



ADDENDUM A
TO THE NATIONAL UNIVERSITY GENERAL **CATALOG 87**

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

The following updates will take effect on December 19, 2024.

Technology Fees and Policy Information

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Technology Fees

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

Course	Technology Fee
ASL 120	\$60.00
CEE 324	\$54.00
CEE 324L	\$40.00
CHE150A	\$262.00
CSC 310	\$54.00
CSC 331	\$54.00
CSC 335	\$54.00
CSC 400	\$54.00
CSC 422	\$71.00
CSC 445	\$71.00
CSC 670	\$71.00
MTH 204	\$67.50
MUS 100	The Technology fee has been removed
SKS 501	\$375.00

Policy Information

Intent to Return (ITR) Policy

The Intent to Return (ITR) process enables students to take an approved break from their studies without the risk of being withdrawn due to non-attendance. This policy applies when students plan to be absent for 30-60 days from their Last Date of Attendance.

Process for Requesting an ITR

Students must request an Intent to Return in writing to an Academic Finance Counselor to officially state their intent to return and must include the following information:

1. Start Date: The proposed start date of the absence, which may be the same day or a future date. Retroactive requests are only accepted under documented emergency circumstances.
2. End Date: The intended return date, which must fall within 30-60 days from the requested start date. The end date must be set for the day before the next scheduled course begins and can be no later than 60 days after the student's Last Date of Attendance.

This request must be received prior to the date that the student would be administratively withdrawn due to non-attendance.

Requirements for Return or Additional Leave

Students will have nine days from the end date to return and post attendance in their new course.

If a student would like to request additional time off through an additional ITR or LOA, the request must be submitted prior to the anticipated return date. Students who do not request another leave prior to the return date or successfully return to class will be administratively withdrawn for failure to return.

Academic Leave of Absence Policy:

The Academic Leave of Absence (ALOA) policy is applicable to all officially admitted and enrolled students in degree programs at the University. If a student is not actively enrolled in a program, the student is not eligible to apply for a leave of absence (LOA). Students provisionally admitted are not eligible for an LOA until the University receives official transcripts and the basis for admission is met. Students who are in the process of changing programs cannot use an LOA to avoid being administratively withdrawn due to lack of attendance because the break in the student's program will no longer be temporary, and the university must have a reasonable expectation that the student will return to their program.

Students may be approved by the University for multiple LOAs in a 12-month period. Students also may be approved for consecutive LOAs, but each LOA must be independently submitted by the student and approved by the University. LOA duration will be established based on the student's needs but will not exceed 180 days in a rolling 12-month period.

The University will approve students for an LOA when they are between courses without additional documentation. For students who require an LOA while they are active in a course, the University will only approve LOAs where the student meets all the following criteria:

- The student provides evidence of an extenuating circumstance.
- The student is in good standing within their current course.

LOAs aren't granted during an active course except in extenuating circumstances. If the student can show an eligible extenuating circumstance, they will not be charged for the class they take upon return. Students should contact their advisor with questions.

Students who have utilized an Intent to Return (ITR) break period of up to 60 days may request an LOA if they have utilized all available time and are unable to return to class as scheduled. ITR days will not count toward approved LOA days. LOA requests must be submitted before the student's scheduled return date to be considered. Students who have not requested an LOA by their scheduled return date and do not return to class as scheduled will be administratively withdrawn from the University and an R2T4 calculation will be performed.

When unforeseen circumstances prevent a student from submitting an LOA request for a subsequent LOA, the University may grant a requested LOA if the reason and decision has been documented by the University. The University must receive the official LOA request from the student before the end of the LOA, and the request must be approved by the University. Unforeseen circumstances may include, but are not limited to, medical and family emergencies, military, jury duty, business travel, inclement weather, and natural disasters.

During an LOA, the student is not considered withdrawn and no Return to Title IV (R2T4) calculation is required for financial aid recipients. The University will not impose additional charges when the LOA ends and students return to their program of study. During an approved LOA there will be limited access to the Learning Management System.

Time spent on an LOA counts toward program length and is included when determining if a student can complete their degree program within the maximum time limits.

Required Documentation

An LOA is a temporary interruption in a student's program of study and may be approved if the University determines there is a reasonable expectation that the student will return. The University will not grant a student an LOA merely to delay the return of unearned Title IV funds or to avoid failing grades. Students must request the LOA by proactively providing the Academic and Finance Advisor/Counselor (on or before the start of the LOA) with a request, including the reason for the LOA.

A student's initial request for an LOA will be reviewed, and if applicable, approved and processed by an Academic and Finance Advisor/Counselor. A student's subsequent request for an LOA in a 12-month period will be reviewed, and if applicable, approved and processed by an associate director or their designee. A third request for an LOA in a 12-month period will be reviewed, and if applicable, approved and processed by a director, senior director, or their designee.

Students in term-based programs may have course availability differences upon their return. Students can refer to their program-specific requirements and/or contact their Academic and Finance Advisor/Counselor for additional information.

When unforeseen circumstances prevent a student from proactively providing a request on or before the start of the LOA, the University may grant the LOA if it has documented the reason and decision. Unforeseen circumstances may include, but are not limited to, medical and family emergencies, military duties, jury duty, business travel, University course unavailability, inclement weather and natural disasters.

Access to University Resources During Leave

Students on leave do not maintain access to faculty or the online courseroom. Access to other university resources, such as the University Library and the Academic Success Center coaching service, may also be limited while a student is on leave.

When doctoral candidates are not actively enrolled in a course, they have limited communication with University support staff and may not engage in certain activities related to their research. Specifically, doctoral candidates must be actively enrolled in a course to have contact with their dissertation chair. Doctoral candidates must also be actively enrolled in a dissertation course with the University in order to recruit, obtain informed consent, have any contact with participants, or perform data collection if their Institutional Review Board (IRB) application has been approved.

Return from Leave

Students returning from ALOA remain in the degree program in which they were enrolled at the time the ALOA was approved.

If a student does not return to the University by the end of an approved LOA, the student is administratively withdrawn and an R2T4 calculation will be performed. To avoid being dismissed, the student must accept and vest in a course upon their LOA return date. The return course will be scheduled at the time of the LOA request and approval. It is the responsibility of the student to work with their Academic and Finance Advisor/Counselor to begin a course on or before the date specified as the date of return from leave. The student's withdrawal date is retroactive to the student's last day of attendance (LDA).

Students with Disabilities

It is the policy of National University, in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and other federal and state disability nondiscrimination laws, that no student shall, based on their disability, be excluded from participation in, be denied the benefits of, or otherwise be subject to discrimination under, any University program or activity.

National University is committed to providing students with disabilities an equal opportunity to access the benefits, rights, and privileges of University services, programs, and activities in the most integrated setting appropriate to the students' needs.

National University is committed to providing reasonable accommodations to students with disabilities to ensure all students have an equal opportunity to benefit from and access programs and services. "Reasonable accommodation" means a reasonable modification or adjustment that enables qualified students with disabilities equal access to programs and services.

Under the law, "reasonable accommodation" may include, but is not limited to, removal of barriers to access of the physical facilities or programs, "academic adjustments" such as modification of academic requirements, policies, and procedures, and "auxiliary aids" such as texts in alternate media, interpreters, readers, and other similar services and actions.

Student Accessibility Services cannot authorize the following:

- Extended breaks between courses or leaves of absence;
- Special funding, discounts, or waivers for course fees;
- Vocational rehabilitation funding or scholarships;
- Additional time to complete a program;
- Waivers of the University policies, including admissions, academics, or financial;
- Fundamental alterations to courses and programs that can have an impact on the essential academic requirements.

Student Accessibility Services Office

Student Accessibility Services (SAS) at National University, through collaboration with the campus and the community, is committed to empowering students with disabilities and providing equal access to higher education through the provision of academic support services, technology, and advocacy to promote student persistence and graduation. SAS provides disability consultation, coordination of support services, and accommodations for all eligible students with disabilities.

Services

SAS provides a variety of services designed to assist the National University community, including students, faculty, and staff. SAS offers services that allow students with disabilities to participate fully in all facets of the learning experience.

- Students with disabilities are equipped with tools to promote self-advocacy, independence, learning, and goal attainment.
- Faculty and staff are provided resources and guidance to assist with the creation of accessible on-site and online learning experiences that foster engagement and interaction with all students.

Requesting Accommodations and Services

National University can modify academic requirements as necessary to ensure that such requirements do not discriminate or prohibit the participation of qualified applicants or students with a disability if the modification does not fundamentally impact the course or program in which the student is participating.

Fundamental alterations can include but are not limited to, changes to curriculum and program revisions that impact accreditation or University requirements. Modifications may include changes in the length of time permitted for the completion of the degree requirements, substitution of specific courses required for the completion of degree requirements, and adaptation of the manner in which specific courses are conducted.

In course examinations or other procedures for evaluating a student's academic achievement, National University shall provide methods for evaluating the achievement of students with disabilities that impair sensory, manual, or speaking skills as will best ensure that the results of the evaluation represent the student's achievement in the course, rather than reflecting the student's impaired sensory, manual or speaking skills, except where such skills are the factors that the test purports to measure.

The University will take necessary steps to ensure that no qualified disabled student is denied the benefits of, excluded from participation in, or otherwise subjected to discrimination because of the absence of educational auxiliary aids. Auxiliary aids may include texts in alternate format, interpreters, or other effective methods of making orally delivered materials available to students with hearing impairments, readers in libraries for students with visual impairments, classroom equipment adapted for use by students with manual impairments, and other similar services and actions. Accommodations that would fundamentally alter the nature of the program, cause undue hardship on the University or jeopardize the health or safety of others cannot be provided. Reasonable accommodations must specifically address the functional limitations of the student's specific disability.

Registration

Students seeking accommodations and services due to a disability should contact SAS. A SAS Counselor will discuss potential accommodations and required documentation with the student. Students are encouraged to register with SAS and make accommodation requests as far in advance as possible; accommodations are not retroactive.

Students seeking to register with SAS are required to:

- self-identify to SAS,
- submit an application,
- provide documentation of a disability from the appropriate licensed professional, and
- participate in an interactive appointment with a SAS Counselor.

SAS will provide a letter confirming eligibility for services and detailing approved curriculum accommodations to eligible students with disabilities following the completion of the registration process. Information related to the registration process can be found at www.nu.edu/sas.

Disability Documentation

Disability documentation must be signed by a licensed physician, psychologist, audiologist, speech pathologist, physical therapist, occupational therapist, or other professional healthcare provider.

Documentation should indicate the student's current level of functioning with respect to the major life activity impacted by the disability. The diagnostic report should include, where appropriate, recommendations for specific accommodations and explain why the accommodation is recommended. In some situations, the University may request additional documentation. The cost of obtaining professional documentation of a disability is the student's responsibility. Additional information regarding documentation is located at www.nu.edu/sas.

Accommodation Determination

SAS will consider all materials, consult with relevant faculty when necessary and afford qualifying individuals with appropriate accommodations. The student may provide additional input from an appropriate professional at the student's expense if the student or SAS deems such input necessary to determine eligibility for services or the appropriateness of a specific accommodation requested.

Once a student is approved to receive accommodation(s), a SAS Counselor will provide an accommodation letter to the student. It is the student's responsibility to present this letter to his/her instructor in a timely fashion, preferably within the first three days of the term/course, to allow sufficient time to arrange any prescribed accommodation(s). A student may or may not elect to use the accommodation(s). Students are encouraged to speak with their instructor regarding their accommodations and to review which accommodations they plan to use.

Students requesting and approved for on-site testing accommodations near an established Testing Center are required to complete a Testing Accommodations Orientation at least two weeks prior to their first exam request for in-course exams. For on-site tests, students are also required to complete an On-site Test Accommodation Request Form. Completed forms are due to SAS at least five business days prior to the exam or quiz date to allow sufficient time for the arrangement of test accommodations, including but not limited to extended test time, distraction-reduced setting, etc. In addition, students are required to read and follow the Test Accommodation Policies and Guidelines. The Testing Accommodations Orientation documents, the On-site Test Accommodation Request Form, and the Test Accommodation Policies and Guidelines are located at www.nu.edu/sas in the section entitled Accessibility Forms and Guides.

Providing advanced notice: students needing captioning and/or interpreting must request these services using the appropriate request forms located at www.nu.edu/sas. Faculty and staff are encouraged to communicate with deaf and hard-of-hearing students using electronic mail or web-based chat. If the student uses text telephone (TT) or video phone, use the California Relay Services by dialing 1-800-735-2922 (English), or 1-800-855-3000 (Spanish).

Faculty who receive a request from a student for a curriculum accommodation due to a reported disability should request an accommodation letter from the student. If the student informs the instructor that they do not have such a letter or are not registered with SAS, the faculty member should direct the student to SAS, providing them with the contact information. In addition, the instructor should contact SAS to discuss any questions or seek additional guidance. Any disability-related information that a student gives to the faculty member is to be used only for making the curriculum accessible for the student and may not be disclosed to any parties without written consent from the student. Instructors are not authorized to deny a student an approved accommodation unilaterally. Instructors who disagree with a particular accommodation prescribed for a student and included on the official accommodation letter should contact SAS for immediate consultation and discussion.

If a student would like to request additional accommodations, additional documentation and an additional interactive appointment may be requested.

Denial or Insufficiency of Accommodation

If a student is denied an accommodation or believes that the accommodation approved is insufficient, the student may appeal to the ADA/504 Coordinator, who will render a decision within seven days of receipt of the appeal or before the start date of the next course, depending on which occurs first. The decision of the ADA/504 Coordinator is final.

Problems in Receiving Approved Accommodations

If a student believes they are not receiving an accommodation specified in their letter, they should immediately contact SAS for assistance at sas@nu.edu.

Confidentiality

SAS is committed to ensuring all information and communication about a student's disability is maintained as confidential as required and/or permitted by local, state, and federal laws and regulations. To that end, the following guidelines govern the use and disclosure of information shared with the SAS office staff.

This information is protected by the Family Educational Rights and Privacy Act (FERPA). All records received and kept by SAS are considered educational records. All documentation is kept in secure electronic files, and immediate access is limited to the SAS staff and managers.

Personally identifiable information will not be disclosed to persons outside the University without the express written permission of the student, except in accordance with local, state, and federal laws or pursuant to a court order or subpoena.

Personally identifiable information will be shared with other University employees, faculty, and other officials only when the requestor maintains a legitimate educational interest. In such a case, the SAS staff will disclose only information pertinent to the request and in the student's best interest.

If a student wishes to have information about their disability shared with others outside of the institution, the student must provide written authorization to SAS at sas@nu.edu to release the information.

A student has the right to review their own SAS file with reasonable notification. Any student wishing to review their records should contact SAS at sas@nu.edu.

Student Accessibility Services

Phone: 858.521.3967

Email: sas@nu.edu

Web: www.nu.edu/sas

Students Who Believe They Have Been Subject to Discrimination Based on their Disability

National University students and employees (including the SAS office staff) abide by the Equal Opportunity, Harassment and Nondiscrimination Policy, as found on the NU website and in the General Catalog.

It is our sincere hope that no member of our community experiences discrimination, harassment, misconduct, or violence based on their actual or perceived membership in a protected category. If that has occurred, please know that any person may file an informational report (whether or not the person reporting is 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, 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.

ADA/504 Coordinator

Douglas Sheppard, ADA/504 Coordinator

9388 Lightwave Ave.

San Diego, CA 92123

Telephone: 858.309.3538 | **Office Email:** adacoord@nu.edu | **Email:** dsheppard2@nu.edu

Title IX Coordinator

Heather Tyrrell, Director, Institutional Equity Office of Institutional Equity

9388 Lightwave Ave.

San Diego, CA 92123

Telephone: 858.640.8087 | **Office Email:** oie@nu.edu | **Email:** htyrrell@nu.edu

My Terms Policy Information

Leave of Absence (LOA) Policy

1. Purpose

This policy outlines the conditions and procedures for students requesting a Leave of Absence (LOA) or an Intent to Return (ITR). The policy aims to provide clarity on the usage and timing of these options to ensure seamless transitions and maintain continuity in participation.

2. Definitions

- Leave of Absence (LOA): A formal request for a temporary break from academic responsibilities or studies, used between Subscription Periods.
- Intent to Return (ITR): A formal declaration of intent to resume academic responsibilities or studies after a temporary break, used within Subscription Periods.

3. Leave of Absence (LOA)

- **Eligibility:**
 - LOAs are available to individuals who require a temporary break from their academic responsibilities or studies. An LOA, together with any additional Leaves of Absence, must not exceed a total of 180 days in a rolling 12-month period. There must be a reasonable expectation that the student will return from the LOA. This break can only be scheduled between Subscription Periods to minimize disruption. Exceptions may be made for military students under certain circumstances.
- **Duration:**
 - The duration of an LOA can vary but must be a minimum of 14 days and should not exceed one Subscription Period unless otherwise approved. All LOAs must end the Sunday before a scheduled course. Students who have federal Title IV loans must be aware that failure to return from an LOA may impact loan repayment terms, including the expiration of the grace period.
- **Procedure:**
 1. Students must submit a University Leave of Absence request and include the following information:
 - Start Date: This can be the same day or a future date. Requests cannot be backdated without documented emergency circumstances.
 - End Date: This must be at least 14 days from the requested start date and must be the day before the start of the next scheduled course.
 - Reason for LOA: This can be any reason the student would like a leave, and no documentation is needed for approval.
 2. The request will be reviewed and approved in accordance with the university's policy, ensuring a reasonable expectation that the individual will return from the LOA.
 3. Upon returning from an approved LOA, the student will resume their coursework at the same point in the academic program that they began the LOA.
- **Continuation:**
 1. Students will have nine days from the end date to return and post attendance in their new course or request additional time off through an additional LOA. Students who do not successfully return to class or request another leave within the nine-day grace period will be administratively withdrawn for failure to return.
- **General Information:**
 1. The university will not assess any additional institutional charges during the LOA, and the student will not be eligible for additional Title IV aid.
 2. The school will report the student's status as "A" (approved leave of absence) in NSLDS Enrollment Reporting. If the student fails to return within 180 days, the school must report the student as withdrawn.
 3. Students who have utilized an Intent to Return (ITR) break period of up to 60 days may request an LOA if they have utilized all available time and are unable to return to class as scheduled. ITR days will not count toward approved LOA days. LOA requests must be submitted before the student's scheduled return date to be considered. Students who have not requested an LOA by their scheduled return date and do not return to class as scheduled will be administratively withdrawn from the University and an R2T4 calculation will be performed.

4. Intent to Return (ITR)

- **Eligibility:**

- ITRs are applicable for individuals who need a short-term break within an active Subscription Period, with the intent to return within the same period. They must have a scheduled course to begin immediately after their break ends.
- **Duration:**
 - The duration of an ITR is between 14-60 days from the requested start date and must end the day before the start of the next scheduled course. An ITR cannot be scheduled to go beyond the end of the Subscription Period. Students wishing for a break to continue beyond the end of the Subscription can request an LOA to begin the day after the ITR ends, following the requirements and process outlined in the LOA policy above.
- **Procedure:**
 1. Request an Intent to Return in writing to you assigned Academic Finance Counselor, including the expected return date and any adjustments needed upon return.
- **Continuation:**
 - Students will have nine days from the end date to return and post attendance in their new course. Students who have utilized an Intent to Return (ITR) break period of up to 60 days may request an LOA if they have utilized all available time and are unable to return to class as scheduled. LOA requests must be submitted before the student's scheduled return date to be considered. Students who do not successfully return to class or request another leave prior to the scheduled end date will be administratively withdrawn for failure to return.

5. Exceptions

- Military Exception: Military students may be allowed to take an LOA during a subscription period in the case of deployment or other extenuating circumstances related to their service.
- Any other exceptions to this policy must be approved by both a Director of Advising and the Registrar. Approval will depend on the nature and duration of the requested absence.

Program Terminations

Class-Based

Emergency Medical Technician Certificate

Master of Arts in Consciousness, Psychology, and Transformation - Specialization in Coaching

Course Terminations

Undergraduate Course Sunsets

Class-Based

BET 403 - Medical Imaging Technology
BET 404 - Medical Device Compliance
BIO 253 - Environmental Microbiology
BIO 253A - Environmental Microbiology Lab
CIS 470 - Computer Forensics
CSC 421 - Compiler Design
CSC 452 - Human Computer Interactions
CSC 455 - Game Programming
CYB 341 - Cyber Team Competition
CYB 441 - Cyber Team Competition
EMTX 2381X - EMT I Basic
EMTX 2382X - EMT II Basic
HUB 301 - Behavioral Science
NSG 404 - Pharmacology for Nurses
POL 415 - Petroleum and the Persian Gulf
POL 418 - Modern Economy & Govt of China
POL 490 - Guided Study
PSY 434 - Psychological Research
PSY 437 - Theories of Psychotherapy
SOC 410 - Gender and Society

Graduate Course Sunsets

Class-Based

CNS 5428 - Fundamentals of Coaching
CNS 5844 - Coaching Practicum
CNS 5845 - Change Theory for Coaches
EDA 625 - Technology and Data Analysis
EDA 628 - Summative Leadership Seminar
EDA 650 - Ethics and School Leadership
HUB 690 - Guided Study
SEM 610B - Project II
SPD 616 - Law, Collaboration & Transition
SPD 624 - Transition/Community Resources
SPD 626 - Effective Clsrm & Beh Mgmt
SPD 635 - Collab & Case Mgmnt M/M

SPD 678 - ECSE Field Experience

SPD 692A - Internship M/M

1:1

LAW-117A Legal Methods A

LAW-117B Legal Methods B

LAW-125 Legal Research and Writing

MSW-6011 Trauma in Social Work I

PSY-7107 Statistics II

PSY-8135 Psychology of Violence

PSY-8137 Biopsychology

SCI-2010 Introductory Ecology

Degree Information

Undergraduate Degrees

Class-Based

Bachelor of Arts in History

Academic Program Director: Duncan Campbell; dcampbell2@nu.edu

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

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

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

Program Learning Outcomes:

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

- Assess the significance of major trends in World History.
- Assess the significance of major trends in U.S. History.
- Analyze a variety of primary sources.
- Analyze secondary sources for their arguments and use of supporting evidence.
- Discuss current concerns, new theories, new evidence, and issues that shape interpretation in history and the social sciences.
- Conduct research in history and the social sciences supported by appropriate primary and secondary source materials.

Degree Requirements:

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

procedures for specific information regarding admission and evaluation.

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

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

ENG 240	Advanced Composition* Prerequisite: ENG 102	4.50
HIS 220A	United States History I* Prerequisite: ENG 102	4.50
HIS 220B	United States History II* Prerequisite: ENG 102	4.50
HIS 233	World Civilizations I* Prerequisite: ENG 102	4.50
HIS 234	World Civilizations II* Prerequisite: ENG 102	4.50

*Maybe used to satisfy general education requirements

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

HIS 431	The Ancient World Prerequisite: ENG 102; HIS 233	4.50
HIS 432	The Classical World Prerequisite: ENG 102; HIS 233	4.50
HIS 433	The Post-Classical World Prerequisite: ENG 102; HIS 233	4.50
HIS 434	Modern World, 1500 to Present Prerequisite: ENG 102; HIS 234	4.50
HIS 400	Historical Theories & Methods Prerequisite: ENG 240	4.50
HIS 360	American Colonial Experience Prerequisite: ENG 102; HIS 220A	4.50
HIS 361	Making and Sundering of Union Prerequisite: ENG 102; HIS 220A	4.50
HIS 362	U.S. Between Wars, 1865-1917 Prerequisite: ENG 102; HIS 220B	4.50
HIS 363	U.S. Since World War I Prerequisite: ENG 102; HIS 220B	4.50
HIS 499	Capstone Research Project Prerequisite: ENG 240 or equivalent; HIS 400 and completion of 31.5 quarter units of core courses in the major	4.50

Upper Division Electives (6 courses; 27 quarter units)

Students must complete a minimum of 27 quarter units of electives to fulfill the upper-division unit requirements to earn the Bachelor of Arts in History. Students can select from the following strongly recommended and recommended electives OR choose from any upper-division course in the College of Letters and Sciences. Three elective courses must be in the History subject (HIS). To ensure adequate preparation for the California State Examination for Teachers (CSET), students who wish to become middle-school and high-school history teachers in California should take all of their electives from the strongly recommended list.

Strongly Recommended:

HIS 320	Culture of Global Capitalism Prerequisite: ENG 102	4.50
SOC 350	Cultural Diversity* Prerequisite: ENG 102	4.50
HIS 410	California History Prerequisite: ENG 102	4.50
PHL 320	World Religions* Prerequisite: ENG 102	4.50
SCI 300	Geography*	4.50

Recommended:

SOC 330	Film in a Global Context	4.50
HIS 321	Gender in World History Prerequisite: ENG 102; HIS 234	4.50
HIS 330	The Global Economy Prerequisite: ENG 240	4.50
HIS 325	Modern World Migration Prerequisite: ENG 102	4.50
HIS 336	American Film and Society Prerequisite: ENG 102	4.50
HIS 340	Global Environmental History Prerequisite: ENG 240; HIS 233; HIS 234	4.50
HIS 342	History of Modern Middle East Prerequisite: ENG 102	4.50
HIS 345	Latin American Studies Prerequisite: ENG 102	4.50
HIS 348	Asian Studies Prerequisite: ENG 102	4.50
HIS 349	African Studies Prerequisite: ENG 102	4.50
HIS 490	Guided Study	1.50
MUS 326	American Music* Prerequisite: ENG 102	4.50
SOC 325	Popular Culture Prerequisite: ENG 102	4.50
SOC 328	Art, Culture, and Civilization Prerequisite: ENG 102	4.50

*Maybe used to satisfy general education requirements

Bachelor of Arts in Integrated Marketing Communication

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

This program is a blend of the concepts of promotional marketing principles, which include advertising, sales promotion, public relations, and direct marketing, working together as a unified force with the integration of communication using the latest communication technology. Graduates will be able to demonstrate an ability to seek and integrate high-quality research for the purpose of evaluating their own insights into the professional and academic study of communication and media studies, while also understanding the roles that communication plays in developing individuals and social institutions. The BA in Integrated Marketing Communication prepares learners for careers in marketing, sales, advertising, fundraising, PR, and other related fields. It combines a business degree with advanced communication skills for traditional and advanced business platforms in the sharing / attention economy—including print, broadcast, social, personal, and mobile media.

Program Learning Outcomes:

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

- Apply appropriate theoretical precepts and practical skills in communication traditionally and within the digital economy.
- Demonstrate effective communication and change leadership skills consistent with an everchanging professional marketing environment.
- Layout a strategic communication program, gathering and utilizing data from the conduct of appropriate market research, including primary, secondary, and extending to the emergent AI driven market research.
- Evaluate global marketing strategies for products and services, utilizing contemporary buyer behavior.
- Apply theories to media messages and algorithms in the personalized marketing era.
- Analyze global, omnichannel, multi-platform, multi-public message dissemination plans.
- Integrate program content and collaborate with peers on a dynamic basic marketing plan that contains all essential elements, including ethical considerations.

Degree Requirements:

To receive a Bachelor of Arts in Integrated Marketing Communication, students must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University, 76.5 of which must be completed at the upper-division level, and a minimum of 69 units of the University General Education requirements. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree. The following courses are specific degree requirements.

Prerequisites for the Major (2 courses; 9.0 quarter units)**Units: 9.00**

ENG 102	Effective College English	4.50
MKT 302A	Marketing Fundamentals	4.50

Core Requirements (16 courses; 72 quarter units)**Units: 72.00**

MKT 452	Marketing Law and Ethics Recommended Preparation: MKT 302A	4.50
MKT 456	Sales Management Prerequisite: MKT 302A	4.50
MKT 445	Digital Marketing Prerequisite: MKT 302A	4.50
COM 305	Intercultural Communication Prerequisite: ENG 102	4.50
COM 402	Communication Technologies Prerequisite: ENG 102	4.50
COM 365	Integrated Marketing Comm Prerequisite: ENG 102; COM 402 and MKT 302A, or COM 315	4.50
MKT 430	Intro to Global Marketing Prerequisite: MKT 302A	4.50
MKT 434	Marketing Research & Analytics Prerequisite: MKT 302A	4.50
MKT 450	Business Model Innovation Prerequisite: MKT 302A	4.50
MKT 460	Consumer Behavior Prerequisite: MKT 302A	4.50
MKT 462	Brand Management Prerequisite: MKT 302A	4.50
MKT 464	Advertising Management Prerequisite: MKT 302A	4.50

MKT 470	Services Marketing Prerequisite: MKT 302A	4.50
COM 441	Communication Strategies Prerequisite: COM 334	4.50
COM 442	Communication Campaigns Prerequisite: COM 441	4.50
MKT 494	Digital Marketing Capstone Prerequisite: MKT 460; MKT 462; MKT 470; MKT 430; MKT 434; MKT 450; MKT 452	4.50

Bachelor of Arts in Integrative Psychology

Academic Program Director: Renee Barragan; rbarragan@nu.edu

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

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

BAIP STATEMENT BAIP/CPT Transition Program

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

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

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

Program Learning Outcomes:

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

- Articulate an understanding of human experience using major theories, concepts, and historical trends in psychology.
- Explain the dynamic relationships among nature, health, and humanity.
- Examine cultural and spiritual practices that influence self-awareness and well-being.

- Evaluate sociocultural contributions to personal growth, expression, and knowledge.
- Demonstrate skills in multiple modes of communication, presentations and projects utilizing different literary and methodological formats.
- Exhibit original learning by gathering and critically evaluating information using current technologies.
- Apply one's knowledge using holistic approaches to solve a real-world problem.

Degree Requirements:

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

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

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

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

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

Electives Area 1 (4 courses; 18 quarter units)

Students must select four courses from area 1.

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

Electives Area 2 (1 course; 4.5 quarter units)

Students must select one course from area 2.

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

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

Electives Area 3 (1 course; 4.5 quarter units)

Students must select one course from area 3.

COM 305	Intercultural Communication Prerequisite: ENG 102	4.50
COM 385	Interactive Storytelling Prerequisite: ENG 102	4.50
HIS 321	Gender in World History Prerequisite: ENG 102; HIS 234	4.50

Bachelor of Arts in Sociology

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

Prerequisite: 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
CJA 448	Violence and Society <i>Discontinued</i>	4.50
SOC 330	Film in a Global Context	4.50
HIS 340	Global Environmental History Prerequisite: ENG 240; HIS 233; HIS 234	4.50
HIS 330	The Global Economy Prerequisite: ENG 240	4.50
MTH 412	History of Mathematics Prerequisite: MTH 215, or MTH 301	4.50
PHL 320	World Religions Prerequisite: ENG 102	4.50
PHL 375	Environmental Ethics Prerequisite: ENG 102	4.50
SOC 320	Social Movements Prerequisite: ENG 102	4.50
SCI 300	Geography	4.50
SOC 325	Popular Culture Prerequisite: ENG 102	4.50
SOC 328	Art, Culture, and Civilization Prerequisite: ENG 102	4.50
SOC 331	Medical Sociology Prerequisite: ENG 102	4.50
HIS 336	American Film and Society Prerequisite: ENG 102	4.50
SOC 350	Cultural Diversity Prerequisite: ENG 102	4.50
HIS 321	Gender in World History Prerequisite: ENG 102; HIS 234	4.50
SOC 445	Contemporary Social Problems Prerequisite: ENG 102	4.50
SOC 490	Guided Study	1.50

Bachelor of Science in Marketing

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

This program prepares students to effectively manage marketing challenges in an increasingly global and fundamentally complex commercial landscape. The contemporary marketer needs to have a thinking harder / change leadership mindset to survive and thrive in this constantly changing landscape. In a landscape where technologies such as but not limited to AI and blockchain, are rewriting marketing fundamentals, the marketer needs to think ahead and simulate multi-variant scenarios.

Program Learning Outcomes:

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

- Apply a strategic-change leadership mindset to decision-making in an ever-changing global marketplace.
- Demonstrate a deep understanding of traditional and emerging marketing concepts within the ever-changing framework of current global business conditions.
- Employ decision making techniques (data analytics, information flows, and statistical methods to make informed and smart marketing decisions.
- Exercise strong technical skills to drive marketing benefits across the organization.
- Explore global marketing plan principles to optimize key marketing and financial metrics that maintain social, ethical, and environmental responsibilities.

Degree Requirements:

To receive a Bachelor of Science in Marketing, students must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at the 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 (8 courses; 36 quarter units)		Units: 36.00
MKT 302A	Marketing Fundamentals	4.50
MNS 205	Intro to Quantitative Methods*	4.50
MTH 210	Probability and Statistics*	4.50
	Prerequisite: MTH 12A and MTH 12B, or Accuplacer test placement evaluation	
ECO 203	Principles of Microeconomics*	4.50
ECO 204	Principles of Macroeconomics*	4.50
ACC 201	Financial Accounting Funds.	4.50
ACC 202	Managerial Accounting Funds.	4.50
	Prerequisite: ACC 201	
LAW 204	Legal Aspects of Business I	4.50

* May be used to meet General Education requirements. MNS 205 can be waived if students have transfer credits for college algebra and/or calculus (the equivalent of MTH 216A and MTH 216B, or MTH 220). MNS 205 must be taken if students do not have transfer credits for MNS 205 or MTH 216A and MTH 216B or MTH 220.

Marketing Requirements (16 courses; 72 quarter units)		Units: 72.00
MKT 410	Strategic Marketing Leadership	4.50
	Prerequisite: MKT 302A	
MKT 430	Intro to Global Marketing	4.50
	Prerequisite: MKT 302A	
MKT 434	Marketing Research & Analytics	4.50
	Prerequisite: MKT 302A	
MKT 450	Business Model Innovation	4.50
	Prerequisite: MKT 302A	
MKT 452	Marketing Law and Ethics	4.50
	Recommended Preparation: MKT 302A	
MKT 454	Marketing Economics	4.50
	Recommended Preparation: MNS 205; ECO 203; Prerequisite: MKT 302A	
MKT 456	Sales Management	4.50
	Prerequisite: MKT 302A	

MKT 458	New Product Management Prerequisite: MKT 302A	4.50
MKT 460	Consumer Behavior Prerequisite: MKT 302A	4.50
MKT 462	Brand Management Prerequisite: MKT 302A	4.50
MKT 464	Advertising Management Prerequisite: MKT 302A	4.50
MKT 466	Mktg Sci & Comp Intelligence Prerequisite: MKT 302A	4.50
MKT 468	Pricing Strategy Prerequisite: MKT 302A	4.50
MKT 470	Services Marketing Prerequisite: MKT 302A	4.50
MKT 472	Innov Value-Based Bus Models Prerequisite: MKT 302A	4.50
MKT 494	Digital Marketing Capstone Prerequisite: MKT 460; MKT 462; MKT 470; MKT 430; MKT 434; MKT 450; MKT 452	4.50

Bachelor of Science in Public Health

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

The Bachelor of Science in Public Health features a broad-based foundation in the liberal arts and sciences and an ecological perspective of public health and the role that public health professionals play in preventing disease while maintaining or increasing quality of life. Graduates of the program will possess an understanding of the contributions of core public health disciplines to the nation's health. At the same time, graduates will also learn how to apply knowledge and skills relating to the interactions and interdependencies of health behavior, the physical and social environment, and public policy to affect health at local, state, national and international levels. The program is designed to prepare entry-level public health professionals to begin careers in a variety of health agencies: governmental health agencies, voluntary health agencies, community based/non-governmental agencies, medical care services, education agencies, and business and industry. Within these practice settings, entry-level public health practitioners address significant health challenges from individual, family, group, organization, neighborhood, community, and societal perspectives. Graduates will apply their competencies to assess needs, plan and implement prevention programs, assess program outcomes, communicate and advocate for public health issues, and participate in the development of public health as a profession. Graduates will also enhance their opportunities for professional growth and job placement through planned field practicum. Upon graduation, entry-level public health practitioners may be eligible to sit for the Certified Health Education Specialists exam (CHES) through the National Commission on Health Education Credentialing, Inc. Community Health (COH) courses in levels 300 and 400 are only offered in two formats: 1) Hybrid 50/50; 2) Online.

Program Learning Outcomes:

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

- Describe behavioral and non-behavioral variables contributing to morbidity and mortality.
- Explain the core principles of public health and their relationship to the health status of groups, communities, and populations at the local, state, national, and international levels.
- Describe the contributions of health disparities to morbidity and mortality among specific groups, communities, and societies.
- Assess the need for health promotion programs in response to the characteristics of diverse communities of interest using primary and secondary data.
- Employ a variety of strategies to plan, implement, monitor and evaluate health promotion programs in a variety of settings to meet stated goals, objectives and established standards.

- Choose appropriate strategies and tactics to influence behavioral, environmental, and public policy change to address the health needs in a given community.
- Evaluate the progress and outcomes of prevention programs in meeting stated goals and objectives and established standards.
- Design a plan for lifelong learning incorporating high professional and ethical standards, leadership, and cultural competencies and their evolving role in society.

Degree Requirements:

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

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

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

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

BIO 193A	Online Microbiology Lab Corequisite: BIO 203; Recommended: Prior completion of: BIO 191A; BIO 201; CHE 101; CHE 101A	1.50
OR BIO 203A	Introductory Microbiology Lab Corequisite: BIO 203; Recommended: Prior completion of: BIO 100; BIO 100A; CHE 101; CHE 101A; BIO 201 and BIO 201A; BIO 202 and BIO 202A	1.50
HTM 310	Health Informatics	4.50
BST 322	Intro to Biomedical Statistics	4.50
COH 317	Public Health Nutrition* Prerequisite: ENG 102; Recommended Preparation: COH 100	4.50
COH 318	Drug Use and Abuse* Prerequisite: ENG 102; Recommended Preparation: COH 100	4.50
COH 319	Human Sexuality* Prerequisite: ENG 102; Recommended Preparation: COH 100	4.50

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

Core Requirements (4 courses; 18 quarter units)

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

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

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

COH 300	The Ecology of Public Health Prerequisite: BIO 203A; COH 100; PSYC 100; SOC 100	4.50
COH 380	Public Health Planning & Eval. Prerequisite: COH 300; COH 315; HTM 310	4.50
COH 400	Environmental Health	4.50
COH 401	Health Promotion Concepts Recommended: Prior completion of: COH 300; COH 315; COH 400 and HTM 310	4.50
COH 416	PH & Physical Activity	4.50
COH 422	Global Health Recommended: Prior completion of: COH 401	4.50
COH 430	PH Communication Strategies Recommended: Prior completion of: COH 401	4.50
COH 435	PH Policy Marketing & Advocacy Recommended: Prior completion of: COH 430	4.50
COH 440	Disaster Preparedness & Mgmt. Recommended: Prior completion of: COH 401	4.50

COH 499	Public Health Capstone Prerequisite: COH 100; COH 300; COH 310; COH 315; COH 317; COH 318; COH 319; COH 320; COH 321; COH 380; COH 400; COH 401; COH 416; COH 422; COH 430; COH 435; COH 440	4.50
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Undergraduate Minors

Class-Based

Minor in Global Studies

Academic Program Director: Raphi Rechitsky; rrechitsky@nu.edu

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

Program Learning Outcomes:

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

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

Degree Requirements:

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

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

Choose six of the following courses:

GLS 150	Global Issues and Trends	4.50
HIS 320	Culture of Global Capitalism Prerequisite: ENG 102	4.50
HIS 321	Gender in World History Prerequisite: ENG 102; HIS 234	4.50
HIS 325	Modern World Migration Prerequisite: ENG 102	4.50
HIS 330	The Global Economy Prerequisite: ENG 240	4.50
HIS 340	Global Environmental History Prerequisite: ENG 240; HIS 233; HIS 234	4.50
LIT 463	Contemporary World Literature Prerequisite: ENG 240 and LIT 100	4.50

MUS 327	World Music Prerequisite: ENG 102	4.50
PHL 320	World Religions Prerequisite: ENG 102	4.50
POL 350	International Relations Prerequisite: ENG 102	4.50
SCI 300	Geography	4.50
SOC 320	Social Movements Prerequisite: ENG 102	4.50
SOC 328	Art, Culture, and Civilization Prerequisite: ENG 102	4.50
SOC 330	Film in a Global Context	4.50

Minor in Sociology

Academic Program Director: Jacque Lynn Foltyn; jfoltyn@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 Prerequisite: ENG 102	4.50
SOC 325	Popular Culture Prerequisite: ENG 102	4.50
SOC 328	Art, Culture, and Civilization Prerequisite: ENG 102	4.50
SOC 330	Film in a Global Context	4.50
SOC 331	Medical Sociology Prerequisite: ENG 102	4.50
SOC 344	Love, Sex, and the Family Prerequisite: ENG 102	4.50
SOC 365	Classical Social Theory Prerequisite: ILR 260	4.50
SOC 375	Contemporary Social Theory Prerequisite: ENG 102	4.50
SOC 385	Methods of Social Inquiry Prerequisite: ENG 102	4.50
SOC 400	Race & Ethnicity in the U.S. Prerequisite: ENG 102	4.50
SOC 440	Power and Social Change	4.50

	Prerequisite: ENG 102	
SOC 443	Sociology of Deviance	4.50
	Prerequisite: ENG 102	
SOC 445	Contemporary Social Problems	4.50
	Prerequisite: ENG 102	
SOC 455	Sociology of Work & Org	4.50
	Prerequisite: ENG 102	

Graduate Degrees

Class-Based

Master of Arts in Consciousness, Psychology, and Transformation

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

Professional Mentor

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

Optional Specialization

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

- 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 **4 pm - 7:15 pm Pacific time**. **Occasionally, they are scheduled 4 pm - 5:30 pm Pacific time on Friday afternoons**. 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.

Total Degree Requirements (58 quarter units)		Units: 58.00
Core Requirements (11 courses; 29 quarter units)		Units: 29.00
CNS 5010	Paradigms of Consciousness	3.00
CNS 5012	Emotional Intelligence	3.00
CNS 5013	Social Intelligence	3.00
	Prerequisite: CNS 5012	
CNS 5015	Body Consciousness/Body Wisdom	2.00
CNS 5017	Human Dev & Consciousness	2.00
CNS 5120	Diversity, Community, Leadership	3.00
	Prerequisite: 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
Graduate Electives (courses vary, 29 quarter units)		Units: 20.00

The student must complete 29 quarter units of coursework from the approved elective course list, below. If a student is pursuing one of the optional specializations, then the units needed for graduate electives will be reduced as the units from the specialization will apply toward the overall unit requirement.

CNS 5670	Advanced Writing & Publishing	2.00
CNS 5455	Prof. Identity & Life Purpose	1.00
CNS 5405	Transformational Leadership	2.00
	Recommended Preparation: CNS 5275	
CNS 5414	Group Facilitation	2.00
	Prerequisite: CNS 5013	
CNS 5846	Creating a Workshop	3.00
CNS 5847	Right Livelihood	3.00
CNS 5843	Self-Marketing	2.00
CNS 5850	Sacred Activism	2.00
	Prerequisite: 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
	Prerequisite: 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	2.00
	Prerequisite: CNS 5010	
CNS 5230	Metaphors & Symbols Transform	2.00
CNS 5520	Sexuality and Consciousness	1.00
CNS 5048	Spiral Dynamics&Social Change	1.00
	Prerequisite: CNS 5017	
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

Note: Elective units can be taken in any order if course prerequisites have been met for those courses.

Master of Science in Applied Behavioral Analysis

Status: *Historical-Review all addendums*

Academic Program Director: Faheema Abdool-Ghany; fabdoolghany@nu.edu

The Master of Science in Applied Behavioral program prepares students with the course work required for understanding the role of an applied behavior analyst. The curriculum includes a 10 course sequence, of which 8 courses are verified by the Behavior Analyst Certification Board. This course work along with the additional 2000 hours of approved supervision allows a student to be eligible to sit for the BCBA exam. Behavior analysts provide services to individuals, families, group homes, schools, mental health agencies, hospitals, industrial and business settings, and other agencies working with individuals who require intensive behavioral training and/or consultation. This program is designed to prepare candidates for acceptable behavior management techniques and strategies to be used in a wide range of settings. Students will be required to develop, implement, analyze, and evaluate, behaviorally accepted methods for positive behavior change across various environments. Information about becoming certified through the BACB can be found at www.bacb.com.

Program Disclosure

National University MS ABA program currently only satisfies the educational/coursework component for this certification. In addition to the educational requirements, graduates of this program will need to also meet additional requirements established by the BCBA® including supervised field experiences, applications, examinations, and background checks to become certified.

Some states and/or territories require applicants to also obtain the Licensed Behavior Analyst (LBA) credential, to practice in that state, which could include additional requirements. It is strongly recommended that the applicant contact their state board of Psychology or the issuing governing board of the LBA for more information.

SAFMEDS

SAFMEDS is an online platform designed to provide students critical skills practice of key program learning outcomes. All ABA students are required to utilize SAFMEDS. Please see the [Tuition and Fees section](#) of the catalog for the SAFMEDS fee.

Program Learning Outcomes:

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

- Understand key principles of behavior analysis, including terminology and foundational concepts.
- Apply behavior analytic techniques to design and implement effective interventions for behavior change.
- Develop behavior change programs that incorporate individualized strategies, data collection methods, and measurement systems.
- Assess the ethical considerations involved in behavior analysis practices, including client rights and professional conduct.
- Integrate knowledge and skill in the identification of the function of the behavior and the development of an intervention.
- Collaborate effectively with interdisciplinary teams, including educators, psychologists, and healthcare professionals, to achieve behavior change goals.

Degree Requirements:

To receive a Master of Science in Applied Behavior Analysis, students must complete at least 45 quarter units of graduate work. A total of 4.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution. To effectively transfer units to this degree, the transferable units were not previously used in earning another advanced degree. In addition, the coursework was completed within the past 7 years. Course equivalence cannot be granted for life experience. Please refer to the graduate information section of the University catalog for admission and evaluation.

Program Requirements (10 courses; 45 quarter units)

ABA 620	Philosophical Underpinning ABA	4.50
ABA 622	Concepts and Principles of ABA Prerequisite: ABA 620	4.50
ABA 624	Measurement and Design Prerequisite: ABA 622	4.50
ABA 626	Functional Behavior Assessment Prerequisite: ABA 624	4.50
ABA 628	Behavioral Change Procedures Prerequisite: ABA 626	4.50
ABA 630	Developing ABA Interventions Prerequisite: ABA 628	4.50
ABA 632	Ethics Compliance Code Prerequisite: ABA 630	4.50
ABA 634	Supervision and Management	4.50

	Prerequisite: ABA 632	
ABA 636	Application of ABA Skills	4.50
	Prerequisite: ABA 634	
ABA 670	ABA Capstone Project	4.50
	Prerequisite: ABA 636	

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Master of Education - Adult Learning and Workforce Education Specialization

Graduate Credentials

Class-Based

Pupil Personnel Services School Counseling Credential (California)

Academic Program Director: Melanie Shaw; mshaw3@nu.edu

This Credential **ONLY** Option is available to candidates who hold a **Master's Degree And A Valid California Pupil Personal Service: School Social Work (PPS - SSW) or School Psychology (PPS - SP) Credential**. The Pupil Personnel Services School Counseling Credential option provides students with the acquired skills to become social justice leaders and competent school-based mental health professionals through a program of study aligned with the American School Counselor Association's (ASCA) National Standards. This pathway provides PPS candidates with the acquired skills, knowledge, and abilities to become a professional school counselor and involves a combination of coursework, practicum, and fieldwork.

Successful completion of this program of study leads to the Pupil Personnel Services School Counseling Credential and a Child Welfare and Attendance (CWA) authorization. Credentials are awarded through the California Commission on Teacher Credentialing (CCTC).

Admission Requirement

1. A five-year CA Certificate of Clearance (CL-900) is needed before enrolling in any course.
2. Must have a master's degree from an accredited university and hold a current Pupil Personal Service: School Social Work (PPS - SSW) or School Psychology (PPS - SP) credential issued by the California Commission on Teacher Credentialing (CTC) and employed as a School Psychologist or Social Worker in a CA public school.
3. Currently must be employed as a PPS-SSW or PPS-SC at a Pre-K through 12th grade California public school.

GoReact

GoReact is an online video coaching and collaboration platform designed to improve professional practices. All educational counseling students are required to utilize GoReact. Please see the [Tuition and Fees section](#) of the catalog for the GoReact fees.

Time2Track

Time2Track is a web-based software tool that lets students easily track clinical practice activities and hours. All Educational Counseling students seeking the PPS - SC credential are required to utilize Time2Track. Please see the [Tuition and Fees section](#) of the catalog for the Time2Track fees.

Program Disclosure Information

The Pupil Personnel Service School Counseling Credential Program is currently operating using credential guidelines for California only. Students who wish to use this program for credentials 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:

- Implement the basic foundations of school counseling professional standards.
- Advocate for all PK-16 students by employing anti-racist practice within educational foundations, growth and development, learning theory, and academic achievement.
- Perform as equitable driven leaders and promote social justice efforts to enhance inclusivity and access for all.
- Distinguish among major developmental theories of practice (personality, social, physical, emotional, and cognitive development) and chronological stages of human development that impact student academic development and life-long learning.
- Examine, analyze, and construct social and emotional research-based practice.
- Evaluate legal and ethical practices of professional school counseling.
- Evaluate and assess program development for equitable outcomes.
- Demonstrate competence in the application of research methods.

Degree Requirements:

For the Credential **ONLY** Option, candidates must hold a **Master's Degree And A Valid Pupil Personal Service: School Social Work (PPS - SSW) or School Psychology (PPS - SP) Credential** and must complete at least 36 quarter units of graduate work to receive a Pupil Personnel Services School Counseling Credential.

Requirements for candidates who hold a Master's degree with a valid Pupil Personal Service: School Social Work (PPS - SSW) or School Psychology (PPS - SP) Credential:

Students who hold a Master's degree with a **valid** Pupil Personal Service: School Social Work (PPS - SSW) or School Psychology (PPS - SP) credential must complete the following courses for a total of 36 qu and complete the ETS Praxis exam (#5422) with a score of 146 or better.

*Coursework must have been completed within the ***past 5 years***. Course equivalence cannot be granted for life experience.

Credential Requirements (8 courses; 36 quarter units)		Units: 36.00
EDC 600	Foundations of Professional EC Prerequisite: 5 year CA Certificate of Clearance (CL-900) is needed before enrolling in the course.	4.50
EDC 601	EDC Equity Driven Leadership Prerequisite: EDC 600	4.50
EDC 602	Ethics&Legal Mandates for EC Prerequisite: EDC 601	4.50
EDC 603	SEL & Academic Development Prerequisite: EDC 602	4.50
EDC 604	Cultural Conscious Counseling Prerequisite: EDC 603	4.50
EDC 605A	Individual/Group Counseling Prerequisite: EDC 604	4.50
EDC 605B	Individual/Group Counseling Prerequisite: EDC 605A	4.50
EDC 612A	Fieldwork Experience A Prerequisite: EDC 600; EDC 601; EDC 602; EDC 603; EDC 604; EDC 605A; EDC 605B; EDC 606; EDC 607; EDC 608; EDC 609; EDC 610; EDC 611	4.50
ETS Praxis Exam (#5422) with a score of 146 or better.		

Doctoral Degrees

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[Juris Doctor](#)

Courses

Class-Based

ABA 620 Philosophical Underpinning ABA (4.50)

Duration: 8

This 8-week course is designed to develop competence in the history and philosophy of behaviorism, explore theoretical approaches to understanding behavior, and interpret behavior using the concepts and principles of behavior analysis. The course outlines the goals of behavior analysis as a science, explains the philosophical assumptions underpinning behavior analysis, describes and explains behavior from the perspective of radical behaviorism, and examines the dimensions of Applied Behavior Analysis (ABA).

ABA 622 Concepts and Principles of ABA (4.50)

Prerequisite: ABA 620

Duration: 8

Enhances students' proficiency in the technical terminology specific to the science of behavior. Building upon the concepts introduced in ABA620, students will engage in in-depth study and application of key behavioral terms and concepts. The course emphasizes the importance of precise and accurate language use for effective communication in the field of Applied Behavior Analysis (ABA). Through a variety of instructional methods, students will develop a comprehensive understanding of the terminology essential for professional practice in behavior analysis.

ABA 624 Measurement and Design (4.50)

Prerequisite: ABA 622

Duration: 8

Develop an understanding of how principles of behavior are discovered through basic research practices in the science of behavior. This course focuses on the terminology required to discuss measurement and research design.

ABA 626 Functional Behavior Assessment (4.50)

Prerequisite: ABA 624

Duration: 8

Gain competence in the technical skills necessary to collect data using standard methods in the field (e.g., FBA), graph and analyze that data consistent with the practices in the field, and recognize the characteristics of research design consistent with a single case.

ABA 628 Behavioral Change Procedures (4.50)

Prerequisite: ABA 626

Duration: 8

Develop competence in the application of behavior analysis to a variety of settings where professionals are working to effect behavior change.

ABA 630 Developing ABA Interventions (4.50)

Prerequisite: ABA 628

Duration: 8

Expands students' knowledge of applying behavior analysis to a wide range of assessment and intervention decisions made by clinicians in various settings. It is designed to extend learning across the entire process of behavior change planning in applied environments. Students will deepen their understanding of behavior analytic assessment and intervention strategies, enhancing their skills in developing comprehensive behavior change plans tailored to diverse settings and populations.

ABA 632 Ethics Compliance Code (4.50)**Prerequisite:** ABA 630

Duration: 8

Competence in understanding the ethical implications of professional behavior analytic work in applied settings. Emphasizing the importance of ethical decision-making and legal compliance, students will explore the standards and guidelines governing behavior analytic practice. The course prepares students to navigate complex ethical dilemmas and legal considerations, ensuring responsible and effective professional conduct in diverse applied environments.

ABA 634 Supervision and Management (4.50)**Prerequisite:** ABA 632

Duration: 8

Introduction to the fundamentals of organizational behavior management (OBM) aims to develop students' competence in recognizing leadership and supervision skills essential for behavior analysts working in applied settings. Students will explore key concepts in OBM, including organizational culture, performance management, and effective leadership practices. Through case studies and practical exercises, students will develop the skills necessary to foster organizational change, enhance staff performance, and effectively supervise behavior analytic programs within applied settings.

ABA 636 Application of ABA Skills (4.50)**Prerequisite:** ABA 634

Duration: 4

Provide students with the foundational skills necessary to navigate the early stages of conducting behavior analytic research. Through a combination of theoretical instruction, students will learn how to select behavior-analytic research tactics, compose a comprehensive literature review, articulate a research question, and connect that question to self-assessment and data. Throughout the course, students will engage in practical exercises, discussions, and assignments designed to reinforce their understanding of each course learning objective. By the end of the course, students will have developed the foundational skills necessary to embark on their own behavior analytic research project.

ABA 670 ABA Capstone Project (4.50)**Prerequisite:** ABA 636

Duration: 4

Develop essential skills and knowledge necessary to produce a comprehensive capstone project demonstrating competency in defining a research problem, designing a method to address the problem, and conducting and reporting an investigation to its conclusion. By the end of the course, students will have produced a robust capstone project demonstrating their ability to contribute meaningfully to the field of behavior analysis. This project will culminate their academic and professional journey, showcasing their proficiency in research design, execution, and dissemination, as well as their readiness to apply behavior analytic principles to address complex societal challenges. Students will emerge as competent and confident practitioners prepared to make significant contributions to advancing behavior analysis and its applications in diverse contexts.

COH 401 Health Promotion Concepts (4.50)**Recommended: Prior completion of:** COH 300; COH 315; COH 400 and HTM 310

Duration: 4

Designed for entry-level professionals, covers the evolving profession of health promotion. Principles and practice of health promotion included. Essential core knowledge and skills considered. Health promotion's link to other health and human service endeavors reviewed. Challenges to health promotion included.

COH 422 Global Health (4.50)**Recommended: Prior completion of:** COH 401

Duration: 4

Behavioral, environmental, and public policy factors affecting populations. Transportation, emigration, and immigration patterns affect health status. Substantial differences in health status among world's population examined. Course presents a broad understanding of the global aspects of health promotion.

COH 430 PH Communication Strategies (4.50)

Recommended: *Prior completion of: COH 401*

Duration: 4

Methodologies to implement health promotion programs emphasized. Levels of intervention, from individual to society, are shown. Criteria for selecting methodologies presented.

COH 435 PH Policy Marketing & Advocacy (4.50)

Recommended: *Prior completion of: COH 430*

Duration: 4

Means for influencing social environments and public policy affecting public well-being. Reaching identified target audiences through a variety of strategies examined. Successful communications and advocacy campaigns reviewed.

COH 440 Disaster Preparedness & Mgmt. (4.50)

Recommended: *Prior completion of: COH 401*

Duration: 4

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

HIS 321 Gender in World History (4.50)

Prerequisite: *ENG 102; HIS 234*

Duration: 4

Traces the ways masculinity and femininity have changed over time in various contexts around the world from 1492 to 1968. Explores the many ways people have constructed these two genders, infusing them with characteristics and values. Also investigates the ways gender becomes a discourse used in defining power relationships. This course demonstrates how gender can be a useful category for analysis when querying historical phenomena, including: empire building; revolutions, anti-colonial uprisings, and labor movements; the major utopian ideas of the 20th century; and post-war political and social realignments.

HIS 340 Global Environmental History (4.50)

Prerequisite: *ENG 240; HIS 233; HIS 234*

Duration: 4

Examines the relationships between humans and the natural environment from prehistoric times to the present. Investigates conceptions of nature and the use of resources in various societies, the consequences of different forms of social and economic organization on the environment, and the impact of technological change on the world's ecology.

MKT 445 Digital Marketing (4.50)

Prerequisite: *MKT 302A*

Duration: 4

An introduction to digital marketing that explores the development, implementation, and measurement of digital-based marketing strategies and tactics including search engine optimization (SEO), social media marketing, and online advertising.

MKT 494 Digital Marketing Capstone (4.50)

Prerequisite: *MKT 460; MKT 462; MKT 470; MKT 430; MKT 434; MKT 450; MKT 452*

Duration: 4

This capstone course provides the student with a clear understanding of the digital marketing arena. As global Business is constantly confronted with the need to participate and manage in a real-time digital environment, there is a need to take advantage of digital technologies as a tool that could be argued as a necessity for competitive survival and advantage. Students will learn about the importance of online marketing in multiple settings such as the web, and mobile as the underpinnings of the social media-driven digital delivery ecosystem. The student will investigate the impact of the platform culture and how this global landscape creates new and exciting target markets in this rapidly evolving digital economy.

SOC 330 Film in a Global Context (4.50)

Duration: 4

Examines how international cinema represents various aspects of societies and cultures outside the U.S.

Representative films of Asia, Africa, Europe, Latin America, Australia and Oceania, and Canada may be studied.

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DDS 7250 - Rsrch Design in Data Science

DDS 7255 - Adv Rsrch Dsgn in Data Science

DDS 8150 - Artificial Intelligence

DDS 8500 - Principles of Data Science

DDS 8501 - Exploratory Data Analysis

DDS 8510 - Data Visualization

DDS 8515 - Multivariate Analysis

DDS 8521 - Statistical Modeling

DDS 8530 - Big Data Development

DDS 8536 - Current Topics in Data Science

DDS 8555 - Predictive Analysis

DDS 8590 - Data, Information, Knowledge

DHA 7007 - Trends and Issues

DHA 7014 - Current Issues in Long-Term Care Administration

DHA 7015 - Advanced Conflict Resolution in Healthcare Organizations

LAW 703A - Legal Methods A

LAW 703B - Legal Methods B

LAW 706 - Legal Research and Writing

LAW 730 - Law and Motion

LAW 750 - Advanced Legal Writing

LAW 755A - Advanced Legal Writing A

LAW 880 - Directed Research

MSN 5300 - Physical Assess. Nurse Educ

MSN 5301 - Advanced Pathopharmacology

MSN 5302 - Role of the Nurse Educator

MSN 5303 - Curriculum Development & Eval

MSN 5304 - Assessment & Evaluation

MSN 5305 - Nurse Educator Capstone

PSY 8335 - Psychology of Aging

PSY 8336 - Mental Health and Aging

PSY 8337 - Aging, Fam Older Adult Care

PSY 8338 - Multicul Perspectives on Aging

PSY 8339 - PSY Practice in Gerontology

PSY 8340 - Death and Dying

