MTH 220	Calculus I <i>Historical-Review all addendums</i> <b>Prerequisite:</b> MTH 215, or MTH 216A and MTH 216B, or Accuplacer test placement	4.50
MTH 301	Fundamentals of Mathematics II <b>Prerequisite:</b> MTH 209A	4.50
CSC 208	Calculus for Comp. Science I <i>Historical-Review all addendums</i> <b>Prerequisite:</b> MTH 215, or MTH 216A and MTH 216B	4.50
MNS 205	Intro to Quantitative Methods <i>Historical-Review all addendums</i>	4.50
BST 322	Intro to Biomedical Statistics	4.50

**AREA C: INFORMATION LITERACY (Minimum 4.5 quarter units)**

ILR 260	Academic Information Literacy <b>Prerequisite:</b> ENG 102	4.50
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**AREA D: ARTS, HUMANITIES, AND LANGUAGES (Minimum 18 quarter units in at least 2 areas)**

ARTS		
ART 225	Introduction to Art History <b>Prerequisite:</b> ENG 102	4.50
ART 110	Visual Arts	4.50
MUL 201	Intro to Graphic Design <i>Historical-Review all addendums</i> <b>Prerequisite:</b> 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 <i>Historical-Review all addendums</i>	4.50
MUS 300	Film Music <i>Historical-Review all addendums</i> <b>Prerequisite:</b> ENG 102; <b>Recommended Preparation:</b> MUS 100	4.50
MUS 327	World Music <sup>+</sup> <b>Prerequisite:</b> ENG 102	4.50

THR 200	Theater Arts	4.50
<b>HUMANITIES</b>		
ACEX 2101X	Philosophy of Coaching	4.50
HIS 233	World Civilizations I <b>Prerequisite:</b> ENG 102	4.50
HIS 234	World Civilizations II <b>Prerequisite:</b> ENG 102	4.50
LIT 100	Introduction to Literature <b>Prerequisite:</b> ENG 102	4.50
LIT 345	Mythology <b>Prerequisite:</b> ENG 240 and LIT 100	4.50
PHL 100	Introduction to Philosophy <b>Prerequisite:</b> ENG 102	4.50
PHL 337	Ethics <b>Prerequisite:</b> ENG 102	4.50
<b>LANGUAGES</b>		
ASL 120	American Sign Language I	4.50
ASL 130	American Sign Language II <b>Prerequisite:</b> ASL 120	4.50
SPN 100	Beginning Spanish I	4.50
SPN 101	Beginning Spanish II <b>Prerequisite:</b> SPN 100	4.50
SPN 200	Intermediate Spanish I <b>Prerequisite:</b> 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 <i>Historical-Review all addendums</i> <b>Prerequisite:</b> MTH 215, or MTH 216A and MTH 216B	4.50
CSC 252	Programming in C++ <i>Historical-Review all addendums</i> <b>Prerequisite:</b> CSC 242	4.50
CSC 262	Programming in JAVA <i>Historical-Review all addendums</i> <b>Prerequisite:</b> 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 <i>Historical-Review all addendums</i>	4.50
COM 380	Democracy in the Info. Age+ <b>Prerequisite:</b> ENG 102	4.50
ECO 203	Principles of Microeconomics	4.50
ECO 204	Principles of Macroeconomics	4.50
HIS 220A	United States History I+ <b>Prerequisite:</b> ENG 102	4.50
HIS 220B	United States History II+ <b>Prerequisite:</b> ENG 102	4.50
POL 100	Introduction to Politics <b>Prerequisite:</b> ENG 102	4.50
POL 201	American Politics <b>Prerequisite:</b> ENG 102	4.50
PSYC 100	Introduction to Psychology	4.50

SOC 100	Principles of Sociology <sup>+</sup>	4.50
SOC 260	Cultural Anthropology <b>Prerequisite:</b> ENG 102	4.50
SOC 350	Cultural Diversity <sup>+</sup> <b>Prerequisite:</b> ENG 102	4.50

<sup>+</sup>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 <i>Historical-Review all addendums</i> <b>Prerequisite:</b> 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 <b>Prerequisite:</b> BIO 161	4.50
BIO 201	Human Anatomy and Physiol I <i>Historical-Review all addendums</i> <b>Corequisite:</b> BIO 191A, or BIO 201A; <b>Recommended: Prior completion of:</b> BIO 100; BIO 100A; CHE 101; CHE 101A	4.50
BIO 191A	Online Hum Anat and Phys I Lab <i>Historical-Review all addendums</i> <b>Corequisite:</b> BIO 201; <b>Recommended: Prior completion of:</b> BIO 100; BIO 100A; CHE 101; CHE 101A	1.50
OR BIO 201A	Human Anatomy and Physiol Lab <i>Historical-Review all addendums</i> <b>Corequisite:</b> BIO 201; <b>Recommended: Prior completion of:</b> BIO 100; BIO 100A; CHE 101; CHE 101A or equivalent courses.	1.50
BIO 202	Human Anatomy and Physiol II <b>Corequisite:</b> BIO 202A, or BIO 192A; <b>Prerequisite:</b> BIO 201 and BIO 201A	4.50
BIO 192A	Online Anat and Phys II Lab <b>Corequisite:</b> BIO 202; <b>Prerequisite:</b> 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 <b>Corequisite:</b> BIO 202; <b>Prerequisite:</b> BIO 201; BIO 201A	1.50
BIO 203	Introductory Microbiology <i>Historical-Review all addendums</i> <b>Corequisite:</b> 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.; <b>Recommended: Prior completion of:</b> BIO 100 and BIO 100A; CHE 101 and CHE 101A or equivalent courses; BIO 201 and BIO 201A; BIO 202 and BIO 202A	4.50

BIO 193A	Online Microbiology Lab <i>Historical-Review all addendums</i> <b>Corequisite:</b> BIO 203; <b>Recommended: Prior completion of:</b> BIO 191A; BIO 201; CHE 101; CHE 101A	1.50
OR BIO 203A	Introductory Microbiology Lab <i>Historical-Review all addendums</i> <b>Corequisite:</b> BIO 203; <b>Recommended: Prior completion of:</b> 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 <b>Prerequisite:</b> 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 <i>Historical-Review all addendums</i> <b>Recommended Preparation:</b> MTH 204, or MTH 216A and MTH 216B	4.50
CHE 101A	Introductory Chemistry Lab <i>Historical-Review all addendums</i> <b>Prerequisite:</b> CHE 101, or CHE 141 for Science Majors.	1.50
CHE 141	General Chemistry 1 <i>Historical-Review all addendums</i> <b>Prerequisite:</b> MTH 215, or MTH 216A and MTH 216B	4.50
CHE 142	General Chemistry 2 <i>Historical-Review all addendums</i> <b>Prerequisite:</b> CHE 141	4.50
EES 103	Fundamentals of Geology	4.50
EES 103A	Fundamentals of Geology Lab <b>Prerequisite:</b> EES 103	1.50
PHS 104	Introductory Physics <i>Historical-Review all addendums</i> <b>Prerequisite:</b> 2 years of high school algebra and MTH 204, or MTH 216A and MTH 216B	4.50
PHS 104A	Introductory Physics Lab <i>Historical-Review all addendums</i> <b>Prerequisite:</b> PHS 104, or PHS 171 for Science Majors.	1.50
PHS 171	General Physics 1 <i>Historical-Review all addendums</i> <b>Prerequisite:</b> MTH 216A and MTH 216B	4.50
PHS 172	General Physics 2 <i>Historical-Review all addendums</i> <b>Prerequisite:</b> PHS 171	4.50
SCI 200	Earth and Space Sciences	4.50
SCI 200A	Earth and Space Sciences Lab <b>Prerequisite:</b> 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 <b>Recommended Preparation:</b> ART 225; ART 110	4.50
COH 100	Personal Health	4.50
COH 317	Public Health Nutrition <b>Prerequisite:</b> ENG 102; <b>Recommended Preparation:</b> COH 100	4.50
COH 318	Drug Use and Abuse <b>Prerequisite:</b> ENG 102; <b>Recommended Preparation:</b> COH 100	4.50
COH 319	Human Sexuality <b>Prerequisite:</b> ENG 102; <b>Recommended Preparation:</b> COH 100	4.50
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

ENG 150	Intro to Creative Writing	4.50
ENG 201	Fiction Writing I <b>Prerequisite:</b> ENG 102	4.50
ENG 202	Poetry Writing I <b>Prerequisite:</b> ENG 102	4.50
ENG 203	Screenwriting I <b>Prerequisite:</b> ENG 102	4.50
ENG 375	Nature Writing <b>Prerequisite:</b> 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 <i>Historical-Review all addendums</i> <b>Prerequisite:</b> 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 <i>Historical-Review all addendums</i> <b>Recommended Preparation:</b> MUS 100, or MUS 326, or MUS 327	4.50
PHL 238	Logical & Critical Thinking <b>Prerequisite:</b> 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 <b>Prerequisite:</b> ENG 102	4.50
ART 329	World Art <sup>+</sup> <b>Prerequisite:</b> ENG 102	4.50
COM 360	Representation in the Media <sup>+</sup> <i>Historical-Review all addendums</i> <b>Prerequisite:</b> ENG 102	4.50
COM 380	Democracy in the Info. Age <b>Prerequisite:</b> ENG 102	4.50
CSC 350	Computer Ethics	4.50
EES 322	Oceanography	4.50
LIT 311	British Literature I <b>Prerequisite:</b> ENG 240 and LIT 100	4.50
LIT 312	British Literature II <b>Prerequisite:</b> ENG 240 and LIT 100	4.50
LIT 321	American Literature I <b>Prerequisite:</b> ENG 240 and LIT 100	4.50
LIT 322	American Literature II <b>Prerequisite:</b> ENG 240 and LIT 100	4.50
MUS 326	American Music <sup>+</sup>	4.50

	<b>Prerequisite:</b> ENG 102	
PHL 320	World Religions <sup>+</sup>	4.50
	<b>Prerequisite:</b> ENG 102	
PHL 375	Environmental Ethics	4.50
	<b>Prerequisite:</b> ENG 102	
PHS 102	Survey of Physical Science	4.50
PSY 300	Social Psychology of Sport	4.50
	<b>Prerequisite:</b> ENG 102; PSYC 100	
PSYC 301	Child Development	4.50
	<b>Prerequisite:</b> ENG 102	
SCI 300	Geography <sup>+</sup>	4.50
SOC 325	Popular Culture	4.50
	<b>Prerequisite:</b> ENG 102	
HIS 336	American Film and Society <sup>+</sup>	4.50
	<b>Prerequisite:</b> ENG 102	
SOC 344	Love, Sex, and the Family	4.50
	<b>Prerequisite:</b> ENG 102	
SOC 350	Cultural Diversity	4.50
	<b>Prerequisite:</b> ENG 102	

<sup>+</sup>Diversity Enriched Offering.

## Undergraduate Degrees

### Class-Based

### Associate of Science in Business

**Status:** *Historical-Review all addendums*

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

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

#### **Program Learning Outcomes:**

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

- Describe the types of business organizations and their basic functions.
- Describe the legal structure of different types of business organizations such as sole proprietorship, partnership and corporation.
- Explain the functions of basic management relating to planning and implementing an organization's strategic behavior.
- Explain the basic accounting, finance, and management functions of business organizations.
- Explain the role of marketing in business.
- Describe the legal and ethical issues surrounding the business community.

#### **Degree Requirements:**

To receive an Associate of Science in Business degree, students must complete at least 90 quarter units consisting of all courses as articulated below along with the required minimum 37.5 units of the Associate of Science General

Education. In the absence of transfer credit, students may need to take additional general electives to satisfy total units for the degree. Refer to the section on undergraduate admission procedures for specific information regarding application and evaluation.

### Prerequisites for the Major (3 - 4 courses; 13.5 -15 quarter units)

ILR 260	Academic Information Literacy* <b>Prerequisite:</b> ENG 102	4.50
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MNS 205 must be taken if students do not have transfer credits for MNS 205, MTH 216A & MTH 216B, or MTH 220.

MNS 205	Intro to Quantitative Methods* <i>Historical-Review all addendums</i>	4.50
OR		
MTH 216A	College Algebra I <i>Discontinued</i> <b>Prerequisite:</b> MTH 12A and MTH 12B, or Accuplacer test placement evaluation	3.00
AND		
MTH 216B	College Algebra II <i>Discontinued</i> <b>Prerequisite:</b> MTH 216A	3.00
OR		
MTH 220	Calculus I <b>Prerequisite:</b> MTH 215, or Accuplacer test placement	4.50
MTH 210	Probability and Statistics <b>Prerequisite:</b> MTH 12A and MTH 12B, or Accuplacer test placement evaluation	4.50

\* May be used to meet General Education requirements

### Requirements for the Major (8 courses; 36 quarter units)

#### Foundation Courses

ECO 203	Principles of Microeconomics	4.50
ECO 204	Principles of Macroeconomics	4.50
ACC 201	Financial Accounting Funds.	4.50
ACC 202	Managerial Accounting Funds. <b>Prerequisite:</b> ACC 201	4.50

#### Core Courses

LAW 204	Legal Aspects of Business I	4.50
MKT 302A	Marketing Fundamentals	4.50
FIN 310	Business Finance <b>Prerequisite:</b> ACC 201	4.50
MGT 309	Prin. of Mgmt & Organizations	4.50

## 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 versions 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 gain access to multiple informational resource services.
- Communicate effectively with others using oral, visual, and written methods.

### Degree Requirements:

To receive the Associate in Human Biology degree, students must complete at least 90 quarter units, 18 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 AS HB 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 the 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	4.50
	<b>Prerequisite:</b> ENG 102	
CHE 101	Introductory Chemistry	4.50
	<b>Recommended Preparation:</b> MTH 204	
CHE 101A	Introductory Chemistry Lab	1.50
	<b>Prerequisite:</b> CHE 101, or CHE 141 for Science Majors.	
MTH 204	Mathematics Non-STEM Majors	4.50
	<b>Prerequisite:</b> MTH 12A and MTH 12B or equivalent, or Accuplacer test placement into College Level Math	
OR		
MTH 216A	College Algebra I <b>Discontinued</b>	3.00
	<b>Prerequisite:</b> MTH 12A and MTH 12B, or Accuplacer test placement evaluation	
AND		
MTH 216B	College Algebra II <b>Discontinued</b>	3.00



**Prerequisite:** MTH 216A

### 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 <b>Corequisite:</b> BIO 191A, or BIO 201A; <b>Recommended: Prior completion of:</b> BIO 100; BIO 100A; CHE 101; CHE 101A	4.50
BIO 191A	Online Hum Anat and Phys I Lab* <b>Corequisite:</b> BIO 201; <b>Recommended: Prior completion of:</b> BIO 100; BIO 100A; CHE 101; CHE 101A	1.50
OR BIO 201A	Human Anatomy and Physiol Lab <b>Corequisite:</b> BIO 201; <b>Recommended: Prior completion of:</b> BIO 100; BIO 100A; CHE 101; CHE 101A or equivalent courses.	1.50
BIO 202	Human Anatomy and Physiol II <b>Corequisite:</b> BIO 202A, or BIO 192A; <b>Prerequisite:</b> BIO 201 and BIO 201A	4.50
BIO 192A	Online Anat and Phys II Lab* <b>Corequisite:</b> BIO 202; <b>Prerequisite:</b> 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 <b>Corequisite:</b> BIO 202; <b>Prerequisite:</b> BIO 201; BIO 201A	1.50
BIO 203	Introductory Microbiology <b>Corequisite:</b> BIO 193A; 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.; <b>Recommended: Prior completion of:</b> 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* <b>Corequisite:</b> BIO 203; <b>Recommended: Prior completion of:</b> BIO 191A; BIO 201; CHE 101; CHE 101A	1.50
OR BIO 203A	Introductory Microbiology Lab <b>Corequisite:</b> BIO 203; <b>Recommended: Prior completion of:</b> 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.

# Concentration in Spanish

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

Through this concentration, students can improve their Spanish language skills and their marketability in various professions. The coursework focuses on increasing students' spoken and written fluency and their cultural competency for working with Spanish-speaking populations.

Students can enter directly into the concentration at the 300 Level if they have extensive experience with the Spanish language, either through their personal life or previous studies. Those at the beginner or intermediate level can take prerequisite courses SPN 100, SPN 101, and/or SPN 200 at NU. Placement can be established through prior coursework, testing options as described in the NU catalog, or an oral interview with SoALS faculty.

## Program Learning Outcomes:

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

- Use Spanish language skills effectively (listening, speaking, reading, writing) for daily life, travel, and workplace related tasks at a level equivalent to ACTFL Advanced Low.
- Produce projects in Spanish related to student's chosen future profession.
- Demonstrate a greater understanding of the diversity of contemporary and past ways of life in the Spanish speaking world, including workplace culture.
- Analyze cultural artifacts and manifestations from Latin American, Spanish, and US Latino communities.

## Degree Requirements:

The Concentration in Spanish requires four courses at and above the 300-level for a total of 18 quarter units. Required courses include SPN 303 and SPN 304. Students then choose two electives, one of which must be in Spanish.

Placement into prerequisite courses or directly into the concentration can be established through prior coursework at the high school or college level, testing options as described in the NU catalog, or an oral interview with SoALS faculty in the case of extensive personal experience speaking Spanish.

### Total Requirements for the Concentration (4 courses; 18 credit hours)

Requirements for the Concentration (2 courses; 9 credit hours)		Units: 9.00
SPN 303	Virtual Study Abroad <b>Prerequisite:</b> SPN 200 Prerequisite can be waived through prior coursework, testing options as described in the NU catalog, or an oral interview with SoALS faculty.	4.50
SPN 304	Spanish for Professional Comm <b>Prerequisite:</b> SPN 200 Prerequisite can be waived through prior coursework, testing options as described in the NU catalog, or an oral interview with SoALS faculty.	4.50

### Elective Courses in Spanish (1 course; 4.5 credit hours)

Students will need to select at least one course in Spanish from the list below as part of the Spanish Concentration.

SPN 350	Film and Culture <b>Prerequisite:</b> SPN 303; SPN 304	4.50
SPN 340A	Spanish for the Work Place	4.50

### Elective Courses in English (1 course; 4.5 credit hours)

Students will need to select one elective course in English from the list below as part of the Spanish Concentration.

SPN 341	Cross-Cultural Communication	4.50
HIS 345	Latin American Studies <b>Prerequisite:</b> ENG 102	4.50
LIT 420	U.S. Latino Literature <b>Prerequisite:</b> ENG 240 and LIT 100	4.50
LIT 480	Literature of the Americas <b>Prerequisite:</b> ENG 240 and LIT 100	4.50

## Bachelor of Arts in Communication

**Status:** *Historical-Review all addendums*

**Academic Program Director:** Sara Kelly; skelly@nu.edu

The Bachelor of Arts in Communication prepares students for careers in professional communication, including leadership positions in corporate communication, public relations, advertising, and integrated marketing. The degree also prepares students for a wide range of careers and pursuits that require highly developed communication skills. After all, strong communication skills are sought after by hiring managers and can help job seekers stand out among otherwise well-qualified applicants in a crowded employment marketplace.

The Communication BA 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.

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.

The core Communication program broadly prepares students for one of two required concentrations: Strategic Communication and Creative Communication. Strategic Communication is a more professionally oriented four-course sequence that includes intensive training and experience in public relations, advertising, and marketing. The Creative Communication Concentration takes a broader approach, allowing students to choose four from nine courses in communication subject matter ranging from creative writing to video editing and from storytelling to communication technology.

### 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.
- 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 Communication, 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 of 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)		Units: 9.00
ENG 102	Effective College English*	4.50
COM 103	Public Speaking*	4.50

\* May be used to satisfy general education requirements.

Core Requirements (9 courses; 40.5 units)		Units: 40.50
COM 300	Interpersonal Communication <b>Prerequisite:</b> ENG 102	4.50
COM 305	Intercultural Communication <b>Prerequisite:</b> ENG 102	4.50
COM 310	Communication Theory <b>Prerequisite:</b> ENG 102	4.50
COM 315	Communication Research Methods <b>Prerequisite:</b> ENG 102	4.50
COM 334	Persuasion <b>Prerequisite:</b> ENG 102	4.50
COM 344	Organizational Communication <b>Prerequisite:</b> ENG 102	4.50
COM 394	Strategic Writing <b>Prerequisite:</b> ENG 102	4.50
COM 400	Mediated Messaging <i>Historical-Review all addendums</i> <b>Prerequisite:</b> COM 385, or COM 394	4.50
COM 499	Communication Program Capstone <i>Historical-Review all addendums</i> <b>Prerequisite:</b> 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, ENG 402, ENG 301, ENG 367, ENG 369, ENG 375, MUL 345, MUL 365, or MUL 390.	4.50

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

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

## Concentration in Creative Communication

**Academic Program Director:** Sara Kelly; skelly@nu.edu

The Creative Communication Concentration allows students to choose four from nine courses in communication subject matter ranging from creative writing to video editing and from storytelling to communication technology.

### Program Learning Outcomes:

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

- Clarify abstract concepts for specific audiences using words and images.
- Modify messages for various audiences using words and communication technologies.
- Apply narrative skills to define expectations in a management setting.

### Degree Requirements:

To receive the concentration in Creative Communication, students complete 18 quarter units (4 courses) of Creative Communication offerings in addition to their core BA Communication requirements.

Before enrolling in courses for the Concentration in Creative Communication, please take careful note of prerequisites.

### Preparation for the Concentration (0-2 courses; 0-9 quarter units)

Several courses in the Creative Communication Concentration have prerequisites. Students need ONLY take preparatory courses that apply to those prerequisites.

ENG 102	Effective College English	4.50
ENG 150	Intro to Creative Writing	4.50
ENG 201	Fiction Writing I <b>Prerequisite:</b> ENG 102	4.50
ENG 202	Poetry Writing I <b>Prerequisite:</b> ENG 102	4.50
ENG 240	Advanced Composition <b>Prerequisite:</b> ENG 102	4.50
ENG 334A	Technical Writing <b>Prerequisite:</b> ENG 102; (Only Business, Engineering and Nursing majors may fulfill the requirement by taking ENG 334A)	4.50
MUL 201	Intro to Graphic Design <b>Prerequisite:</b> ENG 102	4.50
MUL 203	Intro to Visual Storytelling <b>Prerequisite:</b> ENG 102	4.50

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

**Units:** 18.00

Students select FOUR courses from:

ENG 302	Poetry Writing II <b>Prerequisite:</b> ENG 150, or ENG 202	4.50
COM 402	Communication Technologies <b>Prerequisite:</b> ENG 102	4.50
ENG 301	Fiction Writing II <b>Prerequisite:</b> ENG 150, or ENG 201	4.50
ENG 367	Editing <b>Prerequisite:</b> ENG 240	4.50
ENG 369	Storytelling for Leadership	4.50
ENG 375	Nature Writing <b>Prerequisite:</b> ENG 102; ENG 240, or ENG 334A	4.50
MUL 345	Applied Web Design <b>Prerequisite:</b> ENG 102; MUL 201; MUL 203; <b>Recommended: Prior completion of:</b> MUL 308; MUL 312; MUL 316; MUL 390	4.50
MUL 365	Digital Video Editing <b>Prerequisite:</b> ENG 102; MUL 201 and MUL 203; <b>Recommended: Prior completion of:</b> MUL 308; MUL 312; MUL 316; MUL 390; MUL 345; MUL 353; MUL 309	4.50
MUL 390	User Interface Design <b>Prerequisite:</b> ENG 102; MUL 201; MUL 203; <b>Recommended: Prior completion of:</b> MUL 308; MUL 312; MUL 316	4.50

## Concentration in Strategic Communication

**Status:** *Historical-Review all addendums*

**Academic Program Director:** Sara Kelly; skelly@nu.edu

The Concentration in Strategic Communication is a professionally oriented four-course sequence that includes intensive training and experience in public relations, advertising, and marketing.

### **Program Learning Outcomes:**

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

- Create content that fulfills strategic communication campaign objectives.
- Create strategic communication messages while working in a group.
- Apply research data to guide the development of strategic communication campaigns and messages.

### **Degree Requirements:**

To receive the concentration in Strategic Communication, students complete 18 quarter units (4 courses) in Strategic Communication in addition to their core BA Communication requirements.

<b>Requirements for Concentration (4 courses; 18 quarter units)</b>			<b>Units: 18.00</b>
COM 404	Media Management <i>Historical-Review all addendums</i> <b>Prerequisite:</b> COM 400		4.50
COM 441	Communication Strategies <b>Prerequisite:</b> COM 334		4.50
COM 442	Communication Campaigns <b>Prerequisite:</b> COM 441		4.50
COM 443	Interactive & Mobile Campaigns <i>Historical-Review all addendums</i> <b>Prerequisite:</b> COM 442		4.50

## **Bachelor of Arts in English**

**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 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. Students complete eight core requirements, including a capstone project course, and one of three four-course Concentrations in either Literary Studies, Creative Writing, or Written Communication.

**Note:** Students interested in teaching English or Language Arts in middle or secondary schools may want to consider enrolling in the Bachelor of Arts in English with 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 to 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 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. Students should refer to the section on undergraduate admission procedures for specific information on admission and evaluation.

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

**Preparation for the Major (1 course; 4.5 quarter units)** **Units: 4.50**

LIT 100	Introduction to Literature <i>Prerequisite: ENG 102</i>	4.50
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#### Core Requirements for the Major (8 courses; 36 quarter units)

LIT 301	Writing for the English Major <i>Prerequisite: LIT 100; ENG 240</i>	4.50
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*TWO of the following four survey courses. Must include either LIT 311 or LIT 321.*

LIT 311	British Literature I <i>Prerequisite: ENG 240 and LIT 100</i>	4.50
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OR

LIT 312	British Literature II <i>Prerequisite: ENG 240 and LIT 100</i>	4.50
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OR

LIT 321	American Literature I <i>Prerequisite: ENG 240 and LIT 100</i>	4.50
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OR

LIT 322	American Literature II <i>Prerequisite: ENG 240 and LIT 100</i>	4.50
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LIT 338	Shakespeare <i>Prerequisite: ENG 240 and LIT 100</i>	4.50
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*ONE of the following two courses:*



LIT 360	History of Literary Theory <b>Prerequisite:</b> ENG 240 and LIT 100	4.50
OR		
LIT 365	Contemporary Literary Theory <b>Prerequisite:</b> ENG 240 and LIT 100	4.50
<b>ONE of the following three courses:</b>		
LIT 410	African American Literature <b>Prerequisite:</b> ENG 240 and LIT 100	4.50
OR		
LIT 420	U.S. Latino Literature <b>Prerequisite:</b> ENG 240 and LIT 100	4.50
OR		
LIT 460	Gender and Literature <b>Prerequisite:</b> ENG 240 and LIT 100	4.50
Any ONE additional upper division LIT course.		
AND		
LIT 498	English Capstone Course <b>Prerequisite:</b> Satisfactory completion of 8 upper-division ENG or LIT courses	4.50

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

Students must select and complete ONE of the following concentrations listed below:

## Concentration in Literary Studies

**Academic Program Director:** John Miller; jmill@nu.edu

The Concentration in Literary Studies is recommended for students interested in a literature-focused degree, applying to graduate programs in English, or teaching English.

### Program Learning Outcomes:

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

- Apply close reading skills to analyze literary and other texts.
- Analyze the significance of genre conventions to the meanings and effects of literary works.
- 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.

**Total Requirements for Concentration in Literary Studies (4 courses, 18 quarter units)**

**Units: 18.00**

Any FOUR additional LIT courses may be selected from the list below that have not already been taken to fulfill the requirements of the Major.

LIT 345	Mythology <b>Prerequisite:</b> ENG 240 and LIT 100	4.50
LIT 401	Contemporary Fiction <b>Prerequisite:</b> ENG 240 and LIT 100	4.50
LIT 402	Contemporary Poetry	4.50

	<b>Prerequisite:</b> ENG 240 and LIT 100	
LIT 430	Children's Literature	4.50
	<b>Prerequisite:</b> ENG 240 and LIT 100	
LIT 443	World of the Short Story	4.50
	<b>Prerequisite:</b> ENG 240 and LIT 100	
LIT 446	Studies in Poetry	4.50
	<b>Prerequisite:</b> ENG 240 and LIT 100	
LIT 450	Studies in the Novel	4.50
	<b>Prerequisite:</b> ENG 240 and LIT 100	
LIT 456	Studies in Drama	4.50
	<b>Prerequisite:</b> ENG 240 and LIT 100	
LIT 463	Contemporary World Literature	4.50
	<b>Prerequisite:</b> ENG 240 and LIT 100	
LIT 480	Literature of the Americas	4.50
	<b>Prerequisite:</b> ENG 240 and LIT 100	
LIT 490	Guided Study (variable units)	1.50
	<b>Prerequisite:</b> ENG 240 and LIT 100 and Completion of at least one upper division LIT course with a grade of C or better.	

## Concentration in Written Communication

**Academic Program Director:** John Miller; jmiller@nu.edu

The Concentration in Written Communication is recommended for students interested in improving their skills as writers and communicators in the workplace and elsewhere.

### Program Learning Outcomes:

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

- Produce polished, professional, effective pieces of writing for specific audiences, purposes, and contexts.
- Analyze audiences, purposes, and contexts of different writing tasks.
- Employ revision and editing strategies to improve their own writing.
- Constructively critique the writing of others.

### Total Requirements for the Concentration in Written Communication (4 courses, 18 quarter units)

Students are to choose any FOUR courses from the following list below:

COM 334	Persuasion	4.50
	<b>Prerequisite:</b> ENG 102	
COM 394	Strategic Writing	4.50
	<b>Prerequisite:</b> ENG 102	
COM 400	Mediated Messaging <i>Historical-Review all addendums</i>	4.50
	<b>Prerequisite:</b> COM 385, or COM 394	
ENG 310	English Grammar	4.50
	<b>Prerequisite:</b> ENG 102	
ENG 334A	Technical Writing	4.50
	<b>Prerequisite:</b> ENG 102; (Only Business, Engineering and Nursing majors may fulfill the requirement by taking ENG 334A)	
ENG 367	Editing	4.50
	<b>Prerequisite:</b> ENG 240	

ENG 368	Writing Technologies <b>Prerequisite:</b> ENG 240	4.50
ENG 375	Nature Writing <b>Prerequisite:</b> ENG 102; ENG 240, or ENG 334A	4.50

## Concentration in Creative Writing

**Academic Program Director:** John Miller; jmill@nu.edu

The Concentration in Creative Writing is recommended for students interested in improving their skills and/or pursuing a graduate degree or career in composing fiction and poetry.

### Program Learning Outcomes:

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

- Produce polished and completed works of either poetry or fiction.
- Employ revision strategies to improve their work.
- Constructively critique the writing of others.

### Preparation for the Concentration (1 -2 courses, 4.5 - 9 quarter units)

Students will take either:

ENG 150	Intro to Creative Writing	4.50
<i>Or both of the following ENG courses:</i>		
ENG 201	Fiction Writing I <b>Prerequisite:</b> ENG 102	4.50
AND		
ENG 202	Poetry Writing I <b>Prerequisite:</b> ENG 102	4.50

### Concentration Requirements (4 courses, 18 quarter units)

**Units:** 18.00

ENG 301	Fiction Writing II <b>Prerequisite:</b> ENG 150, or ENG 201	4.50
ENG 302	Poetry Writing II <b>Prerequisite:</b> ENG 150, or ENG 202	4.50
<i>ONE of the following:</i>		
ENG 375	Nature Writing <b>Prerequisite:</b> ENG 102; ENG 240, or ENG 334A	4.50
OR		
LIT 401	Contemporary Fiction <b>Prerequisite:</b> ENG 240 and LIT 100	4.50
OR		
LIT 402	Contemporary Poetry <b>Prerequisite:</b> ENG 240 and LIT 100	4.50
ENG 495	Creative Writing Project <b>Prerequisite:</b> Successful completion of all other requirements of the Concentration in Creative Writing; ENG 301; ENG 302; and one of the following courses; ENG 375, or LIT 401, or LIT 402	4.50

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

**Status:** *Historical-Review all addendums*

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

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

For additional information on credential requirements, please see the Sanford College of Education's Credential Information section of the catalog. The APD for the credential portion of this program is Dr. Ida Randall.

### Program Disclosure Information

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

For up-to-date information on program Licensure eligibility requirements in a state, please visit:

- <https://www.nu.edu/licensuredisclosures>

### Program Learning Outcomes:

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

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

### Degree Requirements:

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

### Total Requirements for the Major (11 courses; 49.5 quarter units)

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

LIT 100	Introduction to Literature*	4.50
	<b>Prerequisite:</b> ENG 102	

\*May also be used to satisfy General Education requirements.

**English Requirements (11 courses; 49.5 quarter units)**

LIT 301	Writing for the English Major	4.50
	<b>Prerequisite:</b> LIT 100; ENG 240	

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

LIT 311	British Literature I	4.50
	<b>Prerequisite:</b> ENG 240 and LIT 100	

OR

LIT 312	British Literature II	4.50
	<b>Prerequisite:</b> ENG 240 and LIT 100	

OR

LIT 321	American Literature I	4.50
	<b>Prerequisite:</b> ENG 240 and LIT 100	

OR

LIT 322	American Literature II	4.50
	<b>Prerequisite:</b> ENG 240 and LIT 100	

LIT 338	Shakespeare	4.50
	<b>Prerequisite:</b> ENG 240 and LIT 100	

AND

LIT 365	Contemporary Literary Theory	4.50
	<b>Prerequisite:</b> ENG 240 and LIT 100	

AND

ANY ONE additional Upper Division LIT Course

Any ONE of the following THREE courses: LIT 410, LIT 420 or LIT 460

LIT 410	African American Literature	4.50
	<b>Prerequisite:</b> ENG 240 and LIT 100	

OR

LIT 420	U.S. Latino Literature	4.50
	<b>Prerequisite:</b> ENG 240 and LIT 100	

OR

LIT 460	Gender and Literature	4.50
	<b>Prerequisite:</b> ENG 240 and LIT 100	

Any THREE of the following:

COM 360	Representation in the Media <i>Historical-Review all addendums</i>	4.50
	<b>Prerequisite:</b> ENG 102	

OR

ENG 301	Fiction Writing II	4.50
	<b>Prerequisite:</b> ENG 150, or ENG 201	

OR

ENG 302	Poetry Writing II <b>Prerequisite:</b> ENG 150, or ENG 202	4.50
OR ENG 310	English Grammar <b>Prerequisite:</b> ENG 102	4.50
OR ENG 350	Fundamentals of Linguistics <b>Prerequisite:</b> ENG 102	4.50
OR ENG 375	Nature Writing <b>Prerequisite:</b> ENG 102; ENG 240, or ENG 334A	4.50
OR LIT 345	Mythology <b>Prerequisite:</b> ENG 240 and LIT 100	4.50
OR LIT 430	Children's Literature <b>Prerequisite:</b> ENG 240 and LIT 100	4.50
OR LIT 463	Contemporary World Literature <b>Prerequisite:</b> ENG 240 and LIT 100	4.50
Capstone Requirement		
LIT 498	English Capstone Course <b>Prerequisite:</b> Satisfactory completion of 8 upper-division ENG or LIT courses	4.50

## Undergraduate Credential Inspired Teaching and Learning Preliminary Single Subject Teaching Credential

**Status:** *Historical-Review all addendums*

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

Students are required to take the courses in this sequence.

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

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

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

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

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

### Program Learning Outcomes:

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

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

### Degree Requirements:

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

### Introductory Core Requirement (1 course; 4.5 quarter units)

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

### Foundation Courses (4 courses; 18 quarter units)

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

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

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

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

### Student Teaching Requirements (4 courses; 13.5 quarter units)

PRIOR to beginning any of the student teaching courses below, the candidate must successfully complete all Foundation, Single Subject Credential Area Method, and upper division courses, meet Basic Skills Requirement,



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

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

## Bachelor of Arts in Interdisciplinary Studies in Education

**Academic Program Director:** Sharen Bertrando; sbertrando@nu.edu, George Beckwith; gbeckwith@nu.edu

The Bachelor of Arts in Interdisciplinary Studies in Education will facilitate professional growth and development as a practitioner, leader, and communicator in diverse educational environments. Students will be familiar with educational theory, research, and instructional practices while integrating multiple societal, ethical, and diverse perspectives into professional practices.

This program is designed for students who have completed the general education requirements at a community college and are interested in completing the work toward the Bachelor of Arts degree. Students will complete their upper-division requirements and specialization requirements in a 17-course/17-month undergraduate degree completion pathway.

### Program Learning Outcomes:

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

- Identify essential concepts, strategies, and processes utilized in the educational environment to include those for children with special needs.
- Apply evidence-based solutions for supporting and improving instructional practices across multiple disciplines to include those children with special needs.
- Explain how cross-disciplinary concepts are integrated into the overall teaching and learning strategies.
- Analyze how technology and social media impact how students learn and process educational content and knowledge.
- Describe how the various educational learning and teaching theories can be applied to support ethical and professional practices in the classroom.
- Demonstrate the proven leadership and management techniques teachers may use effectively in the classroom to provide the best learning environment for students.

### Degree Requirements:

To receive a Bachelor of Arts in Interdisciplinary Studies in Education, 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 70.5 units of the University General Education requirements. In the absence of transfer credit, additional general electives may be necessary to satisfy the total units for the degree. The following courses are specific degree requirements. Refer to the section on undergraduate admission procedures for specific information regarding admission and evaluation.

**Prerequisites for Major (2 courses, 9 quarter units)****Units: 9.00**

Students will transfer the majority of General Education from Community College. Therefore, it is most likely ENG 102 will be fulfilled through transfer coursework.

ENG 102	Effective College English	4.50
SOC 350	Cultural Diversity	4.50
	<b>Prerequisite:</b> ENG 102	

ENG 102 is a prerequisite for PSYC 301.

**Requirements for the Major (10 courses: 45 quarter units)****Units: 45.00**

Students should complete the courses in the sequence, as noted above.

ISE 300	Intro to Interdisciplinary EDU	4.50
PSYC 301	Child Development	4.50
	<b>Prerequisite:</b> ENG 102	
ISE 440	EDU Psychology for Diverse Pop	4.50
ISE 443	The Special Needs of Children	4.50
	<b>Prerequisite:</b> ISE 440 with a minimum grade of B. It is important for students to digest the content of the Psychology of Diverse Populations successfully prior to studying the special needs of children, in order to have a sufficient foundation of how the diversity of the environment and culture impact how students learn.	
ISE 445	Cognition and Learning	4.50
	<b>Prerequisite:</b> ISE 443 with a minimum grade of B. A "B" grade, indicating the student has satisfactorily absorbed the content of the special needs of children, is essential in successfully understanding how cognition and learning support the teaching and learning accommodations/ techniques needed to help students whose ability to learn requires special attention, thus serving as a foundation for teaching and learning techniques in general.	
ISE 461	Leadership and Supervision	4.50
ISE 447	The Next Generation Classroom	4.50
	<b>Prerequisite:</b> ISE 445 with a minimum grade of B. In order to comprehend how the complexity of the "next generation classroom" will impact teaching and learning, students must satisfactorily pass the "Cognition and Learning" class with at least a "B" grade to ensure they can integrate the new approaches artificial intelligence (AI) and similar advances in learning potential provide with current theories and techniques.	
ITL 510	Language-Literacy: Foundations	4.50
	<b>Prerequisite:</b> ITL 518	
ITL 512	Language/Literacy: Strategies	4.50
	<b>Prerequisite:</b> ITL 510	
ISE 452	Partnering with Families	4.50
	<b>Prerequisite:</b> ISE 447 with a minimum grade of B. Partnering with families successfully is a major challenge for teachers and coaches and therefore, an especially broad spectrum of knowledge, as contained in previous courses, to include particularly the ability to explain how the next generation classroom is essential to the future of education, is a must thus requiring a satisfactory grade of at least a "B".	

ENG 102 is a requirement.

## Concentration in Coaching and Physical Education

**Academic Program Director:** George Beckwith; gbeckwith@nu.edu

The concentration in Coaching and Physical Education prepares students for state licensure in this field.

### Program Learning Outcomes:

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

- Identify essential concepts, strategies, and processes utilized in the educational environment to include those for children with special needs.
- Apply evidence-based solutions for supporting and improving instructional practices across multiple disciplines to include those children with special needs. Course # Bio 386
- Explain how cross-disciplinary concepts are integrated into the overall teaching and learning strategies.
- Analyze how technology and social media impact how students learn and process educational content and knowledge.
- Describe how the various educational learning and teaching theories can be applied to support ethical and professional practices in the classroom.
- Demonstrate the proven leadership and management techniques teachers may use effectively in the classroom to provide the best learning environment for students.

### Degree Requirements:

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

Concentration Requirements (6 courses; 27 quarter units)		Units: 27.00
ACEX 2101X	Philosophy of Coaching	4.50
BIO 386	Exercise Physiology	4.50
ISE 472	Ethics in Coaching and Sport	4.50
BIO 385	Biomechanics of Sport	4.50
ISE 471	Performance Eval in Sport	4.50
ISE 470	Coaching Psychology	4.50

## Concentration in Elementary Education

**Academic Program Director:** George Beckwith; gbeckwith@nu.edu

The Elementary Education concentration will prepare students to enter a teaching credential/state licensure program to be an elementary educator.

### Program Learning Outcomes:

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

- Apply evidence-based solutions for supporting and improving instructional practices across multiple disciplines to include those children with special needs.
- Identify essential concepts, strategies, and processes utilized in the educational environment to include those for children with special needs.
- Explain how cross-disciplinary concepts are integrated into the overall teaching and learning strategies.
- Analyze how technology and social media impact how students learn and process educational content and knowledge.

- Describe how the various educational learning and teaching theories can be applied to support ethical and professional practices in the classroom.
- Demonstrate the proven leadership and management techniques teachers may use effectively in the classroom to provide the best learning environment for students.
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### Degree Requirements:

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

Concentration Requirements (6 courses, 27 quarter units)		Units: 27.00
ITL 400	Becoming a Teacher	4.50
ITL 402	Context: Education in the U.S. <i>Prerequisite: ITL 400 and Students must complete the credential packet.</i>	4.50
ITL 404	Learners and Learning I <i>Prerequisite: ITL 402</i>	4.50
ITL 406	Learners and Learning II <i>Prerequisite: ITL 404</i>	4.50
ITL 408	Design and Process of Teaching <i>Prerequisite: ITL 406</i>	4.50
ITL 530	Optimized Learning Community	4.50

## Concentration in Special Education

**Academic Program Director:** George Beckwith; gbeckwith@nu.edu

This concentration provides candidates with the critical skills needed to teach in inclusive classrooms, providing children with disabilities with extensive support. The program is designed to provide candidates with the critical skills needed to teach in inclusive classrooms serving children with disabilities. 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.

### Program Learning Outcomes:

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

- Identify essential concepts, strategies, and processes utilized in the educational environment to include those for children with special needs.
- Apply evidence-based solutions for supporting and improving instructional practices across multiple disciplines to include those children with special needs.
- Explain how cross-disciplinary concepts are integrated into the overall teaching and learning strategies.
- Analyze how technology and social media impact how students learn and process educational content and knowledge.
- Describe how the various educational learning and teaching theories can be applied to support ethical and professional practices in the classroom.
- Demonstrate the proven leadership and management techniques teachers may use effectively in the classroom to provide the best learning environment for students.

### Degree Requirements:

Requirements for the Concentration (7 courses; 31.5 quarter units)

**Concentration Requirements (7 courses; 31.5 quarter units)****Units: 31.50**

SED 415	Special Education Law <b>Prerequisite:</b> ISE 443	4.50
SED 410	Adv. Behavioral Supports & SEL <b>Prerequisite:</b> SED 415	4.50
SED 407	Language/Literacy Basics <b>Prerequisite:</b> SED 410	4.50
SED 409	Lang & Lit Case Studies <b>Prerequisite:</b> SED 407	4.50
MMS 417	Intro Assm, Collab, & Instrt <b>Prerequisite:</b> SED 409	4.50
MMS 420	Assmnt, Differentiation M/M <b>Prerequisite:</b> MMS 417	4.50
MMS 423	Collaboration & Case Mgmt <b>Prerequisite:</b> MMS 420	4.50

**Bachelor of Arts in Pre-Law Studies****Academic Program Director:** Bryan Hance; bhance@nu.edu

The Bachelor of Arts in Pre-Law Studies program provides students with the well-rounded education needed for admission to law schools. Emphasis is placed on the verbal, critical thinking, and analytical skills that are considered vital for success as a law student and as a member of the legal profession. This major also allows students interested in a career in business or government to gain an understanding of the complex legal issues they will face in their professions.

**Disclaimer\*** Pre - law courses and the Pre-Law Studies program are designed for students who are interested in preparing for, applying to, and attending law school, and those who have a general interest in law. As such, they do not prepare students to work as paralegals. In addition, pre - law programs are neither evaluated nor approved by the American Bar Association and, thus, the NU Pre-Law Studies program is not so approved.

**3 + 3 Accelerated BA in Pre-Law Studies/JD Pathway**

Students who are currently enrolled in the Bachelor of Arts in Pre-Law Studies degree program have the option to participate in the 3 + 3 Accelerated BA/JD Pathway. If accepted to JFK School of Law, the student would replace their upper-division electives (36 quarter units) in the bachelor's program with the first year of the Juris Doctor program (24 semester units). The following is the program sequence for the 3 + 3 Accelerated BA in Pre-Law Studies/JD Pathway: LAW 112A, LAW 115A, LAW 117A, LAW120, LAW 112B, LAW 115B, LAW 117B, and LAW 318. This pathway allows students to complete their undergraduate pre-law degree and Juris Doctorate in an expedited time frame.

Students accepted into the 3 + 3 Accelerated BA/JD Pathway would replace their upper-division electives (36 quarter units) in the bachelor's program with the first year of the Juris Doctor program (24 semester units). Pending meeting the requirements of, and receiving grades acceptable in, the JD program\*, the student would graduate with a Bachelor of Arts in Pre-Law Studies in their last undergraduate year, having already completed one year in the Juris Doctor program. The student would then continue in the Juris Doctor program for two more years toward the successful completion of that degree. Students completing the 3 + 3 Accelerated BA/JD Pathway qualify to sit for the California Bar Exam.

To support a cohesive pathway to a Juris Doctorate degree, National University's Bachelor of Arts in Pre-Law Studies undergraduate students who successfully meet all requirements of admission to the JFK School of Law at National University and have opted to participate in the 3 + 3 program will be considered preferred candidates for admission to the JFK School of Law at National University's JD program.

3 + 3 Accelerated BA/JD Pathway students would need to have their completed undergraduate credits verified before applying to the JFK School of Law. Acceptance to the JD program is not guaranteed. Applicants will be evaluated for eligibility and readiness through the Juris Doctor application process.

### Program Learning Outcomes:

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

- Develop legal and critical thinking skills in judicial issues.
- Describe, analyze, and anticipate legal issues in a business environment.
- Analyze contemporary legal issues in the state, federal, and administrative law forums
- Analyze issues by application of relevant rules of law, ethical standards, and social mores.
- Develop concise legal arguments.
- Demonstrate written, oral communication, and presentation skills used in pre-law.
- Describe the need for effective planning in preparation for the negotiation process.

### Degree Requirements:

To earn a Bachelor of Arts with a Major in Pre-Law 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 of 69 units of the University General Education requirements. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree. The following courses are specific degree requirements. Students should refer to the section on undergraduate admission procedures for specific information on admission and evaluation.

#### Prerequisites for the Major (4 courses; 18 quarter units)

ENG 102	Effective College English	4.50
LAW 200	Intro to Law & Legal Writing	4.50
SOC 100	Principles of Sociology	4.50
OR		
PSYC 100	Introduction to Psychology	4.50
POL 201	American Politics	4.50
	<b>Prerequisite:</b> ENG 102	
OR		
PHL 100	Introduction to Philosophy	4.50
	<b>Prerequisite:</b> ENG 102	

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

LAW 204	Legal Aspects of Business I	4.50
LAW 305	Legal Aspects of Business II	4.50
	<b>Prerequisite:</b> LAW 204	
LAW 310	Litigation	4.50
LAW 400	Current Legal Issues	4.50
ADR 400	Alternative Dispute Resolution	4.50
LAW 405	Analytical Reasoning	4.50
LAW 408	Legal Writing Research and Ora	4.50
LAW 402	The Art of Negotiation	4.50
OR		

ADR 405	Negotiation Fundamentals	4.50
Capstone:		
LAW 420	Advocacy	4.50
OR		
LAW 470	Pre-Law Senior Project	4.50
<b>Prerequisite:</b> LAW 310; LAW 400 and LAW 408		

### Upper-Division Electives (8 courses; 36 units)

Choose eight upper-division degree related electives. The courses noted with an \* below are strongly recommended.

LAW 430	Constitutional Law*	4.50
LAW 440	Comparative International Law	4.50
LAW 445	Administrative Law for Business	4.50
LAW 455	Public Contracting	4.50
LAW 460	Law School Portfolio Project*	4.50
ADR 405	Negotiation Fundamentals*	4.50
ADR 415	Mediation Fundamentals*	4.50
ADR 420	Communication & Conflict*	4.50
ADR 425	Issues in Conflict Management*	4.50
ADR 430	Ethics and Neutrality*	4.50
CJA 464	Constitutional Law for CJ	4.50
SOC 445	Contemporary Social Problems	4.50
<b>Prerequisite:</b> ENG 102		
PHL 337	Ethics	4.50
<b>Prerequisite:</b> ENG 102		

## Bachelor of Arts in Psychology

**Status:** *Historical-Review all addendums*

**Academic Program Director:** Allyson Washburn; awashburn@nu.edu, Tom Steiner; tsteiner@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* <b>Prerequisite:</b> 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 <b>Prerequisite:</b> ENG 102; PSYC 100	4.50
PSYC 429	Intro to Personality Theory <b>Prerequisite:</b> ENG 102; PSYC 100	4.50
PSYC 432	Social Psychology <b>Prerequisite:</b> 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 <b>Prerequisite:</b> ENG 102; MTH 210; PSYC 100	4.50
PSYC 430	Intro to Psychopathology <b>Prerequisite:</b> ENG 102; PSYC 100	4.50
PSYC 441	Global Psychology <b>Prerequisite:</b> PSYC 100	4.50
PSYC 426	History and Philosophy Psych <b>Prerequisite:</b> 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 <b>Prerequisite:</b> ENG 102; PSYC 100	4.50
PSYC 427	Biological Psychology <b>Prerequisite:</b> ENG 102; PSYC 100	4.50
PSYC 480	Senior Project <i>Discontinued</i> <b>Prerequisite:</b> 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 the Concentration in Spanish or a minor must choose five Upper-Division Electives from the following:

BIO 420	Animal Behavior <i>Historical-Review all addendums</i> <b>Prerequisite:</b> 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 <i>Discontinued</i>	4.50
HUB 400	Group Structure & Dynamics <b>Prerequisite:</b> ENG 102; PSYC 100	4.50
HUB 401	Conflict Resolution <b>Prerequisite:</b> ENG 102; PSYC 100	4.50
HUB 410	Psychology for Managers <b>Prerequisite:</b> ENG 102; PSYC 100	4.50
HUB 420	Human Communication <b>Prerequisite:</b> ENG 102; PSYC 100	4.50
HUB 440	Organizational Development <b>Prerequisite:</b> ENG 102; PSYC 100	4.50
HUB 500	Cross-Cultural Dynamics <b>Prerequisite:</b> ENG 102; PSYC 100	4.50
PSY 302	Foundation of Sport Psychology <b>Prerequisite:</b> ENG 102; PSYC 100	4.50
PSY 340A	Counseling Techniques I <b>Prerequisite:</b> ENG 102; PSYC 100	4.50
PSYC 431	Psychological Testing <b>Prerequisite:</b> ENG 102; PSYC 100	4.50
PSY 445	Applied Sport Psychology <b>Prerequisite:</b> PSYC 100; PSY 302	4.50
PSYC 446	Positive Psychology <b>Prerequisite:</b> ENG 102; PSYC 100	4.50
PSYC 454	Psychology of Religion <b>Prerequisite:</b> ENG 102; PSYC 100	4.50
PSYC 455	Psychology of Bereavement <b>Prerequisite:</b> ENG 102; PSYC 100	4.50
PSYC 457	Forensic Psychology <b>Prerequisite:</b> ENG 102; PSYC 100	4.50
PSYC 458	Health Psychology <b>Prerequisite:</b> ENG 102; PSYC 100	4.50
PSYC 469	Human Sexuality	4.50
SOC 344	Love, Sex, and the Family <b>Prerequisite:</b> ENG 102	4.50
SOC 443	Sociology of Deviance	4.50

SOC 445	<b>Prerequisite:</b> ENG 102	4.50
	Contemporary Social Problems	
	<b>Prerequisite:</b> ENG 102	

Other electives must be approved by the Academic Program Director.

## Concentration in Spanish

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

Through this concentration, students can improve their Spanish language skills and their marketability in various professions. The coursework focuses on increasing students' spoken and written fluency and their cultural competency for working with Spanish-speaking populations.

Students can enter directly into the concentration at the 300 Level if they have extensive experience with the Spanish language, either through their personal life or previous studies. Those at the beginner or intermediate level can take prerequisite courses SPN 100, SPN 101, and/or SPN 200 at NU. Placement can be established through prior coursework, testing options as described in the NU catalog, or an oral interview with SoALS faculty.

### Program Learning Outcomes:

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

- Use Spanish language skills effectively (listening, speaking, reading, writing) for daily life, travel, and workplace related tasks at a level equivalent to ACTFL Advanced Low.
- Produce projects in Spanish related to student's chosen future profession.
- Demonstrate a greater understanding of the diversity of contemporary and past ways of life in the Spanish speaking world, including workplace culture.
- Analyze cultural artifacts and manifestations from Latin American, Spanish, and US Latino communities.

### Degree Requirements:

The Concentration in Spanish requires four courses at and above the 300-level for a total of 18 quarter units. Required courses include SPN 303 and SPN 304. Students then choose two electives, one of which must be in Spanish.

Placement into prerequisite courses or directly into the concentration can be established through prior coursework at the high school or college level, testing options as described in the NU catalog, or an oral interview with SoALS faculty in the case of extensive personal experience speaking Spanish.

### Total Requirements for the Concentration (4 courses; 18 credit hours)

Requirements for the Concentration (2 courses; 9 credit hours)		Units: 9.00
SPN 303	Virtual Study Abroad <b>Prerequisite:</b> SPN 200 Prerequisite can be waived through prior coursework, testing options as described in the NU catalog, or an oral interview with SoALS faculty.	4.50
SPN 304	Spanish for Professional Comm <b>Prerequisite:</b> SPN 200 Prerequisite can be waived through prior coursework, testing options as described in the NU catalog, or an oral interview with SoALS faculty.	4.50

### Elective Courses in Spanish (1 course; 4.5 credit hours)

Students will need to select at least one course in Spanish from the list below as part of the Spanish Concentration.

SPN 350	Film and Culture <b>Prerequisite:</b> SPN 303; SPN 304	4.50
SPN 340A	Spanish for the Work Place	4.50

### Elective Courses in English (1 course; 4.5 credit hours)

Students will need to select one elective course in English from the list below as part of the Spanish Concentration.

SPN 341	Cross-Cultural Communication	4.50
HIS 345	Latin American Studies <b>Prerequisite:</b> ENG 102	4.50
LIT 420	U.S. Latino Literature <b>Prerequisite:</b> ENG 240 and LIT 100	4.50
LIT 480	Literature of the Americas <b>Prerequisite:</b> ENG 240 and LIT 100	4.50

## Bachelor of Arts in Sociology

**Status:** *Historical-Review all addendums*

**Academic Program Director:** Lorna Zukas; llueker@nu.edu, Raphi Rechitsky; rrechitsky@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. 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 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. 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*	4.50
	<b>Prerequisite:</b> MTH 12A and MTH 12B, or Accuplacer test placement evaluation	

\*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	4.50
	<b>Prerequisite:</b> ENG 102	
SOC 443	Sociology of Deviance	4.50
	<b>Prerequisite:</b> ENG 102	
SOC 385	Methods of Social Inquiry	4.50
	<b>Prerequisite:</b> ENG 102	
SOC 455	Sociology of Work & Org	4.50
	<b>Prerequisite:</b> ENG 102	
SOC 365	Classical Social Theory	4.50
	<b>Prerequisite:</b> ILR 260	
SOC 400	Race & Ethnicity in the U.S.	4.50
	<b>Prerequisite:</b> ENG 102	
SOC 375	Contemporary Social Theory	4.50
	<b>Prerequisite:</b> ENG 102	
SOC 440	Power and Social Change	4.50
	<b>Prerequisite:</b> ENG 102	
SOC 499	Sociology Senior Project**	4.50
	<b>Prerequisite:</b> ENG 240 or equivalent; SOC 365; SOC 375; SOC 385	

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

## Bachelor of Business Administration

**Status:** *Historical-Review all addendums*

**Academic Program Director:** Kenny Roberts; kroberts2@nu.edu

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

### Bachelor of Business Administration Transition Programs

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

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

Students in the BBA/MBA transition program may take up to one MBA class as an elective during the BBA. Students may choose from any course in the MBA Core curriculum in which all prerequisites are met. The number of courses required to earn an MBA degree for transition program students is reduced from 10 to 9 courses, depending on the grade earned.

### **Bachelor of Business Administration/Master of Science in Marketing (BBA/MS-MKT) Transition Program**

Students in the BBA/MSMKT transition program may take one MSMKT class as an upper-division elective during the BBA. Students may choose MKT 602 (Marketing Management), or any elective requirements: MGT 603, IBU 606, ECO 607, MKT 653, IBU 637, SCM 610, IBU 641, MGT 604, COM 610, or IBU 645. The number of courses required to earn an MSMKT degree for transition program students is reduced from 10 to as few as 9 courses, depending on classes selected and grades earned.

### **Program Learning Outcomes:**

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

- Apply ethical and legal principles to a business environment.
- Apply skills and knowledge in the areas of business math, economics, accounting, finance, and operations management needed to make sound business decisions.
- Apply knowledge in the fields of management, information systems, and marketing to different business environments.
- Apply the knowledge acquired in the program for the analysis of strengths, weaknesses, and potential improvements in a business.
- Utilize writing, presentation, research, and teamwork skills expected of a business-school graduate at the bachelors-level.
- Examine a global business perspective based on the knowledge of foreign business environments and cultures.

### **Degree Requirements:**

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

### **Preparation for the Major (7 courses; 31.5 quarter units)**

MNS 205 must be taken if students do not have transfer credits for MNS 205, MTH 215, or MTH 220. If MTH 215 or MTH 220 are transferred then the MNS 205 prerequisite for MNS 407 is not required.

MNS 205	Intro to Quantitative Methods* <i>Historical-Review all addendums</i>	4.50
MTH 210	Probability and Statistics* <b>Prerequisite:</b> MTH 12A and MTH 12B, or Accuplacer test placement evaluation	4.50
ECO 203	Principles of Microeconomics*	4.50
ECO 204	Principles of Macroeconomics*	4.50
ACC 201	Financial Accounting Funds.	4.50
ACC 202	Managerial Accounting Funds. <b>Prerequisite:</b> ACC 201	4.50
LAW 204	Legal Aspects of Business I	4.50

\* May be used to meet General Education requirements

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



MGT 309	Prin. of Mgmt & Organizations	4.50
MKT 302A	Marketing Fundamentals	4.50
BIM 400	Info Mgmt in Organizations	4.50
FIN 310	Business Finance <b>Prerequisite:</b> ACC 201	4.50
MGT 400	Ethics in Law, Business & Mgmt	4.50
MNS 407	Management Science* <b>Prerequisite:</b> MNS 205 and MTH 210	4.50
MGT 451	Production & Ops Management <b>Prerequisite:</b> MNS 407	4.50
IBU 430	Survey of Global Business <b>Prerequisite:</b> ECO 203 and ECO 204	4.50
BUS 485A	Capstone Strat Bus Policy I <i>Historical-Review all addendums</i> <b>Prerequisite:</b> MNS 205; MTH 210; MTH 216A and MTH 216B, or MTH 220 and ECO 203; ECO 204; ACC 201; ACC 202; LAW 204; BIM 400; MGT 309; MGT 400; FIN 310; MNS 407; MKT 302A; IBU 430; MGT 451	4.50
BUS 485B	Capstone Strat Bus Policy II <b>Prerequisite:</b> BUS 485A with a minimum grade of C. C is the minimum satisfactory grade to complete the first part of the capstone. Students need to have the business scanning complete in order to create business strategies for the next five years in the second part of the capstone.	4.50

\*If MTH 215 or MTH 220 are transferred then the MNS 205 prerequisite for MNS 407 is not required.

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

BBA students can choose upper-division electives ONLY from any of the concentrations listed below and/or appropriate elective courses to satisfy the total upper-division units for the degree in the following prefix areas: ACC, BAN, BIM, BUS, ECO, FIN, HRM, LAW, LED, LOG, MGT (except MGT 351), MKT, MNS, ODV, HUB, and SCM. Other options are invalid. Non-business minors are prohibited from satisfying this requirement. BBA students CANNOT take MGT 351.

### Recommended Electives

BAN 300	Intro to Business Analytics <i>Historical-Review all addendums</i> <b>Prerequisite:</b> MNS 205 and MTH 210	4.50
FIN 446	International Financial Mgmt <b>Prerequisite:</b> FIN 310	4.50
FIN 440	Financial Institutions <b>Prerequisite:</b> FIN 310	4.50
HRM 409B	Intro to Human Resource Mgmt	4.50
HRM 432	Talent Acquisition: Onboarding	4.50
HRM 439	Legal Compliance in HR Mgmt	4.50
LAW 305	Legal Aspects of Business II <b>Prerequisite:</b> LAW 204	4.50
MGT 422	Team Bldg, Interpers Dynamics	4.50
MKT 430	Intro to Global Marketing <b>Prerequisite:</b> MKT 302A	4.50
MKT 434	Marketing Research & Analytics <b>Prerequisite:</b> MKT 302A	4.50

### Concentration in Business Analytics

Status: *Historical-Review all addendums*

**Academic Program Director:** Nelson Altamirano; naltamirano@nu.edu

Designed for working professionals interested in data-driven skills and analytical methods. These skills and knowledge are key to creating value, improving data-based decision-making processes, and supporting strategic management. Coursework focuses on cutting-edge analytics and data science, including statistical methods, data management, visualizing and communicating data.; No previous analytics background is required in addition to math, statistics, and analysis at the bachelor's level.

### **Program Learning Outcomes:**

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

- Apply the concepts and methods of business analytics to business problems.
- Evaluate data sets, data analysis methods, and data analytical tools.
- Create viable and ethical data-driven solutions to support business decision-making processes.
- Effectively communicate data findings and model assumptions in written, oral, and visual formats for both technical and non-technical audiences.

### **Degree Requirements:**

Students must successfully complete the following courses for a Concentration in Business Analytics, with at least four of them in residence at National University. It is recommended that students take these courses toward the end of their program after completing the upper-division BBA core courses.

<b>Requirements for Concentration (5 courses; 22.5 quarter units)</b>			<b>Units: 22.50</b>
BAN 300	Intro to Business Analytics <i>Historical-Review all addendums</i> <b>Prerequisite:</b> MNS 205 and MTH 210		4.50
BAN 400	Business Data Visualization <i>Historical-Review all addendums</i> <b>Prerequisite:</b> BAN 300		4.50
BAN 405	Regression and Forecasting <i>Historical-Review all addendums</i> <b>Prerequisite:</b> BAN 300		4.50
BAN 410	Data Mining for Bus Analytics <i>Historical-Review all addendums</i> <b>Prerequisite:</b> BAN 405 and BAN 300		4.50
BAN 415	Mgmt Models and Simulations <i>Historical-Review all addendums</i> <b>Prerequisite:</b> MNS 407 and BAN 300		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.

In support of the National University mission, the educational objectives of the Construction Management degree program are to prepare graduates to achieve success within a few years of graduation. The graduates are expected to:

1. Succeed in pursuing chosen career path and demonstrate technical competence in utilizing construction management principles and skills in industry, academia, or the public sector.

2. Engage in sustained learning through graduate education, professional development, and self-study in construction management, 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 construction management.

### 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 <b>Prerequisite:</b> MTH 12A and MTH 12B, or Accuplacer test placement evaluation	4.50
OR		
MTH 216A	College Algebra I <i>Discontinued</i> <b>Prerequisite:</b> MTH 12A and MTH 12B, or Accuplacer test placement evaluation	3.00
AND MTH 216B	College Algebra II <i>Discontinued</i> <b>Prerequisite:</b> MTH 216A	3.00
PHS 104	Introductory Physics <b>Prerequisite:</b> MTH 204, or MTH 215	4.50
PHS 104A	Introductory Physics Lab <b>Prerequisite:</b> PHS 104, or PHS 171 for Science Majors.	1.50

OR PHS 130A	Physics Lab for Engineering <sup>^</sup>	1.50
ILR 260	Academic Information Literacy <b>Prerequisite:</b> ENG 102	4.50
EGR 219	Intro to Graphics and Auto CAD <i>Historical-Review all addendums</i> <b>Prerequisite:</b> MTH 215, or MTH 216A and MTH 216B	4.50
EGR 220	Engineering Mathematics <i>Historical-Review all addendums</i> <b>Prerequisite:</b> MTH 215, or MTH 216A and MTH 216B	4.50
EGR 225	Statics & Strength of Material <b>Prerequisite:</b> EGR 220	4.50
ACC 201	Financial Accounting Funds.	4.50
CSC 220	Applied Probability & Stats. <i>Historical-Review all addendums</i> <b>Prerequisite:</b> CSC 208, or MTH 220; EGR 220	4.50

<sup>^</sup>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 <i>Historical-Review all addendums</i> <b>Prerequisite:</b> MTH 215, or MTH 216A and MTH 216B	4.50
EGR 320	Scientific Problem Solving <i>Historical-Review all addendums</i> <b>Prerequisite:</b> CSC 208, or EGR 220	4.50
EGR 320L	Scientific Problem Solving-LAB <i>Historical-Review all addendums</i> <b>Prerequisite:</b> 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&Ethicl Const/Engr Issues <i>Historical-Review all addendums</i>	4.50
DEN 308	Computer Aided Engineering I <i>Historical-Review all addendums</i> <b>Prerequisite:</b> EGR 219	4.50
CEN 320	Surveying, Metrics and GIS <i>Historical-Review all addendums</i> <b>Prerequisite:</b> EGR 219	4.50
CEN 323	Structural Analysis <i>Historical-Review all addendums</i> <b>Prerequisite:</b> EGR 220 and EGR 225	4.50
CEN 325	Soil Mechanics and Foundation <i>Historical-Review all addendums</i> <b>Prerequisite:</b> CEN 323	4.50
CEN 410	Constr Materials and Methods <i>Historical-Review all addendums</i> <b>Prerequisite:</b> MTH 215, or MTH 216A and MTH 216B	4.50
CEN 413	Plans and Specifications <i>Historical-Review all addendums</i> <b>Prerequisite:</b> EGR 219	4.50
CEN 416	Mech and Electrical Systems <i>Historical-Review all addendums</i> <b>Prerequisite:</b> MTH 215, or MTH 216A and MTH 216B	4.50
CEN 419	Est., Scheduling and Control <i>Historical-Review all addendums</i> <b>Prerequisite:</b> CEN 410	4.50
EGR 440	Project Management Fundamental	4.50
CEN 420	Est., Scheduling & Control II <i>Historical-Review all addendums</i> <b>Prerequisite:</b> CEN 419	4.50
CEN 422	Field Inspection and Safety <b>Prerequisite:</b> CEN 410	4.50
CEN 421	Constr, Acct, Finance and Law <b>Prerequisite:</b> ACC 201	4.50
CEN 425	Design & Const Process Integra	4.50

CEN 480	Sustainable Construction	4.50
<b>Construction Senior Project (3 courses; 13.5 quarter units)</b>		
CEN 486A	Construction Senior Project I <i>Prerequisite: Completion of 10 core courses in construction program.</i>	4.50
CEN 486B	Construction Senior Project II <i>Prerequisite: CEN 486A</i>	4.50
CEN 486C	Construction Senior Project III <i>Prerequisite: CEN 486B</i>	4.50

## Bachelor of Science in Criminal Justice Administration

**Status:** *Historical-Review all addendums*

**Academic Program Director:** Damon Martin; dmartin@nu.edu

The Bachelor of Science in Criminal Justice Administration degree is designed to meet the educational and professional needs of individuals in law enforcement who are interested in professional development or career advancement. It also prepares individuals for challenging and dynamic careers in the justice system at the local, state, and federal levels. Individuals completing the program are prepared for entry- and advanced-level positions, teaching, or training assignments, private security employment, research, or employment as consultants within the field.

The major consists of upper-division courses that include basic forensic science, research methods, juvenile justice, corrections, criminology, leadership and management, civil and criminal investigations, court systems, criminal law, and a senior project supervised by full-time, associate, and select core adjunct faculty. Additionally, students select elective courses from psychology, sociology, addictive disorders, behavioral science, legal studies, information technology, and human resource management to provide a broader perspective in human behavior.

### Transition Programs

The CJA BS/MA transition programs allow students who are enrolled in the BS in CJA and have a cumulative GPA of at least 3.0 and who are within completing their last 6 courses to register for 2 courses in the MSCJA, MFS, or MPA program as electives for the bachelor's degree. Transition graduate electives are restricted to those courses that do not require a prerequisite. Students must complete all transition coursework with a grade of B or better.

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

For students in the BS in Criminal Justice Administration/MCJL transition program, the University will waive 2 graduate criminal justice (CJA) course(s) taken as part of the bachelor's degree.

(see BS in Criminal Justice Administration transition program) if the grade earned is a "B" or higher, but no graduate units will be awarded.

### BS in Criminal Justice Administration/Master of Forensic Science (MFS) Program

Students pursuing the BSCJA/MCJ/MFS can choose any two classes, which do not require a prerequisite.

### BS in Criminal Justice Administration/Master of Public Administration (MPA) Program

Students pursuing the BSCJA/MPA Program can take any two courses, with the exception of PAD 631 and PAD 644.

The number of courses required to earn an MCJ, MFS, or MPA degree for transition program students is reduced from 12 to as few as 10 courses. Graduate-level coursework taken as part of the criminal justice administration

program cannot be applied to the Master of Criminal Justice Program, Master of Forensic Science Program, or Master of Public Administration Program.

### Program Learning Outcomes:

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

- Apply biological, psychological, sociological, and economic explanations for criminal behavior from a variety of disciplines.
- Identify the causes and patterns of juvenile delinquency.
- Distinguish the leadership and management styles commonly employed in the Criminal Justice System.
- Demonstrate the criminal investigation process to include preliminary investigation, evidence collection and preservation, submission, and testimony in a courtroom.
- Explain the role of criminal sanctions in relationship to victims and offenders.
- Examine the importance of ethics when applied to all three branches of the criminal justice system.
- Analyze problems within the Criminal Justice System.

### Degree Requirements:

To receive a Bachelor of Science in Criminal Justice 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 procedures for specific information regarding application and evaluation.

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

CJA 230	Intro to Criminal Justice	4.50
OR		
CJA 229	Introduction to Policing	4.50

Note: CJA 229 is only available to students in defined, limited circumstances through an articulation agreement.

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

CJA 351	Courts & the Judicial Process	4.50
CJA 431	Criminology	4.50
CJA 446	CJ Management and Leadership	4.50
CJA 457	Minorities/Crime/Soc. Justice	4.50
CJA 460	Principles of Investigation	4.50
CJA 352	Criminal Law and Procedure	4.50
CJA 340	Corrections	4.50
CJA 453	Ethics and the C J System	4.50
CJA 470	Criminal Justice Capstone **	4.50
<b>Recommended: Prior completion of:</b> all of the prior core courses. CJA 470 Capstone should be the final course in the BSCJA major.		
		4.50

Students who do not complete the Senior Project within the two month period are eligible, at the discretion of the instructor, to receive a grade of "IP" with a maximum of a one-time six month extension. Students who do not complete the project at the end of the extension period will need to retake CJA 470. No grade of "I" (Incomplete) can be given for this course.

\*\* A two-month course that meets once per week for 4.5 quarter units. (Grading is by H, S, and U only.) Accelerated study is not permitted with CJA 470.

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

Students must complete a minimum of 7 courses (31.5 quarter units) of electives from the list below.

CJA 337	The Juvenile Offender	4.50
CJA 356	Criminal Evidence	4.50
CJA 400	Gangs in America	4.50
CJA 401	Criminal Intelligence	4.50
CJA 434	Survey of Forensic Sciences	4.50
CJA 441	Organized & White Collar Crime	4.50
CJA 443	Curr Issues in Law Enforcement	4.50
CJA 448	Violence and Society <i>Discontinued</i>	4.50
CJA 458	Financial Investigations	4.50
CJA 459	Crime and the Media	4.50
CJA 464	Constitutional Law for CJ	4.50
CJA 465	Practicum in Criminal Justice	1.50
CJA 467	Intl. & Domestic Terrorism	4.50
CJA 540	International CJA Experience	4.50

## Bachelor of Science in Manufacturing Design Engineering Technology

**Status:** *Historical-Review all addendums*

**Academic Program Director:** Ronald Uhlig; ruhlig@nu.edu

The Bachelor of Science in Manufacturing Design Engineering Technology 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 and manufacture of engineering products and 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 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 backgrounds, skills, and experience.

In support of the National University mission, the educational objectives of the Manufacturing Design Engineering Technology degree program are to prepare graduates to achieve success within a few years of graduation. The graduates are expected to:

1. Succeed in pursuing chosen career path and demonstrate technical competence in utilizing manufacturing design engineering technology principles and skills in industry, academia, or the public sector.
2. Engage in sustained learning through graduate education, professional development, and self-study in manufacturing design engineering technology, 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 manufacturing design engineering technology.



**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 Technology, 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* <b>Prerequisite:</b> MTH 12A and MTH 12B, or Accuplacer test placement evaluation	4.50
OR		
MTH 216A	College Algebra I <i>Discontinued</i> <b>Prerequisite:</b> MTH 12A and MTH 12B, or Accuplacer test placement evaluation	3.00
AND		
MTH 216B	College Algebra II <i>Discontinued</i> <b>Prerequisite:</b> MTH 216A	3.00
PHS 104	Introductory Physics* <b>Prerequisite:</b> MTH 204, or MTH 215	4.50
PHS 104A	Introductory Physics Lab* <b>Prerequisite:</b> PHS 104, or PHS 171 for Science Majors.	1.50
OR		
PHS 130A	Physics Lab for Engineering	1.50
CHE 101	Introductory Chemistry* <b>Recommended Preparation:</b> MTH 204	4.50
CHE 101A	Introductory Chemistry Lab*	1.50

**Prerequisite:** CHE 101, or CHE 141 for Science Majors.

OR CHE 120A	Intro to Chemistry Lab for Eng <b>Prerequisite:</b> CHE 101	1.50
EGR 219	Intro to Graphics and Auto CAD <i>Historical-Review all addendums</i> <b>Prerequisite:</b> MTH 215, or MTH 216A and MTH 216B	4.50
EGR 220	Engineering Mathematics <i>Historical-Review all addendums</i> <b>Prerequisite:</b> MTH 215, or MTH 216A and MTH 216B	4.50
EGR 225	Statics & Strength of Material <b>Prerequisite:</b> EGR 220	4.50
EGR 230	Electrical Circuits & Systems <i>Historical-Review all addendums</i> <b>Prerequisite:</b> MTH 215, or MTH 216A and MTH 216B	4.50
CSC 208	Calculus for Comp. Science I* <i>Historical-Review all addendums</i> <b>Prerequisite:</b> MTH 215, or MTH 216A and MTH 216B	4.50
CSC 220	Applied Probability & Stats. <i>Historical-Review all addendums</i> <b>Prerequisite:</b> 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&Ethicl Const/Engr Issues <i>Historical-Review all addendums</i>	4.50
EGR 320	Scientific Problem Solving <i>Historical-Review all addendums</i> <b>Prerequisite:</b> CSC 208, or EGR 220	4.50
EGR 320L	Scientific Problem Solving-LAB <i>Historical-Review all addendums</i> <b>Prerequisite:</b> 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 <i>Historical-Review all addendums</i> <b>Prerequisite:</b> EGR 219	4.50
EGR 310	Engineering Economics <i>Historical-Review all addendums</i> <b>Prerequisite:</b> MTH 215, or MTH 216A and MTH 216B	4.50
DEN 411	Computer Aided Engineering II <b>Prerequisite:</b> EGR 219	4.50
DEN 417	Computer Aided Engineering IV <b>Prerequisite:</b> EGR 219	4.50
DEN 420	Computer Aided Engineering V <b>Prerequisite:</b> 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 <b>Prerequisite:</b> EGR 225	4.50
DEN 423	Human Factors in Engineering <i>Historical-Review all addendums</i> <b>Prerequisite:</b> MTH 215, or MTH 216A and MTH 216B	4.50
DEN 426	Reliability Engineering <i>Historical-Review all addendums</i> <b>Prerequisite:</b> MTH 215, or MTH 216A and MTH 216B	4.50
DEN 429	Product Design Optimization <i>Historical-Review all addendums</i> <b>Prerequisite:</b> MTH 215, or MTH 216A and MTH 216B	4.50
DEN 432	Concurrent Design Engineering <i>Historical-Review all addendums</i> <b>Prerequisite:</b> MTH 210, or CSC 220	4.50
DEN 435	Design & Analysis of Experimen <i>Historical-Review all addendums</i>	4.50

	<b>Prerequisite:</b> CSC 220; DEN 417	
EGR 440	Project Management Fundamental	4.50

### Engineering Senior Project (3 courses; 13.5 quarter units)

DEN 495A	Capstone Design Project I <b>Prerequisite:</b> 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 <b>Prerequisite:</b> DEN 495A	4.50
DEN 495C	Capstone Design Project III <b>Prerequisite:</b> DEN 495B	4.50

## RN to Bachelor of Science in Nursing (RN-BSN)

**Academic Program Director:** Sara Briggs; sbriggs@nu.edu

### INFORMATION APPLICABLE TO RN to Bachelor of Science in Nursing (RN-BSN) PROGRAM (Online)

The RN to BSN Program is delivered in a 100% online format. Courses are 4 or 8 weeks in length. The program provides a foundation for professional nursing practice at the baccalaureate level. The RN to BSN program at National University is accredited by the American Association of Colleges of Nursing (AACN), and the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791.

Upon acceptance to the program, applicants will be required to provide proof of a current, active, and unencumbered RN license in the State of residence.

\*Additionally, in the practicum courses, practicum sites may require students to provide evidence of current, active professional liability, malpractice insurance coverage for practicum courses, and provide evidence of a current AHA Healthcare Provider BLS CPR Card."

### Admission Requirements

1. Meet all requirements for admission to an undergraduate degree program at the University as outlined in the University Catalog.
2. Have obtained a 2.0 cumulative GPA from a regionally or nationally accredited institution.
3. Submit a separate application for admission into the RN to BSN Program.
4. Provide one official transcript from each college or university attended.

### Additional Prerequisite Requirement

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

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

### Admission Process

Admission into the RN to BSN Program at National University is a two-step process:

- 1) Application to the University, and
- 2) Application to the RN to BSN Program.

For information about the program and how to obtain the RN to BSN Program application, students should email the Admissions Coordinator at RNCompletion@nu.edu.

Prospective students should follow the University application requirements listed in the "Academic Information for Undergraduate Degree Admission Procedures" section of this catalog. A prospective student should first meet with an advisor. Advisors are located at each of the University campus offices and are available online. The

prospective student should arrange to have transcripts from all other colleges and universities sent to National University.

Following the receipt of all application items, the prospective student's packet will be reviewed. Admission will be offered to students achieving complete applicant files until all class positions are filled. The prospective student will receive a letter via email regarding this decision.

Students are not eligible for financial aid until the RN to BSN Program application, evaluation packet, and the formal degree evaluation are completed by the Office of the Registrar.

The Department of Nursing requires that students who participate in practicums at healthcare-related facilities maintain current health insurance coverage and a current AHA Healthcare Provider BLS CPR Card. NOTE: students may be required to provide proof of current immunizations and a clear background check depending on practicum location selection.

### **Program Advisement**

All accepted students will be assigned a Nursing Faculty Counselor. Students are encouraged to periodically communicate with both the Nursing Faculty Counselor and their assigned advisor throughout the program.

### **Program Learning Outcomes:**

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

- Develop caring, therapeutic nursing relationships with individuals, families, groups, and populations.
- Provide safe, high-quality, culturally competent, patient-centered nursing care for individuals across the lifespan in a variety of settings.
- Participate in the continuous improvement of nursing care, quality, and safety.
- Use nursing judgment to manage, prioritize, and delegate patient care in a variety of healthcare settings.
- Effectively communicate and collaborate with patients and the interdisciplinary team.
- Demonstrate professional identity by incorporating established standards of practice within the legal and ethical framework of nursing.
- Apply best, current evidence into nursing practice to achieve desired outcomes.

### **Degree Requirements:**

To receive a Bachelor of Science in Nursing (BSN), students must complete 180 quarter units as articulated in the general catalog, 45 quarter units must be completed at National University, 76.5 quarter units must be completed at the upper-division level and the program must fulfill a minimum 69 quarter units of the University General Education requirements. In the absence of transfer credit, students may need to take additional general electives to satisfy the total units for the degree. Remedial courses accepted for the ASN degree may not transfer. Students should refer to the section on undergraduate admission procedures for specific information on admission and evaluation.

A maximum of 45 quarter units (30-semester units) of lower division credit may be allowed for clinical courses for a registered nurse who is a graduate of a three-year hospital nursing school. Up to 22.5 quarter units (15 semester units) of additional lower division credit may be granted for academically equivalent coursework. Students should refer to the section on undergraduate admission procedures for specific information on admission and evaluation. **A maximum of 31.5 quarter units may apply toward the baccalaureate nursing (RN to BSN) degree if a student has passed the NCLEX-RN examination.**

### **Preparation for Major (1 Course; 4.5 quarter units)**

SOC 350	Cultural Diversity	4.50
	<b>Prerequisite:</b> ENG 102	

\* May be used to meet the upper-division General Education requirement.

### **Nursing Core Courses (10 courses; 43.5 quarter units)**

HTM 310	Health Informatics	4.50
NSG 303	Professional Issues for RNs	4.50
BST 322	Intro to Biomedical Statistics	4.50
NSG 443	Evidence Based Practice	4.50
NSG 442	NSG Leadership and Management	4.50
	<b>Corequisite:</b> NSG 442A	
NSG 442A	NSG LDRSHP & MGMT Practicum	3.00
	<b>Corequisite:</b> NSG 442	
NSG 444	Community Population NSG	6.00
	<b>Corequisite:</b> NSG 444A	
NSG 444A	Comm Pop NSG Practicum	3.00
	<b>Corequisite:</b> NSG 444	
NSG 447	Qual Improvement	4.50
	<b>Corequisite:</b> NSG 447A	
NSG 447A	Qual Improvement Practicum	4.50
	<b>Corequisite:</b> NSG 447	

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

In the absence of upper-division transfer units, additional quarter units of upper-division coursework may be needed to meet the minimum upper-division requirement of 76.5 quarter units. Electives should be chosen in consultation with the faculty and/or admission advisor.

Students should choose from the following Upper Division Electives

HSC 330	Health Education & Promotion	4.50
HSC 310	Issues & Trends in Healthcare	4.50
HSC 300	Legal/Ethical Issues & Health	4.50
SPN 340A	Spanish for the Work Place	4.50
SPN 341	Cross-Cultural Communication	4.50
PHL 337	Ethics	4.50
	<b>Prerequisite:</b> ENG 102	
GER 310	Healthy Aging	4.50

## Minors

### Class-Based

### Minor in English

**Academic Program Director:** Luis Acebal; lacebal@nu.edu

The Minor in English is designed to provide students with a grounding in some of the major periods, movements, and authors of British and American literature, and the opportunity to pursue further study of topics of interest to them.

### Degree Requirements:

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

Choose at least three of the following courses:

LIT 311	British Literature I	4.50
	<b>Prerequisite:</b> ENG 240 and LIT 100	
LIT 312	British Literature II	4.50
	<b>Prerequisite:</b> ENG 240 and LIT 100	

LIT 321	American Literature I <b>Prerequisite:</b> ENG 240 and LIT 100	4.50
LIT 322	American Literature II <b>Prerequisite:</b> ENG 240 and LIT 100	4.50
LIT 338	Shakespeare <b>Prerequisite:</b> ENG 240 and LIT 100	4.50
Choose the remaining course(s) from available upper-division LIT courses or the following:		
ART 315	Film as Art <b>Prerequisite:</b> ENG 102	4.50
ENG 301	Fiction Writing II <b>Prerequisite:</b> ENG 150, or ENG 201	4.50
ENG 302	Poetry Writing II <b>Prerequisite:</b> ENG 150, or ENG 202	4.50
ENG 303	Screenwriting II <b>Prerequisite:</b> ENG 203	4.50
ENG 350	Fundamentals of Linguistics <b>Prerequisite:</b> ENG 102	4.50
ENG 375	Nature Writing <b>Prerequisite:</b> ENG 102; ENG 240, or ENG 334A	4.50

## Minor in Sociology

**Status:** *Historical-Review all addendums*

**Academic Program Director:** Lorna Zukas; llueker@nu.edu, Raphi Rechitsky; rrechitsky@nu.edu

Sociology courses include topics such as popular culture, intercultural thinking, sociology of deviance, contemporary social problems, organizational sociology, and more.

### Program Learning Outcomes:

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

- Identify and distinguish among 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- and macro-social levels.

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

To minor in sociology, students must successfully complete six of the following courses with a grade of "C" or better.

SOC 320	Social Movements <b>Prerequisite:</b> ENG 102	4.50
SOC 325	Popular Culture <b>Prerequisite:</b> ENG 102	4.50
SOC 328	Art, Culture, and Civilization <b>Prerequisite:</b> ENG 102	4.50
SOC 330	Film in a Global Context <i>Historical-Review all addendums</i> <b>Prerequisite:</b> ENG 240	4.50
SOC 331	Medical Sociology <b>Prerequisite:</b> ENG 102	4.50
SOC 344	Love, Sex, and the Family <b>Prerequisite:</b> ENG 102	4.50

SOC 365	Classical Social Theory <b>Prerequisite:</b> ILR 260	4.50
SOC 375	Contemporary Social Theory <b>Prerequisite:</b> ENG 102	4.50
SOC 385	Methods of Social Inquiry <b>Prerequisite:</b> ENG 102	4.50
SOC 400	Race & Ethnicity in the U.S. <b>Prerequisite:</b> ENG 102	4.50
SOC 440	Power and Social Change <b>Prerequisite:</b> ENG 102	4.50
SOC 443	Sociology of Deviance <b>Prerequisite:</b> ENG 102	4.50
SOC 445	Contemporary Social Problems <b>Prerequisite:</b> ENG 102	4.50
SOC 455	Sociology of Work & Org <b>Prerequisite:</b> ENG 102	4.50

## Undergraduate Certificates

### Class-Based

### Undergraduate Certificate in Alcohol and Drug Abuse Counseling (California)

**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](http://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 5-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 before 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 afterward. Students must have a headset with a microphone that plugs into the USB port in the computer.

### Prerequisites for the Certificate (1 course; 0 quarter units)

ORI 70	TEVERA Orientation	0.00
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### 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	4.50
	<b>Prerequisite:</b> PSYC 100	
ADC 225	Law and Ethics	4.50
	<b>Prerequisite:</b> PSYC 100	
ADC 235	Case Management	4.50
ADC 245	Individual Counseling I	4.50
	<b>Prerequisite:</b> ADC 205	
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	4.50
	<b>Prerequisite:</b> Satisfactorily complete 5 courses in the major and Program lead faculty approval	

## 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 audiovisual 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. 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 perennial wisdom offer pathways and practices for alchemizing mind, body, soul, heart, and spirit.
- **The New Sciences:** Courses in neuroscience and mindfulness, quantum physics and evolutionary cosmology, living systems theory, and ecological principles highlight the emerging scientific paradigm and address cosmic, evolutionary, and planetary perspectives on consciousness and transformation.
- **Culture:** Courses on multicultural diversity, cultural evolution, ancestral heritage, myth, ritual, and archetype contribute to fostering cultural and global awareness, citizenship, and engagement. Courses on creativity, 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 any post-bachelor credits or degrees.
- A personal statement of 6-8 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 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.

<b>Total Degree Requirements (58 quarter units)</b>	<b>Units: 58.00</b>
<b>Core Requirements (11 courses; 29 quarter units)</b>	<b>Units: 29.00</b>

CNS 5010	Paradigms of Consciousness	3.00
CNS 5012	Emotional Intelligence	3.00
CNS 5013	Social Intelligence	3.00
	<b>Prerequisite:</b> CNS 5012	
CNS 5015	Body Consciousness/Body Wisdom	2.00
CNS 5017	Human Dev & Consciousness	2.00
CNS 5120	Diversity, Community, Leadership	3.00
	<b>Prerequisite:</b> CNS 5013	
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 <i>Discontinued</i>	2.00
CNS 5847	Right Livelihood	3.00
CNS 5845	Change Theory for Coaches <i>Discontinued</i>	2.00
CNS 5844	Coaching Practicum <i>Discontinued</i>	2.00
CNS 5846	Creating a Workshop	3.00
CNS 5414	Group Facilitation	2.00
	<b>Prerequisite:</b> CNS 5013	
CNS 5405	Transformational Leadership	2.00
	<b>Recommended Preparation:</b> CNS 5275	
CNS 5455	Prof. Identity & Life Purpose	1.00
CNS 5670	Advanced Writing & Publishing	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 if course prerequisites have been met for those courses.

CNS 5670	Advanced Writing & Publishing	2.00
CNS 5850	Sacred Activism	2.00
	<b>Prerequisite:</b> CNS 5010 and CNS 5013	
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	3.00
	<b>Prerequisite:</b> CNS 5010	
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	2.00
CNS 5620	Issues Consciousness Studies	0.00-3.00
CNS 5035	Philosophy of Mind	2.00

CNS 5037	Neuroscience & Mindfulness <b>Prerequisite:</b> CNS 5010	2.00
CNS 5230	Metaphors & Symbols Transform	2.00
CNS 5520	Sexuality and Consciousness	1.00
CNS 5048	Spiral Dynamics&Social Change <b>Prerequisite:</b> CNS 5017	1.00
CNS 5347	Spirituality, Symbols & Dreams	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 <i>Discontinued</i>	2.00
CNS 5845	Change Theory for Coaches <i>Discontinued</i>	2.00
CNS 5844	Coaching Practicum <i>Discontinued</i>	2.00
CNS 5047	Inner Guidance	1.00

## Specialization in Consciousness and Healing

**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 (7 quarter units)

These courses can be taken in any order, provided any prerequisites are first met.

CNS 5037	Neuroscience & Mindfulness	2.00
	<b>Prerequisite:</b> CNS 5010	
CNS 5042	Writing Your Story	1.00
CNS 5048	Spiral Dynamics&Social Change	1.00
	<b>Prerequisite:</b> CNS 5017	
CNS 5043	Psychology of Happiness	1.00
CNS 5230	Metaphors & Symbols Transform	2.00
CNS 5832	Earth, Body, Spirit	2.00
CNS 5047	Inner Guidance	1.00

## Specialization in Dream Studies

**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	2.00
CNS 5832	Earth, Body, Spirit	2.00
CNS 5823	Terrapsychology	3.00
CNS 5046	Creativity & Transf: Self-Expl	2.00

### **Specialization in Engaged Spirituality**

**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 value 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
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**Specialization Electives (5 quarter units)**

These courses may be taken in any sequence:

CNS 5037	Neuroscience & Mindfulness	2.00
	<b>Prerequisite:</b> CNS 5010	
CNS 5047	Inner Guidance	1.00
CNS 5230	Metaphors & Symbols Transform	2.00
CNS 5347	Spirituality, Symbols & Dreams	2.00
CNS 5832	Earth, Body, Spirit	2.00
CNS 5850	Sacred Activism	2.00
	<b>Prerequisite:</b> CNS 5010 and CNS 5013	
CNS 5349	Integral Life Practice	2.00

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

**Specialization in Transformational Leadership**

**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; multicultural 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 the City University of Seattle. The specialization courses can be taken in any sequence.

Along with CNS 5405 Transformational Leadership (2 quarter units), 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	2.00
<b><i>Recommended Preparation:</i> CNS 5275</b>		

#### **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	2.00
<b><i>Prerequisite:</i> CNS 5013</b>		
CNS 5843	Self-Marketing	2.00
CNS 5846	Creating a Workshop	3.00
CNS 5670	Advanced Writing & Publishing	2.00

### **Master of Arts in Sport and Performance Psychology Specialization in Applied Mental Performance**

**Status:** *Historical-Review all addendums*

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

The Master of Arts in Sport and Performance Psychology with Specialization in Applied Mental Performance program (MASPPAMP) provides rigorous training to facilitate students' growth in becoming knowledgeable, effective mental performance practitioners and professionals. Experiential training is guided by theory, evidence-based practice, ethical, and professional standards. Students who complete this unique program can integrate the core elements of assessment, counseling skills, research methods, performance enhancement, and multicultural humility while developing their philosophy of practice across the disciplines of sport and performance psychology, business, coaching, counseling, fine arts, combat, military psychology, and sport sciences.

Following the completion of the first nine courses in the program, all students must pass the Comprehensive Written Exam (CWE). Following the successful completion of the first nine courses and passing the CWE, students will move on to the specialization requirements.

Students taking the Applied Mental Performance specialization will complete eleven additional courses, including extensive mentored training, a comprehensive oral exam, and the culminating 2-month Applied Project. The Applied Mental Performance specialization is designed to meet the academic requirements and mentored experience hours (minimum 200 direct client contact hours) for the CMPC certification (administered by AASP - Association for Applied Sport Psychology). Enabling students to complete the 72-quarter unit program in 22 months.

#### **Online Class Attendance Disclosure:**

The courses in this program are designed to be mostly asynchronous. However, some classes will also require attendance at pre-scheduled, live meetings. In these courses, students participate in live class meetings with faculty and fellow students which will consist of lectures; discussions around course content such as readings, assignments, and/or best practices/trends in the field; and online role-play practice of assessment techniques, counseling skills, and performance enhancement interventions. These live online meetings are scheduled to meet twice for each 4-week course that requires the synchronous component. In the mentored applied training coursework, students meet once per week for Group Supervision, generally on a Wednesday, for the duration of internship training. Additionally, while completing internships, students will meet online weekly with their assigned individual supervisor. The schedule for these requirements differs by instructor/supervisor and course. The live

meeting schedule is announced ahead of each course. Students are encouraged to reach out to instructors when they have any questions about the schedule.

### **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:

- Describe, explain, synthesize, apply, and critique theoretical perspectives from Sport and Performance Psychology and related fields whilst demonstrating continuous development of their philosophy of practice to inform their work.
- Describe and explain potential sources of bias within themselves and clients, in addition, to synthesizing, applying, and critiquing concepts whilst adapting their skills to promote inclusive practice with a diverse range of populations, with an emphasis on continuing education.
- Describe, explain, synthesize, apply, and critique professional ethical standards in a culturally appropriate manner whilst utilizing decision-making principles in relation to ethical considerations.
- Describe, explain, synthesize, apply, and critique various assessment tools whilst identifying potential clinical concerns and applying referral procedures appropriately in a continuous and evolving process to create effective action plans.
- Describe, explain, synthesize, apply, and critique counseling skills to develop a working relationship with clients whilst demonstrating awareness and subsequent action of how the self may impact the client-consultant relationship.
- Describe, explain, synthesize, apply, and critique performance enhancement skills with individuals and teams.
- Describe, explain, synthesize, apply, and critique established and current research from Sport and Performance Psychology and related fields whilst demonstrating continuous development of their philosophy of practice to inform their work.

**Degree Requirements:** To receive the Master of Arts in Sport and Performance Psychology with a Specialization in Applied Mental Performance, students must complete a minimum of 72 quarter units of graduate work. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and provided the units were not used in earning another advanced degree. Students should refer to the section on graduate admission requirements for specific information regarding application and evaluation.

### **Total Degree Requirements (72 quarter units)**

### **Core Requirements (11 courses; 45 quarter units)**

PSY 98 is a no-credit course.

PSY 602	Sport/Performance Psychology	4.50
PSY 607A	Ethics Sport & Perform Psych	4.50
PSY 644	Performance Enhancement	4.50
PSY 614A	Counseling in Sprt & Perf Psy	4.50
PSY 647	Assessment Strategies	4.50
PSY 656	Mindful Performance	4.50
PSY 657	Leadership & Team Building	4.50

PSY 648	Research Methods	4.50
PSY 637B	Multicul Iss Sprt/Prfrm Consul	4.50
PSY 649	Counseling Skills	4.50
PSY 98	Benchmark Written Exam	0.00
<b>Prerequisite:</b> PSY 602; PSY 644; PSY 648; PSY 647; PSY 649; PSY 656; PSY 607A; PSY 637B; PSY 614A		

## Specialization in Applied Mental Performance

**Status:** *Historical-Review all addendums*

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

Students taking the Applied Mental Performance Specialization will complete six courses, including extensive mentored training, a comprehensive oral exam, and the culminating 2-month Applied Project. The Applied Mental Performance Specialization is designed to meet the academic requirements and mentored experience hours (minimum 200 direct client contact hours) for the CMPC certification (administered by AASP - Association for Applied Sport Psychology).

### Program Learning Outcomes:

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

- Describe, explain, synthesize, apply, and critique theoretical perspectives from Sport and Performance Psychology and related fields whilst demonstrating continuous development of their philosophy of practice to inform their work.
- Describe, explain, synthesize, apply, and critique professional ethical standards in a culturally appropriate manner whilst utilizing decision-making principles in relation to ethical considerations.
- Describe and explain potential sources of bias within themselves and clients, in addition, to synthesizing, applying, and critiquing concepts whilst adapting their skills to promote inclusive practice with a diverse range of populations, with an emphasis on continuing education.
- Describe, explain, synthesize, apply, and critique various assessment tools whilst identifying potential clinical concerns and applying referral procedures appropriately in a continuous and evolving process to create effective action plans.
- Describe, explain, synthesize, apply, and critique counseling skills to develop a working relationship with clients whilst demonstrating awareness and subsequent action of how the self may impact the client-consultant relationship.
- Describe, explain, synthesize, apply, and critique performance enhancement skills with individuals and teams.
- Describe, explain, synthesize, apply, and critique established and current research from Sport and Performance Psychology and related fields whilst demonstrating continuous development of their philosophy of practice to inform their work.

### Specialization Requirements (11 courses; 27 quarter units)

**Units:** 27.00

PSY 659A	Mentored Appl Training Exp A	1.50
PSY 682	Adv Performance Enhancement	4.50
<b>Prerequisite:</b> PSY 644		
PSY 659B	Mentored Applied Training Exp	1.50
<b>Prerequisite:</b> PSY 659A		
PSY 658	Psychopathology Assessment	4.50
PSY 659C	Mentored Appl Training Exp C	1.50
<b>Prerequisite:</b> PSY 659B		
PSY 684	Advanced Sport Psychology	4.50
<b>Prerequisite:</b> PSY 602		
PSY 659D	Mentored Appl Training Exp D	1.50

	<b>Prerequisite:</b> PSY 659C	
PSY 685	Applied Project	4.50
	<b>Prerequisite:</b> PSY 657; PSY 682; PSY 658; PSY 684	
PSY 659E	Mentored Appl Training Exp E	1.50
	<b>Prerequisite:</b> PSY 659D	
PSY 659F	Mentored Appl Training Exp F	1.50
	<b>Prerequisite:</b> PSY 659E	
PSY 99	Comprehensive Exit Exam <i>Historical-Review all addendums</i>	0.00
	<b>Prerequisite:</b> PSY 685	

#### Optional Elective (1 course: 4.5 quarter units)

**Units:** 4.50

Students who wish to expand their knowledge of Motor Behavior should also enroll in the following course.

PSY 606	Motor Behavior	4.50
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## Master of Arts in Sport and Performance Psychology Specialization in Theoretical Mental Performance

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

The Master of Arts in Sport and Performance Psychology with Specialization in Theoretical Mental Performance program (MASPPTMP) provides rigorous training to facilitate students' growth in becoming knowledgeable, effective mental performance practitioners and professionals. Experiential training is guided by theory, evidence-based practice, ethical, and professional standards. Students who complete this unique program can integrate the core elements of assessment, counseling skills, research methods, performance enhancement, and multicultural humility while developing their philosophy of practice across the disciplines of sport and performance psychology, business, coaching, counseling, fine arts, combat, military psychology, and sport sciences.

Following the completion of the first nine courses in the program, all students must pass the Comprehensive Written Exam (CWE). Following the successful completion of the first nine courses and passing the CWE, students will move on to the specialization requirements.

Students taking the Theoretical Mental Performance Specialization will complete three additional courses, including the culminating 2-month capstone course. The Theoretical Specialization meets the academic requirements for the CMPC certification (administered by AASP - Association for Applied Sport Psychology). Enabling students to complete the 58.5 quarter units program in as little as 14 months.

#### Online Class Attendance Disclosure:

The courses in this program are designed to be mostly asynchronous. However, some classes will also require attendance at prescheduled, live meetings. In these courses, students participate in live class meetings with faculty and fellow students which will consist of lectures; discussions around course content such as readings, assignments, and/or best practices/trends in the field; and online role-play practice of assessment techniques, counseling skills, and performance enhancement interventions. These live online meetings are scheduled to meet twice for each 4-week course that requires the synchronous component. In the mentored applied training coursework, students meet once per week for Group Supervision, generally on a Wednesday, for the duration of internship training. Additionally, while completing internships, students will meet online weekly with their assigned individual supervisor. The schedule for these requirements differs by instructor/supervisor and course. The live meeting schedule is announced ahead of each course. Students are encouraged to reach out to instructors when they have any questions about the schedule.

#### 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:

- Describe, explain, synthesize, apply, and critique theoretical perspectives from Sport and Performance Psychology and related fields whilst demonstrating continuous development of their philosophy of practice to inform their work.
- Describe, explain, synthesize, apply, and critique professional ethical standards in a culturally appropriate manner whilst utilizing decision-making principles in relation to ethical considerations.
- Describe and explain potential sources of bias within themselves and clients, in addition, to synthesizing, applying, and critiquing concepts whilst adapting their skills to promote inclusive practice with a diverse range of populations, with an emphasis on continuing education.
- Describe, explain, synthesize, apply, and critique various assessment tools whilst identifying potential clinical concerns and applying referral procedures appropriately in a continuous and evolving process to create effective action plans.
- Describe, explain, synthesize, apply, and critique counseling skills to develop a working relationship with clients whilst demonstrating awareness and subsequent action of how the self may impact the client-consultant relationship.
- Describe, explain, synthesize, apply, and critique performance enhancement skills with individuals and teams.
- Describe, explain, synthesize, apply, and critique established and current research from Sport and Performance Psychology and related fields whilst demonstrating continuous development of their philosophy of practice to inform their work.

### **Degree Requirements:**

To receive the Master of Arts in Sport and Performance Psychology with a Specialization in Theoretical Mental Performance, students must complete a minimum of 58.5 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 provided the units were not used in earning another advanced degree. Students should refer to the section on graduate admission requirements for specific information regarding application and evaluation.

### **Total Degree Requirements (58.5 quarter units)**

#### **Core Requirements (11 courses; 45 quarter units)**

PSY 602	Sport/Performance Psychology	4.50
PSY 607A	Ethics Sport & Perform Psych	4.50
PSY 644	Performance Enhancement	4.50
PSY 614A	Counseling in Sprt & Perf Psy	4.50
PSY 647	Assessment Strategies	4.50
PSY 656	Mindful Performance	4.50
PSY 657	Leadership & Team Building	4.50
PSY 648	Research Methods	4.50
PSY 637B	Multicul Iss Sprt/Prfrm Consul	4.50
PSY 649	Counseling Skills	4.50
PSY 98	Benchmark Written Exam	0.00



**Prerequisite:** PSY 602; PSY 644; PSY 648; PSY 647; PSY 649; PSY 656; PSY 607A; PSY 637B; PSY 614A

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## Specialization in Theoretical Mental Performance

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

The Master of Arts in Sport and Performance Psychology program (MASPP) provides rigorous training to facilitate students' growth in becoming knowledgeable, effective mental performance practitioners and professionals. Experiential training is guided by theory, evidence-based practice, ethical, and professional standards. Students who complete this unique program can integrate the core elements of assessment, counseling skills, research methods, performance enhancement, and multicultural humility while developing their philosophy of practice across the disciplines of sport and performance psychology, business, coaching, counseling, fine arts, combat, military psychology, and sport sciences.

Following the completion of the first nine courses in the program, all students must pass the Comprehensive Written Exam (CWE). Following the successful completion of the first nine courses and passing the CWE, students will move on to one of the two following tracks.

Track I: Students taking the Theoretical Mental Performance Specialization will complete three additional courses, including the culminating 2-month capstone course. The Theoretical Specialization meets the academic requirements for the CMPC certification (administered by AASP - Association for Applied Sport Psychology). Enabling students to complete the 58.5 unit program in as little as 14 months.

### Program Learning Outcomes:

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

- Describe, explain, synthesize, apply, and critique theoretical perspectives from Sport and Performance Psychology and related fields whilst demonstrating continuous development of their philosophy of practice to inform their work.
- Describe, explain, synthesize, apply, and critique professional ethical standards in a culturally appropriate manner whilst utilizing decision-making principles in relation to ethical considerations.
- Describe and explain potential sources of bias within themselves and clients, in addition, to synthesizing, applying, and critiquing concepts whilst adapting their skills to promote inclusive practice with a diverse range of populations, with an emphasis on continuing education.
- Describe, explain, synthesize, apply, and critique various assessment tools whilst identifying potential clinical concerns and applying referral procedures appropriately in a continuous and evolving process to create effective action plans.
- Describe, explain, synthesize, apply, and critique counseling skills to develop a working relationship with clients whilst demonstrating awareness and subsequent action of how the self may impact the client-consultant relationship.
- Describe, explain, synthesize, apply, and critique performance enhancement skills with individuals and teams.
- Describe, explain, synthesize, apply, and critique established and current research from Sport and Performance Psychology and related fields whilst demonstrating continuous development of their philosophy of practice to inform their work.

### Total Specialization Requirements (3 courses; 13.5 quarter units)

**Units:** 13.50

PSY 658	Psychopathology Assessment	4.50
PSY 606	Motor Behavior	4.50
PSY 687	Capstone	4.50

**Prerequisite:** PSY 657; PSY 658; PSY 606

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## Master of Education in Inspired Teaching and Learning with a Preliminary Multiple or Single Subject Teaching Credential and Internship Option (CA)



**Status:** *Historical-Review all addendums*

**Academic Program Director:** Cynthia Schubert-Irastorza; cschubert@nu.edu, Nilsa Thorsos; nthorsos@nu.edu, Torrence Temple; ttemple@nu.edu

The Master of Education in Inspired Teaching and Learning with a Multiple or Single Subject Teaching Credential and Internship Option is designed for candidates dedicated to inspiring all K-12 learners by ensuring social-emotional thriving, meaningful academic achievement, and equitable and inclusive learning communities. Courses meet the new California Commission on Teacher Credentialing (CTC) Program Standards, including the new 45 Teaching Performance Expectations (TPEs), composing the TPEs six domains, and Teaching Performance Assessments (TPA) associated with the revised 2.0 CalTPA model. This degree meets all CTC requirements for a Preliminary Multiple or Single Subject teaching credential and those requirements for a master's degree. Students in this degree complete a three-course emphasis in one of the following areas: English Learner Equity and Academic Achievement, Inspired Teaching Practices, Social Emotional Learning or STEAM (PK-6) or STEM (7-12) Education.

**\*Please Note:** Students need to satisfy/pass the Basic Skills Requirement and Subject Matter Competency Requirement early (prior to Credential Area Methods coursework) into their programs to avoid interruptions to program progress and/or financial aid arrangements.

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

### **Program Disclosure Information**

The Master of Education in Inspired Teaching and Learning with a Preliminary Multiple and Single Subject Teaching Credential and Intern Option program is currently operating using credential guidelines for California only. Students who wish to use this program for credential 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 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 to make 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 professional beliefs and practices in the application of teaching, learning principles, and research needed to inspire K-12 learners as well as being an inspired teacher.

### **Degree Requirements:**

To receive a Master of Education with California Inspired Teaching and Learning Preliminary Multiple Subject Teaching Credential candidates must complete at least 67.5 quarter units, or a Master of Education with California Inspired Teaching and Learning Preliminary Single Subject Teaching Credential, candidates must complete at least 67.5 quarter units. Students must complete 54 units in residence at National University. Further information on graduate admission and evaluation can be found in the Academic Information for Graduate Degrees section of the catalog.

A number of requirements must be completed prior to beginning the credential courses, including the successful completion of the Credential Packet, which includes a number of requirements, such as cleared background clearance and a negative TB test. To better understand the requirements, please refer to the Sanford College of Education's Credential Information section located in this catalog.

The Basic Skills and Subject Matter must be met prior to beginning the Multiple Subject or Single Subject Methods courses.

Each Teacher Education/credential course (ITL) includes a required 4-hour field experience in a K-12 classroom representing the candidates' credential area and a diverse student population, with the exception of the clinical practice courses.

Candidates choosing the Internship option to obtain the Preliminary Multiple or Single Subject Teaching Credential will need to meet the Internship Eligibility requirements as outlined in the Sanford College of Education Credential Information section of the catalog.

**Internship Option:** The Commission on Teacher Credentialing (CTC) mandates all approved intern programs provide a minimum of 120 hours of pre-service coursework prior to becoming intern eligible. Candidates can meet the 120 hours requirement through one of two pathways. Complete the foundation sequence of ITL 600, ITL 604, ITL 606, and ITL 608; meet Basic Skills; meet Subject Matter; and have a school or district letter verifying a teaching position job offer as the 'teacher of record'.

The CA Education Code stipulates a minimum of 144 hours of support and supervision must be provided to the candidate each year of intern employment and documented. Interns without a valid English Learner (EL) Authorization from CTC will be required to receive an additional 45 hours of EL preparation support each year of intern employment (Total: 189 hours).

This Internship Option requires the successful completion of the internship clinical practice experience (minimum 1 year).

The CA Commission on Teacher Credentialing requires an intern-candidate holding a valid University Internship Credential to be continuously enrolled in clinical practice support and supervision. During the first-year, the intern will take ITL 650A and ITL 551A, ITL 650B, and ITL 551B. In the event, the intern has not met all program requirements during the first year and the intern's employment continues during the second year, for National University to provide additional ongoing support and supervision, the intern will be enrolled in ITL 650C and, if needed ITL 650D. To be granted an extension for the third year of the internship, and if the intern is still employed, then, for those interns who can document a medical emergency or other extreme circumstance(s), one (ITL 650E) or both (ITL 650E and ITL 650F) courses may be granted through the University's petition process, with decisions considered on a case-by-case basis.

Interns in the Early Completion Option (ECO) route are still required to receive the general support and supervision provided to all interns while they are serving on an Intern credential.

**Program Requirements (Multiple Subject 16 courses; 67.5 quarter units or Single Subject 16 courses; 67.5 quarter units)**

Includes all foundation, credential area method courses, and those clinical practice courses granting graduate credit.

**Introductory Core Requirement (1 course; 4.5 quarter units)**

All students must complete ITL 600 and complete the credential packet prior to beginning ITL 604.

ITL 600	Becoming a Teacher	4.50
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#### **Foundation Core Courses (3 courses; 13.5 quarter units)**

ITL 604	Learners and Learning I	4.50
ITL 606	Learners and Learning II <b>Prerequisite:</b> ITL 604	4.50
ITL 608	Design and Process of Teaching <b>Prerequisite:</b> ITL 606	4.50

All Foundation Courses meet CTC requirements for Intern Pre-Service coursework.

#### **Multiple Subject Methods Courses (5 courses; 22.5 quarter units)**

PRIOR to beginning any of the Multiple Subject Credential Area Method courses below, the candidate must successfully complete all Core courses, meet basic skills, meet subject matter, and meet any other related program requirements.

ITL 510	Language-Literacy: Foundations <i>Historical-Review all addendums</i>	4.50
ITL 512	Language/Literacy: Strategies <b>Prerequisite:</b> ITL 510	4.50
ITL 516	Mathematics Integrative Design <i>Historical-Review all addendums</i> <b>Prerequisite:</b> ITL 512	4.50
ITL 518	Science Integrative Design <b>Prerequisite:</b> ITL 516	4.50

\*Upon issuance of the University Intern Credential, this course must be taken first.

ITL 530	Optimized Learning Community*	4.50
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OR

#### **Single Subject Methods Courses (5 courses; 22.5 quarter units)**

PRIOR to beginning any of the Single Subject Credential Area Methods courses below, the candidate must successfully complete all Core courses, meet basic skills, meet subject matter, and meet any other related program requirements.

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

\*Upon issuance of the University Intern Credential, this course must be taken first.

ITL 530	Optimized Learning Community*	4.50
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AND

**Clinical Practice Pathways: Student Teaching or Internship (Student Teaching—4 courses; 13.5 quarter units or Internship—4-8 courses; 13.5–31.5 quarter units)**

Candidates will complete the clinical practice experience through student teaching or the internship. The clinical practice (K12 classroom) experience courses (ITL 550A, ITL 550B, ITL 650A, ITL 650B, ITL 650C, ITL 650D, ITL 650E, ITL 650F) do NOT grant graduate credit.

### Student Teaching (4 courses; 13.5 quarter units)

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

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

or

\*Does NOT grant academic credit.

### Internship (4-8 courses; 13.5 – 31.5 quarter units)

PRIOR to beginning the intern courses below, the candidates must successfully complete all Core courses, meet basic skills and subject matter, and meet all CTC requirements related to the University Intern Credential. Placement in an internship occurs as a result of the candidate holding employment in an approved CA public school and in partnership with National University. Intern placements must align to the subject matter of the credential or authorization area of credential, be in compliance with the Commission on Teacher Credentialing, and with National University's requirements. Interns need to be in good standing with the employer and National University for the duration of the active University Internship Teaching Credential. The intern serves as the teacher of record in an approved K-12 classroom and is paid by the school or school district. The University Internship Teaching Credential is good for two-years and requires the candidate to be employed in the district and enrolled in National University's intern teacher credential program. As long as the candidate holds the intern credential and is employed, they have up to two-years to earn a multiple or single subject credential. For a third year as an intern, the Commission must approve an extension of the intern credential and the candidate must obtain an approved CAS petition from National University documenting a medical emergency or other extreme circumstances necessitating an "exception to policy" and consideration on a case by case basis. If the petition is granted, the intern will be required to complete one or both courses of the following courses during the third year: ITL 650E, ITL 650F, respectively.

ITL 650A	CP Internship A: Year 1* <b>Corequisite:</b> ITL 551A	4.50
ITL 551A	Student Teacher Seminar A <i>Historical-Review all addendums</i> <b>Corequisite:</b> ITL 550A, or ITL 650A	2.25

ITL 650B	CP Internship B: Year 1* <b>Corequisite:</b> ITL 551B; <b>Prerequisite:</b> ITL 650A	4.50
ITL 551B	Student Teacher Seminar B <i>Historical-Review all addendums</i> <b>Prerequisite:</b> ITL 551A; <b>Corequisite:</b> ITL 550B, or ITL 650B	2.25
ITL 650C	CP Internship C: Year 2* <b>Prerequisite:</b> ITL 650B	4.50
ITL 650D	CP Internship D: Year 2* <b>Prerequisite:</b> ITL 650C	4.50
ITL 650E	CP Internship E: Year 3* <b>Prerequisite:</b> ITL 650D	4.50
ITL 650F	CP Internship F: Year 3* <b>Prerequisite:</b> ITL 650E	4.50

\*Does NOT grant academic credit.

**Students must also enroll in one of the following emphases.**

### **Inspired Teaching and Learning Preliminary Multiple Subject Teaching Credential and Internship Option (California)**

**Status:** *Historical-Review all addendums*

**Academic Program Director:** Cynthia Schubert-Irastorza; cschubert@nu.edu, Nilsa Thorsos; nthorsos@nu.edu

Inspired Teaching and Learning Preliminary Multiple Subject Teaching Credential and internship option is designed for candidates who are dedicated to inspiring all K-12 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 Subject teaching credential. Candidates are required to successfully complete foundation courses, multiple subject credential method courses, and a clinical practice path (student teaching or internship).

**\*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 subject credential area method courses.

**Internship Option:** The Commission on Teacher Credentialing (CTC) mandates all approved intern programs provide a minimum of 120 hours of pre-service coursework prior to becoming Intern Eligible. Candidates can meet the 120-hours requirement through one of two pathways. Complete the foundation sequence of ITL 600, ITL 604, ITL 606, ITL 608; meet basic skills; Subject Matter Competency; and have a school or district letter verifying a teaching position job offer as the 'teacher of record'.

#### **GoReact**

GoReact is an online video coaching and collaboration platform designed to improve professional practice. All Inspired Teaching and Learning 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.

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

#### **Program Disclosure Information**

The Preliminary Multiple Subject Teaching Credential and Intern Option program is currently operating using credential guidelines for California only. Students who wish to use this program for credential 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 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 professional beliefs and practices in the application of teaching and learning principles needed to inspire K-12 learners as well as being an inspired teacher.

### **Degree Requirements:**

To receive a California Preliminary Multiple Subjects Teaching Credential, candidates must complete at least 54 graduate units, 31.5 of which must be completed in residency to meet the residency requirement.

A number of requirements must be completed prior to taking ITL 600, which include the successful completion of the Credential Packet. The Packet includes a number of requirements, such as cleared background clearance and Negative TB test. To better understand the requirements, please refer to the Sanford College of Education's Credential Information section located in this catalog.

Additionally, the Basic Skills and Subject Matter must be passed prior to beginning the Multiple Subject Credential Methods courses.

Each credential course (ITL) includes a required 4-hour field experience in one or more K-6 classrooms, representing a diverse K-12 student population, with the exception of the clinical practice courses.

Candidates choosing the Internship option with the Preliminary Multiple Subject Teaching Credential will need to meet the Internship Eligibility requirements as outlined in the Sanford College of Education Credential information section of the catalog.

**Internship Option:** The Commission on Teacher Credentialing (CTC) mandates all approved intern programs provide a minimum of 120 hours of pre-service coursework prior to becoming Intern Eligible. Candidates can meet the 120-hours requirement through the following pathway, complete the foundation sequence of ITL 600, ITL 604, ITL 606, ITL 608; pass Basic Skills and Subject Matter; and have a school or district letter verifying a teaching position job offer as the 'teacher of record'.

The CA Education Code stipulates a minimum of 144 hours of support and supervision must be provided to the candidate each year of intern employment and documented. Interns without a valid English Learner (EL) Authorization from CTC will be required to receive an additional 45 hours of EL preparation support each year of intern employment (Total 189 hours).

This Internship Option requires the successful completion of the internship clinical practice experience (minimum 1 year and maximum of 2 years). The CA Commission on Teacher Credentialing (CTC) requires an intern-candidate holding a valid University Internship Credential to be continuously enrolled in clinical practice support and supervision. During the first-year, the intern will take ITL 650A and ITL 551A, ITL 650B and ITL 551B. If, by the end of the first year, the intern's employment continues and the program requirements have not been completely met, then, National University is required to provide additional ongoing support and supervision to the intern. Additionally, the intern will need be enrolled in ITL 650C and,

if needed, ITL 650D. For the intern to continue for a third year, the Commission must approve an extension of the intern credential and National University must approve the intern's petition for an exception to policy. With the petition, the intern is required to document a medical emergency or other extreme circumstances necessitating an 'exception to policy'. The petition's approval is granted on a case by case basis and would require the intern to complete one or both courses of the following courses: ITL 650E, ITL 650F, respectively.

Interns in the Early Completion Option (ECO) route are still required to receive the general support and supervision provided to all interns while they are serving on an Intern credential.

### **Total Requirements for Credential (13 courses, 54 quarter units)**

**Units:**

#### **Introductory Core Course (1 course; 4.5 quarter units)**

ITL 600	Becoming a Teacher	4.50
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All students must complete ITL 600, and credential packet prior to beginning ITL 604.

#### **Foundation Core Requirements (3 courses; 13.5 quarter units)**

ITL 604	Learners and Learning I	4.50
ITL 606	Learners and Learning II <i><b>Prerequisite:</b> ITL 604</i>	4.50
ITL 608	Design and Process of Teaching <i><b>Prerequisite:</b> ITL 606</i>	4.50

All Foundation Courses meet CTC requirements for Intern Pre-Service coursework.

#### **Multiple Subject Methods Courses (5 courses; 22.5 quarter units)**

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

\*Upon issuance of the University Intern Credential, this course must be taken first.

#### **Clinical Practice Pathways: Student Teaching or Internship (Student Teaching—4 courses; 13.5 quarter units or Internship—4-8 courses; 13.5–31.5 quarter units)**

Candidates will complete the clinical practice experience through student teaching or the internship. The clinical practice (K12 classroom) experience courses (ITL 550A, ITL 550B, ITL 650A, ITL 650B, ITL 650C, ITL 650D, ITL 650E, ITL 650F) do NOT grant graduate credit.

#### **Student Teaching (4 courses; 13.5 quarter units)**

Student Teaching will be arranged by the university for candidates who have completed all program coursework and met all program/state requirements. Student Teaching is unpaid and composed of at least 600 instructional hours in designated K12 classrooms.

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

\*Does NOT grant graduate credit

### Internship (4–8 courses; 13.5–31.5 quarter units)

Placement in an internship occurs as a result of the candidate holding employment in an approved CA public school and in partnership with National University. Intern placements must align to the subject matter credential, be in compliance with the Commission on Teacher Credentialing, and meet National University's requirements. Interns need to be in good standing as a teacher of record with an approved school employer and enrolled in National University for the duration of the active University Internship Teaching Credential. The intern serves as the teacher of record in an approved K-12 classroom and is paid by the school or school district. The University Internship Teaching Credential is good for two-years and requires the candidate to be employed in the district and enrolled in National University's intern teacher credential program. As long as the candidate holds the intern credential and is employed, they have up to two-years to earn multiple subject credential. For a third year as an intern, the Commission must approve an extension of the intern credential and the candidate must obtain an approved petition from National University by documenting a medical emergency or other extreme circumstances necessitating an 'exception to policy'. Consideration on a case by case basis. If the petition is granted, the intern will be required to complete one or both courses of the following courses during the third year: ITL 650E, ITL 650F, respectively.

ITL 650A	CP Internship A: Year 1*	4.50
	<b>Corequisite:</b> ITL 551A	
ITL 551A	Student Teacher Seminar A <i>Historical-Review all addendums</i>	2.25
	<b>Corequisite:</b> ITL 550A, or ITL 650A	
ITL 650B	CP Internship B: Year 1*	4.50
	<b>Corequisite:</b> ITL 551B; <b>Prerequisite:</b> ITL 650A	
ITL 551B	Student Teacher Seminar B <i>Historical-Review all addendums</i>	2.25
	<b>Prerequisite:</b> ITL 551A; <b>Corequisite:</b> ITL 550B, or ITL 650B	
ITL 650C	CP Internship C: Year 2*	4.50
	<b>Prerequisite:</b> ITL 650B	
ITL 650D	CP Internship D: Year 2*	4.50
	<b>Prerequisite:</b> ITL 650C	
ITL 650E	CP Internship E: Year 3*	4.50
	<b>Prerequisite:</b> ITL 650D	
ITL 650F	CP Internship F: Year 3*	4.50
	<b>Prerequisite:</b> ITL 650E	

\*Does NOT grant academic credit.

## Inspired Teaching and Learning Preliminary Single Subject Teaching Credential and Internship Option (California)

**Status:** *Historical-Review all addendums*

**Academic Program Director:** Cynthia Schubert-Irastorza; cschubert@nu.edu, Nilsa Thorsos; nthorsos@nu.edu

Inspired Teaching and Learning with a Single Subject Teaching Credential and internship option is designed for candidates who are dedicated to inspiring all K-12 learners by ensuring for them: social-emotional thriving, meaningful academic achievement, and equitable and inclusive learning communities. The program and courses meet the California Commission on Teacher Credentialing (CTC) requirements for a Preliminary Single Subjects teaching credential. Candidates are required to successfully complete foundation courses, single subject credential method courses, and a clinical practice path (student teaching or internship).

**\*Please Note:** To avoid interruptions to program progress and/or financial aid arrangements, students need to satisfy/pass the Basic Skills Requirement and Subject Matter Competency Requirement **PRIOR** to starting the single subject credential area method courses.

**Internship Option:** The Commission on Teacher Credentialing (CTC) mandates all approved intern programs provide a minimum of 120 hours of pre-service coursework prior to becoming Intern Eligible. Complete the foundation sequence of ITL 600, ITL 604, ITL 606, ITL 608; pass basic skills and subject matter; and have a school or district letter verifying a teaching position job offer as the 'teacher of record'.

### **GoReact**

GoReact is an online video coaching and collaboration platform designed to improve professional practice. All Inspired Teaching and Learning 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.

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

### **Program Disclosure Information**

The Preliminary Single Subject Teaching Credential and Intern Option program is currently operating using credential guidelines for California only. Students who wish to use this program for credential 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 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 professional beliefs and practices in the application of teaching and learning principles needed to inspire K-12 learners as well as being an inspired teacher.

### **Degree Requirements:**

To receive a California Preliminary Single Subject Teaching Credential and Intern Option, candidates must complete at least 54 quarter units of graduate credit, 31.5 of which must be taken in residence at National University. The degree consists of those courses granting degree units in the: Core, Single Subject Credential

Methods, Clinical Practice (student teaching or internship). Further information on graduate admission and evaluation can be found in the Academic Information for Graduate Degrees section of the catalog.

A number of requirements must be completed prior to taking ITL 600, including successful completion of the Credential Packet. The Packet includes a number of requirements, such as cleared background clearance and Negative TB test. To better understand the requirements, please refer to the Sanford College of Education's Credential Information section located in this catalog.

Additionally, the Basic Skills and Subject Matter must be passed prior to beginning the Single Subject Credential Methods courses.

Each credential course (ITL) includes a required 4-hour field experience in one or more classrooms (grades 7-12) representing diverse student populations. The field experience requirement is associated with the clinical practice courses.

Candidates choosing the Internship option with the Preliminary Single Subject Teaching Credential will need to meet the Internship Eligibility requirements as outlined in the Sanford College of Education Credential information section of the catalog.

Once the candidate is Intern Eligible, the Commission on Teacher Credentialing (CTC) mandates all approved internship programs require a minimum of 120 hours of pre-service coursework (ITL 600, ITL 604, ITL 606, ITL 608) prior to becoming eligible for the Internship Option.

**Internship Option:** The Commission on Teacher Credentialing (CTC) mandates all approved intern programs provide a minimum of 120 hours of pre-service coursework prior to becoming Intern Eligible. Complete the foundation sequence of ITL 600, ITL 604, ITL 606, ITL 608; basic skills and subject matter; and have a school or district letter verifying a teaching position job offer as the 'teacher of record'.

The CA Education Code stipulates a minimum of 144 hours of support and supervision must be provided to the candidate each year of intern employment and documented. Interns without a valid English Learner (EL) Authorization from CTC will be required to receive an additional 45 hours of EL preparation support each year of intern employment (Total 189 hours).

The Internship Option is designed to be completed within two years and the university may not extend intern documents beyond that time. The CA Commission on Teacher Credentialing (CTC) requires an intern-candidate holding a valid University Internship Credential to be continuously enrolled in clinical practice support and supervision. During the first-year, the intern will take ITL 650A and ITL 551A, ITL 650B and ITL 551B. By the start of the second year, if the intern's employment continues and the program's requirements have not been met, then, the Commission requires National University to provide the intern with ongoing, K12 classroom-based support and supervision. Therefore, the intern will need be enrolled in ITL 650C and, if needed, ITL 650D. For the intern to continue for a third year, the Commission must approve an extension of the University Intern Credential and National University must approve the intern's petition for an exception to policy. For the petition, the intern is required to document a medical emergency or other extreme circumstances necessitating an 'exception to policy'. The petition's approval is granted on a case by case basis and would require the intern to complete one or both of the following courses: ITL 650E, ITL 650F, respectively.

Interns in the Early Completion Option (ECO) route are still required to receive the general support and supervision provided to all interns while they are serving on an Intern credential.

### **Credential Requirements (13 courses; 54 quarter units)**

Includes all foundation core, credential area methods, and those clinical practice courses granting graduate credit.

### **Introductory Core Requirements (1 course; 4.5 quarter units)**

Students must complete ITL 600, and credential packet prior to beginning ITL 604.

ITL 600	Becoming a Teacher	4.50
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### Foundation Core Requirements (3 courses; 13.5 quarter units)

ITL 604	Learners and Learning I	4.50
ITL 606	Learners and Learning II <b>Prerequisite:</b> ITL 604	4.50
ITL 608	Design and Process of Teaching <b>Prerequisite:</b> ITL 606	4.50

All Foundation Courses meet CTC requirements for Intern Pre-Service coursework.

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

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

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

\*Upon issuance of the University Intern Credential, this course must be taken first.

### Clinical Practice Pathways: Student Teaching or Internship (Student Teaching—4 courses; 13.5 quarter units or Internship—4-8 courses; 13.5 – 31.5 quarter units)

Candidates will complete the clinical practice experience through student teaching or the internship. The following clinical practice courses do NOT grant graduate credit (ITL 550A, ITL 550B, ITL 650A, ITL 650B, ITL 650C, ITL 650D, ITL 650E, ITL 650F).

### Student Teaching (4 courses; 13.5 quarter units)

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

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

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

OR

\*Does NOT grant academic credit.

### Internship (4–8 courses; 13.5–31.5 quarter units)

PRIOR to beginning the intern courses below, the candidates must successfully complete all Core courses, pass CBEST, pass CSET, and meet all CTC requirements related to the University Intern Credential. Placement in an internship occurs as a result of the candidate holding employment in an approved CA public school and in partnership with National University. Intern placements must align to the CSET credential, be in compliance with the Commission on Teacher Credentialing, and with National University's requirements. Interns need to be in good standing with the employer and National University for the duration of the active University Internship Teaching Credential. The intern serves as the teacher of record in an approved K12 classroom and is paid by the school or school district. The University Internship Teaching Credential is good for a maximum of two-years and requires the candidate to be employed in the district and enrolled in National University's intern teacher credential program. As long as the candidate holds the intern credential and is employed, they have up to two-years to earn the single subject credential. For a third year as an intern, the Commission must approve an extension of the intern credential and the candidate must obtain an approved petition by National University by documenting a medical emergency or other extreme circumstances necessitating an 'exception to policy'. Consideration is on a case by case basis. If the petition is granted, the intern will be required to complete one or both courses of the following courses during the third year: ITL 650E, ITL 650F, respectively.

ITL 650A	CP Internship A: Year 1* <b>Corequisite:</b> ITL 551A	4.50
ITL 551A	Student Teacher Seminar A <i>Historical-Review all addendums</i> <b>Corequisite:</b> ITL 550A, or ITL 650A	2.25
ITL 650B	CP Internship B: Year 1* <b>Corequisite:</b> ITL 551B; <b>Prerequisite:</b> ITL 650A	4.50
ITL 551B	Student Teacher Seminar B <i>Historical-Review all addendums</i> <b>Prerequisite:</b> ITL 551A; <b>Corequisite:</b> ITL 550B, or ITL 650B	2.25
ITL 650C	CP Internship C: Year 2* <b>Prerequisite:</b> ITL 650B	4.50
ITL 650D	CP Internship D: Year 2* <b>Prerequisite:</b> ITL 650C	4.50
ITL 650E	CP Internship E: Year 3* <b>Prerequisite:</b> ITL 650D	4.50
ITL 650F	CP Internship F: Year 3* <b>Prerequisite:</b> ITL 650E	4.50

\*Does NOT grant academic credit.

## Emphasis in STEAM (PK-6) and STEM (7-12) Education

### Emphasis English Learner Equity and Academic Achievement

**Academic Program Director:** Nilsa Thorsos; nthorsos@nu.edu

The Master of Education in Inspired Teaching and Learning Preliminary Multiple and Single Subject Teaching Credential with Specialization in English Learner Equity and Academic Achievement is designed to improve the

quality of education for English Learners in grades K-12 in California public schools. Candidates will gain experience, professional knowledge and skills when identifying, examining, implementing and evaluating sustained best practices for the education of English Learners in public school classrooms through content learning and course-embedded research practicum I, II & III.

### Program Learning Outcomes:

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

- Assess multiple theoretical frameworks and inclusion practices based on knowledge of Identity and Equity for the improvement of the education of K-12 English Learners.
- Design culturally responsive inter-disciplinary curricular unit(s) developed to support meaningful and sustained academic achievement for English Learners (ELs) with the use of multiple measures.
- Synthesize the findings and implications from an English Learner based inquiry project designed to investigate evidence-based curricular and instructional improvements for ensuring meaningful academic achievement and social-emotional thriving of K-12 English Learners.

### Specialization Requirements (3 courses; 13.5 quarter units)

ITI 660	Identity, Inclusion and Equity	4.50
ITI 662	Linguistics- Academic Language <i>Prerequisite: ITI 660</i>	4.50
ITI 664	EL Achievement in Content Area <i>Prerequisite: ITI 662</i>	4.50

### Emphasis in Inspired Teaching Practices

**Status:** *Historical-Review all addendums*

**Academic Program Director:** Joanne Gilbreath; jgilbreath@nu.edu

Candidates explore a blending of current educational research theory with effective classroom application. Student-centered curricular practices are created using engaging instructional strategies, applying successful classroom management techniques, and adopting appropriate assessment procedures. Candidates explore a wide variety of Information Communication Technologies (ICT) digital tools and resources to become more competent users of learning technologies in their own instructional practices.

An overarching Inquiry-Based Research Proposal will be developed and written over the three courses of this emphasis. Candidates identify a research question, complete a review of literature, and design the data collection strategies. An overview of the completed proposal will be presented in a digital format along with the written document.

### Program Learning Outcomes:

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

- Develop a standards-based, engaging content and assessment plan that includes strategies to help all students succeed.
- Evaluate a variety of instructional practices that facilitate the differentiation of instruction as applied to teaching, content development, classroom management and assessment.
- Create a personal inquiry document that demonstrates the mastery of Inspired Teaching Inquiry research skills supported by digital tools.
- Employ effective ICT (Information and Communication Technologies) in a multidisciplinary unit of study.
- Design an Action Research proposal, including a research question connected to Inspired Teaching Practices.

### Degree Requirements:

The emphasis Inspired Teaching Practices requires 13.5 quarter units.

### Emphasis Requirements (3 Courses, 13.5 units)

ITI 690	Inspired Teaching Inquiry <b>Prerequisite:</b> ITL 600; ITL 604; ITL 606	4.50
ITI 692	Inspired Student Learning <b>Prerequisite:</b> ITI 690	4.50
ITI 694	Inspired Learning Technology <b>Prerequisite:</b> ITI 692	4.50

### Emphasis in Social Emotional Learning

**Academic Program Director:** Maggie Broderick; mbroderick@nu.edu

The Social Emotional Learning (SEL) specialization resides in the Master of Education degree program. This emphasis provides current or future teachers with a foundation of social emotional learning theories and evidence-based practices to support the development of social emotional learning skills within classrooms. Candidates will have the opportunity to self-reflect on their own knowledge and skills and examine evidence-based strategies and interventions to support their role of a classroom teacher. Candidates will compose a full research proposal in the area of SEL to include research questions, literature review, methodology and reflection to support their work in making positive changes in their everyday practice.

#### Program Learning Outcomes:

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

- Evaluate social emotional learning theories and evidence-based practices.
- Self-reflect about own knowledge and skills of evidence-based practices.
- Create a full research proposal in the area of SEL to include research questions, literature review, methodology and reflection.

#### Degree Requirements:

The emphasis in Social Emotional Learning requires 13.5 quarter units.

### Requirements for Specialization (3 courses; 13.5 quarter units)

ITI 670	Introduction to SEL <b>Prerequisite:</b> ITL 600; ITL 604; ITL 606	4.50
ITI 672	SEL in Action <b>Prerequisite:</b> ITI 670 minimum standards	4.50
ITI 674	Research in SEL <b>Prerequisite:</b> ITI 672	4.50

### Master of Science in Engineering Management

**Status:** *Historical-Review all addendums*

**Academic Program Director:** Ben Radhakrishnan; bradhakrishnan@nu.edu

Engineering management knowledge and skills are highly sought after in today's competitive global technological marketplace. The Master of Science in Engineering Management program is designed to bring the benefits of modern technology and high-quality graduate-level instruction to engineers, scientists, and technologists interested in advancing their skills in engineering management with specializations in:

- Project Management, which serves to better facilitate effective and efficient project/program managers.
- Systems Engineering which focuses on how to manage activities related to the life cycle of systems.

These specializations offer practical business perspectives necessary for engineering management. Unlike traditional MBA programs, these specializations emphasize management skills that are specifically built on a student's technical background and experience. The custom-designed mix of management concepts and technical expertise will help prepare professionals to direct major public and private organizations in the increasingly



complicated managerial environment of today's competitive global, technical environment. In this program, engineering management principles are broadly based and draw from many different disciplines, such as applied sciences, engineering, natural sciences, mathematics, economics, business, and social sciences.

Candidates for the program must possess a Bachelor's degree in Engineering, Engineering Technology, or Physical Sciences or a closely related area from an accredited university. Interested students from other disciplines may be admitted to the program but may be required to complete additional courses. *Non-degree* students will not be allowed to enter this program.

For those who have a general non-science and non-engineering degree, admission would be based on relevant work experience and the following program prerequisite:

- CSC 220 – Applied Probability Stats
  - This course is a required prerequisite for ALL students.

If a student has completed these courses, they have to follow the CAS petition process. CSC 220 offerings are planned before the MS Engineering Management program sequence starts. Advisors should check the CSC 220 schedule to enable the student to meet the pre-requisite requirements.

### Program Learning Outcomes:

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

- Demonstrate data analysis and critical thinking skills and techniques to manage projects and processes.
- Examine a multidisciplinary approach involving the integration of engineering, management, quality, and risk analysis in projects and processes (products and services).
- Identify, prioritize, and select relevant solutions in solving complex engineering problems and processes.
- Assess tools and techniques, resources, organizational systems, and decision-making processes for the successful management of projects and processes (products and services).
- Apply a global mindset and a knowledge of business environments in engineering management solutions.
- Demonstrate organizational and team skills needed to manage projects and processes.
- Communicate effectively using graduate-level oral and writing skills.
- Demonstrate professional and ethical responsibility in engineering management.

### Degree Requirements:

To receive a Master of Science in Engineering Management, students must complete at least 58.5 quarter units of required courses. A total of 9.0 quarter units of graduate credit may be granted for equivalent graduate work completed at another accredited institution, as it applies to this degree, provided the units were not used in earning another advanced degree. Students should refer to the section in the graduate admission requirements for specific information regarding application and matriculation.

### Program Prerequisites (1 course; 4.5 quarter units)

CSC 220	Applied Probability & Stats. <i>Historical-Review all addendums</i> <b>Prerequisite:</b> CSC 208, or MTH 220; EGR 220	4.50
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\* Standard graduate admissions requirements also apply and are found in the catalog.

### Degree Requirements (9 courses; 40.5 quarter units)

All six CORE Courses must be completed before students can enroll in the first course, to one of the two Specializations students have chosen from.

### Core Requirements (6 courses; 27 quarter units)

ENM 600	Engineering Management	4.50
ENM 601	Project Management	4.50

ENM 603	Operations & Supply Chain Mgmt <b>Prerequisite:</b> ENM 600	4.50
PME 602	Skills Management <i>Discontinued</i>	4.50
ENM 604	Quality Engineering	4.50
TMG 610	Global Economic & Tech Trends	4.50

### Capstone Requirements (3 courses; 13.5 quarter units)

**Units:** 13.50

Students must complete and pass all the courses in their Specialization prior to being enrolled in the Capstone Courses.

ENM 607A	Capstone Course I <b>Prerequisite:</b> Students must complete the six Core Courses, along with their chosen Specialization courses, prior to being able to register for the Capstone Courses starting with ENM 607A. ; ENM 600; ENM 601; ENM 603; PME 602; ENM 604; TMG 610; and ENM 602; PME 601; PME 603; PME 604; , or SYE 600; SYE 601; SYE 602; SYE 603	4.50
ENM 607B	Capstone Course II <b>Prerequisite:</b> Students must complete the six Core Courses, along with their chosen Specialization courses, prior to being able to register for the Capstone Courses starting with ENM 607A. ; ENM 607A	4.50
ENM 607C	Capstone Course III <b>Prerequisite:</b> Students must complete the six Core Courses, along with their chosen Specialization courses, prior to being able to register for the Capstone Courses starting with ENM 607A. ; ENM 607B	4.50

Students must choose one Area of Specialization defined below:

## Specialization in Project Management

**Academic Program Director:** Ben Radhakrishnan; bradhakrishnan@nu.edu

From small companies to giant global institutions, project managers are fueling much of the successful development of exciting technical enterprises. Talented and knowledgeable project managers command the best assignments, salaries, other compensation and bonuses. They are the future leaders and entrepreneurs. Good project managers are not born but are nurtured from a combination of experience, time, talent, and training. Successful projects do not happen spontaneously; they require preparation, planning, and organization. This specialization is designed to provide systematic training to those who would like to pursue an engineering project management career.

### Program Learning Outcomes:

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

- Apply a multidisciplinary approach involving the integration of engineering, management, quality, and cultural analysis to the conduct of project management engineering.
- Evaluate the financial impact of projects on corporations and businesses and develop appropriate action plans through project management engineering.
- Integrate state-of-the-art technological advances to the practice of project management engineering.
- Achieve agreed-upon scope, budget and schedule requirements, using resources, organizational systems, and decision-making processes.

### Degree Requirements:

The specialization requires four courses at eighteen quarter units.

### Specialization Requirements (4 courses; 18 quarter units)

ENM 602	Risk, Contracts, and Legal Iss	4.50
PME 601	Advanced Project Management <b>Prerequisite:</b> ENM 600; ENM 601; ENM 602 and ENM 603	4.50
PME 603	Product Management <b>Prerequisite:</b> ENM 600; ENM 601; ENM 602 and ENM 603	4.50
PME 604	Project Finance Management <b>Prerequisite:</b> ENM 600; ENM 601; ENM 602; ENM 603	4.50

Students can register for the first Capstone Course only after all 6 of the first Core Courses, along with the completion of their 4 Specialization Courses (Program Management and Systems Engineering) have been completed, along with the appropriate passing grades.

### Specialization in Systems Engineering

**Academic Program Director:** Ben Radhakrishnan; bradhakrishnan@nu.edu

This specialization focuses on complex technology systems that have a far reaching effect on society and its people. These systems are comprised of three types of entities: a) complex products such as aircraft, ships, land vehicles, and military hardware; b) networks of information and infrastructure such as air traffic control, highways, and public works and environmental processes; and, c) the organizations that design, build, and maintain these products, systems and related services, i.e., businesses (public and private, for-profit and non-profit), military command, and government agencies. The systems engineering program provides knowledge in the activities related to the life cycle of systems including definition, development, deployment, and decommission

#### Program Learning Outcomes:

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

- Comprehend the fundamentals of systems and general systems theory.
- Design discrete and continuous systems utilizing appropriate systems theory, operational requirements, and component integration.
- Validate system performance with testing and evaluation methods.
- Maintain system operations at optimal conditions through the application of systems management fundamentals.

### Specialization Requirements (4 courses; 18 quarter units)

SYE 600	Introduction to Systems Design	4.50
SYE 601	Systems Analysis & Design Eval <b>Prerequisite:</b> SYE 600	4.50
SYE 602	Advanced System Design <b>Prerequisite:</b> SYE 601	4.50
SYE 603	System Dynamics <b>Prerequisite:</b> SYE 602	4.50

Students can register for the first Capstone Course only after all 6 of the first Core Courses, along with the completion of their 4 Specialization Courses (Program Management and Systems Engineering) have been completed, along with the appropriate passing grades.

### Master of Science in School Psychology with Pupil Personnel Services Credential (California)

**Status:** *Historical-Review all addendums*

**Academic Program Director:** Mark Nguyen; mnguyen2@nu.edu, Melanie Shaw; mshaw3@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.
- Students must have a CL-900 fingerprint clearance on file with at least three years prior to expiration to be admitted to the program. In lieu of the CL-900, students may also submit a California Clear Credential or an Administrative Credential with at least three years prior to expiration.

### **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-\(CL-606C\)](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 <b>Prerequisite:</b> PED 606	4.50
PED 610	Tests and Measurements <b>Prerequisite:</b> PED 608	4.50
PED 612	Special Education and Law <b>Prerequisite:</b> PED 610	4.50
PED 614	Academic interventions <b>Prerequisite:</b> PED 612	4.50
PED 616	Cognitive Assessments <b>Prerequisite:</b> PED 614	4.50
PED 618A	Practicum A <b>Prerequisite:</b> PED 616	1.50
PED 620	Developmental Milestones <b>Prerequisite:</b> PED 616	4.50
PED 622	Consultation in Schools <b>Prerequisite:</b> PED 620	4.50
PED 624	Academic and Processing Asmnts <b>Prerequisite:</b> PED 622	4.50
PED 618B	Practicum B <b>Prerequisite:</b> PED 624	1.50
PED 626	Rdg Assessment & Intervention <b>Prerequisite:</b> PED 624	4.50
PED 628	Intro to Research <b>Prerequisite:</b> PED 626	4.50
PED 630	Behavior & SEL Interventions <b>Prerequisite:</b> PED 628	4.50
PED 618C	Practicum C <b>Prerequisite:</b> PED 630	1.50
PED 632	Social Emotional Assessments <b>Prerequisite:</b> PED 630	4.50
PED 634	Individual and Grp Counseling	4.50



	<b>Prerequisite:</b> PED 632	
PED 636	Mental Health & Crisis Response	4.50
	<b>Prerequisite:</b> PED 634	
PED 638	Childhood Dev. Disorders	4.50
	<b>Prerequisite:</b> PED 636	
PED 640	Special Population Assessments	4.50
	<b>Prerequisite:</b> PED 638	

#### Internship requirements ( 3 courses; 13.5 units)

**Units:** 13.50

PED 642	Internship I	4.50
	<b>Prerequisite:</b> PED 640	
PED 644	Internship Seminar	4.50
	<b>Corequisite:</b> PED 642 <i>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.</i>	
PED 646	Internship II	4.50
	<b>Prerequisite:</b> PED 642	

#### Optional Elective (1 course)

**Units:** 1.00

PED 618C-Extension will come after PED 618C. This class is strictly optional for those students who want to continue with their practicum course PED 618C. PED 618C-Extension is available, upon formal approval, for those students wishing to enroll in an additional fieldwork course to continue the practicum experience following completion of PED 618C. This optional course will provide additional supervision and support while practicum candidates complete fieldwork.

PED 618C-E	Practicum C-Extension <b>Discontinued</b>	1.00
	<b>Prerequisite:</b> PED 618C with a minimum grade of B. <i>To apply, the candidate must demonstrate proficiency by completing all required hours, and assignments, and have acceptable evaluations from the site supervisor. The supervisor and district must agree that the student can remain at the site for additional hours.</i>	

### 1:1

Master of Education - Online Teaching and Learning Specialization

Master of Science in Forensic Psychology

## Doctoral Degrees

### 1:1

Post-Baccalaureate Certificate in Education - Multimedia Instructional Design Specialization

Post-Master's Certificate in Education - Leadership in Coaching and Sport Management Specialization

Post-Master's Certificate in Education - Online Teaching and Learning Specialization

Educational Specialist - Leadership in Coaching and Sport Management Specialization

Educational Specialist - Online Teaching and Learning Specialization

Doctor of Education - Leadership in Coaching and Sport Management Specialization

Doctor of Education - Online Teaching and Learning Specialization

Doctor of Philosophy in Education - Leadership in Coaching and Sport Management Specialization



Doctor of Philosophy in Education - Online Teaching and Learning Specialization

Doctorate in Marriage and Family Therapy

Doctor of Criminal Justice

Doctor of Public Administration

Doctor of Philosophy in Cybersecurity

Doctor of Business Administration - Information Technology Specialization

Doctor of Philosophy in Business Administration - Information Technology Specialization

## Credentials

### Class-Based

## Inspired Teaching and Learning Preliminary Multiple Subject Teaching Credential and Internship Option (California)

**Status:** *Historical-Review all addendums*

**Academic Program Director:** Cynthia Schubert-Irastorza; cschubert@nu.edu, Nilsa Thorsos; nthorsos@nu.edu

Inspired Teaching and Learning Preliminary Multiple Subject Teaching Credential and internship option is designed for candidates who are dedicated to inspiring all K-12 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 Subject teaching credential. Candidates are required to successfully complete foundation courses, multiple subject credential method courses, and a clinical practice path (student teaching or internship).

**\*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 subject credential area method courses.

**Internship Option:** The Commission on Teacher Credentialing (CTC) mandates all approved intern programs provide a minimum of 120 hours of pre-service coursework prior to becoming Intern Eligible. Candidates can meet the 120-hours requirement through one of two pathways. Complete the foundation sequence of ITL 600, ITL 604, ITL 606, ITL 608; meet basic skills; Subject Matter Competency; and have a school or district letter verifying a teaching position job offer as the 'teacher of record'.

### GoReact

GoReact is an online video coaching and collaboration platform designed to improve professional practice. All Inspired Teaching and Learning 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.

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

### Program Disclosure Information

The Preliminary Multiple Subject Teaching Credential and Intern Option program is currently operating using credential guidelines for California only. Students who wish to use this program for credential 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 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 professional beliefs and practices in the application of teaching and learning principles needed to inspire K-12 learners as well as being an inspired teacher.

**Degree Requirements:**

To receive a California Preliminary Multiple Subjects Teaching Credential, candidates must complete at least 54 graduate units, 31.5 of which must be completed in residency to meet the residency requirement.

A number of requirements must be completed prior to taking ITL 600, which include the successful completion of the Credential Packet. The Packet includes a number of requirements, such as cleared background clearance and Negative TB test. To better understand the requirements, please refer to the Sanford College of Education's Credential Information section located in this catalog.

Additionally, the Basic Skills and Subject Matter must be passed prior to beginning the Multiple Subject Credential Methods courses.

Each credential course (ITL) includes a required 4-hour field experience in one or more K-6 classrooms, representing a diverse K-12 student population, with the exception of the clinical practice courses.

Candidates choosing the Internship option with the Preliminary Multiple Subject Teaching Credential will need to meet the Internship Eligibility requirements as outlined in the Sanford College of Education Credential information section of the catalog.

**Internship Option:** The Commission on Teacher Credentialing (CTC) mandates all approved intern programs provide a minimum of 120 hours of pre-service coursework prior to becoming Intern Eligible. Candidates can meet the 120-hours requirement through the following pathway, complete the foundation sequence of ITL 600, ITL 604, ITL 606, ITL 608; pass Basic Skills and Subject Matter; and have a school or district letter verifying a teaching position job offer as the 'teacher of record'.

The CA Education Code stipulates a minimum of 144 hours of support and supervision must be provided to the candidate each year of intern employment and documented. Interns without a valid English Learner (EL) Authorization from CTC will be required to receive an additional 45 hours of EL preparation support each year of intern employment (Total 189 hours).

This Internship Option requires the successful completion of the internship clinical practice experience (minimum 1 year and maximum of 2 years). The CA Commission on Teacher Credentialing (CTC) requires an intern-candidate holding a valid University Internship Credential to be continuously enrolled in clinical practice support and supervision. During the first-year, the intern will take ITL 650A and ITL 551A, ITL 650B and ITL 551B. If, by the end of the first year, the intern's employment continues and the program requirements have not been completely met, then, National University is required to provide additional ongoing support and supervision to the intern. Additionally, the intern will need be enrolled in ITL 650C and, if needed, ITL 650D. For the intern to continue for a third year, the Commission must approve an extension of the intern credential and National University must approve the intern's petition for an exception to policy. With the petition, the intern is required to document a medical emergency or other extreme circumstances

necessitating an 'exception to policy'. The petition's approval is granted on a case by case basis and would require the intern to complete one or both courses of the following courses: ITL 650E, ITL 650F, respectively.

Interns in the Early Completion Option (ECO) route are still required to receive the general support and supervision provided to all interns while they are serving on an Intern credential.

#### **Total Requirements for Credential (13 courses, 54 quarter units)**

**Units:**

#### **Introductory Core Course (1 course; 4.5 quarter units)**

ITL 600	Becoming a Teacher	4.50
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All students must complete ITL 600, and credential packet prior to beginning ITL 604.

#### **Foundation Core Requirements (3 courses; 13.5 quarter units)**

ITL 604	Learners and Learning I	4.50
ITL 606	Learners and Learning II <i><b>Prerequisite:</b> ITL 604</i>	4.50
ITL 608	Design and Process of Teaching <i><b>Prerequisite:</b> ITL 606</i>	4.50

All Foundation Courses meet CTC requirements for Intern Pre-Service coursework.

#### **Multiple Subject Methods Courses (5 courses; 22.5 quarter units)**

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

\*Upon issuance of the University Intern Credential, this course must be taken first.

#### **Clinical Practice Pathways: Student Teaching or Internship (Student Teaching—4 courses; 13.5 quarter units or Internship—4-8 courses; 13.5–31.5 quarter units)**

Candidates will complete the clinical practice experience through student teaching or the internship. The clinical practice (K12 classroom) experience courses (ITL 550A, ITL 550B, ITL 650A, ITL 650B, ITL 650C, ITL 650D, ITL 650E, ITL 650F) do NOT grant graduate credit.

#### **Student Teaching (4 courses; 13.5 quarter units)**

Student Teaching will be arranged by the university for candidates who have completed all program coursework and met all program/state requirements. Student Teaching is unpaid and composed of at least 600 instructional hours in designated K12 classrooms.

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

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

\*Does NOT grant graduate credit

### Internship (4–8 courses; 13.5–31.5 quarter units)

Placement in an internship occurs as a result of the candidate holding employment in an approved CA public school and in partnership with National University. Intern placements must align to the subject matter credential, be in compliance with the Commission on Teacher Credentialing, and meet National University's requirements. Interns need to be in good standing as a teacher of record with an approved school employer and enrolled in National University for the duration of the active University Internship Teaching Credential. The intern serves as the teacher of record in an approved K-12 classroom and is paid by the school or school district. The University Internship Teaching Credential is good for two-years and requires the candidate to be employed in the district and enrolled in National University's intern teacher credential program. As long as the candidate holds the intern credential and is employed, they have up to two-years to earn multiple subject credential. For a third year as an intern, the Commission must approve an extension of the intern credential and the candidate must obtain an approved petition from National University by documenting a medical emergency or other extreme circumstances necessitating an 'exception to policy'. Consideration on a case by case basis. If the petition is granted, the intern will be required to complete one or both courses of the following courses during the third year: ITL 650E, ITL 650F, respectively.

ITL 650A	CP Internship A: Year 1* <b>Corequisite:</b> ITL 551A	4.50
ITL 551A	Student Teacher Seminar A <i>Historical-Review all addendums</i> <b>Corequisite:</b> ITL 550A, or ITL 650A	2.25
ITL 650B	CP Internship B: Year 1* <b>Corequisite:</b> ITL 551B; <b>Prerequisite:</b> ITL 650A	4.50
ITL 551B	Student Teacher Seminar B <i>Historical-Review all addendums</i> <b>Prerequisite:</b> ITL 551A; <b>Corequisite:</b> ITL 550B, or ITL 650B	2.25
ITL 650C	CP Internship C: Year 2* <b>Prerequisite:</b> ITL 650B	4.50
ITL 650D	CP Internship D: Year 2* <b>Prerequisite:</b> ITL 650C	4.50
ITL 650E	CP Internship E: Year 3* <b>Prerequisite:</b> ITL 650D	4.50
ITL 650F	CP Internship F: Year 3* <b>Prerequisite:</b> ITL 650E	4.50

\*Does NOT grant academic credit.

## Inspired Teaching and Learning Preliminary Single Subject Teaching Credential and Internship Option (California)

**Status:** *Historical-Review all addendums*

**Academic Program Director:** Cynthia Schubert-Irastorza; cschubert@nu.edu, Nilsa Thorsos; nthorsos@nu.edu

Inspired Teaching and Learning with a Single Subject Teaching Credential and internship option is designed for candidates who are dedicated to inspiring all K-12 learners by ensuring for them: social-emotional thriving, meaningful academic achievement, and equitable and inclusive learning communities. The program

and courses meet the California Commission on Teacher Credentialing (CTC) requirements for a Preliminary Single Subjects teaching credential. Candidates are required to successfully complete foundation courses, single subject credential method courses, and a clinical practice path (student teaching or internship).

**\*Please Note:** To avoid interruptions to program progress and/or financial aid arrangements, students need to satisfy/pass the Basic Skills Requirement and Subject Matter Competency Requirement **PRIOR** to starting the single subject credential area method courses.

**Internship Option:** The Commission on Teacher Credentialing (CTC) mandates all approved intern programs provide a minimum of 120 hours of pre-service coursework prior to becoming Intern Eligible. Complete the foundation sequence of ITL 600, ITL 604, ITL 606, ITL 608; pass basic skills and subject matter; and have a school or district letter verifying a teaching position job offer as the 'teacher of record'.

### **GoReact**

GoReact is an online video coaching and collaboration platform designed to improve professional practice. All Inspired Teaching and Learning 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.

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

### **Program Disclosure Information**

The Preliminary Single Subject Teaching Credential and Intern Option program is currently operating using credential guidelines for California only. Students who wish to use this program for credential 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 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 professional beliefs and practices in the application of teaching and learning principles needed to inspire K-12 learners as well as being an inspired teacher.

### **Degree Requirements:**

To receive a California Preliminary Single Subject Teaching Credential and Intern Option, candidates must complete at least 54 quarter units of graduate credit, 31.5 of which must be taken in residence at National University. The degree consists of those courses granting degree units in the: Core, Single Subject Credential Methods, Clinical Practice (student teaching or internship). Further information on graduate admission and evaluation can be found in the Academic Information for Graduate Degrees section of the catalog.

A number of requirements must be completed prior to taking ITL 600, including successful completion of the Credential Packet. The Packet includes a number of requirements, such as cleared background clearance and

Negative TB test. To better understand the requirements, please refer to the Sanford College of Education's Credential Information section located in this catalog.

Additionally, the Basic Skills and Subject Matter must be passed prior to beginning the Single Subject Credential Methods courses.

Each credential course (ITL) includes a required 4-hour field experience in one or more classrooms (grades 7-12) representing diverse student populations. The field experience requirement is associated with the clinical practice courses.

Candidates choosing the Internship option with the Preliminary Single Subject Teaching Credential will need to meet the Internship Eligibility requirements as outlined in the Sanford College of Education Credential information section of the catalog.

Once the candidate is Intern Eligible, the Commission on Teacher Credentialing (CTC) mandates all approved internship programs require a minimum of 120 hours of pre-service coursework (ITL 600, ITL 604, ITL 606, ITL 608) prior to becoming eligible for the Internship Option.

**Internship Option:** The Commission on Teacher Credentialing (CTC) mandates all approved intern programs provide a minimum of 120 hours of pre-service coursework prior to becoming Intern Eligible. Complete the foundation sequence of ITL 600, ITL 604, ITL 606, ITL 608; basic skills and subject matter; and have a school or district letter verifying a teaching position job offer as the 'teacher of record'.

The CA Education Code stipulates a minimum of 144 hours of support and supervision must be provided to the candidate each year of intern employment and documented. Interns without a valid English Learner (EL) Authorization from CTC will be required to receive an additional 45 hours of EL preparation support each year of intern employment (Total 189 hours).

The Internship Option is designed to be completed within two years and the university may not extend intern documents beyond that time. The CA Commission on Teacher Credentialing (CTC) requires an intern-candidate holding a valid University Internship Credential to be continuously enrolled in clinical practice support and supervision. During the first-year, the intern will take ITL 650A and ITL 551A, ITL 650B and ITL 551B. By the start of the second year, if the intern's employment continues and the program's requirements have not been met, then, the Commission requires National University to provide the intern with ongoing, K12 classroom-based support and supervision. Therefore, the intern will need be enrolled in ITL 650C and, if needed, ITL 650D. For the intern to continue for a third year, the Commission must approve an extension of the University Intern Credential and National University must approve the intern's petition for an exception to policy. For the petition, the intern is required to document a medical emergency or other extreme circumstances necessitating an 'exception to policy'. The petition's approval is granted on a case by case basis and would require the intern to complete one or both of the following courses: ITL 650E, ITL 650F, respectively.

Interns in the Early Completion Option (ECO) route are still required to receive the general support and supervision provided to all interns while they are serving on an Intern credential.

### **Credential Requirements (13 courses; 54 quarter units)**

Includes all foundation core, credential area methods, and those clinical practice courses granting graduate credit.

### **Introductory Core Requirements (1 course; 4.5 quarter units)**

Students must complete ITL 600, and credential packet prior to beginning ITL 604.

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ITL 600

Becoming a Teacher

4.50

### **Foundation Core Requirements (3 courses; 13.5 quarter units)**

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ITL 604	Learners and Learning I	4.50
ITL 606	Learners and Learning II <b>Prerequisite:</b> ITL 604	4.50
ITL 608	Design and Process of Teaching <b>Prerequisite:</b> ITL 606	4.50

All Foundation Courses meet CTC requirements for Intern Pre-Service coursework.

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

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

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

\*Upon issuance of the University Intern Credential, this course must be taken first.

### Clinical Practice Pathways: Student Teaching or Internship (Student Teaching—4 courses; 13.5 quarter units or Internship—4-8 courses; 13.5 – 31.5 quarter units)

Candidates will complete the clinical practice experience through student teaching or the internship. The following clinical practice courses do NOT grant graduate credit (ITL 550A, ITL 550B, ITL 650A, ITL 650B, ITL 650C, ITL 650D, ITL 650E, ITL 650F).

### Student Teaching (4 courses; 13.5 quarter units)

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

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



**Prerequisite:** ITL 551A; **Corequisite:** ITL 550B, or ITL 650B

OR

\*Does NOT grant academic credit.

### Internship (4–8 courses; 13.5–31.5 quarter units)

PRIOR to beginning the intern courses below, the candidates must successfully complete all Core courses, pass CBEST, pass CSET, and meet all CTC requirements related to the University Intern Credential. Placement in an internship occurs as a result of the candidate holding employment in an approved CA public school and in partnership with National University. Intern placements must align to the CSET credential, be in compliance with the Commission on Teacher Credentialing, and with National University's requirements. Interns need to be in good standing with the employer and National University for the duration of the active University Internship Teaching Credential. The intern serves as the teacher of record in an approved K12 classroom and is paid by the school or school district. The University Internship Teaching Credential is good for a maximum of two-years and requires the candidate to be employed in the district and enrolled in National University's intern teacher credential program. As long as the candidate holds the intern credential and is employed, they have up to two-years to earn the single subject credential. For a third year as an intern, the Commission must approve an extension of the intern credential and the candidate must obtain an approved petition by National University by documenting a medical emergency or other extreme circumstances necessitating an 'exception to policy'. Consideration is on a case by case basis. If the petition is granted, the intern will be required to complete one or both courses of the following courses during the third year: ITL 650E, ITL 650F, respectively.

ITL 650A	CP Internship A: Year 1* <b>Corequisite:</b> ITL 551A	4.50
ITL 551A	Student Teacher Seminar A <i>Historical-Review all addendums</i> <b>Corequisite:</b> ITL 550A, or ITL 650A	2.25
ITL 650B	CP Internship B: Year 1* <b>Corequisite:</b> ITL 551B; <b>Prerequisite:</b> ITL 650A	4.50
ITL 551B	Student Teacher Seminar B <i>Historical-Review all addendums</i> <b>Prerequisite:</b> ITL 551A; <b>Corequisite:</b> ITL 550B, or ITL 650B	2.25
ITL 650C	CP Internship C: Year 2* <b>Prerequisite:</b> ITL 650B	4.50
ITL 650D	CP Internship D: Year 2* <b>Prerequisite:</b> ITL 650C	4.50
ITL 650E	CP Internship E: Year 3* <b>Prerequisite:</b> ITL 650D	4.50
ITL 650F	CP Internship F: Year 3* <b>Prerequisite:</b> ITL 650E	4.50

\*Does NOT grant academic credit.

## Courses

### Class-Based

#### **BAN 300 Intro to Business Analytics** (4.50) *Historical-Review all addendums*

**Prerequisite:** MNS 205 and MTH 210

Duration: 4

Comprehensive approach to understanding Data Issues, Analytics, and Business Strategies. Topics include: types of data sets, different analytical methods, legal and ethical issues involving data and analytics, and tools for descriptive business analytics.

#### **BAN 400 Business Data Visualization** (4.50) *Historical-Review all addendums*

**Prerequisite:** BAN 300

Duration: 4

An overview of data visualization, key design principles and techniques for visualizing data, and the fundamentals of communication that are required for effective data presentation using Excel and Tableau. Including how to collect and process data; create interactive visualizations; critique visualizations; and present data effectively. Other topics may include ethical uses of information displays, storytelling, infographics, immersive visualizations, and information dashboard design.

#### **BAN 405 Regression and Forecasting** (4.50) *Historical-Review all addendums*

**Prerequisite:** BAN 300

Duration: 4

Basic principles and implementation techniques of statistical inference, analysis of variance, simple and multiple regression analysis, time-series analysis of trends, cyclical and seasonal components, and forecasting. Emphasizes an understanding of how these tools can support Business Analytics. Develop a high level of proficiency in Microsoft Excel.

#### **BAN 410 Data Mining for Bus Analytics** (4.50) *Historical-Review all addendums*

**Prerequisite:** BAN 405 and BAN 300

Duration: 4

Methods of data mining and how to apply them to business problems. Topics may include: association, classification, clustering, logistic regression, decision trees, neural networks, support vector machines, and market/basket analysis. Data preparation, visualization, and feature selection are also addressed, as are boosting and random forests.

#### **BAN 415 Mgmt Models and Simulations** (4.50)

**Prerequisite:** BAN 300; MNS 407

Duration: 4

Modeling tools and techniques for complex and dynamic business environments. Topics may include: linear, discrete, and nonlinear optimization, multicriteria decision making, decision analysis under uncertainty, and simulation.

#### **CJA 229 Introduction to Policing** (4.50)

Duration: 4

This course is designed to provide the student with a basic understanding of the role of the peace officer in American society. The course will examine the steps in selecting candidates for the position of a police officer, the complexity of the enforcement requirement, the challenges that face peace officers each day, and the limitations placed on peace officers by all three branches of government at both the state and federal levels.

\*\*\*This course is available only to students enrolled in an articulated program between National University and a public safety, police, or related organization. For more information on your eligibility to participate in an articulated program, please contact your employer.

**CJA 230 Intro to Criminal Justice (4.50)**

Duration: 4

The criminal justice system is a network of government and private agencies intended to manage persons accused of a crime as well as persons who have been convicted of an offense. The course is designed to provide students with a basic understanding of the criminal justice system. The course will examine the interrelated pillars, consisting of law enforcement, the judiciary, and corrections.

**CNS 5035 Philosophy of Mind (2.00)**

Duration: 8

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

**CNS 5347 Spirituality, Symbols & Dreams (2.00)**

Duration: 8

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

**CNS 5405 Transformational Leadership (2.00)**

**Recommended Preparation:** CNS 5275

Duration: 8

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

**CNS 5428 Fundamentals of Coaching (2.00) *Discontinued***

Duration: 8

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

**CNS 5670 Advanced Writing & Publishing (2.00)**

Duration: 8

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

**CNS 5832 Earth, Body, Spirit (2.00)**

Duration: 8

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

**CNS 5850 Sacred Activism (2.00)**

**Prerequisite:** CNS 5010 and CNS 5013

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.

**COM 400 Mediated Messaging (4.50) *Historical-Review all addendums***

**Prerequisite:** COM 385, or COM 394

Duration: 4

Course examines 21st-century mediated communication systems and technology. Theory and methods used in creating, shaping, encoding, and transmitting mediated messages for personal and professional communications are examined. Software and skills for encoding mediated messages into text, graphics, audio, and video are learned and practiced.

**COM 499 Communication Program Capstone (4.50) *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.

Duration: 4

Students assemble and create materials necessary to produce an ePortfolio that demonstrates their research, analysis, strategic thinking, content production, and campaign evaluation skills. The ePortfolio demonstrates the student's experience and capabilities. It will be an asset in the job search and in career advancement. Grading is S or U only.

**ENG 150 Intro to Creative Writing (4.50)**

Duration: 4

An introduction to poetry and fiction writing using the collaborative workshop method. No previous creative writing experience is required.

**ENG 301 Fiction Writing II (4.50)**

**Prerequisite:** ENG 150, or ENG 201

Duration: 4

An intermediate course in writing fiction. Students will build on principles learned in ENG201, focusing on developing compelling and original fiction. Students will also discuss the importance of revision, and engage in thorough critiques of each other's original work.

**ENG 302 Poetry Writing II (4.50)**

**Prerequisite:** ENG 150, or ENG 202

Duration: 4

An intermediate workshop in poetry. Students will compose their own original poems and continue the study of the craft of poetry, focusing on the modern tradition.

**ENG 367 Editing (4.50)****Prerequisite:** ENG 240

Duration: 4

Editing for style, clarity, and coherence in a variety of academic and non-academic contexts, including editing of one's own and others' writing and collaborative writing/editing.

**ENG 368 Writing Technologies (4.50)****Prerequisite:** ENG 240

Duration: 4

A survey of the history of writing technologies and their cultural effects. Students will also explore uses of contemporary technologies including digital text forms and generative AI.

**ENG 369 Storytelling for Leadership (4.50)**

Duration: 4

Provides an overview of the principles and techniques of storytelling and their application to leadership in organizations and society. Students will learn how the principles of dramatic structure inform and shape the stories leaders have used throughout history, and how a range of diverse fields, from literature to business to neurobiology, have advanced our understanding of why storytelling is essential for leaders. Those who hope to advocate for causes, connect with followers, and drive change increasingly understand that a powerful story can be the difference between success and failure. Taking a critical approach to storytelling in leadership, students will also consider their own personal narrative, as leaders and followers, as they plan their next steps in the professional world.

**ENG 401 Fiction Workshop (4.50)****Prerequisite:** ENG 301

Duration: 4

An advanced course in writing fiction. Students will analyze sophisticated principles of fiction writing, evaluating different strategies for successful fiction, including non-traditional approaches. Students will write and revise advanced level original work, and provide rigorous feedback for their peers in a workshop setting.

**ENG 402 Poetry Workshop (4.50)****Prerequisite:** ENG 302

Duration: 4

In a workshop setting, students will build on the skills learned in ENG 202 and 302 to produce a significant collection of original poems.

**ENG 495 Creative Writing Project (4.50)****Prerequisite:** Successful completion of all other requirements of the Concentration in Creative Writing.; ENG 301; ENG 302; and one of the following courses; ENG 375, or LIT 401, or LIT 402

Duration: 4

Students will produce a fiction or poetry project as the culmination of their work in the Creative Writing Concentration.

**ENM 601 Project Management (4.50)**

Duration: 4

Course designed to plan and implement a project with the necessary knowledge and tools to properly manage to completion. Microsoft project is the engineering management tool for implementation tracking. Key topics of project manager role, planning, organizing, estimating, scheduling, risk assessment and Earned Value Management will be dealt in detail in the course. Teams will implement a full project with report including a full Microsoft Project tracking plan. Special topics will include Agile project management practice and its implementation details. Comprehend and evaluate Project Management Book of Knowledge (PMBOK).

**ENM 607A Capstone Course I (4.50)**

**Prerequisite:** Students must complete the six Core Courses, along with their chosen Specialization courses, prior to being able to register for the Capstone Courses starting with ENM 607A. ; ENM 600; ENM 601; ENM 603; PME 602; ENM 604; TMG 610; and ENM 602; PME 601; PME 603; PME 604; , or SYE 600; SYE 601; SYE 602; SYE 603  
Duration: 4

Culminating capstone project that includes the engineering management processes learned throughout this program. Working in teams under the guidance of their assigned faculty advisor, students select a research topic. The duration of this course is one month. This is the first part of a three course series that each student has to complete sequentially. Grading is H, S, or U only. As noted under the program description, students are eligible to take this first capstone course only after completing all the six core courses and four chosen specialization courses. It is also important to note that capstone course sequence ENM607A, ENM607B and ENM607C needs to be taken in consecutive months as scheduled. Students should pass ENM607A to move on to ENM607B. Students should pass ENM607B to move on to ENM607C. Instructors would be planning to inform the students in time to help timely dropping a successive course if a student fails in ENM607A or ENM607B.

**ITL 551A Student Teacher Seminar A (2.25) *Historical-Review all addendums***

**Corequisite:** ITL 550A, or ITL 650A

Duration: 8-9

Seminar concurrently taken with ITL 550A, Student Teaching A or ITL 650A CP Internship A. Six Teaching Performance Expectation (TPEs) domains composed of 45 TPE elements. CalTPA Cycle 1. Grading is S, U or In Progress (IP).

**ITL 551B Student Teacher Seminar B (2.25) *Historical-Review all addendums***

**Prerequisite:** ITL 551A; **Corequisite:** ITL 550B, or ITL 650B

Duration: 8-9

Seminar concurrently taken with ITL 550B, Student Teaching B or ITL 650B CP Internship B. Six Teaching Performance Expectation (TPEs) domains composed of 45 TPE elements. CalTPA Cycle 2.

**ITL 650A CP Internship A: Year 1 (4.50)**

**Corequisite:** ITL 551A

Duration: 16

First half (4 months) of intern experiences as a teacher of record in year one's practicum. Approved CSET area. Six Teaching Performance Experience (TPE) domains composed of 45 new TPE elements. Grading is S, U or In Progress (IP).

**ITL 650B CP Internship B: Year 1 (4.50)**

**Corequisite:** ITL 551B; **Prerequisite:** ITL 650A

Duration: 16

Second half (4 months) of intern experiences as a teacher of record in year one's practicum. Approved CSET area. Six Teaching Performance Experience (TPE) domains composed of 45 new TPE elements. Grading is S, U or In Progress (IP).

**LIT 301 Writing for the English Major (4.50)**

**Prerequisite:** LIT 100; ENG 240

Duration: 4

An introduction to the writing, argumentative, and analytical skills required of English majors.

**MMS 417 Intro Assm, Collab, & Instrt (4.50)**

**Prerequisite:** SED 409

Duration: 4

This course provides candidates with knowledge in identifying students with mild/moderate disabilities and their needs for service delivery, placement, IEP development and instruction. The course will address how to apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments and how to apply evidenced-based high leverage practices with a range of student needs. Candidates will recognize how mild/moderate disabilities affect students in their ability to learn the core curriculum. In addition, candidates will examine effective strategies to coordinate and collaborate with paraprofessionals and other adults in the classroom.



**MMS 420 Assmnt, Differentiation M/M (4.50)****Prerequisite:** MMS 417

Duration: 4

Emphasize the use of formal and informal assessments and curriculum-based measures to determine the learning strengths and challenges of students with MMS. Examine the appropriate selection of assessment tools and methods, administration, and analysis of data to determine the present level of performance, write IEP goals, and plan instruction for students with MMS.

**MMS 423 Collaboration & Case Mgmt (4.50)****Prerequisite:** MMS 420

Duration: 4

Examine the roles and responsibilities of the educational specialist in a multi-disciplinary team to develop effective multi-tiered intervention plans. Design a comprehensive process for the collaboration and coordination of services and transition support across grade levels for students with MMSN.

**NSG 447 Qual Improvement (4.50)****Corequisite:** NSG 447A

Duration: 4

This course introduces the concepts, techniques, strategies and metrics of quality improvement using the Quality and Safety Education for Nurses (QSEN) framework. Patient care quality and safety in the context of structure, process and outcomes in care delivery are explored. Identification of improvement opportunities, action plan development and outcomes evaluation through project management are addressed.

**NSG 447A Qual Improvement Practicum (4.50)****Corequisite:** NSG 447

Duration: 8

During this 8-week course, students will observe and analyze the effectiveness of a quality improvement project of their choosing, using course work emphasizing the fundamental provision of safety and quality care, integrating and disseminating current practice guidelines and evidence-based interventions. Grading is S/U only.

**ORI 70 TEVERA Orientation (0.00)**

Duration: 0

Students will be oriented to Tevera, a clinical tracking platform tool that all JFKSOPSS programs use. Tevera allows students, sites, and supervisors to complete required vetting tasks to start their professional training. Further students will be able to track activities and complete evaluations within this platform that are required to successfully complete the certificate. Students will be charged a one-time fee to use the Tevera platform for life. Please see the Tuition and Fee section for the Tevera fee.

**PED 618C-E Practicum C-Extension (1.00) *Discontinued***

**Prerequisite:** PED 618C with a minimum grade of B. To apply, the candidate must demonstrate proficiency by completing all required hours, and assignments, and have acceptable evaluations from the site supervisor. The supervisor and district must agree that the student can remain at the site for additional hours.

Duration: 16

PED 618C-Extension is available, upon formal approval, for those students wishing to enroll in an additional fieldwork course to continue the practicum experience following completion of PED 618C. This optional course will provide additional supervision and support while practicum candidates complete fieldwork. The PED 618C extension is contingent on approval between the District and the Academic Program Director (APD).

Candidates must be in good academic standing and successfully have passed PED 618C to apply. To apply, candidates must submit a PED 618C-E application and agreement form, which will be reviewed and approved by the APD and a credential analyst. Grading: S or U.



**PME 601 Advanced Project Management (4.50)**

**Prerequisite:** ENM 600; ENM 601; ENM 602 and ENM 603

Duration: 4

Introduction to the in-depth theory and practice involved in the design and management of projects. It guides students through Concept, Study, Design, and Implementation. The latest developments in the field, such as intricate framework of organizational behavior and structure, global project management, project management maturity model will be covered.

**PME 603 Product Management (4.50)**

**Prerequisite:** ENM 600; ENM 601; ENM 602 and ENM 603

Duration: 4

Coverage of three major tasks facing today's product managers namely analyzing the market, developing objectives and strategies for the product or service in question, and making decisions about price, advertising, promotion, channels of distribution and service.

**PME 604 Project Finance Management (4.50)**

**Prerequisite:** ENM 600; ENM 601; ENM 602; ENM 603

Duration: 4

Course designed to provide engineering managers details of finance management. The course focuses on financial topics of capital budgeting, time value of money and net present value, and Project ranking based on project finances. The key project topic of Earned Value Management and its methodology is discussed. Other financial topics covered are strategic planning and budgeting, working capital management, and key financial ratios and statements of businesses.

**PSY 98 Benchmark Written Exam (0.00)**

**Prerequisite:** PSY 602; PSY 644; PSY 648; PSY 647; PSY 649; PSY 656; PSY 607A; PSY 637B; PSY 614A

Duration: 0

Comprehensive written examination covering material from year one, to be taken after successfully completing PSY 602, PSY 607, PSY 644, PSY 648, PSY 637A, PSY 614, PSY 647, PSY 649, and PSY 656.

**PSY 649 Counseling Skills (4.50)**

Duration: 4

Counseling Skills course introduces and develops the skills needed to assess, counsel, and provide an intervention plan as a mental performance coach. This course will explore the aspects of facilitating client development in a multicultural society. Students will gain an understanding of listening skills, the key concepts and core skills of communication. Emphasis will be placed on identifying which theories should be used for different patterns of behavior, situations and cultural groups. Students will practice those skills and discuss how to handle ethical dilemmas in a counseling relationship. Students are expected to integrate skills with their personal style and theory.

**PSY 659A Mentored Appl Training Exp A (1.50)**

Duration: 8

Covers first practicum placement along with weekly individual and group mentorship. The internship-placement aspect requires students to intern at a site working with performers and applying knowledge and skills learned in the classroom. Individual and group mentorship involves one-on-one meetings, discussions, case presentations, role-playing, and covers ethical issues. The combined mentorship provides students with a supportive environment for discussions exploring issues which pertain to their fieldwork experience. The Applied Training Handbook is a reference source for all matters related to being a Student-Intern.

**PSY 659B Mentored Applied Training Exp (1.50)****Prerequisite:** PSY 659A

Duration: 8

Covers second practicum placement along with weekly individual and group mentorship. The internship-placement aspect requires students to intern at a site working with performers and applying knowledge and skills learned in the classroom. Individual and group mentorship involves one-on-one meetings, discussions, case presentations, role-playing, and covers ethical issues. The combined mentorship provides students with a supportive environment for discussions exploring issues which pertain to their fieldwork experience. Prior to internships, students will complete the first internship course. The Fieldwork Handbook is a reference source for all matters related to being a Student-Intern.

**PSY 659C Mentored Appl Training Exp C (1.50)****Prerequisite:** PSY 659B

Duration: 8

Covers third practicum placement along with weekly individual and group mentorship. The internship-placement aspect requires students to intern at a site working with performers and applying knowledge and skills learned in the classroom. Individual and group mentorship involves one-on-one meetings, discussions, case presentations, role-playing, and covers ethical issues. The combined mentorship provides students with a supportive environment for discussions exploring issues which pertain to their fieldwork experience. The Applied Training Handbook is a reference source for all matters related to being a Student-Intern.

**PSY 659D Mentored Appl Training Exp D (1.50)****Prerequisite:** PSY 659C

Duration: 8

Covers fourth practicum placement along with weekly individual and group mentorship. The internship-placement aspect requires students to intern at a site working with performers and applying knowledge and skills learned in the classroom. Individual and group mentorship involves one-on-one meetings, discussions, case presentations, role-playing, and covers ethical issues. The combined mentorship provides students with a supportive environment for discussions exploring issues which pertain to their fieldwork experience. The Applied Training Handbook is a reference source for all matters related to being a Student-Intern.

**PSY 659E Mentored Appl Training Exp E (1.50)****Prerequisite:** PSY 659D

Duration: 8

Covers fifth practicum placement along with weekly individual and group mentorship. The internship-placement aspect requires students to intern at a site working with performers and applying knowledge and skills learned in the classroom. Individual and group mentorship involves one-on-one meetings, discussions, case presentations, role-playing, and covers ethical issues. The combined mentorship provides students with a supportive environment for discussions exploring issues which pertain to their fieldwork experience. The Applied Training Handbook is a reference source for all matters related to being a Student-Intern.

**PSY 659F Mentored Appl Training Exp F (1.50)****Prerequisite:** PSY 659E

Duration: 8

Covers sixth practicum placement along with weekly individual and group mentorship. The internship-placement aspect requires students to intern at a site working with performers and applying knowledge and skills learned in the classroom. Individual and group mentorship involves one-on-one meetings, discussions, case presentations, role-playing, and covers ethical issues. The combined mentorship provides students with a supportive environment for discussions exploring issues which pertain to their fieldwork experience. The Applied Training Handbook is a reference source for all matters related to being a Student-Intern.

**PSY 682 Adv Performance Enhancement (4.50)****Prerequisite:** PSY 644

Duration: 8

This is an advanced course for the Sport and Performance Psychology Program. It covers a more in-depth approach to using the performance enhancement techniques and troubleshooting issues that clients may be presenting to the consultant. The students will address professional and ethical issues of consulting in the field and in relation to their own personal consulting style. They will be able to apply these skills to diverse populations. Students will work on going more in-depth in individual consulting sessions.

**PSY 684 Advanced Sport Psychology (4.50)****Prerequisite:** PSY 602

Duration: 8

This is an advanced course in sport and performance psychology. The main theoretical approaches in the field of Sport and Performance Psychology will be revisited, updated and addressed from an integrated perspective. The students will be expected to synthesize the various theoretical perspectives and current research findings and show how this integrated perspective can help their work with performers. The students will be encouraged to think and work from an evidence-based perspective. The students will develop their own philosophy of practice. The course will continue to encourage students to think critically about the research presented and how it relates to their work in the field as a practitioner.

**PSY 685 Applied Project (4.50)****Prerequisite:** PSY 657; PSY 682; PSY 658; PSY 684

Duration: 8

The Applied Project involves effective, appropriate, and professional communication issues. Topics addressed will include ethics and professionalism in writing and the publication process. The final product will be an applied paper or project that will be of a publishable quality incorporating evidence-based research in a form that does not necessarily require collection and/or presentation of data. The project must be agreed upon by the instructor and student. At the end of the Applied Project, students will present their work to their peers and the Sport and Performance Psychology department.

**SED 407 Language/Literacy Basics (4.50)****Prerequisite:** SED 410

Duration: 4

Using research-based theories, methods, and strategies designed for students with disabilities, candidates will learn to assess, instruct, and provide interventions for foundational listening, speaking, reading, writing, and language for all learners in the PK-12 classrooms.

**SED 409 Lang & Lit Case Studies (4.50)****Prerequisite:** SED 407

Duration: 4

The course provides substantive, research-based instruction that effectively prepares candidates to assess and teach literacy to students with MMS and ESN. Through a case study, candidates will administer and analyze a variety of reading and writing assessments, develop IEP goals specific to data from the assessments, and plan lessons that promote student access and achievement in mastering literacy standards.

**SED 410 Adv. Behavioral Supports & SEL (4.50)****Prerequisite:** SED 415

Duration: 4

This course will examine research-based assessments and strategies within multi-tiered systems to address the behavioral and social emotional needs of learners with disabilities. Students will explore the development of functional behavioral assessments, positive behavior support plans, and behavioral intervention plans. Also, students will learn to work collaboratively to minimize disruptive behaviors and increase adaptive behaviors and Social Emotional Learning (SEL) skills.

**SED 415 Special Education Law (4.50)****Prerequisite:** ISE 443

Duration: 4

This course provides a comprehensive overview of the professional, legal, and ethical practices of educators. Candidates explore in-depth federal and case law that contributes to the placement, instruction, and service delivery, in addition to the privacy issues in Special Education. The course addresses federal and state courts' interpretation of statutes and regulations for Special Education service delivery, IEPs, transition plans, and related services for learners with mild to moderate support needs and extensive support needs.

**SOC 331 Medical Sociology (4.50)****Prerequisite:** ENG 102

Duration: 4

An introduction to health care as a social institution. Utilizing both medical and sociological perspectives, medical sociology explores models of health, illness, and treatment, the sources of modern illness, and the social distribution of illness in the US. The course compares the US health care system to systems worldwide and looks at the current system from a historical perspective. Topics include the social construction of health care settings and illness; the experience of disability, mental illness, chronic illness, and chronic pain; alternative health care systems; epidemics and pandemics; and the ethics of health care in the US.

**SOC 365 Classical Social Theory (4.50)****Prerequisite:** 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)****Prerequisite:** ENG 102

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)****Prerequisite:** ENG 102

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)****Prerequisite:** ENG 102

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)****Prerequisite:** ENG 102

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)****Prerequisite:** ENG 240 or equivalent; SOC 365; SOC 375; 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 303 Virtual Study Abroad (4.50)****Prerequisite:** SPN 200 Prerequisite can be waived through prior coursework, testing options as described in the NU catalog, or an oral interview with SoALS faculty.

Duration: 4

Virtual exploration of the Spanish-speaking world. Students are immersed in the target language through interactive communicative tasks as they engage in an online journey through cultures and communities of Latin America and Spain. Designed to develop cross-cultural competence and appreciation of the diversity of contemporary and past ways of life in these regions.

**SPN 304 Spanish for Professional Comm (4.50)****Prerequisite:** SPN 200 Prerequisite can be waived through prior coursework, testing options as described in the NU catalog, or an oral interview with SoALS faculty.

Duration: 4

Students hone professional communication skills in Spanish. Integration of speaking, listening, reading, and writing practice into job-related tasks performed in the target language. Cultural learning focused on workplaces in the Spanish-speaking world, as well as cultural sensitivity within the workplace in the US. Options provided for students to tailor their learning to their chosen future profession.

**SPN 350 Film and Culture (4.50)****Prerequisite:** SPN 303; SPN 304

Duration: 4

Films and documentaries from and about the Spanish-speaking world serve as the basis for lectures, discussions, and class projects. Diverse topics will be explored along with a range of socio-cultural issues. This course also introduces strategies of cultural analysis. All coursework will be in Spanish, with some theoretical readings in English.

**1:1****DMFT-9901 - Doctoral Project Foundation**

Semester Credits: 3 Weeks: 8

This course is designed to support engagement between the Doctoral Project Chair and a newly entering Dissertation Pathway Completion student. You will be required to incorporate any previous work to the NU doctoral project template. A completed CMP-9901 Doctoral Project Foundation Course Checklist and Doctoral Project Foundation Learning Agreement is required to pass this course successfully.

**LSM-7000 - Ethics/Diversity in Athletics**

Semester Credits: 3 Weeks: 8

This course analyzes the policies and principles surrounding ethics and diversity in intercollegiate athletics. Students will review Title IX and its impact in higher education, and assess strategies for developing human resource policies and principles in athletics that include social justice, diversity, equity, and inclusion. Finally, students will develop and evaluate strategies for ethical decision-making in athletic coaching and sport management.

**LSM-7100 - Organization and Administration in Sport Management**

Semester Credits: 3 Weeks: 8

This course will explore the organizational and administrative aspects of sport management. Students will investigate human resource strategies that impact personnel and students, and develop strategies to improve personnel performance in an athletic organization. In addition, students will evaluate the administrative operations, as well as the management of facilities of an athletic organization.

**LSM-7200 - Analysis of Sport Performance**

Semester Credits: 3 Weeks: 8

This course analyzes the methods and techniques used in evaluating athletic programs, sport teams, and individual performance. Students will develop evaluation strategies based on researched methods and data analysis and how these strategies are integrated into the duties of coaching. Finally, students will develop an evaluation process for continued recruitment and development of athletic talent.

**LSM-7300 - Legal & Economic Aspects of Sports Management**

Semester Credits: 3 Weeks: 8

This course examines the legal attributes of coaching and sports management as well as the economic factors that impact this field. Students will begin by synthesizing professional literature pertaining to the legal and economic structure of this field. Students will investigate risk management, liability, and negligence pertaining to coaching and sport management and will assess the issues related to compliance in recruitment, eligibility, aspects of the NCAA transfer portal, amateurism, and financial aid in intercollegiate athletics. Students will also examine economic trends and challenges facing sports administrators, and cultivate revenue resources in athletic departments.

**LSM-7400 - Psych of Athletic Coaching**

Semester Credits: 3 Weeks: 8

This course will examine the role psychology plays in athletic coaching. Students will appraise psychological factors that affect athletes, and recommend strategies to address behavioral disorders, including interventions, and individual and group coaching. Students will generate sport psychology training programs to address these factors in athletes.

**LSM-7500 - Contemporary Issues in Athletics**

Semester Credits: 3 Weeks: 8

This capstone course in athletic coaching and sport management will immerse students in authentic situations where students can apply the concepts covered in this program. Students will synthesize professional literature and apply concepts of athletic coaching and sport management, to create seminars

and develop educational programs in the field. Students will evaluate the governance and organizational structure, as well as critic the rules and regulations associated with intercollegiate athletics.

#### **OTL-5001 - Intro to Principles and Practices in Online Teaching and Learning**

Semester Credits: 3 Weeks: 8

Students will receive an introduction to the teaching and learning strategies in the online environment. Students will examine the basic foundations of instructional principles used to develop effective online courses and materials, and the assignments and assessments that are used in online teaching and learning. Students will design a professional development or corporate training activity based on best practices in online teaching and learning.

#### **OTL-5002 - Intro to Online Teaching and Learning Instructional Strategies**

Semester Credits: 3 Weeks: 8

Instructional strategies are those techniques instructors and facilitators use to guide learners through the learning activities. In this course, you will examine instructional strategies that facilitate effective teaching and learning practices in the online environment. This examination will include differentiating teacher-centered and learner-centered approaches. You will also review high-impact practices in traditional classrooms that can be transformed for the online environment.

#### **OTL-5004 - Design for Online Teaching and Learning**

Semester Credits: 3 Weeks: 8

The focus of this course is instructional design for online teaching and learning. You will use established frameworks and models as platforms for interpreting front-end analyses through recommending assessment strategies, all from the perspective of digital modalities. You will also explore professional standards and competencies related to instructional design generally and digital environments, in particular.

#### **OTL-5006 - Adult Learning Theories**

Semester Credits: 3 Weeks: 8

Students will examine and develop the skills involved in identifying, analyzing, and planning for the diversity in adult learning behaviors. Students will assess strategies for developing critical thinking and reflective practice in adult students. Students will evaluate the principles of adult learning theory and how they can be used in the design of technology based instruction to make it more effective.

#### **OTL-5007 - Ethics and Legal Issues**

Semester Credits: 3 Weeks: 8

In this course, you will examine potential legal, ethical, and social issues involved in teaching and learning using online technologies in the classroom and supporting academic programs. Ethical principles that relate to copyright, intellectual property, and personal rights and privacy will be explored. Concepts in this course provide educators with a general framework for understanding and addressing issues such as ownership of online course materials, determining whether a work is in the public domain, and the proper use of copyrighted works. Prevention of plagiarism in the digital environment will also be addressed.



**OTL-5009 - Mobile Devices for Online Teaching and Learning**

Semester Credits: 3 Weeks: 8

In this course, you will receive an introduction to teaching and learning using mobile devices. This course will present a conceptual and theoretical foundation for implementing mobile devices into the curriculum, including exploration, examination, and evaluation for the efficacious use of mobile devices in the classroom. You will analyze related mobile technology processes and techniques for effectively using these devices. You will also explore the structural aspects, pedagogical issues, curriculum design, psychological and group dynamics, ethical and social issues, as well as the practical issues of using mobile devices.

**OTL-7001 - Principles and Practices in Online Teaching and Learning**

Semester Credits: 3 Weeks: 8

In this course, you will be introduced to the essential elements in the field of online teaching and learning, including foundational philosophies, principles, and models. You will consider technologies that increase student success and examine assessment practices and tools specific to the online environment. The goal of this introductory course is to prepare you to use research-based best practices in creating positive online experiences for learners and instructors.

**OTL-7002 - Online Teaching Instructional Strategies**

Semester Credits: 3 Weeks: 8

This course serves as an introduction to instructional learning strategies using information and communication technologies. Students will develop effective online learning facilitation skills such as establishing a safe learning environment for learners, accommodating various learning styles, conducting effective online class discussions, monitoring the progress of learners, guiding collaborating online learning activities, and administering online assessment and evaluations.

**OTL-7003 - Instructional Design and Engaging Activities**

Semester Credits: 3 Weeks: 8

In this course, you will explore instructional design and its role in creating engaging online experiences. In particular, you will interpret existing standards related to learner engagement and instructional design, explore instructional design models that support the design of engaging online activities, and actually design instructional content for online experiences. You will also evaluate measures of learner engagement and recommend strategies for increasing learning engagement within online experiences within education and training contexts.

**OTL-7004 - Online Teaching and Learning**

Semester Credits: 3 Weeks: 8

In this course, you will consider key issues and practical guidance for working with students in an online environment. The course includes an examination of the basic characteristics of online students and the factors that are critical to their success. You will explore student-centered approaches, engagement supportive of equity and inclusion, and assessment strategies.

**OTL-7006 - Facilitating Adult Learning Online**

Semester Credits: 3 Weeks: 8

Adult learners have unique needs, and this course will prepare you to facilitate online learning to meet these unique needs. You will examine adult learning theories, principles, and pedagogies with particular consideration of diversity, equity, inclusion and adult motivation. You will consider the design of online learning experiences that create opportunities for effective facilitation of adult learning.

### **OTL-7007 - Developing Online Content Ethically and Legally**

Semester Credits: 3 Weeks: 8

In this course, you will examine ethical and legal implications of multiple aspects of developing online content. You will consider different ways that use of existing content is distributed and protected as well as individual and collective implications arising from failure to adhere to laws and best practices. You will also consider ethical challenges and the need to consider multiple aspects of content accessibility. At the conclusion of the course, you will be prepared to use strategies to support ethical and legal development of online content across multiple contexts.

### **OTL-7700 - Leading Online Learning for K-12 Students**

Semester Credits: 3 Weeks: 8

This course offers a broad overview of online teaching and learning in K-12 education. You will examine opportunities, challenges, and best practices, including communication tools, necessary technologies, and related resource implications. You will consider needs related to equity and accessibility, including the opportunity to modify content for online delivery.

### **PSV-7100 - Scholarly Literature Review**

Semester Credits: 3 Weeks: 8

In this course, you will engage in the process of scholarly literature reviews and academic writing. With an emphasis on how to (a) conduct effective literature searches, specifically in preparation for the dissertation, (b) develop a plan for writing comprehensive, critical, and synthesized reviews of research literature, and (c) critically review and write about underlying theory/conceptual frameworks, you will develop a foundation for future research. The overarching goal of this course is for you to conduct an exhaustive search of the peer-reviewed research literature in your topic area and identify potential areas of inquiry for your dissertation.

### **PSV-7105 - Statistics I**

Semester Credits: 3 Weeks: 8

In this course, you will cultivate a statistical mindset through learning and nurturing skills needed to perform and interpret univariate inferential statistics. The course will facilitate building your statistical confidence in assessing and performing statistics. The course will cover univariate parametric and non-parametric statistical tests, interpretation of statistical output, and introduce skills needed to select statistical tests based on quantitative research questions.

### **PSV-7320 - Quantitative Research Design and Methodology**

Semester Credits: 3 Weeks: 8

During this course, as a scholar-practitioner, you will build the skills essential for designing quantitative studies; analyzing the data collected in these studies and interpreting the results of data analyses. You will explore designs and statistical techniques to use with their envisioned dissertation research.

**PSV-7380 - Qualitative Research Design and Methodology**

Semester Credits: 3 Weeks: 8

During this course, you will examine qualitative methods for studying human behavior including grounded theory, narrative analysis, ethnography, mixed methods, and case studies. You will explore designs and methodologies to use with your envisioned research.