



# **ADDENDUM C**

## **TO THE NATIONAL UNIVERSITY GENERAL CATALOG 84**

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

The following updates will take effect July 5, 2022.

## Technology Fees and Policy Information

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

ACC 410A .....	\$90.00
CHE 101A .....	\$244.73
CHE 149A .....	\$140.73
CHE 150A .....	\$209.73
MTH 12A .....	\$41.25
MTH 12B .....	\$41.25
PHS 104A .....	\$261.73
PHS 179A .....	\$266.73
SOC 100 .....	\$33.50

## Financial Aid Return Policy

As part of the Higher Education Amendments of 1998, Congress passed provisions regarding refund policies and procedures for students who have received federal student aid and are considered withdrawn from school. To comply with these regulations, any student who does not participate in academic-related activity for 35 consecutive days, with the exception of scheduled University holidays, breaks or Title IV approved leaves of absence will be considered withdrawn for Title IV financial aid purposes.

The Federal Return of Title IV Funds (R2T4) policy governs all federal grant and loan programs, including Federal Pell Grant, SEOG, TEACH Grant, Stafford/ Direct Loans (subsidized and unsubsidized), and PLUS loans.

For more information, read the Policies and Procedures section of this catalog.

### Financial Aid Refund Policy

As part of the Higher Education Amendments of 1998, Congress passed new provisions on October 29, 2010 regarding refund policies and procedures for students who have received Federal Student Assistance and are considered withdrawn from school. To comply with these regulations, any student who does not participate in academic-related activity for 35 consecutive days, with the exception of scheduled University holidays, breaks or Title IV approved leaves of absence will be considered withdrawn for Title IV financial aid purposes.

The Federal Return of Title IV Funds (R2T4) policy was effective October 29, 2010, and governs all federal grant and loan programs, including Federal Pell Grant, SEOG, TEACH Grant, Stafford/Direct Loans (subsidized and unsubsidized,) and PLUS loans.

This federal regulation assumes that awards of Federal Student Aid funds are earned in proportion to the number of days attended for the period funded. If a student is considered withdrawn from the University, a calculation is then performed to identify the total scheduled financial assistance the student earned and is therefore entitled to receive. If the student receives (or the University receives on the student's behalf) more financial aid than is earned, the unearned funds must be returned to the Department of Education. If the student receives (or the University receives on the student's behalf) less financial aid than the amount earned, the student may be able to receive those additional funds.

The portion of federal grants and loans that a student is entitled to receive is calculated on a percentage basis. The percentage is determined by comparing the total number of days in the specified payment period to the number of days completed before withdrawing from the University.

For example, if a student completes 30 percent of the payment period, the student earns 30 percent of the financial aid he/she was originally scheduled to receive. This means that 70 percent of the scheduled award received at the beginning of the payment period becomes unearned and must be returned. In general, loan disbursements and grants cover a specific period of time and number of units called the payment period. Once more than 60 percent of the payment period has been completed, all (100 percent) of the financial aid award received for that period is considered earned.

Important Note: If a student is considered withdrawn from the University (officially or unofficially) before

completing 60 percent of a payment period, the student may have to repay unearned federal monies that were already disbursed at the beginning of the payment period.

The Withdrawal date will be determined as either:

- The effective date of withdrawal from the last course attempted, as documented by the University, or
- The last date of attendance at an academically related activity, as documented by the University.

If it is determined that the student received excess funds that must be returned, the University shares the responsibility of returning those funds. The University's portion of the funds to be returned is equal to the lesser of:

- The entire amount of the excess funds, or
- The total in tuition and fee charges multiplied by the percentage of unearned aid received.

If the refund calculation determines that the University is not required to return all of the excess funds, then the student must return the remaining amount. Any loan funds that a student is required to return must be repaid according to the terms of the promissory note. If any grant funds must be returned, the law allows the repayment amount to be reduced by 50 percent. This means that a student who has received too much in grant funds will only be required to return half of the excess amount.

If there is a return of any unearned financial aid by the University, the student will be billed accordingly. In such cases, the student will be required to make arrangements with the Student Business Services Office to pay the amount refunded to the Department of Education within 45 days of the date of the University's notification.

In addition, the student will not be eligible for any further federal financial aid until the balance is paid to the Business Office. Effective May 1, 2011, National University began reporting student account defaults to credit reporting agencies.

## **Leave of Absence**

Students are limited to one hundred and eighty (180) Leave of Absence (LOA) days per twelve (12) month period. LOA days need not all be taken at once. A student may have multiple LOAs within a 12-month period provided that the cumulative total does not exceed the allowable amount. University scheduled breaks will be counted toward the 180-LOA day limit if a student is on an approved LOA during a scheduled break.

For students in non-term programs who need a break of sixty (60) days or less from their last date of attendance, an LOA may not be necessary. A student will not be considered to have withdrawn if the student submits written confirmation (email is acceptable) that they will resume attendance, and that future date of attendance is no later than 60 calendar days after the student ceased attendance.

A student on an approved LOA will be considered enrolled at National University. In some cases, these students may be eligible for an in-school deferment for student aid loans. Federal Student Assistance (FSA) may be negatively impacted if students fail to timely apply for a LOA or if the application is denied.

To request a formal LOA, students will need to follow the steps outlined below. Students who receive FSA in the form of loans and grants, and who will have a break in attendance of 35 days or more, may be subject to recalculation and/or return of unearned FSA monies, unless they have an approved LOA on file. Students who do not return from an approved LOA on the student's scheduled return date will be withdrawn from the University.

Further information for FSA students may be obtained from their Student Finance Advisor.

Students requesting a LOA must:

1. Timely inform their Student Finance Advisor of their request and discuss financial aid implications, as appropriate.
2. Submit the e-form request for Leave of Absence located on the student portal and include the following information:
  - a. Beginning and ending dates of the LOA requested
  - b. Reason for the LOA request.
3. An LOA approval must meet the above criteria and the reason for the request must be approved by the Office of the Registrar.

All students are encouraged to submit requests at their earliest opportunity to allow the University adequate time to process the request. Requests submitted the day of the requested leave start date or later will not be considered.

All LOA requests start the day of the student's request for the LOA. LOA will not be backdated unless the student has documented extenuating circumstances that prevented them from making the request in advance of their leave.

Once approved, the LOA will be entered into the student's record and the student will be reported as an approved LOA student. It is the student's responsibility to determine how this status may affect any other funding sources they may be receiving.

Requesting a LOA does not grant a drop or withdrawal from the current class of attendance. The current class remains subject to the official drop and withdrawal policies as published in the catalog. If an emergency LOA is approved, in the middle of the course, and the student receives a Withdraw, upon return, the student will not be charged tuition to retake the course.

### **Financial Aid Implications for Students Requesting a Leave of Absence**

Financial aid students must contact their Student Finance Advisor as early as possible upon determining they would like to request a LOA to discuss the impact on student aid. Students who do not return from an approved LOA will have all future loan disbursements canceled. The loan repayment grace periods established on all previously disbursed loans will have begun as of the first day of the student's approved LOA. Therefore, if the student does not return from an approved LOA, the student may have exhausted some or all the grace period and may be required to enter repayment immediately. Students will need to contact their lender(s) regarding grace period rules and requirements.

## **Attendance Procedures**

### **Defining Attendance**

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

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

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

Residential (face-to-face) Courses:

Students are expected to attend all scheduled classes of a course.

Online Courses:

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

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

- Completing the initial assessment
- Submitting a graded assignment for evaluation
- Completing a pre-final exam
- Taking a final exam
- Submitting a final project; and/or
- Reviewing graded feedback from faculty on the initial assessment, unit assignments, pre-final, or final project.
- Taking quizzes
- Participating in an online tutorial or computer-assisted instruction
- Watching videos in the online course room
- Following links to external resources
- Participating in an online discussion about academic matters

The following will not count as attendance:

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

### **Out of Attendance:**

The University requires students to be in attendance at least once every 35 calendar days from the last date of attendance. Lack of participation and/or attendance for students taking on-site or online classes does not qualify the student for a refund or consideration for a drop or

withdrawal from the class unless the student submits the request within the established timeframe (see refund and course drop and withdrawal policy). Students, whether on-site or online, are responsible for following the published policy on deadlines for drop and withdrawal.

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

Any dispute about attendance must be addressed by the student in writing and submitted to the Office of the Registrar within ninety (90) days of grade posting. If extenuating circumstances prevent the submission of the dispute within that time frame, the Office of the Registrar will make a determination about whether the circumstances warrant further consideration. The Office of the Registrar will not consider a dispute that is more than one year old.

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

## **Satisfactory Academic Progress (SAP) Policy**

Satisfactory Academic Progress (SAP) is the standard by which National University (NU) measures students' progress toward completion of a degree or certificate program. Standards of Satisfactory Academic Progress were established to encourage students to successfully complete courses and to progress satisfactorily toward degree completion. SAP is comprised of three components that cumulatively make up this standard. These components include a student's grade point average (GPA), course completion rate/rate of progression (ROP), and maximum timeframe to completion. If at an evaluation point a student fails to meet one or all of these components, they will be notified of any impacts and appropriate resolutions/courses of action. However, it is ultimately the student's responsibility to know these requirements, and failure to receive notification does not nullify the SAP status.

### **SAP Procedures**

#### **SAP Component Definitions**

**Qualitative Requirement – Grade Point Average (GPA)**- GPA is calculated using **only grades earned at the university** for the student's current program of study. Credits transferred into a program have no bearing on the student's cumulative GPA. The minimum GPA requirement for undergraduate is 2.0. The minimum GPA requirement for graduate students is 3.0. Please refer to the grade point scale for additional information on calculating GPA.

**Grade points are assigned to academic performance grades as indicated and are used to calculate a Cumulative Grade Point Average (CGPA) for each student:**

<b>All Courses</b>	<b>Undergraduate Courses Only</b>
<b>A = 4.00</b>	<b>C- = 1.66</b>
<b>A- = 3.66</b>	<b>D+ = 1.33</b>
<b>B+ = 3.33</b>	<b>D = 1.00</b>
<b>B = 3.00</b>	
<b>B- = 2.66</b>	
<b>C+ = 2.33</b>	
<b>C = 2.00</b>	
<b>F = 0.00</b>	
<b>S = N/A</b>	
<b>U = N/A</b>	

NOTE:

S (Satisfactory) denotes satisfactory progress in a course but does not contribute to the calculation of GPA

U (Unsatisfactory) denotes unsatisfactory progress in a course but does not contribute to the calculation of GPA

### **Course Completion Rate/ Rate of Progression (ROP)**

Students must earn a passing grade in two-thirds or no less than 66.67% of the course credit hours attempted toward completion of their program of study. The Course Completion Rate/Rate of Progression (ROP) is calculated by dividing the cumulative number of credit hours successfully completed, including those transferred into the program, by the cumulative number of credit hours attempted. All courses count as attempted except for drops and withdrawals for Military Leave. Only courses for which the student receives a passing grade count as completed.

**SAP Maximum Timeframe** -The SAP Maximum Timeframe to complete a program cannot exceed 150% of the published length of the student's active program and is measured in credit hours. For example, if an undergraduate program consists of 120 credit hours, the student must successfully complete the program after attempting no more than 180 credit hours. A SAP Appeal will need to be filed for all program extensions when it has been determined that a student cannot complete their program within the allowed attempted credit limits per their individual program requirements and will need more time to complete their degree program.

### **Treatment of Courses and Credits**

**Successfully Completed Courses**- Successful completion of a course for undergraduates is defined as a course being assigned one of the following grades: A, A-, B+, B, B-, C+, C, C-, D+, D or S. Successful completion of a course for graduate students is defined as being assigned one of the following grades: A, A-, B+, B, B-, C+, C, or S.

**Course Repetitions** - Only the most recent grade for a repeated course is counted in the program GPA. All attempted courses are counted toward the Course Completion Rate/ Rate of Progression and the SAP Maximum Timeframe for program completion.

**Dropped Courses** - Courses dropped before the end of the drop period or are approved for a back-dated drop are not included in SAP calculations.

**Applied/Migrated Credits Within the University** - All credits earned at National University are accepted into the student's current program of study are considered as both attempted and completed credits for calculation of the Course Completion Rate/ Rate of Progression (ROP), are counted toward the SAP Maximum Timeframe, and are included in Program GPA calculations. If a comparison of the original program and the program the student is entering results in the determination of a substantial change by the Office of the Registrar, the student is considered to be starting a new program. In this case, SAP will restart.

**Transfer Credits From Another Institution** - All accepted transfer credits from an outside institution transferred into the student's current program of study are considered both attempted and completed credits for purposes of calculating the Course Completion Rate/ Rate of Progression. Graduate transferred credits are not included in SAP Maximum Timeframe or Program GPA calculations. Undergraduate transfer credits are included in SAP Maximum Timeframe but not in Program GPA calculations.

**Course Withdrawals** - All courses from which a student withdraws after the end of the add/ drop period will be counted in the student's course completion rate. These courses are considered attempted credits for calculation of the Course Completion Rate/ Rate of Progression and are counted toward the SAP Maximum Timeframe. Withdrawn classes do not count toward a student's cumulative GPA.

### **SAP Evaluation Timeframes**

SAP evaluations will be completed on a payment period basis for all programs and degrees. Note: A SAP status shall be in place for a full evaluation period until a student reaches their next evaluation point.

**Term-Based Programs** – Students enrolled in term-based programs are evaluated for SAP after each term in their program.

**Undergraduate Programs** – Students enrolled in undergraduate programs are evaluated for SAP after every 18 quarter units attempted in their programs.

**Graduate Programs** – Students enrolled in graduate programs are evaluated for SAP after every 18 quarter units attempted in their programs.

### **SAP Evaluation Statuses**

**Good Standing** - A student is in good standing if: 1) No grades have been posted yet, or 2) If SAP has not been evaluated yet, or 3) Student is meeting minimum SAP requirements at time of evaluation, or 4) Student regained Good Standing after being placed on Warning or Suspension period.

**Warning** – A student is in Warning status when they are not maintaining Good Standing pursuant to the terms of this policy at the time of any SAP evaluation. Financial aid may be received while in this status. If SAP is regained by the next scheduled SAP evaluation period, the student is returned to Good Standing status.



**Suspension** – A student is in a Suspension status when they did not regain Good Standing after being placed on Warning. While in this status, the student becomes ineligible for Title IV funding. Students that have Suspension and used Title IV funds previously, will need to determine an alternative funding option, with support from their advisor. The student may also request to appeal for reinstatement of Title IV funding through the appeals process. Should the student meet SAP upon the completion of this evaluation period, the student will return to Good Standing thereby regaining eligibility for Title IV funding. The inability to obtain “Good” SAP standing by the conclusion of the student’s evaluation period will lead to SAP Dismissal.

**Probation** – A student is in Probation status only if they were first placed on Suspension and then successfully appealed to have their funding reinstated. A student may not overlap courses while in this status unless approved by the school dean. If SAP is met by the next scheduled evaluation period, the student will regain Good Standing status and will also remain eligible for Title IV funding. Should SAP not be met upon the completion of the evaluation period, the student will reach SAP Dismissal.

**Extended Probation** – Special circumstances may permit a student to continue on Extended Probation and possibly receive federal financial aid for an additional evaluation period. A student is in Extended Probation status only if they were previously placed on Probation and failed to regain Good Standing status before the next evaluation point and has then decided to Appeal based on special circumstances. If SAP is met by the next scheduled evaluation period, the student will regain Good Standing status and will remain eligible for federal financial aid.

**SAP Dismissal** – This status indicates a student was in a Suspension or Probationary SAP period and did not regain good standing by the next SAP evaluation point. Students within this status may appeal the dismissal to return to the University should it be determined the student is recoverable at that point. If ever it is determined that it is mathematically impossible for the student to regain good standing within the current program, the student may consider a substantially different program.

## Course Terminations

BUS 100-Intro to Business  
CED 600-Applied Child/Adol Development  
CED 601-Consultation in the Schools  
CED 603-Multicultural Counseling  
CED 604-School Counseling Orientation  
CED 605-Instructional Design  
CED 606-Development and Evaluation  
CED 607-School Counseling Orientation  
CED 610-Adv Coun Theories & Methods  
CED 612-Career & Academic Counseling  
CED 613-Assessment for Ed Counselors  
CED 614-Legal and Ethical Practices  
CED 616-School Counseling Intern. I  
CED 617-School Counseling Intern. II  
CED 618-School Counseling Intern. III  
CED 619-Couns Practicum Comm College  
CED 621-Practicum/Fieldwork Seminar  
CED 637-School Counseling Research  
CEE 499-Capstone Design Project II  
CPY 5001-Holistic Apprch to Counseling  
CPY 5002-Group Process A  
CPY 5003-Group Process B  
CPY 5004-Ethics and the Law  
CPY 5005-Therapeutic Skills A  
CPY 5006-Therapeutic Skills B  
CPY 5007-Therapeutic Skills C  
CPY 5008-Counseling Theory and Prac A  
CPY 5009-Counseling Theory and Prac B  
CPY 5010-Cultural & Soc Justice Issues  
CPY 5011-Child, Adolescent, Fam Therapy  
CPY 5012-Diagnosis and Assessment  
CPY 5013-Pre Pract/Child Abuse Assess  
CPY 5201-Adv. Diagnosis and Assessment  
CPY 5202-Holistic Approaches to Diagnos  
CPY 5203-Somatic Approaches to Diagnos  
CPY 5204-The Family Life Cycle  
CPY 5205-Principles of Somatic Psych  
CPY 5206-Jungian Psychology  
CPY 5207-Adv Child, Adolescent Fam Ther  
CPY 5208-Body Oriented Psychotherapy  
CPY 5209-Fundamentals of Transpersonal  
CPY 5210-Brief Therapy  
CPY 5211-Crisis and Trauma  
CPY 5212-Addiction Studies  
CPY 5213-Family Violence and Elder Care  
CPY 5214-Sexuality Studies  
CPY 5215-Advanced Studies in Depth Psy  
CPY 5216-Dance and Movement Therapy  
CPY 5217-Advanced Couple Therapy  
CPY 5218-Holistic/Somatic App to Trauma  
CPY 5219-Psychological Testing  
CPY 5220-Specialization Seminar  
CPY 5301-Psychopharmacology  
CPY 5302-Research Methods

CPY 5303-Community Mental Health  
 CPY 5304-Theories of Career Dev  
 CPY 5305-Culminating Exam  
 CPY 5401-Practicum A / Case Seminar  
 CPY 5402-Practicum B / Case Seminar  
 CPY 5403-Practicum C / Case Seminar  
 CPY 5404-Practicum D / Case Seminar  
 CPY 5405-Supplemental Practicum  
 ECO 100-Intro to Economics  
 PED 603-School Psychology Orientation  
 PED 625-Research Methods in Education  
 PED 637-School Psychology Research  
 PED 662-Leadership in School Psych  
 PED 663-Curriculum Interventions  
 PED 664-Crisis Response & Intervention  
 PED 665-Test and Measurements  
 PED 667-Developmental Psychopathology  
 PED 671-Cognitive Assessment  
 PED 672-Psycho-Academic Assessment  
 PED 673-Social/Emotional Assessment  
 PED 674-Special Populations Assessment  
 PED 676-Applied Behavior Analysis  
 PED 677-Curriculum Interventions  
 PED 678A-Practicum in School Psychology  
 PED 678B-Practicum in School Psychology  
 PED 678C-Practicum in School Psychology  
 PED 680-Roles, Issues and Ethics  
 PED 685-Internship Seminar  
 PED 689-School Psych Internship I  
 PED 690-School Psychology Intern II  
 PSP 5002-Writing Workshop  
 PSP 5054A-Rsch Methods: Quant & Qual A  
 PSP 5054B-Rsch Methods: Quant & Qual B  
 PSP 5279A-Introduction to Fieldwork A  
 PSP 5279B-Introduction to Fieldwork B  
 PSP 5280-Fieldwork  
 PSP 5800A-Sport Psychology A  
 PSP 5800B-Sport Psychology B  
 PSP 5803A-Ethics & Issues Sport Psych A  
 PSP 5803B-Ethics & Issues Sport Psych B  
 PSP 5804-Assessment Strategies  
 PSP 5805-Psychopathology Assessment  
 PSP 5811-Counseling Skills A  
 PSP 5812-Counseling Skills B  
 PSP 5814-Diversity in Sport  
 PSP 5815-Performance Enhancement A  
 PSP 5816-Performance Enhancement B  
 PSP 5817-Performance Enhancement C  
 PSP 5819-Social & Hist Issues in Sport  
 PSP 5820-Psychology of Coaching  
 PSP 5821-Gender Issues in Sport  
 PSP 5822-Team Building  
 PSP 5826-Cognitive & Affective Behavior  
 PSP 5832-Psychology of Injury  
 PSP 5833-Kinesiology  
 PSP 5834-Motor Learning & Performance  
 PSP 5835-Exercise Psychology

PSP 5838-Health Psychology  
PSP 5841-Neuropsychology  
PSP 5842-Recreation Enhancement  
PSP 5843-Mindful Appr to Performance A  
PSP 5844-Mindful Appr to Performance B  
PSP 5850A-Clinical Sport Psychology  
PSP 5885-Best Practices Remote Consult  
PSP 5895A-Applied Project A  
PSP 5895B-Applied Project B  
PSP 9000-Prof Development Seminar  
PSP 9030-Develop a Consulting Prac A  
PSP 9031-Develop a Consulting Prac B  
PSP 9085-Fieldwork Exam  
PSP 9090-Comprehensive Written Exam  
PSP 9091-Comprehensive Oral Exam  
PSP 9092-Thesis Defense  
PSY 611A-Counseling Paradigms I  
PSY 611B-Counseling Paradigms II  
PSY 620-Perspectives on Psychology  
PSY 626-Human Sexuality  
PSY 632B-Couples Therapy  
PSY 638-Wellbeing & Wellness  
SPD 514-Lang/Lit- Case Study  
SPD 550A-Student Teaching for M/S: A  
SPD 550B-Student Teaching for M/S:B  
SPD 552A-Student Teaching for M/M: A  
SPD 552B-Student Teaching for M/M: B  
SPD 600S-Foundation Preparation:SPED  
SPD 621-Adv. Behavioral Supports & SEL  
SPD 631-Special Ed Law  
SPD 633-Assmnt, Differentiation M/M  
SPD 645-Collab & Case Mgmnt M/S  
SPD 691A-M/S Internship: A  
SPD 691B-M/S Internship: B  
SPD 691C-M/S Internship: C  
SPD 691D-M/S Internship:D  
SPD 691E-M/S Internship:E  
SPD 691F-M/S Internship:F  
SPD 693A-M/M Internship: A  
SPD 693B-M/M Internship: B  
SPD 693C-M/M Internship:C  
SPD 693D-M/M Internship:D  
SPD 693E-M/M Internship:E  
SPD 693F-M/M Internship:F  
SPD 695-Understanding Edu. Research  
SPD 696-Capstone Project

## **Program Terminations**

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

Master of Arts in Sport Psychology

Master of Education in Special Education with a Preliminary Ed Specialist Credential: Mild/Moderate Credential with Internship Option (California)

Master of Education in Special Education with a Preliminary Ed Specialist Credential: Moderate/Severe with Internship Option (California)

Preliminary Education Specialist Credential: Mild/Moderate with Internship Option (California)

Preliminary Education Specialist Credential: Moderate/Severe with Internship Option (California)

University Internship Credential Program for Pupil Personnel Services School Counseling

Graduate Certificate in Sport Psychology

# Degree Information

## Categories

### Undergraduate Degrees

#### Associate of Arts in General Education

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

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

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

#### General Education Program Requirements

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

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

#### Program Learning Outcomes:

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

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

#### Degree Requirements:

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

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

**AREA A: ENGLISH COMMUNICATION (Minimum 13.5 quarter units)**

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

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

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

**AREA E: SOCIAL AND BEHAVIORAL SCIENCES (Minimum 13.5 quarter units)****AREA F: PHYSICAL AND BIOLOGICAL SCIENCES (Minimum 6 quarter units)**

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

**AREA G: LIFELONG LEARNING AND SELF DEVELOPMENT (Minimum 4.5 quarter units)****AREA A-G: GENERAL EDUCATION (Minimum 4.5 quarter units)**

## Concentration in Business Administration

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

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

**Requirements for the Concentration (8 courses; 24 semester credit hours)**

MNS 205	Intro to Quantitative Methods	3.00
ECO 203	Principles of Microeconomics	3.00
ECO 204	Principles of Macroeconomics	3.00
ACC 201	Financial Accounting Funds.	3.00
ACC 202	Managerial Accounting Funds.	3.00
	<b>Prerequisite:</b> ACC 201	
FIN 310	Business Finance	3.00
	<b>Prerequisite:</b> ACC 201	
LAW 204	Legal Aspects of Business I	3.00
MGT 309	Prin. of Mgmt & Organizations	3.00

## Concentration in Criminal Justice Administration

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

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

This concentration provides students with an introduction to the criminal justice system. Students who complete this degree concentration are prepared to move directly into intermediate-level positions in criminal justice and/or articulation into a bachelor's degree program in criminal justice.

**Program Learning Outcomes:**

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

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

- Demonstrate creative thinking in expression or problem solving.

### Requirements for Concentration (5 courses; 22.5 quarter units)

Students are to choose five courses from the following six options listed below:

CJA 229	Introduction to Policing <i>Historical-Review all addendums</i>	4.50
CJA 340	Corrections	4.50
CJA 337	The Juvenile Offender	4.50
CJA 351	Courts & the Judicial Process	4.50
CJA 352	Criminal Law and Procedure	4.50
CJA 356	Criminal Evidence	4.50

## Associate of Science in Human Biology

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

**Academic Program Director:** Ana Maria Barral; abarral@nu.edu

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

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

### Program Learning Outcomes:

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

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

### Degree Requirements:

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

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

### Prerequisites for the Major (7 courses; 28.5 quarter units)

ENG 102	Effective College English	4.50
COM 103	Public Speaking	4.50



ILR 260	Academic Information Literacy <b>Prerequisite:</b> ENG 102	4.50
CHE 101	Introductory Chemistry <i>Historical-Review all addendums</i> <b>Recommended Preparation:</b> MTH 204, or MTH 215, or MTH 216A and MTH 216B	4.50
CHE 101A	Introductory Chemistry Lab <i>Historical-Review all addendums</i> <b>Prerequisite:</b> CHE 101, or CHE 141 for Science Majors.	1.50
HIS 375	Nevada History, Gov't and Cons <sup>#</sup> <i>Discontinued</i> <b>Prerequisite:</b> ENG 102	4.50
MTH 204	Mathematics for Science <i>Historical-Review all addendums</i> <b>Prerequisite:</b> MTH 12A and MTH 12B, or Accuplacer test placement	4.50
OR MTH 215	College Algebra & Trigonometry <b>Prerequisite:</b> MTH 12A and MTH 12B, or Accuplacer test placement evaluation	4.50

<sup>#</sup>Required for Nevada students only.

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

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

PSYC 100	Introduction to Psychology	4.50
SOC 100	Principles of Sociology	4.50
BIO 201	Human Anatomy and Physiol I <i>Historical-Review all addendums</i> <b>Corequisite:</b> BIO 191A, or BIO 201A; <b>Recommended:</b> Prior completion of: BIO 100; BIO 100A; CHE 101; CHE 101A	4.50
BIO 191A	Online Hum Anat and Phys I Lab* <i>Historical-Review all addendums</i> <b>Corequisite:</b> BIO 201; <b>Recommended:</b> Prior completion of: BIO 100; BIO 100A; CHE 101; CHE 101A	1.50
OR BIO 201A	Human Anatomy and Physiol LabI <i>Historical-Review all addendums</i> <b>Corequisite:</b> BIO 201; <b>Recommended:</b> Prior completion of: BIO 100; BIO 100A; CHE 101; CHE 101A or equivalent courses.	1.50
BIO 202	Human Anatomy and Physiol II <b>Corequisite:</b> BIO 202A, or BIO 192A; <b>Prerequisite:</b> BIO 201 and BIO 201A	4.50
BIO 192A	Online Anat and Phys II Lab* <b>Corequisite:</b> BIO 202; <b>Prerequisite:</b> BIO 191A with a minimum grade of C-. Passing grade required; BIO 201 with a minimum grade of C-. Passing grade required	1.50
OR BIO 202A	Human Anatomy andPhysiol LabII <i>Historical-Review all addendums</i> <b>Corequisite:</b> BIO 202; <b>Prerequisite:</b> BIO 201; BIO 201A	1.50
BIO 203	Introductory Microbiology <i>Historical-Review all addendums</i> <b>Corequisite:</b> BIO 203A Students should take both lecture and lab courses concurrently and with the same instructor to ensure a consistent learning	4.50

experience. Students who are retaking one of the two courses or present special circumstances should petition for exception to this requisite.;  
**Recommended: Prior completion of:** BIO 100 and BIO 100A; CHE 101 and CHE 101A or equivalent courses; BIO 201 and BIO 201A; BIO 202 and BIO 202A

BIO 193A	Online Microbiology Lab* <i>Historical-Review all addendums</i> <b>Corequisite:</b> BIO 203; <b>Recommended: Prior completion of:</b> BIO 191A; BIO 201; CHE 101; CHE 101A	1.50
OR		
BIO 203A	Introductory Microbiology Lab <i>Historical-Review all addendums</i> <b>Corequisite:</b> BIO 203; <b>Recommended: Prior completion of:</b> BIO 100; BIO 100A; CHE 101; CHE 101A; BIO 201 and BIO 201A; BIO 202 and BIO 202A	1.50
BST 322	Intro to Biomedical Statistics	4.50

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

## Bachelor of Arts in English

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

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

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

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

### BA English/MA English Transition Program

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

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

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

### Program Learning Outcomes:

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

- Knowledgeably discuss the major writers, works, movements, and periods of the British and American literary traditions.
- Apply close reading skills to analyze literary and other texts.

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

### Degree Requirements:

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

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

LIT 100	Introduction to Literature <b>Prerequisite:</b> ENG 102	4.50
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### Requirements for the Major (9 courses; 40.5 quarter units)

Choose any FOUR of the following FIVE survey courses:

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

Any ONE of the following THREE courses:

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

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

Any TWO additional upper division LIT courses

AND

One of the following:

ART 315	Film as Art	4.50	<b>Prerequisite:</b> ENG 102
BRO 305	Media Storytelling <i>Discontinued</i>	4.50	<b>Prerequisite:</b> ENG 102 and COM 100, or COM 103, or COM 220
COM 310	Communication Theory	4.50	<b>Prerequisite:</b> ENG 102
COM 334	Persuasion	4.50	<b>Prerequisite:</b> ENG 102
COM 360	Representation in the Media <i>Historical-Review all addendums</i>	4.50	<b>Prerequisite:</b> ENG 102
COM 385	Interactive Storytelling	4.50	<b>Prerequisite:</b> ENG 102
COM 394	Strategic Writing	4.50	<b>Prerequisite:</b> ENG 102
ENG 310	English Grammar	4.50	<b>Prerequisite:</b> ENG 102
ENG 350	Fundamentals of Linguistics	4.50	<b>Prerequisite:</b> ENG 102
ENG 375	Nature Writing	4.50	<b>Prerequisite:</b> ENG 102; ENG 240, or ENG 334A
GLS 330	Film in a Global Context <i>Historical-Review all addendums</i>	4.50	<b>Prerequisite:</b> ENG 240
ENG 352	Origins of English <i>Discontinued</i>	4.50	<b>Prerequisite:</b> ENG 102
SOC 325	Popular Culture	4.50	<b>Prerequisite:</b> ENG 102
SOC 336	American Film and Society <i>Historical-Review all addendums</i>	4.50	<b>Prerequisite:</b> ENG 102

AND

Any four additional upper division courses in the College of Letters and Sciences.

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

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

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

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

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

### Program Disclosure Information

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

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

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

### Program Learning Outcomes:

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

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

### Degree Requirements:

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

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

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

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

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

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

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

LIT 338	Shakespeare <b>Prerequisite:</b> ENG 240 and LIT 100	4.50
AND		
LIT 365	Contemporary Literary Theory <b>Prerequisite:</b> ENG 240 and LIT 100	4.50
AND		
ANY ONE additional Upper Division LIT Course		

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

LIT 410	African American Literature <b>Prerequisite:</b> ENG 240 and LIT 100	4.50
OR		
LIT 420	U.S. Latino Literature <b>Prerequisite:</b> ENG 240 and LIT 100	4.50
OR		
LIT 460	Gender and Literature <b>Prerequisite:</b> ENG 240 and LIT 100	4.50

ANY FOUR of the following:

COM 360	Representation in the Media <i>Historical-Review all addendums</i> <b>Prerequisite:</b> ENG 102	4.50
OR		
ENG 301	Fiction Writing II <i>Historical-Review all addendums</i> <b>Prerequisite:</b> ENG 201	4.50
OR		
ENG 302	Poetry Writing II <i>Historical-Review all addendums</i> <b>Prerequisite:</b> ENG 202	4.50
OR		
ENG 310	English Grammar <b>Prerequisite:</b> ENG 102	4.50
OR		
ENG 350	Fundamentals of Linguistics <b>Prerequisite:</b> ENG 102	4.50
OR		
ENG 375	Nature Writing	4.50

**Prerequisite:** ENG 102; ENG 240, or ENG 334A

OR LIT 345	Mythology <b>Prerequisite:</b> ENG 240 and LIT 100	4.50
OR LIT 430	Children's Literature <b>Prerequisite:</b> ENG 240 and LIT 100	4.50
OR LIT 463	Contemporary World Literature <b>Prerequisite:</b> ENG 240 and LIT 100	4.50
Capstone Requirement		
LIT 498	English Capstone Course <b>Prerequisite:</b> Satisfactory completion of 8 upper-division ENG or LIT courses	4.50

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

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

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

Students are required to take the courses in this sequence.

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

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

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

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

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

### Program Learning Outcomes:

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

- Integrate the knowledge needed for engaging/supporting all K12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for creating/maintaining effective learning environments for all K12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for making subject matter comprehensible for all K12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for designing/planning learning experiences for all K12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for assessing all K12 learners, including those with diverse learning needs.



- Integrate the knowledge needed for being a legal, ethical, and professional educator for all K12 learners, including those with diverse learning needs.
- Reflect critically about the application of the inspired teaching and learning principles.

### Degree Requirements:

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

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

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

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

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

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

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

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

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

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

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

## Bachelor of Business Administration

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

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

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

### Bachelor of Business Administration Transition Programs

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

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

Students in the BBA/MBA transition program may take up to three MBA classes as electives during the BBA. Students may choose from any course in the MBA Core curriculum in which all prerequisites are met. The number of courses required to earn an MBA degree for transition program students is reduced from 12 to as few as 9 courses, depending on classes selected and grades earned.

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

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

### Program Learning Outcomes:

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

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

- Examine a global business perspective based on the knowledge of foreign business environments and cultures

### Degree Requirements:

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

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

MNS 205 must be taken if students do not have transfer credits for MNS 205, MTH 215, or MTH 220.

MNS 205	Intro to Quantitative Methods* <i>Historical-Review all addendums</i>	4.50
OR		
MTH 215	College Algebra & Trigonometry* <i>Historical-Review all addendums</i> <b>Prerequisite:</b> MTH 12A and MTH 12B, or Accuplacer test placement evaluation	4.50
OR		
MTH 220	Calculus I* <i>Historical-Review all addendums</i> <b>Prerequisite:</b> MTH 216B, or MTH 215, or Accuplacer test placement	4.50
MTH 210	Probability and Statistics* <b>Prerequisite:</b> MTH 12A and MTH 12B, or Accuplacer test placement evaluation	4.50
ECO 203	Principles of Microeconomics*	4.50
ECO 204	Principles of Macroeconomics*	4.50
ACC 201	Financial Accounting Funds.	4.50
ACC 202	Managerial Accounting Funds. <b>Prerequisite:</b> ACC 201	4.50
LAW 204	Legal Aspects of Business I	4.50

\* May be used to meet General Education requirements

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

MGT 309	Prin. of Mgmt & Organizations	4.50
MKT 302A	Marketing Fundamentals	4.50
BIM 400	Info Mgmt in Organizations	4.50
FIN 310	Business Finance <b>Prerequisite:</b> ACC 201	4.50
MGT 400	Ethics in Law, Business & Mgmt	4.50
MNS 407	Management Science* <b>Prerequisite:</b> MNS 205 and MTH 210	4.50
MGT 451	Production & Ops Management <b>Prerequisite:</b> MNS 407	4.50
IBU 430	Survey of Global Business <b>Prerequisite:</b> ECO 203 and ECO 204	4.50

BUS 485A	Capstone Strat Bus Policy I <i>Historical-Review all addendums</i> <b>Prerequisite:</b> MNS 205, or MTH 215, or MTH 220 and MTH 210; ECO 203; ECO 204; ACC 201; ACC 202; LAW 204; BIM 400; MGT 309; MGT 400; FIN 310; MNS 407; MKT 302A; IBU 430; MGT 451	4.50
BUS 485B	Capstone Strat Bus Policy II <b>Prerequisite:</b> BUS 485A with a minimum grade of C. C is the minimum satisfactory grade to complete the first part of the capstone. Students need to have the business scanning complete in order to create business strategies for the next five years in the second part of the capstone.	4.50

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

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

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

### Recommended Electives

FIN 446	International Financial Mgmt <b>Prerequisite:</b> FIN 310	4.50
FIN 440	Financial Institutions <b>Prerequisite:</b> FIN 310	4.50
HRM 409B	Intro to Human Resource Mgmt	4.50
HRM 432	Talent Acquisition: Onboarding	4.50
HRM 439	Legal Compliance in HR Mgmt	4.50
LAW 305	Legal Aspects of Business II <b>Prerequisite:</b> LAW 204	4.50
MGT 422	Team Bldg, Interpers Dynamics	4.50
MKT 430	Intro to Global Marketing <b>Prerequisite:</b> MKT 302A	4.50
MKT 434	Marketing Research & Analytics <b>Prerequisite:</b> MKT 302A	4.50
MKT 443	Introduction to Advertising <i>Discontinued</i> <b>Prerequisite:</b> MKT 302A	4.50

## Concentration in Accounting

**Academic Program Director:** Consolacion Fajardo; cfajardo@nu.edu

This concentration is designed for business administration majors with a broad base in business-related disciplines, who also wish to gain intermediate-level accounting knowledge and skills appropriate for careers in the accounting and finance departments of a business, nonprofit, or government entity.

Students are encouraged to seek a nationally recognized accounting designation such as the CMA (Certified Management Accountant) or CFM (Certified in Financial Management). Those who are considering a CPA designation (Certified Public Accountant) are best served by enrolling in the B.S. in Accounting degree program.

Students are strongly advised to contact the above-named Faculty Advisor for guidance and recommendations as to academic preparation that will best meet their career objectives.

**Program Learning Outcomes:**

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

- Use information technologies and computerized accounting software for financial accounting and tax reporting.
- Apply generally accepted accounting principles to measure and report information related to accounting for assets, liabilities, and equities, revenue and expenses, and cash flows of business enterprises and governmental and not-for-profit entities.
- Interpret cost data and prepare managerial accounting reports.

**Degree Requirements:****Requirements for the Concentration (6 courses; 18 semester credit hours)**

Students must successfully complete the required courses listed below. Note: all students must have completed ACC 201 and ACC 202 with a grade of "C" or higher before enrolling in any of the six required accounting courses.

ACC 410A	Intermediate Accounting I <b>Prerequisite:</b> ACC 201	3.00
ACC 410B	Intermediate Accounting II <b>Prerequisite:</b> ACC 410A	3.00
ACC 410C	Intermediate Accounting III <b>Prerequisite:</b> ACC 410B	3.00
ACC 432A	Taxation-Individual <b>Prerequisite:</b> ACC 201	3.00
ACC 433	Managerial Accounting <b>Prerequisite:</b> ACC 202	3.00
ACC 434	Government and Nonprofit Acct <b>Prerequisite:</b> ACC 201	3.00

**Concentration in Alternative Dispute Resolution**

**Status:** *Discontinued*

**Academic Program Director:** Jack Hamlin; jhamlin@nu.edu

This concentration is designed for students pursuing degrees in the area of Legal Studies, Business and Public Administration, Leadership and Counseling. The program is for those students who want to supplement their primary studies and pursue Alternative Dispute Resolution (ADR) as an integral part of their studies. Upon completion, either as a concentration, minor or as a stand-alone certificate, the student will have learned the fundamentals needed to engage in conflict diagnosis and to be effective negotiators, mediators, facilitators, and arbitrators. Working with diverse cultures, the ADR student will be able to search for and guide others seeking peaceful solutions to conflict. The concentration will also position the student to grow in the role as an ADR specialist or consultant as the demand for ADR grows in law, business, counseling, governmental, community organizations and non-profit agencies.

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

Choose 4 from the following:

ADR 400	Alternative Dispute Resolution	4.50
ADR 405	Negotiation Fundamentals	4.50
ADR 410	Facilitation Fundamentals	4.50

ADR 415	Mediation Fundamentals	4.50
ADR 420	Communication & Conflict	4.50
ADR 425	Issues in Conflict Management	4.50
ADR 430	Ethics and Neutrality	4.50

## Concentration in Business Law

**Academic Program Director:** Bryan Hance; bhance@nu.edu

This concentration is designed for students undertaking the Bachelor of Business Administration (BBA) or BA Management (BAM) degree. The concentration will provide students who have an interest in a career in law, business or government, with an understanding of the complex legal issues that exist in today's business environment.

### Prerequisite (1 course; 3 semester credit hours)

LAW 204	Legal Aspects of Business I	3.00
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### Requirements for the Concentration (6 courses; 18 semester credit hours)

Choose six courses from the following:

LAW 305	Legal Aspects of Business II <i>Prerequisite: LAW 204</i>	3.00
LAW 400	Current Legal Issues	3.00
LAW 440	Comparative International Law	3.00
LAW 445	Administrative Law for Business	3.00
LAW 455	Public Contracting	3.00
ADR 400	Alternative Dispute Resolution	3.00
ADR 405	Negotiation Fundamentals	3.00

## Concentration in Economics

**Academic Program Director:** Wali Mondal; wmondal@nu.edu

Economics is often called the foundation of business disciplines. This concentration is designed for those students who are interested in learning how a society makes economic decisions in allocating its scarce resources. Students will also learn how individuals, businesses, and the government collaborate to achieve the goals of a society. The concentration is designed for students who can progress to higher levels of economic knowledge after taking the principles of macroeconomics and the principles of microeconomics. The concentration has been designed to provide adequate levels of quantitative skills with a view to analyzing economic data. This analytical ability will enable students to succeed in graduate studies across all business disciplines, including Finance, Management, and Marketing. The concentration will also prepare students for a successful experience in law school or other professional training.

Students earning a BAM degree with a concentration in Economics may find a wide array of employment opportunities in local, state, and federal governments, the private sector, and international organizations, including the United Nations and the Peace Corps.

For guidance and recommendations regarding the concentration in Economics, please contact the faculty mentioned above.

### Program Learning Outcomes:

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

- Apply ethical and legal principles to business environment

- Demonstrate skills and knowledge in the areas of business math, economics, accounting, finance, and operations management needed to make sound business decisions
- Apply knowledge in the fields of management, business knowledge management, and marketing to different business environments
- Integrate the knowledge acquired in the program to analyze a business, identify its strengths and weaknesses, and determine what changes can be made for improvement
- Conduct independent research relevant to business-related issues
- Demonstrate written and oral presentation skills expected of a business school graduate
- Develop a global business perspective based on the knowledge of foreign business environments and cultures

### Degree Requirements:

#### Requirements for the Concentration (5 courses; 15 semester credit hours)

##### Core Requirements (3 courses; 9 semester credit hours)

ECO 301	Intermediate Microeconomics <b>Prerequisite:</b> ECO 203; ECO 204	3.00
ECO 302	Intermediate Macroeconomics <b>Prerequisite:</b> ECO 204	3.00
ECO 303	Data Analysis <b>Prerequisite:</b> ECO 203; ECO 204	3.00

##### Electives (2 courses; 6 semester credit hours)

Please select two courses from the following list:

ECO 304	Economic Growth <b>Prerequisite:</b> ECO 203; ECO 204	3.00
ECO 410	Seminar on Capitalism <b>Prerequisite:</b> ECO 203; ECO 204	3.00
ECO 415	Labor Economics <b>Prerequisite:</b> ECO 203 and ECO 204	3.00
ECO 420	International Economics <b>Prerequisite:</b> ECO 203 and ECO 204	3.00
ECO 447	Money and Banking <b>Prerequisite:</b> ECO 203 and ECO 204	3.00

## Concentration in Entrepreneurship

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

This concentration is designed for those students who seek to gain practical knowledge in starting, managing, or running a business. The concentration aims to provide students with specialized expertise in entrepreneurship, e-business, small business management, and family business. Entrepreneurship is a core concentration in many business schools. Completing this concentration will enable students to compete in the marketplace for employment or to start new business ventures.

According to the U.S. Department of Commerce, California is a leader in small businesses and family businesses. This concentration will enable students to gain knowledge of various aspects of small business and family business, including venture capital, risk management, business registration, security issues, bankruptcy, estate planning, and philanthropy. This knowledge, combined with knowledge gained in the BBA program, will significantly enhance the earning potential of a student. Students are strongly advised to contact the above-named Faculty Advisor for guidance and recommendations regarding academic preparation for this concentration.

**Program Learning Outcomes:**

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

- Assess the various legal structures of small and family business and evaluate the feasibility of an entrepreneurial project by analyzing the organizational, marketing, and financial, aspects of a business concept.
- Apply the principles of e-commerce by developing a plan to integrate technology into a small or family business.
- Evaluate a family business with regard to its legal structure, management and leadership, and succession planning.

**Requirements for the Concentration (4 courses; 12 semester credit hours)**

MGT 481	Foundations of Entrepreneurshi	3.00
MGT 482	Small Business Management	3.00
MGT 483	E-Business	3.00
MGT 484	Family Business Management	3.00

**Concentration in Finance**

**Academic Program Director:** Gurdeep Chawla; gchawla@nu.edu

Career opportunities in finance are divided into three interrelated areas: financial institutions, including banks, insurance companies, credit unions, and similar organizations; investments, encompassing the sale of securities or security analysis; and financial management in all types of commercial and non-profit organizations. This concentration prepares students for future managerial responsibilities in these areas with an emphasis on the financial management of organizations.

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

**Program Learning Outcomes:**

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

- Apply theoretical and practical aspects of finance.
- Demonstrate oral and written communication skills needed by financial managers.

**Requirements for the Concentration (6 courses; 18 semester credit hours)**

FIN 440	Financial Institutions <b>Prerequisite:</b> FIN 310	3.00
FIN 442	Investments <b>Prerequisite:</b> FIN 310 and FIN 440	3.00
FIN 443	Working Capital Management <b>Prerequisite:</b> FIN 310	3.00
FIN 444	Risk Management & Insurance <b>Prerequisite:</b> FIN 310	3.00
FIN 446	International Financial Mgmt <b>Prerequisite:</b> FIN 310	3.00
FIN 447	Financial Planning <b>Prerequisite:</b> FIN 310 and FIN 442	3.00



## Concentration in Human Resource Management

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

This concentration provides education, knowledge, and skills that apply to every level of an organization. This degree program is excellent preparation for students attracted to a career in the increasingly important field of Human Resource Management.

### Program Learning Outcomes:

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

- Describe various types of compensation and incentive programs and their effectiveness in attracting, motivating, and retaining qualified individuals.
- Identify the responsibilities of managers and supervisors in the prevention of liability arising from employment relationships.
- Define the interrelationship of the three areas of HR development.
- Identify staffing needs and recruitment processes from information obtained from a job analysis.

### Requirements for the Concentration (6 courses; 18 semester credit hours)

Students must successfully complete the following courses for a concentration in Human Resource Management. Students are required to complete at least four of these courses in residence at National University. It is recommended that students take these courses in the order listed below, typically toward the end of their program after finishing the upper-division BA/Management core courses.

HRM 433	Pay & Benefits Administration	3.00
HRM 439	Legal Compliance in HR Mgmt	3.00
ODV 410	Workforce & Talent Management	3.00
HRM 432	Talent Acquisition: Onboarding	3.00

and two Upper-Division Elective courses in the following prefix areas: HRM, LED, ODV.

## Concentration in Logistics and Supply Chain Management

**Academic Program Director:** Justin Goldston; jgoldston@nu.edu

This concentration prepares students for analytical and managerial roles in organizations that ship goods locally or globally. The logistics goal is to ensure orders are delivered on time and at a competitive cost, which is essential for aligning a global supply chain. Focus is on the expanding field of eCommerce and its complex Omni-channel distribution systems.

### Program Learning Outcomes:

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

- Employ logistics tools to optimize the flow of goods between global facilities.
- Appraise supply chain management business processes using cross-functional, inter-firm strategies.
- Analyze supply chain networks for efficient and effective, forward and reverse flow of goods to meet customer service goals.

### Degree Requirements:

Students must successfully complete the following courses for a Concentration in Logistics and Supply Chain Management, with at least four of them taken in residence at National University. It is recommended that students take these courses toward the end of their program after finishing the upper-division BBA core courses.



**Prerequisite for the Concentration (1 course; 3 semester credit hours)**

MNS 407	Management Science <b>Prerequisite:</b> MNS 205 and MTH 210	3.00
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**Requirements for the Concentration (6 courses; 18 semester credit hours)**

SCM 400	Supply Chain Management <b>Prerequisite:</b> MGT 451	3.00
LOG 410	Procurement and Inventory Mgt	3.00
LOG 420	Omni-channel Distribution	3.00
LOG 430	Global Logistics <b>Prerequisite:</b> LOG 420	3.00
SCM 440	Cost and Risk in SCM	3.00
SCM 450	Network Modeling <b>Prerequisite:</b> MNS 407; SCM 440	3.00

## Concentration in Marketing

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

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

This concentration is organized around a managerial framework that gives students an understanding of the concepts of marketing as well as the application of these concepts in making decisions and managing marketing activities. There is a wide range of opportunities in marketing, including marketing management, marketing research, purchasing manager/buyer, market analysis, product/branch manager, retailing, sales promotion, and international marketing.

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

**Program Learning Outcomes:**

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

- Develop marketing research tools that can gather data on customers.
- Evaluate global marketing strategies for products and services using consumer and business behavior.
- Apply marketing concepts, including promotional strategies, to management decision making.

**Total Requirements for the Concentration (6 courses; 27 quarter units)****Concentration (4 courses; 18 quarter units)**

MKT 420	Principles of Consumer Behavior <i>Discontinued</i> <b>Prerequisite:</b> MKT 302A	4.50
MKT 430	Intro to Global Marketing <b>Prerequisite:</b> MKT 302A	4.50
MKT 434	Marketing Research & Analytics <b>Prerequisite:</b> MKT 302A	4.50
MKT 443	Introduction to Advertising <i>Discontinued</i> <b>Prerequisite:</b> MKT 302A	4.50

**Plus any two of the following courses**

MKT 440A	Sales Techniques & Methodology <i>Discontinued</i> <b>Prerequisite:</b> MKT 302A	4.50
MKT 441	Channel and Value Networks <i>Discontinued</i> <b>Prerequisite:</b> MKT 302A	4.50
MKT 442A	Intro to Public Relations <i>Discontinued</i>	4.50
MKT 445	Digital Marketing <i>Historical-Review all addendums</i> <b>Prerequisite:</b> MKT 302A	4.50
MKT 446	Introduction to Services Mkt <i>Discontinued</i> <b>Prerequisite:</b> MKT 302A	4.50

## Concentration in Project Management

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

This concentration is designed for students seeking specialized knowledge in project management to prepare them for careers in industry. The undergraduate curriculum supports those who choose a career in the field and aim to pursue professional certifications in Project Management and/or an MBA. Project Management is a highly valued management role that organizations emphasize as a career option. The concentration can help students identify job opportunities that enhance their potential for future earnings.

### Program Learning Outcomes:

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

- Demonstrate the ability to utilize project management tools and techniques to best satisfy project requirements.
- Effectively apply the principles of scope management, risk management, cost planning and control, quality planning and management, resource allocation and management, time management and project scheduling, and change management in the project environment.

### Requirements for the Concentration (6 courses; 18 semester credit hours)

Students must successfully complete the following courses for a concentration in Project Management. Students must complete at least five of the courses in residence at National University (two of which must be PMB 400 and PMB 410). It is recommended that students take the courses needed for the Concentration in Project Management at or near the end of their program.

### Concentration Core Requirements (6 courses; 18 semester credit hours)

MGT 422	Team Bldg, Interpers Dynamics	3.00
PMB 400	Project Management Essentials	3.00
PMB 410	Project Planning and Control <b>Prerequisite:</b> PMB 400	3.00
PMB 420	Program Management <b>Prerequisite:</b> PMB 400	3.00
PMB 430	Project Accting Fundamentals <b>Prerequisite:</b> PMB 400	3.00
PMB 440	Contract Management <b>Prerequisite:</b> PMB 400	3.00

## Bachelor of Science in Accounting

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

**Academic Program Director:** Consolacion Fajardo; cfajardo@nu.edu

The major in Accounting academically prepares students for a wide range of accounting-related careers, including public accounting, corporate accounting, internal audit, accounting in not-for-profit organizations, and job opportunities with state, local, and federal government agencies. The curriculum aligns with content specifications for various professional exams including CPA, CMA, and CIA. All students are advised to contact a full-time faculty member for a brief interview by phone or personal visit for the purpose of reviewing the student's career objectives.

### **Bachelor of Science in Accounting to Master of Business Administration (BS ACC/MBA) Transition Program**

Students who are currently enrolled in the Bachelor of Science in Accounting program, have at least a cumulative GPA of 3.0, and are within six courses of graduation may register for the BS ACC/MBA transition program. Students in the BS ACC/MBA transition program may take up to three MBA classes as electives during the BS ACC. Students can select any three graduate-level accounting courses for which required course prerequisites (if any) have been met, or may select from the following MBA core courses: ECO 607, IBU 606, and MGT 603. Students must complete graduate-level coursework taken as part of the BS ACC degree with a grade of B or better. This coursework, which counts as electives in the BS ACC, 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 apply for and begin the MBA program within six months after completing their final BS ACC course. The number of courses required to earn a MBA degree for transition program students is reduced from 12 to as few as 9 courses, depending on classes selected and grades earned. Students must complete their MBA program within four years with no break exceeding 12 months.

### **Online Course Availability**

All coursework in this program can be taken online. Most online courses offer one or two live voice/visual evening sessions per week, in which instructors orally explain important concepts, visually illustrate problem-solving techniques, and respond to student questions. These sessions are recorded so that students who are unable to attend at the scheduled time can play back the video recording at a convenient time.

### **Program Disclosure Information**

The Bachelor of Science in Accounting program is currently operating using guidelines only from the California Board of Accountancy. For students who wish to become a CPA-, CMA- or CIA-certified please see appropriate organizational website.

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:

- Utilize current technologies for presenting and analyzing accounting information
- Demonstrate mastery of a common body of accounting knowledge
- Develop ethical sensitivity to accounting scenarios
- Employ effective communication of accounting information
- Research issues to support critical assessment of accounting information
- Operate effectively in group settings to enhance student learning

### **Degree Requirements:**

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

Students who have completed the California Community College Associate in Science in Business for Transfer (AS-

T) degree by completing the Transfer Model Curriculum (TMC) for business, will have completed the lower division requirements of the University General Education requirements and the Preparation for the Major”.

### Preparation for the Major (6 courses; 27 quarter units)

MNS 205	Intro to Quantitative Methods* <i>Historical-Review all addendums</i>	4.50
OR		
MTH 215	College Algebra & Trigonometry* <i>Historical-Review all addendums</i> <b>Prerequisite:</b> MTH 12A and MTH 12B, or Accuplacer test placement evaluation	4.50
ECO 203	Principles of Microeconomics*	4.50
ECO 204	Principles of Macroeconomics*	4.50
LAW 204	Legal Aspects of Business I	4.50
ACC 201	Financial Accounting Funds.	4.50
ACC 202	Managerial Accounting Funds. <b>Prerequisite:</b> ACC 201	4.50

\*May be used to meet General Education requirements ^ Eligible for Credit-by-exam waiver: Contact Academic Program Director

### Prerequisite for all Accounting Courses

Students must have completed ACC 201 or its equivalent with a minimum grade of “C” within two years of taking any of the following accounting courses, unless a grade of 75 or better is received on an appropriate challenge exam.

### Requirements for the Major (17 courses; 76.5 quarter units)

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

BIM 400	Info Mgmt in Organizations	4.50
MGT 309	Prin. of Mgmt & Organizations	4.50
FIN 310	Business Finance <b>Prerequisite:</b> ACC 201	4.50
MKT 302A	Marketing Fundamentals	4.50
OR		
IBU 430	Survey of Global Business <b>Prerequisite:</b> ECO 203 and ECO 204	4.50
OR		
MNS 407	Management Science^ <b>Prerequisite:</b> MNS 205 and MTH 210	4.50

^Recommended for students considering the CPA or CMA designation

### Accounting Requirements (13 courses; 58.5 quarter units)

ACC 410A	Intermediate Accounting I <b>Prerequisite:</b> ACC 201	4.50
ACC 410B	Intermediate Accounting II <b>Prerequisite:</b> ACC 410A	4.50

ACC 410C	Intermediate Accounting III <b>Prerequisite:</b> ACC 410B	4.50
ACC 431	Advanced Accounting <b>Prerequisite:</b> ACC 410C	4.50
ACC 432A	Taxation-Individual <b>Prerequisite:</b> ACC 201	4.50
ACC 432B	Taxation-Business <b>Prerequisite:</b> ACC 432A; ACC 431	4.50
ACC 433	Managerial Accounting <b>Prerequisite:</b> ACC 202	4.50
ACC 434	Government and Nonprofit Acct <b>Prerequisite:</b> ACC 201	4.50
ACC 436	Applied Tech for Accountants <b>Prerequisite:</b> ACC 201	4.50
ACC 515	Accounting Ethics	4.50
ACC 555	Data Analytics	4.50
ACC 435A	Auditing I <b>Prerequisite:</b> ACC 431	4.50
ACC 435B	Auditing II <b>Prerequisite:</b> ACC 435A	4.50

## Bachelor of Science in Electrical and Computer Engineering

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

**Academic Program Director:** Peilin Fu; pfu@nu.edu

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

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

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

### Program Learning Outcomes:

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

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

### Degree Requirements:

To receive a Bachelor of Science in Electrical and Computer Engineering, students must complete at least 180 quarter units to include a minimum of 69 units of the University General Education requirements; 76.5 quarter units must be completed at the upper-division level, and 45, including the senior project courses (CEE498, CEE499A and CEE499B), must be taken in residence at National University. In the absence of transfer credit, students may need to take additional general electives to satisfy the total units for the degree. Students should refer to the section on undergraduate admission procedures for specific information on admission and evaluation. All students receiving an undergraduate degree in Nevada are required by State Law to complete a course in Nevada Constitution.

### Prerequisites for the Major (8 courses; 33 quarter units)

MTH 215	College Algebra & Trigonometry <i>Historical-Review all addendums</i> <b>Prerequisite:</b> MTH 12A and MTH 12B, or Accuplacer test placement evaluation	4.50
PHS 104	Introductory Physics <i>Historical-Review all addendums</i> <b>Prerequisite:</b> 2 years of high school algebra and MTH 204, or MTH 215, or MTH 216A and MTH 216B	4.50
PHS 130A	Physics Lab for Engineering	1.50
CSC 208	Calculus for Comp. Science I <i>Historical-Review all addendums</i> <b>Prerequisite:</b> MTH 215	4.50
CSC 242	Intro to Programming Concepts <i>Historical-Review all addendums</i> <b>Prerequisite:</b> MTH 215	4.50
CSC 209	Calculus for Comp. Science II <i>Historical-Review all addendums</i> <b>Prerequisite:</b> CSC 208	4.50
CSC 252	Programming in C++ <i>Historical-Review all addendums</i> <b>Prerequisite:</b> CSC 242	4.50
CSC 220	Applied Probability & Stats. <i>Historical-Review all addendums</i> <b>Prerequisite:</b> CSC 208, or MTH 220; EGR 220	4.50

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

PHS 231	Calculus-based Physics 1 <i>Historical-Review all addendums</i> <b>Prerequisite:</b> PHS 104 and MTH 220, or CSC 208 and MTH 221, or CSC 209	4.50
PHS 232	Calculus-based Physics 2 <i>Historical-Review all addendums</i>	4.50



	<b>Prerequisite:</b> PHS 104 PHS 231, MTH 220 or CSC 208, and MTH 221 or CSC 209	
CSC 310	Linear Algebra and Matrix Comp <i>Historical-Review all addendums</i> <b>Prerequisite:</b> CSC 252, or CSC 272	4.50
CSC 331	Discrete Structures and Logic <i>Historical-Review all addendums</i> <b>Prerequisite:</b> CSC 252, or CSC 272	4.50
CEE 300	Advanced Engineering Math <i>Historical-Review all addendums</i> <b>Prerequisite:</b> CSC 209 and CSC 310;	4.50
CSC 300	Object Oriented Design <i>Historical-Review all addendums</i> <b>Prerequisite:</b> CSC 252, or CSC 272	4.50
CEE 310	Circuit Analysis <i>Historical-Review all addendums</i> <b>Prerequisite:</b> CEE 300; <b>Corequisite:</b> CEE 310L	4.50
CEE 310L	Circuit Analysis Lab <i>Historical-Review all addendums</i> <b>Corequisite:</b> CEE 310	1.50
CSC 340	Digital Logic Design <i>Historical-Review all addendums</i> <b>Prerequisite:</b> CSC 331; <b>Corequisite:</b> CSC 340L	4.50
CSC 340L	Digital Logic Design Lab <i>Historical-Review all addendums</i> <b>Prerequisite:</b> CSC 331; <b>Corequisite:</b> CSC 340	1.50
CSC 350	Computer Ethics <i>Historical-Review all addendums</i>	4.50
CSC 342	Computer Architecture <i>Historical-Review all addendums</i> <b>Prerequisite:</b> CSC 340 and CSC 340L	4.50
CEE 420	Microelectronics <i>Historical-Review all addendums</i> <b>Prerequisite:</b> CEE 310; <b>Corequisite:</b> CEE 420L	4.50
CEE 420L	Microelectronics Lab <i>Historical-Review all addendums</i> <b>Corequisite:</b> CEE 420	1.50
CSC 436	Comp. Communication Networks <i>Historical-Review all addendums</i> <b>Prerequisite:</b> CSC 331	4.50
CEE 324	Linear Systems and Signals <i>Historical-Review all addendums</i> <b>Prerequisite:</b> CEE 310; <b>Corequisite:</b> CEE 324L	4.50
CEE 324L	Linear Systems and Signals Lab <i>Historical-Review all addendums</i> <b>Corequisite:</b> CEE 324	1.50
CEE 340	Embedded Systems <i>Historical-Review all addendums</i> <b>Prerequisite:</b> CSC 208 and CSC 252, or CSC 262; <b>Corequisite:</b> CEE 340L	4.50
CEE 340L	Embedded Systems Lab <i>Historical-Review all addendums</i> <b>Corequisite:</b> CEE 340	1.50
CEE 430	Digital Signal Processing <i>Historical-Review all addendums</i> <b>Prerequisite:</b> CEE 324	4.50
CEE 440	VLSI Design <i>Historical-Review all addendums</i> <b>Prerequisite:</b> CEE 420	4.50
CEE 498	Capstone Design Project I <i>Discontinued</i> <b>Prerequisite:</b> Complete all core courses except CEE499 capstone courses OR permission by the program lead.	4.50
CEE 499A	Capstone Design Project II <i>Discontinued</i> <b>Prerequisite:</b> CEE 498	4.50
CEE 499B	Capstone Design Project III <i>Discontinued</i> <b>Prerequisite:</b> CEE 499A	4.50

## Bachelor of Science in Healthcare Administration

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

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

The Bachelor of Science, Major in Healthcare Administration (BSHCA) is an undergraduate professional degree designed to prepare students for entry level administrative/management positions in healthcare organizations.

Ideal candidates for the BSHCA program are those students looking for career entry in administration and supervisory roles in the healthcare system. Graduates will enhance their opportunities for professional growth and job placement through carefully planned internships or a capstone experience.

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

### Background Checks

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

### Program Learning Outcomes:

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

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

### Degree Requirements:

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

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

COH 100	Personal Health	4.50
COH 150	Healthcare Terminology	4.50



ACC 201	Financial Accounting Funds.	4.50
ACC 202	Managerial Accounting Funds. <b>Prerequisite:</b> ACC 201	4.50
PSYC 100	Introduction to Psychology <i>Historical-Review all addendums</i>	4.50
OR		
SOC 100	Principles of Sociology <i>Historical-Review all addendums</i> <b>Prerequisite:</b> ENG 102	4.50
BST 322	Intro to Biomedical Statistics	4.50
COH 310	Culture and Health <i>Historical-Review all addendums</i> <b>Prerequisite:</b> ILR 260	4.50
COH 315	Introduction to Epidemiology <i>Historical-Review all addendums</i> <b>Prerequisite:</b> BST 322; ILR 260	4.50
COH 320	Chronic & Communicable Disease <i>Historical-Review all addendums</i> <b>Prerequisite:</b> ILR 260	4.50
COH 321	Health Behavior <i>Historical-Review all addendums</i> <b>Prerequisite:</b> ILR 260	4.50
ECO 203	Principles of Microeconomics	4.50
ECO 204	Principles of Macroeconomics	4.50
SOC 350	Cultural Diversity <b>Prerequisite:</b> ENG 102	4.50

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

HCA 400	Foundations of HC Leadership <b>Recommended Preparation:</b> Completion of all Coursework in Preparation for the Major	4.50
HSC 300	Legal/Ethical Issues & Health	4.50
HSC 310	Issues & Trends in Healthcare	4.50
HTM 310	Health Informatics	4.50
HCA 401	Intro to HA HR Management <b>Recommended: Prior completion of:</b> all Coursework in Preparation for the Major	4.50
HCA 402	Intro to HA QA Management	4.50
HCA 403	Intro to Health Economics <b>Recommended: Prior completion of:</b> All Coursework in Preparation for the Major.	4.50
HCA 405	Basic HA Budgeting & Finance <b>Recommended: Prior completion of:</b> all Coursework in Preparation for the Major.	4.50
HSC 430	Case and Outcomes Management	4.50
HCA 407	Intro to HC Planning and Eval <b>Recommended Preparation:</b> Completion of all courses in Preparation for the Major	4.50
HCA 409	Intro to HC Marketing <b>Recommended Preparation:</b> Completion of all courses in Preparation for the Major	4.50
ODV 420	Organizational Behavior	4.50
HCA 425	Healthcare Politics & Policy <b>Recommended: Prior completion of:</b> all Coursework in Preparation for the Major.	4.50
HCA 450	Global Health Systems	4.50

**Recommended: Prior completion of:** all Coursework in Preparation for the Major.

HCA 499	Healthcare Capstone	4.50
<b>Prerequisite:</b> HSC 300; HSC 310; HTM 310; HCA 400; HCA 401; HCA 402; HCA 403; HSC 430; HCA 405; HCA 407; HCA 409; HCA 425; HCA 450; ODV 420		

## Bachelor of Science in Information Systems

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

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

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

In addition to subjects in project management and systems analysis, the program offers courses related to business management processes integration and computing technologies. Students must meet certain requirements as detailed below.

### Program Learning Outcomes:

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

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

### Degree Requirements:

To receive a Bachelor of Science in Information Systems, students must complete at least 180 quarter units, 45 of which must be completed in residence at National University, 76.5 of which must be completed at the upper-division level, and a minimum 69 units of the University General Education requirements. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree. Students should refer to the section on undergraduate admission procedures for specific information on admission and evaluation. All students receiving an undergraduate degree in Nevada are required by State Law to complete a course in Nevada Constitution.

### Requirements for the Major (17 courses; 76.5 quarter units)

#### Core Requirements (10 courses; 45 quarter units)

CIS 301	Mgmt Information Systems	4.50
CIS 310	Technology Project Management	4.50

CIS 320	Systems Analysis & Integration <i>Historical-Review all addendums</i>	4.50
CIS 350	Database Management Systems <i>Historical-Review all addendums</i>	4.50
CIS 421	Enterprise Architecture <i>Historical-Review all addendums</i>	4.50
	<b>Prerequisite:</b> CIS 301	
CIS 422	IT Infrastructure <i>Discontinued</i>	4.50
	<b>Prerequisite:</b> CIS 421	
CIS 423	IS Strategy, Mgt & Acquisition <i>Historical-Review all addendums</i>	4.50
	<b>Prerequisite:</b> CIS 422	
CSC 350	Computer Ethics	4.50
CIS 420A	Information Systems Project I <i>Historical-Review all addendums</i>	4.50
	<b>Prerequisite:</b> CIS 310 and 80 percent of courses in the major, except CIS 420B	
CIS 420B	Information Systems Project II <i>Historical-Review all addendums</i>	4.50
	<b>Prerequisite:</b> CIS 420A	

### Upper-Division Electives (3 courses; 13.5 quarter units)

Select 3 upper-division courses from the following list

CIS 430	Web/EB Design & Development <i>Historical-Review all addendums</i>	4.50
CIS 460	Human Factor /Ergonomic Design <i>Discontinued</i>	4.50
CIS 434	Wireless LAN Administration <i>Discontinued</i>	4.50
	<b>Prerequisite:</b> CIS 350; CIS 423	
CIS 454	Local Area Network <i>Discontinued</i>	4.50
	<b>Prerequisite:</b> CIS 350; CIS 423	
CIS 455	Wide Area Network <i>Discontinued</i>	4.50
	<b>Prerequisite:</b> CIS 454	
CIS 474	Information Systems Security <i>Historical-Review all addendums</i>	4.50
	<b>Prerequisite:</b> CIS 350, or CIS 423 and CSC 422	
CIS 475	IS Security Technology	4.50
	<b>Prerequisite:</b> CIS 474	

**Students must complete core courses (Except CIS420A and CIS420B) and upper division electives before taking four courses in one of the two concentrations: Information Management or Business Management.**

## Concentration in Business Management

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

Business management concentration is 4 courses from Business (Business courses will allow students to obtain the needed skills listed below).

- General models of business
- Business models
- Business process design and management
- Organizational theory
- Business strategy
- Evaluation of business performance
- Analysis of organizational performance.
- Analysis of individual and team performance
- Business analytics
- Business intelligence

**Degree Requirements:**

Students must complete core courses (Except CIS420A and CIS420B) and upper division electives before taking four courses in this concentration.

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

MGT 309	Prin. of Mgmt & Organizations	4.50
BIM 400	Info Mgmt in Organizations	4.50
MGT 483	E-Business	4.50
AND		
Select 1 upper-division undergraduate business course		

**Concentration in Information Management**

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

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

Following is the list of recommended courses for student to choose from. However, students will need approval of the BSIS Program Lead before registering in these courses.

**Degree Requirements:**

Students must complete core courses (Except CIS420A and CIS420B) and upper division electives before taking four courses in this concentration.

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

Students will choose four upper-division undergraduate courses from the Department of Engineering and Computing programs to create their own specialized concentration. This concentration requires prior approval from the Academic Program Director.

**Undergraduate Minors****Minor in Accounting**

**Academic Program Director:** Consolacion Fajardo; cfajardo@nu.edu

The Minor in Accounting is designed for students whose objective is to prepare for entry in the accounting field. Those aspiring to sit for the CPA or CMA exams should take the Bachelor of Science Major in Accounting program.

**Degree Requirements:**

To receive a Minor in Accounting, students must complete the following six courses, for which the upper division accounting required prerequisites have been completed.

**Minor Prerequisite (2 courses; 6 semester credit hours)**

ACC 201	Financial Accounting Funds.	3.00
ACC 202	Managerial Accounting Funds.	3.00
<b>Prerequisite:</b> ACC 201		

### Requirements for the Minor (6 courses; 18 semester credit hours)

ACC 410A	Intermediate Accounting I <b>Prerequisite:</b> ACC 201	3.00
ACC 410B	Intermediate Accounting II <b>Prerequisite:</b> ACC 410A	3.00
ACC 410C	Intermediate Accounting III <b>Prerequisite:</b> ACC 410B	3.00
ACC 432A	Taxation-Individual <b>Prerequisite:</b> ACC 201	3.00
ACC 433	Managerial Accounting <b>Prerequisite:</b> ACC 202	3.00
ACC 434	Government and Nonprofit Acct <b>Prerequisite:</b> ACC 201	3.00

### Graduate Degrees

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

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

**Academic Program Director:** Monica Wilson; mwilson2@nu.edu

The Master of Arts in Counseling Psychology degree provides the academic pathway for students who are committed to the practice of professional counseling. All students must complete the course work in Marriage and Family Therapist (MFT) during their program. The MFT sequence emphasizes marriage and family therapy and is designed for students who are committed to the practice of individual, couples, family, adolescent, and child psychotherapy. This course work meets the academic requirements necessary to sit for the Marriage and Family Therapist (MFT) License mandated by the Board of Behavioral Sciences in the state of California.

Students who are interested in also pursuing the Licensed Professional Clinical Counselor (PCC) pathway will complete three (3) additional courses at the end of their program, or where appropriate in their individual schedule, upon consultation with their Faculty Advisor. The PCC pathway, or Combined MFT-PCC Option, is designed to allow students to sit for licensing as both an LMFT and an LPCC (Licensed Professional Clinical Counselor). The PCC courses emphasize counseling techniques and theories, including those related to career development. This version of the degree meets the academic requirements to be eligible for licensing as a professional clinical counselor by the Board of Behavioral Sciences in the state of California.

The degree may not meet requirements in other states. Students should consult the licensing boards of the appropriate states for information about licensure outside of California. The degree also prepares students for the pursuit of doctoral studies in practitioner-oriented programs such as counseling or clinical psychology.

### Application Requirements

Students interested in enrolling in this program should contact an admissions advisor for further information regarding the application process.

To be considered for admission, applicants must meet the university graduate admission requirements listed in the general information section of the catalog, as well as the MAC program criteria. All applicants are evaluated for the psychotherapy profession, regardless of career goals. Students must submit an application packet, pass a personal interview, and attend the program orientation before they may begin classes.

Students for whom English is not their primary language must take the Test of English as a Foreign Language (TOEFL) Exam and receive one of the below scores before beginning the program:

Paper-based - 550

Computer-based - 213

Internet Based - 79

Students must submit their TOEFL score with their application.

Students should consult the regional faculty to determine at what point in the sequence they may enter the program. Entrance points may differ in each region.

### **Program Fees**

There is a total of \$640 in fees associated with this program. These include access fees for our practicum management program and preparatory materials for the California licensing examination. For further information on payment of fees, please consult your Faculty Advisor.

PSY 610- \$195 - Tevera, is a practicum management system, which all students will be required to use in order to track practicum hours.

PSY 644C- \$445.00 - Materials that are integrated into program courses and designed to assist students in the preparation for the California licensing examination

### **Program Requirements**

- Students must complete a minimum of 10 hours of individual, marital, family, and group psychotherapy before taking PSY 644C and another 15 hours before graduation for a total of 25 hours.
- Students must obtain a total of 225 hours (Standard Program) or 280 hours (Combined Option) of face-to-face counseling experience at an approved practicum site with a designated practicum site supervisor during the practicum class.
- Students who do not have an undergraduate degree in psychology must take PSY 501A and PSY 501B as the first two courses in their program.
- Under exceptional circumstances, requests for independent studies in courses without experiential clinical work may be considered for approval by the department.
- Students seeking licensure in California must register with the Board of Behavioral Sciences (BBS) after graduation and fulfill all BBS licensing requirements for the license relevant to the student's MAC sequence option.
- Students are also urged to join a professional association. Students should consider joining the California Association of Marriage and Family Therapy and/or the American Association of Marriage and Family Therapists. Students in the Combined Option should also consider joining the American Counseling Association and/or the California Association for Licensed Professional Clinical Counselors. Students must obtain malpractice insurance, which may be obtained through the relevant association listed above or another professional organization.
- Students must complete all coursework within seven years. Any courses taken more than seven years ago must be repeated.
- In regional offerings of the program where applicable, students in the Master of Arts in Counseling Psychology may choose to take a regular evening course simultaneously with PSY 680A or PSY 680B.
- **NOTE:** The courses in the online version of the program are designed to be mostly asynchronous. However, some classes require weekly attendance at prescheduled, live meetings. In many of these meetings, students can participate in live, online role-play practice of psychotherapy skills. These live, online meetings will be scheduled by the instructor. The practicum sequence in the online program includes a required video presentation and live consultation with faculty each week. The student will have advance notice of the schedule. The schedule for these requirements differs by instructor and situation; online students are encouraged to reach out to their instructors with any questions about the schedule.

The program is guided by the standards of the California Board of Behavioral Sciences for academic training relevant to licensing as a Marriage and Family Therapist in the State of California (Standard Program) or as a Licensed Professional Clinical Counselor (Combined Option), and by contemporary scientific, professional, and public practice. At the completion of the program, students will achieve the following outcomes required for successful practice as an LMFT and/or an LPCC.

### **Program Disclosure Information**

The MA in Counseling Psychology degree is designed for California only, and either option may not meet requirements in other states. Students should consult the licensing boards of the appropriate states for information about licensure outside of California.

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

## Program Learning Outcomes:

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

- Demonstrate core psychological concepts and therapeutic skills that underpin counseling, psychotherapy, and mental health counseling, including critical evaluation of the relevant methods of research used in the study of behavior and their limitations.
- Demonstrate current professional standards of ethics, values, and laws related to the practice of professional psychotherapists.
- Demonstrate cultural competence, including recognition of one's own potential biases, intersectionality (including systems of power, privilege, and oppression), and appreciation of cultural diversity in addressing the mental health needs of people of diverse backgrounds and circumstances with an emphasis on historically underserved populations.
- Assess and diagnose psychological distress and client problems according to stated theoretical principles of conceptualization while integrating and adjusting for the client's cultural and social identities, and physical ability.
- Establish, maintain, and evaluate the therapeutic relationship to serve the mental health needs of diverse clients.
- Develop culturally appropriate strategies, treatment plans, and interventions for work with diverse client groups in various clinical contexts and using a variety of psychotherapeutic models and modalities, including telehealth.
- Evaluate outcomes of clinical work and demonstrate an ability to integrate supervisor feedback into the student's treatment planning.
- Apply a working knowledge of a range of topics important to mental health practice including (but not limited to) psychopharmacology, addictive and compulsive disorders, structured psychological assessment, relational violence, gender expression and sexuality, and trauma/crisis, including suicidality.
- Evaluate norms and principles of public mental health work including (but not limited to) case management, collaborative treatment, evidence-based practice, strength-based model, resiliency, trauma-informed care, and recovery-oriented care to work with clients.
- Demonstrate an understanding of the principles of practicing self-care, with particular awareness of the impact of vicarious trauma on the therapist's wellbeing, as the student develops a professional identity.
- Integrate personal and professional development through self-reflection emphasizing capacities such as self-awareness, integrity, sensitivity, flexibility, insight, compassion, imagination, personal presence, and the impact on the therapeutic relationship.

## Degree Requirements:

To receive the Master of Arts in Counseling Psychology, students must complete at least 90 quarter units of graduate work. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and if the units were not used in earning another advanced degree. Students for whom English is a second language must take and pass an English Language Proficiency exam prior to beginning any coursework. Students should refer to the section on graduate admission for specific information regarding additional application and evaluation requirements.

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

Students who hold a bachelor's degree in Psychology may request these courses to be waived. Please contact the Lead Faculty.

PSY 501A	Foundations in Counseling I <i>Historical-Review all addendums</i>	4.50
PSY 501B	Foundations in Counseling II <i>Historical-Review all addendums</i>	4.50

## Core Requirements I (7 courses; 31.5 quarter units)

Students will take classes from this sequence, then take 3 area of specialization courses, Core Course Sequence II.



PSY 605	Lifespan & Sexual Development <i>Historical-Review all addendums</i>	4.50
	<b>Prerequisite:</b> Bachelor's Degree in Psychology , or PSY 501A and PSY 501B	
PSY 637	Cultural & Social Justice Iss. <i>Historical-Review all addendums</i>	4.50
	<b>Prerequisite:</b> PSY 501A; PSY 501B	
PSY 610	Community Mental Health <i>Historical-Review all addendums</i>	4.50
	<b>Prerequisite:</b> Bachelor's Degree in Psychology, or PSY 501A and PSY 501B	
PSY 644A	Therapeutic Skills & Theory A <i>Historical-Review all addendums</i>	4.50
PSY 644B	Therapeutic Skills & Theory B <i>Historical-Review all addendums</i>	4.50
	<b>Prerequisite:</b> PSY 644A	
PSY 612A	Clinical Assessment I <i>Historical-Review all addendums</i>	4.50
PSY 612B	Clinical Assessment II <i>Historical-Review all addendums</i>	4.50
	<b>Prerequisite:</b> PSY 612A	

### MFT Core Requirements II (3 courses; 13.5 quarter units)

Students interested in becoming a Licensed Marriage and Family Therapist will take these courses between Core Sequence I and III.

PSY 636	Child and Adolescent Therapy	4.50
PSY 632	Couples Therapy & Sexuality	4.50
PSY 632A	Family Therapy	4.50

### Core Requirements III (10 Courses; 45 quarter units)

PSY 627	Legal & Ethical Issues	4.50
PSY 644C	Therapeutic Skills & Theory C	4.50
	<b>Prerequisite:</b> PSY 644A; PSY 644B	
PSY 680A	Counseling Practicum I <i>Discontinued</i>	4.50
	<b>Prerequisite:</b> PSY 644C with a minimum grade of S.	
PSY 628	Group Therapy	4.50
PSY 646	Holistic Treatment	4.50
CHD 640	Treatment of Addictions <i>Historical-Review all addendums</i>	4.50
PSY 679A	Found. & Trauma-Focused Care	4.50
PSY 679B	Relational & Systemic Trauma	4.50
PSY 680B	Counseling Practicum II <i>Discontinued</i>	4.50
	<b>Prerequisite:</b> PSY 680A	
PSY 678	Psychopharmacology	4.50

### Optional Sequence IV: PCC Option (3 courses; 13.5 quarter units)

Students interested in becoming a Licensed Professional Clinical Counselor will take these courses after Core Sequence III.

PSY 653	Research and Evaluation <i>Historical-Review all addendums</i>	4.50
PSY 624A	Testing and Assessment	4.50
PSY 645A	Career Counseling	4.50

## Master of Arts in Education

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

**Academic Program Director:** Thomas Reynolds; treynolds@nu.edu



The Master of Arts in Education (MAE) program is designed for individuals interested in non-credential professional growth and advancement in educational fields. Acknowledging the importance of customized study in the development of professional competencies, degree candidates complete a two course sequence that emphasizes plan of study customized designs and applications of practitioner research. In addition to the two required MAE courses, program candidates will designate an eight (8) course emphasis plan of study from approved emphasis area courses.

**Note:** The program is not designed for students seeking a credential.

### Program Learning Outcomes:

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

- Integrate advanced approaches to instruction, assessment, and learning using digital tools and skills.
- Design learning experiences that include learner characteristics, principles of customized learning, and assessment as learning
- Apply practitioner research methods to study and inform instruction in traditional and digital learning environments
- Develop reflective practices that are grounded in current learning science research, professional ethics, and include pathways to continuous growth.

### Degree Requirements:

To receive a Master of Arts in Education students must complete 45 quarter hours of graduate work. A total of 4.5 quarter units of transfer graduate credit may be granted if not used earning another advanced degree. An additional 11.25 units of graduate level credit may also be transferred through prior learning experience. All prior learning experience will be reviewed by the Sanford College of Education Prior Learning Experience Assessment Committee before accepted for transfer. Students must complete all courses with a minimum grade of B-. Students shall not select more than four (4) courses from any subject to fulfill the MAE course requirements. Students in a credential program, who no longer desire to earn the credential, may transfer courses into the MAE upon approval from the Academic Program Director.

### Required Introduction Courses (1 course; 4.5 quarter units)

MAE 610	Plan of Study & Prac Research	4.50
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### Emphasis Requirements: (8 courses; 36 quarter units)

MAE program courses may be selected from any SCOE graduate level, non-credential course from the following list of courses. Students shall not select more than four (4) courses from any subject.

ARL 645	Dev. Fluency in Reading	4.50
ARL 646	Comprehension Strategies	4.50
ECE 650	The Early Childhood Educator	4.50
	<b>Prerequisite:</b> ATP 600, or MAE 610	
ECE 651	Current Issues in ECE	4.50
	<b>Prerequisite:</b> ATP 600, or MAE 610	
ECE 652	ECE Learning & Development	4.50
	<b>Prerequisite:</b> ATP 600, or MAE 610	
ECE 653	Best ECE Teaching Practices	4.50
	<b>Prerequisite:</b> ATP 600, or MAE 610	
ECE 654	Collaborative Partnerships	4.50
	<b>Prerequisite:</b> ATP 600, or MAE 610	
ECE 655	Inclusive ECE Practices	4.50
	<b>Prerequisite:</b> ATP 600, or MAE 610	

ECE 656	Foundations of Adult Learners <b>Prerequisite:</b> ATP 600, or MAE 610	4.50
ECE 657	Foundations of ECE Advocacy <b>Prerequisite:</b> ATP 600, or MAE 610	4.50
EDA 640	Introduction to H.E. Admin.	4.50
EDA 641	Leading and Managing Change	4.50
EDA 642	Policy & Accountability	4.50
EDA 643	Community Development in HE	4.50
EDA 644	Higher Education Law/Politics	4.50
EDA 645	Managing Finances & Operations	4.50
EDA 646	Strategic Planning & Analysis	4.50
EDA 648	Student Svcs & Enrollment Mgt	4.50
EID 600	Technology Foundations	4.50
EID 610	Instructional Design <b>Recommended Preparation:</b> EID 600 with a minimum grade of C.	4.50
EID 620	Education, Theory & Technology <b>Recommended Preparation:</b> EID 600 with a minimum grade of C.	4.50
EID 630	Media Based Learning Objects <b>Recommended Preparation:</b> EID 600 with a minimum grade of C.	4.50
EID 640	Developing Online Courseware <b>Recommended Preparation:</b> EID 600 with a minimum grade of C.	4.50
EID 650	Media Rich Instruction <i>Discontinued</i> <b>Recommended Preparation:</b> EID 600 with a minimum grade of C.	4.50
EID 660	Simulated Realities & Learning <i>Historical-Review all addendums</i> <b>Recommended Preparation:</b> EID 600 with a minimum grade of C.	4.50
EID 670	Technology and Leadership <i>Historical-Review all addendums</i> <b>Recommended Preparation:</b> EID 600 with a minimum grade of C.	4.50
EID 680	Instructional Eval. & Devl. <b>Prerequisite:</b> EID 600 with a minimum grade of C. ; EID 610 with a minimum grade of C. ; EID 620 with a minimum grade of C. ; EID 630 with a minimum grade of C. ; EID 640 with a minimum grade of C. ; EID 650 with a minimum grade of C. ; EID 660 with a minimum grade of C. ; EID 670 with a minimum grade of C.	4.50
ITI 660	Identity, Inclusion and Equity	4.50
ITI 662	Linguistics- Academic Language <b>Prerequisite:</b> ITI 660	4.50
ITI 664	EL Achievement in Content Area <b>Prerequisite:</b> ITI 662	4.50
ITI 670	Introduction to SEL <b>Prerequisite:</b> ITL 600; ITL 604; ITL 606	4.50
ITI 672	SEL in Action <b>Prerequisite:</b> ITI 670 minimum standards	4.50
ITI 674	Research in SEL <b>Prerequisite:</b> ITI 672	4.50
ITI 680	Self as a Critical Thinker <i>Discontinued</i> <b>Prerequisite:</b> ITL 600 and ITL 604 and ITL 606	4.50
ITI 682	Critical Thinking - Classroom <i>Discontinued</i> <b>Prerequisite:</b> ITI 680	4.50
ITI 684	Applied Critical Thinking <i>Discontinued</i> <b>Prerequisite:</b> ITI 680 and ITI 682	4.50
ITI 690	Inspired Teaching Inquiry <b>Prerequisite:</b> ITL 600; ITL 604; ITL 606	4.50
ITI 692	Inspired Student Learning	4.50

	<b>Prerequisite:</b> ITI 690	
ITI 694	Inspired Learning Technology	4.50
	<b>Prerequisite:</b> ITI 692	
ITL 600	Becoming a Teacher	4.50
ITL 604	Learners and Learning I	4.50
ITL 606	Learners and Learning II	4.50
	<b>Prerequisite:</b> ITL 604	
ITL 608	Design and Process of Teaching	4.50
	<b>Prerequisite:</b> ITL 606	

Notes: Courses with pre-requisites may not be taken without prior faculty permission.

### Guided Study Option (0.5 - 6.0 quarter units)

MAE students can use MAE 691 to fulfill program emphasis requirements. Students may complete two MAE 691 guided studies using separate topics for a maximum of 12 credit hours. Students who transfer prior learning credit course work may take variable credits of MAE 691 to help meet the total degree unit requirements. In consultation with the program director, students will have an opportunity to select their course content from a variety of available topics. This course is only offered as an independent study request. Please contact your academic advisor in order to submit an independent study request.

MAE 691	Special Topics	0.50-6.00
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Students may take a variable unit course to help meet the total degree unit requirements. The course is repeatable one time with a maximum of 12 credit hours applied to the 36 credit hours of MAE program plan emphasis requirements. In consultation with the program director, students will have an opportunity to identify and select an agreed upon topic. This course is only offered as an independent study request. Please contact your academic advisor in order to submit an independent study request.

### Research Course (1 courses; 4.5 quarter units)

MAE 670	App Prctnr Rsrch & Cust Study	4.50
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## Master of Arts in Sport and Performance Psychology Specialization in Applied Mental Performance

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

**Academic Program Director:** Doug Barba; dbarba@nu.edu, Victoria Tomlinson; vwengrzynek@nu.edu

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

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

Students taking the Applied Mental Performance Specialization will complete seven additional courses, including extensive mentored training, comprehensive oral exam, and the culminating 2-month Applied Project. The Applied Mental Performance Specialization is designed to meet the academic requirements and mentored experience

hours (minimum 200 direct client contact hours) for the CMPC certification (administered by AASP - Association for Applied Sport Psychology). Enabling students to complete the 67.5 quarter unit program in 22 months.

### Program Learning Outcomes:

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

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

### Degree Requirements:

To receive the Master of Arts in Sport and Performance Psychology with a Specialization in Applied Mental Performance, students must complete a minimum of 67.5 quarter units of graduate work. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and provided the units were not used in earning another advanced degree. Students should refer to the section on graduate admission requirements for specific information regarding application and evaluation.

#### Total Degree Requirements (67.5 - 72 quarter units)

#### Core Requirements (11 courses; 40.5 quarter units)

Units:

Units: 40.50

PSY 97	Prof Development Seminar <i>Discontinued</i>	0.00
PSY 602	Sport/Performance Psychology	4.50
PSY 607A	Ethics Sport & Perform Psych	4.50
PSY 644	Performance Enhancement	4.50
PSY 648	Research Methods	4.50
PSY 637B	Multicul Iss Sprt/Prfrm Consul	4.50
PSY 614A	Counseling in Sprt & Perf Psy	4.50
PSY 647	Assessment Strategies	4.50
PSY 649	Counseling Skills	4.50
	<b>Prerequisite:</b> PSY 614A	
PSY 656	Mindfulness <i>Historical-Review all addendums</i>	4.50
PSY 98	Benchmark Written Exam <i>Historical-Review all addendums</i>	0.00
	<b>Prerequisite:</b> PSY 602; PSY 607; PSY 644; PSY 648; PSY 637A; PSY 614; PSY 647; PSY 649; PSY 656	

# Specialization in Applied Mental Performance

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

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

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

## Program Learning Outcomes:

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

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

## Specialization Requirements (8 courses; 27 quarter units)

**Units:** 27.00

PSY 97	Prof Development Seminar <i>Discontinued</i>	0.00
PSY 659	Mentored Fieldwork Experience <i>Discontinued</i> <b>Prerequisite:</b> PSY 98	4.50
PSY 657	Leadership & Team Building	4.50
PSY 682	Adv Performance Enhancement <i>Historical-Review all addendums</i> <b>Prerequisite:</b> PSY 659; PSY 644	4.50
PSY 658	Psychopathology Assessment <i>Historical-Review all addendums</i>	4.50
PSY 684	Advanced Sport Psychology <i>Historical-Review all addendums</i> <b>Prerequisite:</b> PSY 659; PSY 602	4.50
PSY 685	Applied Project <i>Historical-Review all addendums</i> <b>Prerequisite:</b> PSY 657 and PSY 682; PSY 658; PSY 684; PSY 659	4.50
PSY 99	Comprehensive Exit Exam <i>Historical-Review all addendums</i> <b>Prerequisite:</b> PSY 685	0.00

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

**Units:** 4.50

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

## Master of Arts in Sport and Performance Psychology Specialization in Theoretical Mental Performance

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

**Academic Program Director:** Doug Barba; dbarba@nu.edu, Victoria Tomlinson; vwengrzynek@nu.edu

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

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

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

### Program Learning Outcomes:

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

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

### Degree Requirements:

To receive the Master of Arts in Sport and Performance Psychology with a Specialization in Theoretical Mental Performance, students must complete a total of 58.5 quarter units of graduate work. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and provided the units were not used in earning another advanced degree. Students should refer to the section on graduate admission requirements for specific information regarding application and evaluation.



**Total Degree Requirements (58.5 quarter units)**  
**Core Requirements (11 courses; 40.5 quarter units)**

**Units:**  
**Units: 40.50**

PSY 97	Prof Development Seminar <i>Discontinued</i>	0.00
PSY 602	Sport/Performance Psychology	4.50
PSY 607A	Ethics Sport & Perform Psych	4.50
PSY 644	Performance Enhancement	4.50
PSY 648	Research Methods	4.50
PSY 637B	Multicul Iss Sprt/Prfrm Consul	4.50
PSY 614A	Counseling in Sprt & Perf Psy	4.50
PSY 647	Assessment Strategies	4.50
PSY 649	Counseling Skills	4.50
	<b>Prerequisite:</b> PSY 614A	
PSY 656	Mindfulness <i>Historical-Review all addendums</i>	4.50
PSY 98	Benchmark Written Exam <i>Historical-Review all addendums</i>	0.00
	<b>Prerequisite:</b> PSY 602; PSY 607; PSY 644; PSY 648; PSY 637A; PSY 614; PSY 647; PSY 649; PSY 656	

## Specialization in Theoretical Mental Performance

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

**Academic Program Director:** Doug Barba; dbarba@nu.edu, Victoria Tomlinson; vwengrzynek@nu.edu

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

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

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

### Program Learning Outcomes:

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

- Describe, explain, synthesize, apply, and critique theoretical perspectives from Sport and Performance Psychology and related fields whilst demonstrating continuous development of their philosophy of practice to inform their work.
- Describe, explain, synthesize, apply, and critique professional ethical standards in a culturally appropriate manner whilst utilizing decision-making principles in relation to ethical considerations.
- Describe and explain potential sources of bias within themselves and clients, in addition, to synthesizing, applying, and critique concepts whilst adapting their skills to promote inclusive practice with a diverse range of populations, with an emphasis on continuing education.
- Describe, explain, synthesize, apply and critique various assessment tools whilst identifying potential clinical concerns and applying referral procedures appropriately in a continuous and evolving process to create effective action plans.

- Describe, explain, synthesize, apply and critique counseling skills to develop a working relationship with clients whilst demonstrating awareness and subsequent action of how the self may impact the client-consultant relationship.
- Describe, explain, synthesize, apply and critique performance enhancement skills with individuals and teams.
- Describe, explain, synthesize, apply and critique established and current research from Sport and Performance Psychology and related fields whilst demonstrating continuous development of their philosophy of practice to inform their work.

**Total Specialization Requirements (5 courses; 18 quarter units)**

**Units: 18.00**

PSY 97	Prof Development Seminar <i>Discontinued</i>	0.00
PSY 657	Leadership & Team Building	4.50
PSY 658	Psychopathology Assessment <i>Historical-Review all addendums</i>	4.50
PSY 606	Motor Behavior	4.50
PSY 687	Capstone <i>Historical-Review all addendums</i>	4.50
<b>Prerequisite:</b> PSY 657; PSY 658; PSY 606		

## **Master of Education in Special Education with Preliminary Education Specialist Credential Mild to Moderate Support Needs Teaching Credential with Internship option (California)**

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

**Academic Program Director:** Sharen Bertrando; sbertrando@nu.edu

The Master of Education in Special Education with a Preliminary Education Specialist Credential: Mild to Moderate Support Needs (MMSN) program is designed to provide candidates with critical skills needed to teach in inclusive classrooms serving children with disabilities. The program is designed for courses to be taken in sequential order. The program provides candidates with the opportunity to gain professional understanding, integrate research-based teaching practices with appropriate assessment of student work, meet the needs of diverse learners, and learn and apply the principles of specially designed instruction in the 21st century classroom and global learning community. The program provides candidates with critical skills in laws and policies, positive behavior management and assessment needed to teach in inclusive classroom settings.

The program provides the knowledge and skills needed to successfully teach and impact the lives of students who have mild to moderate learning support needs. This program explores the range of educational learning problems and applies the latest teaching strategies to enhance the performance of students, no matter their abilities. The program focusses on practical field-based experience that helps candidates understand and critically evaluate educational practices and provides strategies that can be immediately applied in teaching practices,

The M.Ed. in Special Education is aligned with the new Education Specialist Authorizations and Standards of the California Commission on Teacher Credentialing (CCTC) approved for implementation in July 2022. This program also allows candidates to obtain a Preliminary Education Specialist Credential: MMSN Credential with Intern Option (CA) as part of the master's degree. The Master of Education is ideal for educators looking to move into leadership roles or improve their own pedagogical practice.

### **Admission**

Several requirements must be completed prior to beginning the credential courses. A credential packet must be completed during SED 601. Further information regarding graduate admission and evaluation can be found in the academic Information for Graduate Degree section of the Catalog. To earn a California Preliminary Education Specialist Teaching Credential, candidates are required to successfully complete the core courses, specialization (advanced) courses, and a clinical practice path to supervised teaching (Student Teaching or Internship) and meet the Education Specialist California Teaching Performance Assessment (EdSp CalTPA) requirements.

### **Field Experience**



Field Experience is a required component of the program. Each Education Specialist Credential course includes a required up to 10-hour field experience in a K-12 classroom representing the candidate's credential area and a diverse student population.

### **Clinical Practice**

Candidates must complete one of two clinical practice options: student teaching or internship option.

**Student Teaching** requires 16-18 weeks working in a classroom with a teacher with a valid Education Specialist Credential. Student teaching is conducted at the completion of the required 14 courses.

### **Internship Option**

Candidates choosing the Internship option to obtain the Preliminary Education Specialist Credential: Mild to Moderate Support Needs (MMSN) will need to meet the Internship Eligibility requirements. Courses required include **SED 601, SED 605, and ITL 604**.

The CCTC mandates that all approved internship programs require a minimum of 120 hours of pre-service coursework prior to becoming a teacher of record (4.5 quarter units are equal to 40 clock hours). These pre-service courses must be successfully completed prior to eligibility for completing the Internship option.

### **GoReact**

GoReact is an online video coaching and collaboration platform designed to improve professional practice. All Student Teachers and University Interns are required to utilize GoReact during their Student Teaching/ Clinical Practice and Seminar courses. Student Teachers and Interns will need a subscription which covers all supervision classes. The fee is \$50 per year.

### **Program Disclosure Information**

The Master of Education in Special Education with a Preliminary Education Specialist Credential Mild to Moderate Needs is currently operating using credential guidelines for California only. Candidates who wish to use this program for credentials or licensing in other states must contact the appropriate regulatory board for more information.

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

### **Program Learning Outcomes:**

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

- Integrate knowledge/skills to engage and support all Mild/Moderate Support Needs Students in learning.
- Synthesize and apply knowledge of how to organize subject matter for learning of Students with Mild/Moderate Support Needs.
- Integrate knowledge/skills to engage and support all Mild/Moderate Support Needs Students in learning.
- Integrate knowledge needed for planning instruction and designing learning experiences for Students with Mild/Moderate Support Needs.
- Integrate knowledge /skills to administer and analyze formal and informal assessments to determine eligibility, inform instruction, and identify research-based interventions for all learners with Mild/Moderate Support Needs.
- Integrate knowledge to meet legal, ethical, and professional obligations to advocate for all learners with Mild/Moderate Support Needs.
- Reflect critically on the application of professional beliefs and teaching/learning principles necessary to work collaboratively with all stakeholders including families, other professionals, and community members serving Students with Mild/Moderate Support Needs.
- Critique current research in Special Education Theory and Practices within inclusive and culturally responsive frameworks.
- Demonstrate competence in the application of research methods including critiquing and synthesizing current, evidence-based Education Literature.
- Synthesize Research Methodology and findings as a Professional Educator, Life-Long Learner, and Scholar (consumer and producer of research).

## Degree Requirements:

To receive a Master of Education in Special Education with a Preliminary Education Specialist Credential Mild to Moderate Support Needs (MMSN) candidates must complete at least 81 quarter units. Students must complete 54 units in residence at National University. The California Commission on Teacher Credentialing (CCTC) mandates that Interns as well as Student Teachers be supported during the internship or clinical practice experience. Further information on graduate admission and evaluation can be found in the Academic Information for Graduate Degrees section of the catalog.

### Total Degree Requirements (20-24 Courses; 81-90 quarter units)

**Units:** 49.50

Core Requirements Mild/Moderate (11 courses; 49.5 quarter units)

SED 601	Special EDU Foundations	4.50
SED 605	Class/Behavior Management <i>Historical-Review all addendums</i> <b>Prerequisite:</b> SED 601	4.50
ITL 604	Learners and Learning I	4.50
ITL 606	Learners and Learning II <b>Prerequisite:</b> ITL 604	4.50
ITL 608	Design and Process of Teaching <b>Prerequisite:</b> ITL 606	4.50
SED 606	Health Care & Technology Sppt <b>Prerequisite:</b> SED 605; ITL 608	4.50
SED 607	Language/Literacy Basics <i>Historical-Review all addendums</i> <b>Prerequisite:</b> SED 606	4.50
SED 609	Lang & Lit Case Studies <i>Historical-Review all addendums</i> <b>Prerequisite:</b> SED 607	4.50
ITL 516	Mathematics Integrative Design* <i>Historical-Review all addendums</i> <b>Prerequisite:</b> ITL 512	4.50
SED 610	Adv. Beh. Sppts. & SEL <b>Prerequisite:</b> ITL 516	4.50
SED 615	Special Education Law <i>Historical-Review all addendums</i> <b>Prerequisite:</b> SED 610	4.50

\*Pre-requisite requirement not applicable to students enrolled in Special Education programs.

### Mild/Moderate Specialized Requirements (3 courses; 13.5 quarter units)

**Units:** 13.50

MMS 617	Intro Assm, Collab, & Instrt <i>Historical-Review all addendums</i> <b>Prerequisite:</b> SED 615	4.50
MMS 620	Assmnt, Differentiation M/M <i>Historical-Review all addendums</i> <b>Prerequisite:</b> MMS 617	4.50
MMS 623	Collaboration & Case Mgmt <i>Historical-Review all addendums</i> <b>Prerequisite:</b> MMS 620	4.50

### Student Teaching Mild/Moderate (4 courses; 9 quarter units)

**Units:** 27.00-45.00

MMS 629A	Seminar A <b>Prerequisite:</b> MMS 623; <b>Corequisite:</b> MMS 625A OR; MMS 627A	2.25
MMS 625A	Student Teaching for M/M: A <b>Prerequisite:</b> MMS 623; <b>Corequisite:</b> MMS 629A	2.25
MMS 629B	Seminar B <b>Prerequisite:</b> MMS 629A; <b>Corequisite:</b> MMS 625B OR; MMS 629B	2.25

MMS 625B	Student Teaching for M/M: B <b>Prerequisite:</b> MMS 625A; <b>Corequisite:</b> MMS 629B	2.25
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**OR**  
**Internship Mild/Moderate Needs (4 courses; 9 quarter units)** **Units:**  
**Units:** 9.00

MMS 629A	Seminar A <b>Prerequisite:</b> MMS 623; <b>Corequisite:</b> MMS 625A OR; MMS 627A	2.25
MMS 627A	Internship A <b>Prerequisite:</b> MMS 623; <b>Corequisite:</b> MMS 629A	2.25
MMS 629B	Seminar B <b>Prerequisite:</b> MMS 629A; <b>Corequisite:</b> MMS 625B OR; MMS 629B	2.25
MMS 627B	Internship B <b>Prerequisite:</b> MMS 627A; <b>Corequisite:</b> MMS 629B	2.25

**Additional Internship Clinical Support (1-4 courses; 2.25-9 quarter units)** **Units:** 9.00

CTC mandates that interns must be supported during their entire clinical practice experience. Students who do not complete the credential program by the end of MMS 627B, will be required to enroll in additional clinical supervision support classes until all requirements are satisfied.

MMS 627C	Internship C	2.25
MMS 627D	Internship D	2.25
MMS 627E	Internship E	2.25
MMS 627F	Internship F	2.25

**Master's Capstone Requirements (2 eight week courses; 9 quarter units)** **Units:** 9.00

SED 695	Understanding Edu. Research <i>Discontinued</i>	4.50
SED 696	Capstone Project <i>Discontinued</i>	4.50

## Master of Education in Special Education with Preliminary Education Specialist Credential Extensive Support Needs Teaching Credential with Internship option (California)

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

**Academic Program Director:** Sharen Bertrando; sbertrando@nu.edu

The Master of Education in Special Education with a Preliminary Education Specialist Credential: Extensive Support Needs (ESN) program is designed to provide candidates with critical skills needed to teach in inclusive classrooms providing children with disabilities with extensive support. The program is designed for courses to be taken in sequential order and provides candidates with the opportunity to gain professional understanding, integrate research-based teaching practices with appropriate assessment of student work, meet the needs of diverse learners, and learn and apply the principles of specially designed instruction in the 21st century classroom and global learning community. The program provides candidates with critical skills in laws and policies, positive behavior management and assessment needed to teach in inclusive classroom settings.

The program provides the knowledge and skills needed to successfully teach and impact the lives of students who have mild to moderate learning support needs. This program explores the range of educational learning problems and applies the latest teaching strategies to enhance the performance of students, no matter their abilities. The program focusses on practical field-based experience that helps candidates understand and critically evaluate education practices and provides strategies that can be immediately applied in teaching practices,

The M.Ed. in Special Education is aligned with the new Education Specialist Authorizations and Standards of the California Commission on Teacher Credentialing (CCTC) approved for implementation in July 2022. This program

also allows candidates to obtain a Preliminary Education Specialist Credential: ESN Credential with Intern Option (CA) as part of the master's degree. The Master of Education is ideal for educators looking to move into leadership roles or improve their own pedagogical practice.

### **Admission**

Several requirements must be completed prior to beginning the credential courses. A credential packet must be completed during SED 601. Further information regarding graduate admission and evaluation can be found in the Academic Information for Graduate Degree section of the Catalog. To earn a California Preliminary Education Specialist Teaching Credential, candidates are required to successfully complete the core courses, specialization (advanced) courses, and a clinical practice path to supervised teaching (Student Teaching or Internship) and meet the Education Specialist California Teaching Performance Assessment (EdSp CalTPA) requirements.

### **Field Experience**

Field Experience is a required component of the program. Each Education Specialist Credential course includes a required up to 10-hour field experience in a K-12 classroom representing the candidate's credential area and a diverse student population.

### **Clinical Practice**

Candidates must complete one of two clinical practice options: Student Teaching or Internship option.

**Student Teaching** requires 16-18 weeks working in a classroom with a teacher with a valid Education Specialist Credential. Student teaching is conducted at the completion of the required 14 courses.

**Internship** is an alternative credential path which is a cooperative effort between a school district and an institution of higher education. The program allows credential candidates to be employed while completing a credential program. The Internship program is a minimum of 8 months in length. Participants serve as the 'teacher of record' under an internship credential. The CCTC mandates that interns as well as student teachers be supported during the internship or clinical practice experience.

### **Internship Option**

Candidates choosing the Internship option to obtain the Preliminary Education Specialist Credential: Extensive Support Needs (ESN) will need to meet the Internship Eligibility requirements. Courses required include **SED 601, SED 605, and ITL 604.**

The CCTC mandates that all approved internship programs require a minimum of 120 hours of pre-service coursework prior to becoming a teacher of record (4.5 quarter units are equal to 40 clock hours). These pre-service courses must be successfully completed prior to eligibility for completing the Internship option.

### **GoReact**

GoReact is an online video coaching and collaboration platform designed to improve professional practice. All Student Teachers and University Interns are required to utilize GoReact during their Student Teaching/ Clinical Practice and Seminar courses. Student Teachers and Interns will need a subscription which covers all supervision classes. The fee is \$50 per year.

### **Program Disclosure Information**

The Master of Education in Special Education with a Preliminary Education Specialist Credential Extensive Support Needs is currently operating using credential guidelines for California only. Candidates who wish to use this program for credential or licensing in other states must contact the appropriate regulatory board for more information.

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

### **Program Learning Outcomes:**

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

- Integrate knowledge/skills to engage and support all extensive support needs students in learning
- Integrate knowledge/skills to create and maintain effective environments for learning for students with extensive support needs

- Synthesize and apply knowledge of how to organize subject matter for learning of students with extensive support needs
- Integrate knowledge needed for planning instruction and designing learning experiences for Students with extensive support needs
- Integrate knowledge /skills to administer and analyze formal and informal assessments to determine eligibility, inform instruction, and identify research-based interventions for all learners with ESN
- Integrate the knowledge to meet legal, ethical, and professional obligations to advocate for all learners with ESN
- Reflect critically on the application of professional beliefs and teaching/learning principles necessary to work collaboratively with all stakeholders including families, other professionals, and community members serving students with extensive support needs
- Critique current research in special education theory and practices within inclusive and culturally responsive frameworks
- Synthesize research methodology and findings as a professional educator, life-long learner, and scholar (consumer and producer of research)
- Demonstrate competence in the application of research methods including critiquing and synthesizing current, evidence-based educational literature

### Degree Requirements:

To receive a Master of Education in Special Education with a Preliminary Education Specialist Credential Extensive Support Needs (ESN) candidates must complete at least 81 quarter units. Students must complete 54 units in residence at National University. Further information on graduate admission and evaluation can be found in the Academic Information for Graduate Degrees section of the catalog.

**Total Degree Requirements (20-24 Courses; 81-90 quarter units) Units: 49.50**

Core Requirements Extensive Support Needs (11 courses; 49.5 quarter units)

SED 601	Special EDU Foundations	4.50
SED 605	Class/Behavior Management <i>Historical-Review all addendums</i> <b>Prerequisite:</b> SED 601	4.50
ITL 604	Learners and Learning I	4.50
ITL 606	Learners and Learning II <b>Prerequisite:</b> ITL 604	4.50
ITL 608	Design and Process of Teaching <b>Prerequisite:</b> ITL 606	4.50
SED 606	Health Care & Technology Sppt <b>Prerequisite:</b> SED 605; ITL 608	4.50
SED 607	Language/Literacy Basics <i>Historical-Review all addendums</i> <b>Prerequisite:</b> SED 606	4.50
SED 609	Lang & Lit Case Studies <i>Historical-Review all addendums</i> <b>Prerequisite:</b> SED 607	4.50
ITL 516	Mathematics Integrative Design* <i>Historical-Review all addendums</i> <b>Prerequisite:</b> ITL 512	4.50
SED 610	Adv. Beh. Sppts. & SEL <b>Prerequisite:</b> ITL 516	4.50
SED 615	Special Education Law <i>Historical-Review all addendums</i> <b>Prerequisite:</b> SED 610	4.50

\*Pre-requisite requirement not applicable to students enrolled in Special Education programs.

**Extensive Support Needs Specialized Requirements (3 courses; 13.5 quarter units). Units: 13.50**

ESN 639	Fudtns for Instr. Assm. Coll <i>Historical-Review all addendums</i> <b>Prerequisite:</b> SED 615	4.50
ESN 640	Assmnt & Differentiation <b>Prerequisite:</b> ESN 639	4.50
ESN 641	Collab. & Case Mnemnt. <b>Prerequisite:</b> ESN 640	4.50

**Student Teaching Extensive Support Needs (4 courses; 9 quarter units) Units: 9.00**

ESN 659A	Seminar A <b>Prerequisite:</b> ESN 641; <b>Corequisite:</b> ESN 655A, or ESN 657A	2.25
ESN 655A	Student Teaching A <b>Prerequisite:</b> ESN 641; <b>Corequisite:</b> ESN 659A	2.25
ESN 659B	Seminar B <b>Prerequisite:</b> ESN 659A; <b>Corequisite:</b> ESN 655B, or ESN 657B	2.25
ESN 655B	Student Teaching B <b>Prerequisite:</b> ESN 655A; <b>Corequisite:</b> ESN 659B	2.25

**OR**  
**Internship Extensive Support Needs (4 courses; 9 quarter units) Units: 9.00**

ESN 659A	Seminar A <b>Prerequisite:</b> ESN 641; <b>Corequisite:</b> ESN 655A, or ESN 657A	2.25
ESN 657A	Internship A <b>Prerequisite:</b> ESN 641; <b>Corequisite:</b> ESN 659A	2.25
ESN 659B	Seminar B <b>Prerequisite:</b> ESN 659A; <b>Corequisite:</b> ESN 655B, or ESN 657B	2.25
ESN 657B	Internship B <b>Prerequisite:</b> ESN 657A; <b>Corequisite:</b> ESN 659B	2.25

**Additional Internship Clinical Support (1-4 courses; 2.25-9 quarter units) Units: 9.00**

CTC mandates that interns must be supported during their entire clinical practice experience. Students who do not complete the credential program by the end of ESN 657B, will be required to enroll in additional clinical supervision support classes until all requirements are satisfied.

ESN 657C	Internship C <b>Prerequisite:</b> ESN 657B	2.25
ESN 657D	Internship D <b>Prerequisite:</b> ESN 657C	2.25
ESN 657E	Internship E <b>Prerequisite:</b> ESN 657D	2.25
ESN 657F	Internship F <b>Prerequisite:</b> ESN 657E	2.25

**Master's Capstone Requirements (2 eight week courses; 9 quarter units) Units: 9.00**

SED 695	Understanding Edu. Research <i>Discontinued</i>	4.50
SED 696	Capstone Project <i>Discontinued</i>	4.50

## Master of Science in Computer Science

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

**Academic Program Director:** Mudasser Wyne; 858 309 3433 mwyne@nu.edu



The Master of Science in Computer Science (MSCS) degree program at National University provides students with a solid foundation in advanced programming, operating systems, computer security, user interface design, software engineering, and database design and implementation. The program exposes students to best practice methodologies using a variety of tools and techniques required for solving real-world problems.

National University's computer science students are taught to put theory into practice thus preparing them for the fast-growing, rapidly evolving opportunities in the field. MSCS students will complete a three-course capstone project in which they apply what they have learned to solve some of the current technological problems facing society today. In addition, graduates are prepared to clearly discuss issues, trends, and solutions with both technical and non-technical audiences. Every part of the curriculum is devoted to developing required communication skills, ethics, and standards of professionalism.

The Master of Science in Computer Science (MSCS) curriculum is designed for professionals currently working in business, government, or industry who want to advance their careers. People without a previous computer science degree who want to prepare for a career as a working computer science professional can meet with an advisor to discuss pathways into the program. National University's approach prepares graduates to immediately become highly productive members of a real-world computing team.

### **Integration**

Three master's project classes provide an integrating mechanism for acquiring realistic experience through building a computationally complex project. It is a three-month project solving a real problem for a real client against a time deadline using all available tools and resources as students work together in teams. This component addresses the need to integrate a broad range of technologies and skills. Students are given the opportunity to crystallize the ideas learned earlier and to implement comprehensive systems across an organization.

### **Career Tracks**

In the MSCS program, graduates are proficient in analytical and critical thinking skills, have a sense of professionalism, and are instilled with a strong set of values essential for success in computer science. This program reflects current and future industry needs, and graduates are trained and prepared to assume a leadership role in the field.

### **Admission Requirements**

Candidates seeking admission to the program should possess a baccalaureate degree in Computer Science (CS), Computer Engineering (CE), Software Engineering (SE), or Information Systems (IS). Students from other undergraduate majors can fulfill the program prerequisites either by taking CSC242, CSC252 and CSC262 or by demonstrating proficiency through additional equivalent coursework or taking a course challenge exam for CSC 242, CSC252 and CSC262 before starting MSCS program.

### **MSCS Transition Program**

National University students who completed a transition program as part of their undergraduate degree and who satisfy MSCS transition program requirements described in the catalog must complete a minimum of 45 quarter units for their MSCS degree. The number of units required for the MSCS program is dependent on the coursework completed in the Bachelor's transition program and the grades earned.

### **Program Learning Outcomes:**

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

- Create software requirements specifications, design and develop complex software systems.
- Evaluate computer security vulnerabilities, threats, and counter measures that are effective and ethical.
- Design and develop database solutions by translating given application requirements into sound database design and implementation.
- Analyze and design complex front-end applications and integrate them with backend databases.
- Compare and contrast computing concepts and systems.
- Demonstrate ability to conduct in-depth research, both individually as well as in teams, in a specific computer science area.
- Demonstrate critical thinking and ability to analyze computer science concepts.

## Degree Requirements:

To receive a Master of Science in Computer Science, students must complete 58.5 quarter units of graduate coursework. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another accredited institution, as it applies to this degree, and provided the units were not used in earning another advanced degree. The degree program consists of ten courses and a three-part MSCS graduate project (three courses, 4.5 quarter units each) that cannot be taken until CSC605, CSC607, CSC670 and CSC680 courses have been completed.

It is important to note that capstone course sequence CSC686, CSC687 and CSC688 needs to be taken in the consecutive months. In case a student is not able to complete this course sequence in consecutive months, they will be required to start with the CSC686 course in the future, whenever this course sequence is offered.

## Program Prerequisites (3 courses; 13.5 quarter units)

Candidates seeking admission to the program should possess a baccalaureate degree in Computer Science (CS), Computer Engineering (CE), Software Engineering (SE), or Information Systems (IS). Students from other undergraduate majors can fulfill the program prerequisites either by taking CSC242, CSC252 and CSC262 courses or by demonstrating proficiency through additional equivalent coursework or taking a course challenge exam for CSC 242, CSC252 and CSC262 before starting MSCS program.

CSC 242	Intro to Programming Concepts <i>Historical-Review all addendums</i> <b>Prerequisite:</b> MTH 215	4.50
CSC 252	Programming in C++ <i>Historical-Review all addendums</i> <b>Prerequisite:</b> CSC 242	4.50
CSC 262	Programming in JAVA <i>Historical-Review all addendums</i> <b>Prerequisite:</b> MTH 215	4.50

## Core Requirements (13 courses; 58.5 quarter units)

It is important to note that capstone course sequence CSC686, CSC687 and CSC688 needs to be taken in the consecutive months.

CSC 600	Advanced Programming <i>Historical-Review all addendums</i> <b>Prerequisite:</b> CSC 242 and CSC 252 and CSC 262; Students with a baccalaureate degree in Computer Science (CS), Computer Engineering (CE), Software Engineering (SE), or Information Systems (IS) do not need these prerequisites.	4.50
CSC 603	Software Eng Fundamentals	4.50
CSC 605	Software Architecture Principi <b>Prerequisite:</b> CSC 603	4.50
CSC 606	Modern Operating Systems <b>Prerequisite:</b> CSC 600	4.50
CSC 607	Security in Computing <b>Prerequisite:</b> CSC 606	4.50
CSC 670	User Interface Engineering <b>Prerequisite:</b> CSC 600	4.50
CSC 675	Database Design and Impl. <b>Prerequisite:</b> CSC 600	4.50
CSC 678	Advanced Database Programming <b>Prerequisite:</b> CSC 675	4.50
CSC 680	Database Web Interface <b>Prerequisite:</b> CSC 678	4.50
CSC 685	Topics in Computing	4.50



CSC 686	Computer Science Project I <b>Prerequisite:</b> CSC 605 and CSC 607 and CSC 670 and CSC 680	4.50
CSC 687	Computer Science Project II <b>Prerequisite:</b> CSC 686	4.50
CSC 688	Computer Science Project III <b>Prerequisite:</b> CSC 687	4.50

## Master of Science in Data Science

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

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

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

### Program Learning Outcomes:

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

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

### Degree Requirements:

To obtain the Master of Science in Data Science, students must complete at least 67.5 graduate units. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another regionally accredited institution, as it applies to this degree, and provided the units were not used in earning another advanced degree. Please refer to the graduate admissions requirements for specific information regarding application and evaluation.

### Program Requirements (15 courses; 67.5 quarter units)

#### Core Requirements (7 courses; 31.5 quarter units)

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

ANA 630	<b>Prerequisite:</b> ANA 620 Advanced Analytic Applications <b>Prerequisite:</b> ANA 625	4.50
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Students must select one of the area of specializations.

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

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

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

## Specialization in AI/Optimization

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

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

### Program Learning Outcomes:

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

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

### Degree Requirements:

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

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

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

ANA 680	Machine Learning Deployment <b>Prerequisite:</b> ANA 675	4.50
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**Students who have prior experience with Python Programming complete ANA 505, after ANA 680.** **Units: 4.50**

ANA 505	AI & Optimization Topics	4.50
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## Specialization in Business Analytics

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

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

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

### Program Learning Outcomes:

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

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

### Requirements for the Specialization (5 courses; 22.5 quarter units)

BAN 640	Performance MGT & SCM Process	4.50
BAN 645	Prediction in Marketing	4.50
BAN 650	Probabilistic Finance Models	4.50
BAN 655	Analytical Security & Ethics	4.50
ANA 505	AI & Optimization Topics	4.50

## Specialization in Database Analytics

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

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

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

### Program Learning Outcomes:

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

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

### Requirements for Specialization (5 courses; 22.5 quarter units)

ANA 650	Database Design for Analytics	4.50
ANA 655	Data Warehouse Design & Devel <b>Prerequisite:</b> ANA 650	4.50
ANA 660	Advanced SQL Programming <b>Prerequisite:</b> ANA 655	4.50
ANA 665	Data Mining & Machine Learning <b>Prerequisite:</b> ANA 660	4.50
ANA 505	AI & Optimization Topics	4.50

## Specialization in Health Analytics

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

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

The Specialization in Health Analytics is designed to provide students with a practical learning experience through application of statistical methods to solve real-life health and life science analytics problems. Topics include health care information management systems, epidemiology, health management, clinical research, clinical trials, health outcomes research, teamwork, and communication.

### Program Learning Outcomes:

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

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

### Requirements for the Specialization (5 courses; 22.5 quarter units)

HCA 626	Healthcare Information Systems <b>Prerequisite:</b> ANA 630	4.50
COH 606	Epidemiology <b>Prerequisite:</b> COH 602, or ANA 630	4.50
ANH 604	Clinical Research Analytics	4.50
ANH 607	Health Outcomes Research	4.50
ANA 505	AI & Optimization Topics	4.50

## Master of Science in Educational Administration with Preliminary Administrative Services Credential Option (California)

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

**Academic Program Director:** Donna Elder; delder@nu.edu

This program is designed for students who are interested in advancing their careers, not necessarily in the field of education. This MS degree program is completed without the preliminary credential option for those pursuing careers in the nonpublic education sectors. For students who want to pursue the credential option, please see the Sanford College of Education Credential Information section of the catalog.

### Field Experience Requirements

EDA 600A is required for students completing the MS Educational Administration with the Preliminary Administrative Services Credential.

Students seeking a Master of Science in Educational Administration **only** should complete EDA 690A. Students in the Master's degree are required to demonstrate mastery of the program learning outcomes, through a field experience course. EDA 690A provides experience that meet their unique needs for obtaining the Master degree.

### Program Learning Outcomes:

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

- Candidates will develop a process for creating, stewarding, and communicating a shared vision that includes school-wide goals for improving teaching and learning.
- Candidates will practice their skills in the role of the instructional leader in the context of the stewardship of effective instructional practices.
- Candidates will apply knowledge they have learned to gain experience in the role of the instructional leader in the context of curriculum development, implementation, and assessment.
- Candidates will apply what they have learned to enhance their skills in the collaborative, ongoing processes of data-based school growth plans.
- Candidates will critique professional develop systems for the purpose of developing professional growth opportunities for school teachers, staff, and administrators.
- Candidates will apply course learning activities to better understand the complex Interaction of all of a school's complex systems and to promote overall teaching and learning.
- Candidates will design and apply methods in which a school can engage their communities to promote the shared vision.
- Candidates will select and research a topic related to educational leadership through the lens of a researcher.

### Degree Requirements:

To receive a Master of Science in Educational Administration, 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, as it applies to this degree and if the units were not used in earning another advanced degree. Course equivalence cannot be granted for life experience.

To be successful in this program, it is highly recommended to take program coursework in the sequence described below.

### Requirements for the Major (10-12 courses; 45-49.5 quarter units)

EDA 652	Visionary Leadership	4.50
EDA 655	School Improvement Leadership	4.50
EDA 653	Curriculum Leadership	4.50
EDA 654	Instructional Leadership	4.50
<b>Prerequisite:</b> EDA 653; EDA 655		
EDA 600A	Applications in Leadership	4.50
<b>Prerequisite:</b> EDA 654		
OR		
EDA 690A	Master Guided Study*	4.50
<b>Prerequisite:</b> EDA 654 with a minimum grade of B. Meets min requirement for degree		
EDA 656	Professional Growth Leadership	4.50
EDA 657	Org/Systems Leadership	4.50

EDA 658	Community Leadership	4.50
ILD 625	Educational Research	4.50
EDA 637	Action Research	4.50
<b>Prerequisite:</b> ILD 625		

\*This course is for only Master student without credential.

### Internship Option (2 courses: 4.5 quarter units)

EDA 602A and EDA 602B are aligned to the Internship candidate needs during the time they are enrolled in the program.

EDA 602A	EDA Internship A <b>Prerequisite:</b> Candidate must provide documentation showing appointment to an educational administration position requiring the Administrative Services Internship credential.	2.25
EDA 602B	EDA Internship B <b>Prerequisite:</b> Candidate must provide documentation showing appointment to an educational administration position requiring the Administrative Internship credential; EDA 602A with a minimum grade of S. Students need to be successful in EDA 602A before moving into EDA 602B.	2.25

## Master of Science in Educational Counseling w/ Pupil Personnel Services Credential - School Counseling (PPS-SC) OR Emphasis in Community College Counseling (California)

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

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

The Master of Science in Educational Counseling degree provides the academic pathways for students who are committed to the professional practice of counseling in schools. The program is designed to prepare educational counselors to be reflective social justice leaders that advocate for positive institutional transformation that promotes anti-racist, just and equitable outcomes for all students. Students will be prepared to deliver culturally responsive services to a pluralistic society and will develop comprehensive counseling skills informed by theory, research and practice. The program offers two options for career pathways within the Master of Science in Educational Counseling with Pupil Personnel Services Credential School Counseling or a Master of Science in Educational Counseling with an Emphasis in Community College Counseling. Each student must choose only one of the following options for their career pathway.

### Admission Requirement

1. Five year CA Certificate of Clearance (CL-900) is needed before enrolling in any EDC course.

### Pupil Personnel Service School Counseling

The Pupil Personnel Services Credential - School Counseling (PPS-SC) option provides the 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 a master's degree with the Pupil Personnel Services Credential in School Counseling and a Child Welfare and Attendance (CWA) authorization. Credentials and authorizations are awarded through the California Commission on Teacher Credentialing (CCTC).

Students enrolled in the credential pathway are awarded the master's degree once they have successfully completed all the coursework, a capstone project, and the PRAXIS exam. All coursework must be completed prior to the PPS-SC credential recommendation. Course equivalence will not be granted for life experiences.

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

### **Community College Counselor-Emphasis**

The Emphasis in Community College Counseling option emphasizes principles and practices of counseling within a community college environment. Students will gain the acquired skills to become social justice leaders, school-based mental health professionals, learning agents, student developers, and resource managers. This pathway offers students with acquired knowledge and professional skills in comprehensive counseling, career guidance, and advisement services to students from diverse backgrounds for the purpose of developing and facilitating the attainment of their academic, vocational, and personal objectives.

Successful completion of this plan of study leads to a master's degree with an emphasis in Community College Counseling. Students enrolled in the program are awarded the master's degree once they have successfully completed all the coursework, a capstone project, and a comprehensive exam. All coursework must be completed prior to degree recommendation. Course equivalence will not be granted for life experiences.

### **\*State Credential Disclosure Information**

The Master of Science in Educational Counseling 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/>

### **Additional fees**

#### **GoReact**

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

#### **Time2Track**

Students seeking the PPS SC credential will also be required to utilize Time2Track. Time2Track is a webbased software tool that lets students easily track clinical practice activities and hours. The fee is \$100 per year.

### **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-14 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, assess, and construct academic, social, and emotional comprehensive development programs with research-based practices.
- 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:**

To receive a Master of Science in Educational Counseling, students must complete at least 72 quarter units of graduate work. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another accredited institution, as it applies to this degree, if the units were not used in earning another advanced degree.

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

**72 Quarter Units Total Required for Degree.****Units: 63.00**

Core Requirements (13 courses: 63 quarter units)

EDC 600	Foundations of Professional EC <b><i>Prerequisite:</i></b> 5 year CA Certificate of Clearance (CL-900) is needed before enrolling in the course.	4.50
EDC 601	EDC Equity Driven Leadership <b><i>Prerequisite:</i></b> EDC 600	4.50
EDC 602	Ethics&Legal Mandates for EC <b><i>Prerequisite:</i></b> EDC 601	4.50
EDC 603	SEL & Academic Development <b><i>Prerequisite:</i></b> EDC 602	4.50
EDC 604	Cultural Conscious Counseling <b><i>Prerequisite:</i></b> EDC 603	4.50
EDC 605A	Individual/Group Counseling <b><i>Prerequisite:</i></b> EDC 604	4.50
EDC 605B	Individual/Group Counseling <b><i>Prerequisite:</i></b> EDC 605A	4.50
EDC 606	Trauma Informed Counseling <b><i>Prerequisite:</i></b> EDC 605B	4.50
EDC 607	Current Trends in Schools <b><i>Prerequisite:</i></b> EDC 606	4.50
EDC 608	College & Career Counseling <b><i>Prerequisite:</i></b> EDC 607	4.50
EDC 609	EDC Evaluation and Assessment <b><i>Prerequisite:</i></b> EDC 608	4.50
EDC 610	Intro EDC Research Methods <b><i>Prerequisite:</i></b> EDC 609	4.50
EDC 611	Research in Schools <b><i>Prerequisite:</i></b> EDC 610	9.00

**Pupil Personnel Service School Counseling Credential Requirements (2 courses; 9 quarter units)****Units: 9.00**

For the Pupil Personnel Service School Counseling Credential, the completion of two fieldwork courses are required EDC612A and EDC612B.

EDC 612A	Fieldwork Experience A <i>Historical-Review all addendums</i> <b><i>Prerequisite:</i></b> EDC 600; EDC 601; EDC 602; EDC 603; EDC 604; EDC 605A; EDC 605B	4.50
EDC 612B	Fieldwork Experience B <i>Historical-Review all addendums</i> <b><i>Prerequisite:</i></b> EDC 612A	4.50

OR

\*INTERNSHIP OPTION\* ONLY available to candidates who have been hired by a Public School District as a School Counselor. These two courses will need to be pre-approved for enrollment into the Internship courses (EDC613A & EDC613B).

EDC 613A	Internship A <i>Discontinued</i> <b>Prerequisite:</b> 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
EDC 613B	Internship B <i>Discontinued</i> <b>Prerequisite:</b> EDC 613A	4.50

## Emphasis in Community College Counseling

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

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

The emphasis in Community College Counseling option emphasizes principles and practices of counseling within a community college environment. Students will gain the acquired skills to become social justice leaders, school-based mental health professionals, learning agents, student developers, and resource managers. This pathway offers students with acquired knowledge and professional skills comprehensive counseling, career guidance, and advisement services to students from diverse backgrounds for the purpose of developing and facilitating the attainment of their academic, vocational, and personal objectives.

Successful completion of this plan of study leads to a master's degree with a emphasis in Community College Counseling. Students enrolled in the program are awarded the master's degree once they have successfully completed all the coursework, a capstone project, and a comprehensive exam. All coursework must be completed prior to degree recommendation. Course equivalence will not be granted for life experiences.

### **Additional fees**

#### **GoReact**

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

### **Program Learning Outcomes:**

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

- Advocate for all PK-14 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.
- Evaluate legal and ethical practices of professional school counseling.
- Demonstrate competence in the application of research methods.

### **Degree Requirements:**

Students must complete 9 quarter units of graduate work.

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

**Community College Emphasis Requirements (2 courses; 9 quarter units)**

**Units: 9.00**

EDC 614A	Exploration of CC Counseling <i>Historical-Review all addendums</i> <b>Prerequisite:</b> 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
EDC 614B	Exploration of CC Counseling <i>Historical-Review all addendums</i> <b>Prerequisite:</b> EDC 614A	4.50

## Master of Science in Engineering Management

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

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

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

- **Project Management** - to become effective and efficient project/program managers.
- **Systems Engineering** - to manage activities related to the life cycle of systems.

These specializations offer practical business perspectives necessary for engineering management. Unlike traditional MBA programs, these specializations emphasize management skills that are specifically built on a students' technical background and experience. The custom-designed mix of management concepts and technical expertise will help prepare professionals to direct major public and private organizations in the increasingly complicated managerial environment of today's competitive global, technical environment. In this program, engineering management principles are broadly based and draw from many different disciplines such as applied sciences, engineering, natural sciences, mathematics, economics, business and social sciences.

### Program Learning Outcomes:

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

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

### Degree Requirements:

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

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

Candidates for the program must possess a Bachelor's degree in engineering, engineering technology, or physical sciences or a closely related area from an accredited university. Interested students from other disciplines may be

admitted to the program but may be required to complete additional courses. Non-degree students will not be allowed to enter this program. For those who have a general non-science and non-engineering degree, admission would be based on relevant experience and the following program prerequisite:

CSC 220	Applied Probability & Stats. <i>Historical-Review all addendums</i> <b>Prerequisite:</b> CSC 208, or MTH 220; EGR 220	4.50
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### Degree Requirements (9 courses; 40.5 quarter units)

**Units:**

All 6 Core Courses must be completed before students can enroll in the 1st course, to one of the two Specializations students choose from. All students must choose one Area of Specialization defined below, and must complete and pass the courses in their Specialization prior to being enrolled in the Capstone Courses.

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

ENM 600	Engineering Mgmt Concepts <i>Historical-Review all addendums</i>	4.50
ENM 601	Project Management Principles <i>Historical-Review all addendums</i>	4.50
ENM 602	Risk, Contracts, and Legal Iss	3.00
PME 602	Skills Management <i>Discontinued</i>	4.50
ENM 604	Quality Management <i>Historical-Review all addendums</i>	4.50
TMG 610	Global Economic & Tech Trends <i>Historical-Review all addendums</i>	4.50

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

**Units:** 10.50

All students must choose one Area of Specialization defined below, and must complete and pass the courses in their Specialization prior to being enrolled in the Capstone Courses.

ENM 607A	Capstone Course I <i>Historical-Review all addendums</i> <b>Prerequisite:</b> Students must complete the six Core Courses, along with their chosen Specialization courses, prior to being able to register for the Capstone Courses starting with ENM 607A. ; ENM 600; ENM 601; ENM 602; PME 602; ENM 604; TMG 610; and ENM 603; PME 601; PME 604; , or SYE 600; SYE 601; SYE 602; SYE 603	4.50
ENM 607B	Capstone Course II <b>Prerequisite:</b> Students must complete the six Core Courses, along with their chosen Specialization courses, prior to being able to register for the Capstone Courses starting with ENM 607A. ; ENM 607A	3.00
ENM 607C	Capstone Course III <b>Prerequisite:</b> Students must complete the six Core Courses, along with their chosen Specialization courses, prior to being able to register for the Capstone Courses starting with ENM 607A. ; ENM 607B	3.00

## Specialization in Project Management

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

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

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

specialization is designed to provide systematic training to those who would like to pursue an engineering project management career.

### Program Learning Outcomes:

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

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

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

ENM 603	Operation Management <i>Historical-Review all addendums</i> <b>Prerequisite:</b> ENM 600	4.50
PME 601	Advanced Project Management <i>Historical-Review all addendums</i> <b>Prerequisite:</b> ENM 600; ENM 601; ENM 602 and ENM 603	4.50
PME 603	Product Management <i>Historical-Review all addendums</i> <b>Prerequisite:</b> ENM 600; ENM 601; ENM 602 and ENM 603	4.50
PME 604	Project Financing Management <i>Historical-Review all addendums</i> <b>Prerequisite:</b> ENM 600; ENM 601; ENM 602; ENM 603	4.50

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

## Specialization in Systems Engineering

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

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

### Program Learning Outcomes:

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

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

### Specialization Requirements (4 courses; 12 semester credit hours)

SYE 600	Introduction to Systems Design	3.00
SYE 601	Systems Analysis & Design Eval <b>Prerequisite:</b> SYE 600	3.00
SYE 602	Advanced System Design <b>Prerequisite:</b> SYE 601	3.00
SYE 603	System Dynamics <b>Prerequisite:</b> SYE 602	3.00

Students can register for the first Capstone Course only after completing all SIX of the initial CORE Courses, the FOUR Specialization Courses (Program Management and Systems Engineering), and achieving the required passing grades.

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

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

**Academic Program Director:** Natasha Ferrell; nferrell@nu.edu

The Master of Science in School Psychology program trains candidates to be change agents in the Pk-12 setting through research, practice, and advocacy. The program's curriculum aligns with California Commission for Teacher Credentialing (CCTC) standards and, the National Association of School Psychologists (NASP) Candidates in this program are prepared for the position of school psychologist in the state of California. Candidates are encouraged to be active in the local, state, and national professional organizations to stay relevant in the field of school psychology. Candidates accepted into the program earn a graduate degree for the Master of Science in School Psychology and are recommended for a Pupil Personnel Services Credential School Psychology. Successful completion of the program encompasses passing of all coursework, practicum and internship, comprehensive exam, and a score of 147 on the School Psychology PRAXIS exam.

The School Psychology program is offered as an online program. The online modality provides students the ability to attend weekly recorded synchronous class sessions. Each course includes learning activities that are embedded within the online course shell. Candidates in the program are required to attend sixteen (16) mandatory all-day Saturday sessions for the four assessment courses. The Saturday sessions provide candidates the opportunity to engage in experiential hands-on training with assessment materials. In extenuating circumstances and with prior approval from the School Psychology Academic Program Director, exceptions may be granted for a candidate to miss an in-person Saturday session, which can be made-up through online synchronous or asynchronous attendance. Campus locations for the on-site Saturday sessions are Rancho Cordova, Fresno, Los Angeles, and San Diego.

### Admission Requirements

Prospective School Psychology candidates must complete the application process prior to program entrance.

- Completed online application form
- An earned bachelor's degree from an accredited institution with a minimum of a 2.5 Grade Point Average
- Successful passage of the California Basic Education Skills Test (CBEST) or Basic Skills equivalent.
- One letter of recommendation from someone who can speak to your professionalism, disposition, and academic perseverance.

### Program Advisement

All School Psychology PPS candidates will be assigned to a Regional Lead. Candidates will meet with the Regional Lead to review progress in the program on an annual basis. All candidates are expected to communicate with their assigned Regional Lead at the following times: (1) upon admission into the program, (2) at the beginning of their practicum course, (3) prior to starting internship, and (4) at the exit of the program.

Candidates are required to obtain a grade of "B" or higher to move forward in the program. Candidates who receive a grade of "B-" or below will be required to repeat the course (at the candidate's expense) and must meet



with the Student Success Mentor and participate in a Candidate Assistance Plan (CAP) before continuing in the program. Candidates should understand that repeating a class may result in a significant delay in their program.

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

### **Practicum Prerequisites**

In accordance with CTCC standards, candidates must complete a minimum of 450 practicum in a Pk-12 public school setting. Course credit for practicum will be provided through enrollment in PED 618A, PED 618B, and PED 618C. A credentialed school psychologist (with a minimum of three years in the field post internship) must be at the same campus as the candidate to supervise and evaluate the candidate's performance. Candidates must successfully complete all prerequisite courses, with cleared and submitted fingerprints, and a passing score on the CBEST prior to starting practicum. Students are required to be at their practicum site a minimum of 2- full days a week.

### **Internship Prerequisites**

Internship is the culminating experience in a school psychology training program. Candidates must complete all required practicum hours (450) and receive a passing grade in all practicum courses prior to starting Internship. Candidates must complete the internship experience under the supervision of a credentialed and experienced (minimum of three years) school psychologist. In PED 646 and 648 (Internship I and II), candidates will complete their internship hours (1,200) and experiences only in public school-based settings, in accordance with CCTC requirements). Candidate performance during internship will be evaluated by the site-based supervisor(s) and an assigned university supervisor.

### **Program Disclosure Information**

Master of Science in School Psychology with Pupil Personnel Services Credential School Psychology program adheres to the credential guidelines for California only. Students who wish to use this program for employment and/or credentials in other states must contact the appropriate regulatory board in that state for more information.

For up-to-date information on program licensure eligibility requirements for the university, please visit: <https://www.nu.edu/licensuredisclosures/>. For up-to-date information on pupil personnel services credential for California preparation, please visit: [https://www.ctc.ca.gov/credentials/leaflets/Pupil-Personnel-Credential-In-California-\(CL-606C\)](https://www.ctc.ca.gov/credentials/leaflets/Pupil-Personnel-Credential-In-California-(CL-606C)).

### **Program Learning Outcomes:**

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

- School Psychology candidates will demonstrate knowledge and skills in varied methods of assessment and data collection for the purpose of identifying strengths and needs, implementing evidence-based practices, progress monitoring, and evaluation at the student, classroom, and school-level.
- School Psychology candidates will demonstrate knowledge and skills in varied consultation methods, collaboration, and communication with all school-based stakeholders, families, and community agencies to effectively coordinate interventions and services across academic, social/emotional, and behavioral domains.
- School Psychology candidates will demonstrate knowledge and skills in direct academic interventions for children and families that consider the impact of culture, language, cognition, and social influences on academic skills and collaborate with others to implement evidence-based interventions and instructional strategies.
- School Psychology candidates through assessment, data collection methods and evidence-based strategies will demonstrate knowledge of direct interventions that focus on behavioral and social/emotional interventions for children and families in order to develop and implement mental health supports to promote social-emotional functioning and mental health.
- School Psychology candidates will demonstrate knowledge of school systems, programs, and services (direct and indirect services, school and systems structure, preventive and responsive services, dual language learners, multi-tiered systems of support, general and special education, technology resources and evidence-based school practices) that promote academic outcomes learning, social development, and mental health to create and maintain effective and supportive learning environments for children and others.
- School Psychology candidates will demonstrate knowledge of principles and research related to resilience and risk factors, mental health services, school response and recovery, discipline policies, evidence-based



strategies for effective crisis response including treat and risk assessments to promote services that enhance learning, mental health, school safety, and physical well-being through protective and adaptive factors.

- School Psychology candidates will demonstrate evidence-based culturally responsive mental health and social-emotional counseling and interventions to enhance and support positive family-school interactions and facilitate strong family/school partnerships with the community.
- School Psychology candidates will demonstrate a social justice lens of equity and diversity for all students in schools and demonstrate skills of equitable practice through assessment, counseling, and intervention across general and special education settings.
- School Psychology candidates will demonstrate various data collection techniques and be knowledgeable about research design and analysis used in school settings to support evidence-based practices for the individual, group, and system.
- School Psychology candidates will demonstrate knowledge of special education law, ethics, professional practices, school psychology history, service models, professional standards, dispositions, and self-care.

### Degree Requirements:

To receive a Master of Science in School Psychology, students must complete at least 94.5 quarter units of graduate work. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and if the units were not used in earning another advanced degree. Students are not awarded the master's degree until they have completed all graduate and credential coursework, including internship, and exit interview. Course equivalence cannot be granted for life experience. Students must complete all coursework with at least a B, GPA of 3.0 or better. Any lower grade mark, B- (2.7) or below, will require a student to take the course again until the minimum passing grade is obtained (B, 3.0).

### Total Unit Requirements (23 courses; 94.5 quarter units)

Units:

Candidates are required to complete a minimum of 450 hours and successfully pass PED 618A, PED 618B, and PED 618C prior to beginning their internship. Candidates must complete practicum experience under the supervision of a credentialed and experienced (three years in the field) school psychologist. Attendance is required online and/or face-to-face for all courses.

### Core Requirements (20 courses; 81 quarter units)

Units: 81.00

Candidates are required to complete ALL 450 hours of practicum prior to starting their internship. Candidates must complete the practicum experience under the supervision of a credentialed and experienced (three-year) school psychologist.

PED 606	Foundations in School Psych	4.50
PED 608	Ethics and Dispositions <b>Prerequisite:</b> PED 606	4.50
PED 610	Tests and Measurements <b>Prerequisite:</b> PED 608	4.50
PED 612	Special Education and Law <b>Prerequisite:</b> PED 610	4.50
PED 614	Academic interventions <b>Prerequisite:</b> PED 612	4.50
PED 616	Cognitive Assessments <b>Prerequisite:</b> PED 614	4.50
PED 618A	Practicum A <i>Historical-Review all addendums</i> <b>Prerequisite:</b> PED 616	1.50
PED 620	Developmental Milestones <b>Prerequisite:</b> PED 616	4.50
PED 622	Consultation in Schools	4.50

	<b>Prerequisite:</b> PED 620	
PED 624	Academic and Processing Asmnts	4.50
	<b>Prerequisite:</b> PED 622	
PED 618B	Practicum B <i>Historical-Review all addendums</i>	1.50
	<b>Prerequisite:</b> PED 624	
PED 626	Rdg Assessment & Intervention	4.50
	<b>Prerequisite:</b> PED 624	
PED 628	Intro to Research	4.50
	<b>Prerequisite:</b> PED 626	
PED 630	Behavior & SEL Interventions	4.50
	<b>Prerequisite:</b> PED 628	
PED 618C	Practicum C <i>Historical-Review all addendums</i>	1.50
	<b>Prerequisite:</b> PED 630	
PED 632	Social Emotional Assessments	4.50
	<b>Prerequisite:</b> PED 630	
PED 634	Individual and Grp Counseling	4.50
	<b>Prerequisite:</b> PED 632	
PED 636	Mental Health & Crisis Response	4.50
	<b>Prerequisite:</b> PED 634	
PED 638	Childhood Dev. Disorders	4.50
	<b>Prerequisite:</b> PED 636	
PED 640	Special Population Assessments	4.50
	<b>Prerequisite:</b> PED 638	

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

**Units:** 13.50

PED 642	Internship I <i>Discontinued</i>	4.50
	<b>Prerequisite:</b> PED 640	
PED 644	Internship Seminar <i>Historical-Review all addendums</i>	4.50
	<b>Corequisite:</b> PED 642 <i>If a student has not been enrolled into PED 644 by completion of PED 642, it will be at the discretion of the faculty to enroll students during PED 646. Advisors should contact faculty prior to enrollment for approval.</i>	
PED 646	Internship II <i>Discontinued</i>	4.50
	<b>Prerequisite:</b> PED 642	

#### Doctoral Degrees

Doctor of Psychology (PsyD)

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

**Academic Program Director:** Douglas Haldeman; dhaldeman@nu.edu

#### Clinical Psychology

Clinical psychology is the largest branch of the field of psychology, and integrates science, theory, and clinical practice to assess and treat a broad spectrum of mental health and behavioral medicine concerns. Clinical psychologists work in a variety of settings, including community mental health agencies, hospitals, college counseling centers, corporations, independent or group practices, wellness clinics, health insurance agencies, prisons, universities and other research settings, as well as Veteran Affairs (VA) medical centers.

The demand for mental health professionals, particularly those with doctoral degrees, is expected to increase over the next decade. Factors contributing to this increase in the need for psychologists include the significant number of veterans experiencing post-traumatic distress, the increasing number of people who are aging, the growing acknowledgment of the role of behavioral medicine techniques in treating chronic disease, and the ever-present demands of dealing with the stress and pressures of everyday life and work.

The Doctor of Psychology (PsyD) in Clinical Psychology at National University is designed for individuals seeking the highest level of training to become hands-on practitioners in the field of psychology. We have created a program with a diverse faculty, student body, and curriculum. Our mission is to train practitioner-scholars who will provide comprehensive and culturally sensitive services to a variety of communities. Our particular focus on multicultural competency sets us apart from other doctoral programs.

### **Doctor of Psychology**

The Doctor of Psychology (PsyD) degree was first recognized by the American Psychological Association (APA) in 1973. Today, many PsyD programs are offered nationwide. Graduates are prepared for the key roles that contemporary psychologists must fill to competently serve their communities: clinician, evaluator, assessment expert, and critical consumer of psychological research. Practical applications, advanced clinical training, and specialized fieldwork are emphasized throughout the course of the program.

At JFK School of Psychology, a dedicated faculty of practitioner-scholars offers a student-faculty ratio of approximately 12:1. In the selection of faculty, staff, and students, the PsyD program aims to reflect the diversity of California's community including gender, race, physical ability, sexual orientation, and socio-economic status. The PsyD program incorporates issues of diversity into all courses in the curriculum.

The full-time plan of study takes five years to complete: four years of coursework (four quarters per year) including an ethnographic placement in year one, a practicum during years two and three, and support for additional externship during year four, and then in year five, a pre-doctoral internship. Students are also required to complete a clinical dissertation project. All students must meet the residency requirement of at least 36 units, earned during their first four quarters in the program.

### **Advisement**

After matriculating into the program, students are assigned a faculty advisor with whom they meet at least once per quarter. These faculty advisors have specialized knowledge in the field and are able to serve as mentors who guide students through their professional development as clinical psychologists. Student performance in coursework and practica is evaluated on an ongoing basis, with formal yearly reviews. Each year must be completed satisfactorily for students to advance in the program. Failure to meet any requirement for advancement will result in a referral to the Review and Advisement Committee to clarify and remediate the difficulty. In some instances, students may be required to supplement or repeat certain areas of the program or to take a leave from the program. In other instances, students may be asked to leave the program. See the PsyD Student Handbook for Review and Advisement procedures.

### **Integrated Professional Seminar**

The Integrated Professional Seminar (IPS) is a key component of the program. This composite of courses is designed to integrate academic information and ethnographic or practicum experience throughout the program. During each ethnographic or practicum year, small groups of students meet together with a faculty member. Depending on the year, IPS emphasizes different elements of work with diverse populations. These include, for example, examining one's own belief systems, worldview, biases, group process, and clinical case presentations. The IPS provides a supportive setting in which students may collaboratively integrate their applied and academic experiences.

### **Ethnographic Placement**

The first-year ethnographic placement lays the foundation for culture and diversity-sensitive training as well as practice in self-reflection and self-awareness. The ethnographic experience involves immersion in environments that provide unique and diverse cultural experiences for the trainees. This immersion establishes an understanding of diversity and the relationships with power, privilege, and oppression in the practice of psychology.

To this end, the purpose of the ethnographic placement experience is to provide first-year doctoral trainees with experience in an unfamiliar culture/setting. For a minimum of eight hours per week, first-year trainees engage in a cultural immersion experience in a setting specifically selected to expose trainees to a population with whom they have had little or no prior contact.

Ethnographic trainees' fieldwork is integral to their development as clinical psychologists. It is one of the principal means by which trainees establish the foundation necessary to work with the diversity of clients that they will encounter in their subsequent clinical placements as well as their future work as professionals. This ethnographic placement experience and its accompanying Integral Professional Seminar (IPS I) are designed to focus on diversity.

### **Beginning Clinical Practicum**

The Clinical Practicum is a placement at one of over 60 available sites. The focus of Clinical Practicum is on the supervised integration and application of knowledge gained from the ethnographic placement experience and ongoing doctoral coursework. In Clinical Practicum, trainees work 16–20 hours per week to develop skills in a variety of interventions and treatments including accurate assessment, conceptualization, and formulation of client cases from a multicultural/diversity perspective.

### **Advanced Clinical Practicum**

The Advanced Practicum is a clinical placement at one of over 60 available sites for 20–24 hours per week. The focus of Advanced Practicum is on the supervised integration and application of knowledge gained from previous practica, and ongoing doctoral coursework. At a more complex level than Beginning Practicum, trainees develop skills in comprehensive assessment, conceptualization, and formulation of client cases from a multicultural/diversity perspective. However, the focus in Advanced Practicum is extended to include advanced skills in the development of systematic and empirically justifiable plans for intervention with individuals, groups, or communities within the larger context of human diversity and social change.

### **Externship**

Students are supported to seek clinical training over and above the required practica. It is strongly encouraged that all students complete an externship during year four, to increase their readiness for the predoctoral internship and competitiveness in the match process. The desired training site must be reviewed and approved by the Training Department prior to the start of externship training.

### **Pre-Doctoral Internship**

Trainees apply for pre-doctoral internship when they are in the fourth year of the full-time curriculum. Trainees need to be registered for the relevant number of internship units for each quarter in which they are accruing internship hours. All academic units must be completed, and dissertation proposal successfully defended, before going to internship.

PsyD trainees may apply for full-time or part-time internship programs that are accredited by APA, and in some cases internships that are part of the CAPIC and APPIC consortia. To be considered full time, trainees must work a minimum of 35 hours per week. A full-time internship is completed in four quarters at nine units per quarter for a total of 36 units.

### **Clinical Readiness Examination**

This summative examination, administered in the Summer of Year 1, assesses student competency in skill areas essential to clinical practice. Passing this exam is a requirement to proceed to IPS-II/Beginning Practicum. In order to sit for this exam, students must pass the following first-year courses: IPS-I, Psychopathology I & II, Clinical Interviewing Skills, and Law & Ethics. The exam consists of 130 multiple-choice questions.

### **Clinical Proficiency Examination**

In the spring of year three, students present a written clinical case report to two faculty members who orally examine the student on the case. Passing this exam is a requirement for advancement in both the academic and clinical portions of the program.

There is a \$100 fee that covers both the clinical readiness and clinical proficiency examinations.

### **Satisfactory Progress**

Meeting program expectations in all competency areas in coursework, all requirements of fieldwork/practica, and passing the written comprehensive examination and the clinical proficiency examination are required before students may proceed to the next year of the program or internship. Failure to meet requirements for advancement to the next year may result in a student being required to supplement or repeat certain areas of the program or in termination from the program.

### **Clinical Dissertation Project**

The clinical dissertation project is an intensive study in an area of interest. Projects must reflect the program's emphasis on diverse or underserved populations as well as the PsyD clinical focus. The dissertation should integrate research findings, relevant literature, and original thought, deriving input from the population under study and contributing to the field of applied psychology. Traditional quantitative methodologies may be utilized or students can explore and utilize other research modalities. Projects may take the form of a program evaluation, theoretical exploration, meta-analysis, case study, phenomenological study, ethnography, educational product development for clients or clinicians, content analysis, or grounded-theory analysis. A dissertation proposal must

be successfully defended prior to the pre-doctoral internship match, and a successful final dissertation defense is required for the degree to be awarded.

### **Dissertation Completion**

Students must register for PSD 7303 Dissertation Completion (for 0 units), every quarter following successful completion of PSD 7254 Clinical Dissertation Proposal III, through the quarter in which the final dissertation defense has been passed.

### **Individual Psychotherapy**

All students in the PsyD program are required to complete at least 50 hours of individual psychotherapy within an 18- month time period. Psychotherapy must be with a licensed therapist. Students do not receive academic credit for psychotherapy. It is recommended that students complete the psychotherapy requirement prior to beginning internship.

### **Licensure**

Completion of PsyD program from National University makes students eligible to apply for licensure as a psychologist. The licensure process is regulated by the California Board of Psychology. Requirements currently include a minimum 3,000 hours of verified supervised professional experience. Licensing statutes and regulations are subject to future legislative and/or administrative revisions. The PsyD students will be kept informed about licensing requirements and any changes that occur. The PsyD program maintains an active relationship with the licensing board.

The California Board of Psychology may be contacted directly at:  
1625 North Market Blvd., Suite N-215  
Sacramento, CA 95834  
Phone: (916) 263-2699  
Toll Free: (866) 503-3221  
E-mail: [bopmail@dca.ca.gov](mailto:bopmail@dca.ca.gov)  
Website: [www.psychboard.ca.gov](http://www.psychboard.ca.gov)

### **Knowledge and Competencies**

The PsyD program subscribes to a practitioner-scholar model of clinical training. The goals of the PsyD Program align with the domains of Discipline-Specific Knowledge (DSKs) and Profession-Wide Competencies (PWCs) that are specified by the APA in the Standards of Accreditation.

#### **DSK 1. History & Systems**

- Demonstrate knowledge of the origins and development of major ideas in the discipline of psychology.

#### **DSK 2. Foundational Science**

- Demonstrate knowledge of affective aspects of behavior, e.g. affect, mood, and emotion.
- Demonstrate knowledge of biological aspects of behavior, e.g. neural, physiological, anatomical, and genetic aspects.
- Demonstrate knowledge of cognitive aspects of behavior, e.g. learning, memory, thought processes, and decision-making.
- Demonstrate knowledge of the norms and theories of human development over the lifespan.
- Demonstrate knowledge of the social and cultural aspects of behavior, e.g. group processes, attributions, discrimination, and attitudes.

#### **DSK 3. Integrative Science**

- Demonstrate ability to integrate at least two of affective, biological, cognitive, social, and/or developmental aspects of behavior.

#### **DSK 4. Research**

- Demonstrate knowledge of the strengths, limitations, interpretation, and technical aspects of rigorous case study; correlational, experimental, and other quantitative research designs; measurement techniques; sampling; replication; theory testing; qualitative methods; mixed methods; meta-analysis; and quasi-experimentation.

- Demonstrate knowledge of quantitative modeling and analysis of psychological data, statistical description and inference, univariate and multivariate analysis, null-hypothesis testing and its alternatives, power, and estimation.
- Demonstrate knowledge of the techniques of content analysis, descriptive phenomenology, and qualitative meta-summary.
- Demonstrate knowledge of theory and techniques of psychological measurement, scale and inventory construction, reliability, validity, evaluation of measurement quality, classical and contemporary measurement theory, and standardization.

#### **PWC 1. Research**

- Students demonstrate the ability to evaluate and apply professional literature in the context of specific clinically relevant questions.
- Demonstrate the substantially independent ability to formulate and conduct clinically and contextually relevant inquiries (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.
- Synthesize and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.

#### **PWC 2. Ethics**

- Demonstrate knowledge of, and act in accordance with, each of the following: (1) the current version of the APA Ethical Principles of Psychologists and Code of Conduct; (2) relevant laws, regulations, rules, and policies governing health service psychology at the organizational, state, and federal levels; (3) relevant professional standards and guidelines.
- Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.
- Conduct oneself in an ethical manner in all professional activities.

#### **PWC 3. Individual and Cultural Diversity**

- Demonstrate an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.
- Demonstrate respectful appreciation for others' cultures and worldviews.
- Actively attend to the dynamics of power, oppression, and privilege in their professional environments.
- Demonstrate knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities, including research, training, supervision/consultation, and service.
- Demonstrate the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities).

#### **PWC 4. Professional Deportment**

- Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.
- Actively engage in classroom and/or agency activities.
- Demonstrates cognitive flexibility and capacity to adapt to changing circumstances and information.
- Engage in self-reflection regarding one's personal and professional functioning;
- Engage in activities to maintain and improve performance, well-being, and professional effectiveness.
- Recognize when supervision or consultation is needed, and actively seek same.
- Demonstrate openness and responsiveness to feedback and supervision.
- Respond professionally to challenging situations with a degree of independence that is appropriate to current level of training.

#### **PWC 5. Communication**

- Communicate in an effective, constructive, and culturally/contextually sensitive manner in professional encounters.
- Produce and comprehend written communications that are informative and well-integrated, and that demonstrate a thorough grasp of professional language and concepts.
- Produce and comprehend oral communications that are informative and well-integrated, and that demonstrate a thorough grasp of professional language and concepts.



- Demonstrate the ability to manage difficult communication well.

#### **PWC 6. Assessment**

- Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.
- Demonstrate understanding of and ability to integrate knowledge of functional and dysfunctional behaviors, in context, to the assessment and/or diagnostic process.
- Formulate relevant referral question(s) for psychological testing; select and apply assessment methods that draw from the best available empirical literature, reflect the science of measurement and psychometrics, and are appropriate to the diversity characteristics of the service recipient.
- Collect relevant data using multiple sources and methods that are appropriate to the referral question(s), and administer and score psychological measures competently and correctly.
- Integrate data from multiple sources and interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.
- Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

#### **PWC 7. Intervention**

- Establish and maintain effective relationships with the recipients of psychological services.
- Demonstrate the ability to gather and integrate clinically relevant information through clinical interview and active listening.
- Demonstrate the ability to conceptualize a client's presenting problem within a clearly articulated theoretical context.
- Develop evidence-based and contextually appropriate intervention plans specific to the service delivery goals.
- Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
- Demonstrate the ability to apply the relevant research literature to clinical decision making.
- Modify and adapt evidence-based approaches effectively when a clear evidence base is lacking.
- Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.

#### **PWC 8. Supervision**

- Demonstrate knowledge of supervision models and practices.
- Demonstrate ability to apply knowledge of supervision models and practices in direct or simulated practice with psychology trainees or other health professionals.

#### **PWC 9. Consultation**

- Demonstrate knowledge of and respect for the roles and perspectives of other professions.
- Demonstrate knowledge of consultation models and practices.
- Demonstrate ability to apply knowledge of consultation models and practices in direct or simulated practice with individuals and their families, other health care professionals, interprofessional groups, or systems related to health and behavior.

#### **Transfer Credit**

Students requesting course transfer credit must have attained a grade of "credit" or a letter grade of B or higher from an institution that is regionally accredited or has other recognized accreditation. When transfer credit is granted for a course completed at another institution, regardless of whether it was offered on the quarter or semester system, the maximum number of units transferred will equate to the number of units given for completing the corresponding doctoral course at JFK School of Psychology. Transfer credit will not be included as part of the cumulative University PsyD GPA. Courses eligible for transfer credit must have been taken within the last eight years. The maximum number of approved credits that may be transferred into the PsyD program from master level courses is 18. The maximum number of approved credit that may be transferred into the PsyD program from doctorate level courses is 30. If a student is transferring credits from both master level and doctorate level courses, the total transfer credits cannot exceed 30 units. Although transfer credits may reduce the cost of the program, it will not reduce the overall length of the program, due to the three years of the Integrated



Professional Seminar (IPS I, II & III). The number of transferred credits permitted is at the discretion of the PsyD program.

### Accreditation

The Clinical Psy.D. program under the name National University, Pleasant Hill, CA / John F. Kennedy Teach-Out is "accredited, inactive" by the Commission on Accreditation of the APA. This accreditation status designates an accredited program that is no longer admitting students. This status was granted to accommodate teach-out students from John F. Kennedy University. Persons who were not enrolled in accredited John F. Kennedy programs are not to be admitted to the National University, Pleasant Hill, CA / John F. Kennedy Teachout "accredited, inactive" program.

Questions related to the program's accredited status should be directed to the Commission on Accreditation:

Commission on Accreditation  
Office of Program Consultation and Accreditation  
American Psychological Association  
750 First Street, NE  
Washington D.C. 20002-4242  
**Phone:** (202) 336-5797  
**Email:** [apaaccred@apa.org](mailto:apaaccred@apa.org)  
**Website:** [www.apa.org/ed/accreditation](http://www.apa.org/ed/accreditation)

### Program Disclosure Information

#### Current/Transferring Students

In the United States, each state makes its own rules regarding the educational requirements for licensure of psychologists. As such, requirements for professional licensure and certification can vary markedly by state. The JFK School of Psychology at National University, Doctoral Program in Clinical Psychology (Psy.D.) **meets** the educational degree completion requirements for licensure in the state of **California** as a Licensed Psychologist.

Since many states have unique licensing requirements, the JFK School of Psychology at National University, Doctoral Program in Clinical Psychology (Psy.D.) cannot confirm whether its Doctoral Program in Clinical Psychology (Psy.D.) degree meets all the educational, licensure, and certification requirements in **any state other than California**. Further, these requirements can change frequently and often without notice.

We advise you to contact your state licensing and certification body to ensure the degree will meet requirements for licensure in the state in which you seek to be licensed. For licensing board contact information and approval status, please see the [Association of State and Provincial Psychology Boards](http://www.apa.org/ed/accreditation) website. For all students, applicants, or prospective students seeking licensure in any state, please review the chart below outlining the University's determination about the program's curriculum and how it relates to the state educational requirements for licensure or certification in that respective state.

PROGRAM MEETS EDUCATIONAL REQUIRMENTS	PROGRAM DOES NOT MEET EDUCATIONAL REQUIRMENTS	CANNOT BE CONFIRMED IF PROGRAM MEETS EDUCATIONAL REQUIRMENTS
California		All other states, including the District of Columbia and the US protectorates, as defined in 34 CFR §600.2.

For students matriculated prior to January 1, 2021, the program is accredited by the Commission on Accreditation of the American Psychological Association (APA). Questions related to the accredited status of the program should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation American Psychological Association

750 1st Street, NE, Washington, DC 20002

Phone: (202) 336-5979/Email: [apaaccred@apa.org](mailto:apaaccred@apa.org) Web: <https://www.apa.org/ed/accreditation>

As an APA-accredited program, our students are strongly encouraged to complete their internship at an APA-accredited site. Students are required to use the APPIC (Association of Psychology Postdoctoral and Internship Centers) system for application to internships and a minimum of 80% of student applications must be submitted to APA-accredited sites.

It is strongly encouraged that students, applicants, and prospective students determine any additional (i.e., non-educational) requirements for licensure in the state in which they seek to be licensed. Many licensure boards require more than successful degree completion to obtain a license, such as completion of an examination(s), test(s), background check(s), internship/practicum hours, and other requirements determined by the respective state board. It is the responsibility of the student completing the licensure program to check with the respective state licensing board(s) for the most recent information, rules and requirements.

#### **Future/New Students**

Thank you for choosing the JFK School of Psychology at National University Psy.D. program. In January 2021, this program was administratively transferred from National University affiliate John F. Kennedy University (JFKU) to National University.

The JFKU Psy.D. program had been American Psychological Association (APA)-accredited since 2003, and moved to "accredited, inactive" status in 2021. Meaning that while it remains APA-accredited for all students enrolled prior to 2021, new students will be admitted to an identical program (same curriculum and faculty), the JFK School of Psychology at National University Psy.D. program, which will seek APA accreditation on an accelerated timeline. **Until accreditation is achieved, the program will be unaccredited by APA.**

National University cannot guarantee that APA accreditation will be granted. There is a possibility that the program may not be accredited before you finish the Program, and if you transfer to another institution before National University obtains this accreditation, your credits may not be transferable. If the JFK School of Psychology at National University Psy.D. program becomes APA-accredited in the future, all students admitted will receive all the benefits of attending an APA-accredited doctoral program.

The JFK School of Psychology at National University Psy.D. program continues to be regionally accredited (by WSCUC), which means that eligible students may apply for federal loans, work-study funds, and other available benefits. Questions about WSCUC accreditation can be addressed at:

985 Atlantic Avenue, Suite 100

Alameda, CA 94501

Phone: 510-748-9001

As a program seeking APA-accredited program, our students are strongly encouraged to complete their internship at an APA-accredited site. Students are required to use the APPIC (Association of Psychology

Postdoctoral and Internship Centers) system for application to internships and a minimum of 80% of student applications must be submitted to APA-accredited sites.

In the United States, each state makes its own rules regarding the educational requirements for licensure of psychologists. As such, requirements for professional licensure and certification can vary markedly by state. The JFK School of Psychology at National University, Doctoral Program in Clinical Psychology (Psy.D.) **meets** the educational degree completion requirements for licensure in the state of **California** as a Licensed Psychologist.

Since many states have unique licensing requirements, the JFK School of Psychology at National University, Doctoral Program in Clinical Psychology (Psy.D.) cannot confirm whether its Doctoral Program in Clinical Psychology (Psy.D.) degree meets all the educational, licensure, and certification requirements in **any state other than California**. Further, these requirements can change frequently and often without notice.

It is important to know that some states require that students have a degree from an APA-accredited program. In addition, some agencies of the federal government only hire graduates of APA-accredited programs. If you wish to work for such an agency, please contact them directly for further information on hiring requirements.

We advise you to contact your state licensing and certification body to ensure the degree will meet requirements for licensure in the state in which you seek to be licensed. For licensing board contact information and approval status, please see the [Association of State and Provincial Psychology Boards](#) website. For all students, applicants, or prospective students seeking licensure in any state, please review the chart below outlining the University's determination about the program's curriculum and how it relates to the state educational requirements for licensure or certification in that respective state.

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California		All other states, including the District of Columbia and the US protectorates, as defined in 34 CFR §600.2.

It is strongly encouraged that students, applicants, and prospective students determine any *additional (i.e., non-educational)* requirements for licensure in the state in which they seek to be licensed. Many licensure boards require more than successful degree completion to obtain a license, such as completion of an examination(s), test(s), background check(s), internship/practicum hours, and other requirements determined by the respective state board. It is the responsibility of the student completing the licensure program to check with the respective state licensing board(s) for the most recent information, rules and requirements.

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

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

- Relationship and Intervention- Students develop, articulate, and maintain constructive and contextually sensitive working relationships with clients, colleagues, supervisors, and others with whom they interact professionally. Students engage in contextually appropriate activities that promote, restore sustain, or

enhance positive functioning and a sense of well-being in clients through preventive, developmental, or remedial services.

- Systemic and Theoretical Foundations- Students demonstrate knowledge of the foundational concepts and guiding principles of scientific psychology.
- Research and Evaluation- Students can conduct a systematic and culturally relevant inquiry involving problem identification, selection of appropriate methodology, analysis and interpretation of data, and clear and accurate communication of findings pertaining to psychological phenomena.
- Assessment- Students describe, conceptualize, characterize, predict, and present clinically relevant aspects of clients (e.g., character, behavior, strengths, challenges, symptoms, relationship quality, functioning) in sociopolitical and cultural context.
- Contextual Awareness and Professionalism- Students articulate, value, and work consciously with individual and contextual differences within intersecting systems, and conduct themselves in accordance with professional standards, laws, and ethics. "Contextual" includes, but is not limited to: race, ethnicity, class, immigration status, sexual orientation, gender, and ability.

## Degree Requirements:

To receive the PsyD degree, the student must meet the following requirements:

- The Clinical Readiness Examination and the Clinical Proficiency Examination must be passed;
- Fifty hours of personal psychotherapy must be completed;
- All training logs and supervisors' evaluations must be submitted to the Training Office;
- The dissertation must be successfully defended and published to ProQuest;
- After admission to the PsyD program, all academic requirements must be completed in residence, except where transfer credit units have been awarded;
- A full-time load of 36 units must be carried for a minimum of one year, preferably in year one;
- A minimum grade of B is required in each course applied to meeting degree requirements;
- An overall grade-point average of 3.0 must be achieved in all work for the PsyD program; All program requirements must be completed within eight calendar years of matriculation; and
- Candidates for doctoral degrees are required to apply for graduation in or before the quarter in which they expect to complete all degree requirements.

## Curriculum

### Prerequisites

- Introduction to Psychology or Abnormal Psychology
- Theories of Personality or Developmental Psychology
- Diversity-related course
- Statistics

These courses or their approved equivalents are prerequisites to the Doctor of Psychology program. All prerequisite courses must be completed prior to attending the first-year Doctor of Psychology courses, with official transcripts documenting successful completion on file in the Registration Office. Prerequisite courses must have been taken at a regionally accredited, approved college or university within the past ten years with a grade of C or better in an undergraduate program or a B or better in post-undergraduate work.

### Total Degree Requirement (180 quarter units)

#### Core Requirements 1 Year One (10 courses; 29 quarter units)

PSD 7011	Clinical Interviewing Skills <i>Historical-Review all addendums</i>	4.00
PSD 7227	Human Development <i>Historical-Review all addendums</i>	4.00
PSD 7015	Psychopathology I <i>Historical-Review all addendums</i>	2.00
PSD 7141	Ethical & Legal Issues Psych <i>Historical-Review all addendums</i>	3.00
PSD 7016	Psychopathology II <i>Historical-Review all addendums</i>	3.00
PSD 7122	Psychodynamic Theory & Applic <i>Historical-Review all addendums</i>	3.00
PSD 7114	Psychometrics:Psych Assessment <i>Historical-Review all addendums</i>	2.00

PSD 7009	Group Clinical Skills <i>Historical-Review all addendums</i>	2.00
PSD 7151	Research Methods & Stats I <i>Historical-Review all addendums</i>	3.00
PSD 7123	Cognitive Behavioral Theory <i>Historical-Review all addendums</i>	3.00

### Integrated Professional Seminar I Year One (15 quarter units)

These courses must each be completed 3 times within the first 4 quarters to meet the needed unit requirements for the degree.

PSD 7035	Ethnographic Placement* <i>Discontinued</i>	2.00
PSD 7046	Group Dynamics* <i>Discontinued</i>	1.00
PSD 7047	Multicultural Awareness* <i>Discontinued</i>	2.00

\*These courses must each be completed 3 times within the first year of the curriculum to meet the needed unit requirements for the degree.

### Core Requirements 2 Year Two (9 courses; 27 quarter units)

PSD 7115	Assessment I: Intellect/Cognit <i>Historical-Review all addendums</i>	4.00
PSD 7116	Assessment II: Personality I <i>Historical-Review all addendums</i>	4.00
PSD 7117	Assessment III: Personality II <i>Historical-Review all addendums</i>	4.00
PSD 7124	Family Systems Theory & Applic <i>Historical-Review all addendums</i>	3.00
PSD 7250	Research Methods & Stats II <i>Historical-Review all addendums</i>	3.00
PSD 7251	Qualitative Rsch: Critical Rev <i>Historical-Review all addendums</i> <b>Prerequisite:</b> PSD 7250	3.00
PSD 7252	Clinical Dissertation Prop I <i>Historical-Review all addendums</i> <b>Corequisite:</b> PSD 7251	2.00
PSD 7253	Clinical Dissertation Prop II <i>Historical-Review all addendums</i> <b>Prerequisite:</b> PSD 7252	1.00
PSD 7131	Psych& Trtmnt of Substance Use <i>Historical-Review all addendums</i>	3.00

### Integrated Professional Seminar 2 Year 2 (12 quarter units)

PSD 7135	Beginning Practicum* <i>Discontinued</i>	2.00
PSD 7147	Multicultural Proficiency* <i>Discontinued</i>	1.00
PSD 7271	Applied Diagnosis <i>Discontinued</i> <b>Prerequisite:</b> PSD 7015; PSD 7016	1.00
PSD 7272	Case Formulation <i>Discontinued</i> <b>Prerequisite:</b> PSD 7171	1.00
PSD 7273	Informed Treatment Planning <i>Discontinued</i> <b>Prerequisite:</b> PSD 7172	1.00

\*These courses must each be completed 3 times within the second 4 quarters to meet the needed unit requirements for the degree.

### Core Requirements 3 Year Three (6 courses; 16 quarter units)

PSD 7104	Social & Cultural Bases Behav <i>Historical-Review all addendums</i>	3.00
PSD 7107	Biological Bases of Behavior <i>Historical-Review all addendums</i>	3.00
PSD 7108	Cognitive & Affective Bases <i>Historical-Review all addendums</i>	3.00
PSD 7160	Psychopharmacology <i>Historical-Review all addendums</i>	3.00
PSD 7180	Psychology of Trauma <i>Historical-Review all addendums</i>	3.00
PSD 7254	Clinical Dissertation Prop III <i>Historical-Review all addendums</i>	1.00

**Prerequisite:** PSD 7253

**Integrated Professional Seminar 3 Year Three (12 quarter units)**

PSD 7235	Advanced Practicum* <i>Discontinued</i>	3.00
PSD 7371	Integrative Case Planning <i>Discontinued</i>	1.00
PSD 7372	Clinical Communication <i>Discontinued</i>	1.00
PSD 7373	Profess Devel/Lifelong Learn <i>Discontinued</i>	1.00
<b>Prerequisite:</b> PSD 7371; PSD 7372 with a minimum grade of I. Student may continue to 7373 if they are finishing an incomplete for 7372.		

\*This course must each be completed 3 times within the third 4 quarters to meet the needed unit requirements for the degree.

**Core Requirements 4 Year Four (6 courses; 13.5 - 14.5 quarter units)**

PSD 7003	History & Systems of Psych <i>Historical-Review all addendums</i>	3.00
PSD 7126	Applied Clinical Theory <i>Discontinued</i>	3.00
<b>Prerequisite:</b> PSD 7122; PSD 7123; PSD 7124		
PSD 7215	Foundations Prof Consultation <i>Historical-Review all addendums</i>	3.00
<b>Prerequisite:</b> PSD 7016		
PSD 7230	Fundamentals Clinical Supervsn <i>Historical-Review all addendums</i>	3.00
PSD 7302	Dissertation Completion* <i>Discontinued</i>	0.50
<b>Prerequisite:</b> PSD 7254		
PSD 7303	Dissertation Completion** <i>Historical-Review all addendums</i>	0.00
<b>Corequisite:</b> PSD 7254		

\*PSD 7302 can be taken a maximum of 3 times for 1.5 quarter units total.

\*\*PSD 7303 can be taken a maximum of 20 times.

**Core Requirements 5 Year Five (36 quarter units)**

Students must repeat any combination of the following two courses for a total of 36 quarter units.

PSD 7400	Full-time Internship <i>Historical-Review all addendums</i>	9.00
PSD 7401	Part-Time Internship <i>Historical-Review all addendums</i>	4.50

**Electives (17 quarter units)**

PSD 7110	Integrated Foundationl Science <i>Historical-Review all addendums</i>	2.00
PSD 7118	Assessment Practicum* <i>Discontinued</i>	1.00
PSD 7119	Neuropsychology Assm Practicum* <i>Discontinued</i>	1.00
PSD 7309A	Topics in Doctoral Psychology <i>Historical-Review all addendums</i>	1.00
PSD 7309B	Topics in Doctoral Psychology <i>Historical-Review all addendums</i>	2.00
PSD 7309C	Topics in Doctoral Psychology <i>Historical-Review all addendums</i>	3.00
PSD 7331	Externship <i>Historical-Review all addendums</i>	1.00
<b>Prerequisite:</b> PSD 7035; PSD 7046; PSD 7047; PSD 7016; PSD 7008; a minimum of 6 months' clinical experience. Training office approval required.		
PSD 7601	Psych Career Skills Building <i>Historical-Review all addendums</i>	1.00
PSD 7701	Spousal/IPV Abuse Prev Assess <i>Historical-Review all addendums</i>	1.00
PSD 7702	Child Abuse Assessmt/Reporting <i>Historical-Review all addendums</i>	1.00
PSD 7703	Aging and Long-Term Care <i>Historical-Review all addendums</i>	1.00



PSD 7704	Suicide Prevention and Assess <i>Historical-Review all addendums</i>	1.00
PSD 7705	Human Sexuality <i>Historical-Review all addendums</i>	1.00

\*This course can be taken a maximum of 3 times for 3 quarter units total.

## Concentration in Correctional and Forensic

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

Forensic and Correctional Psychologists are one of the fastest growing areas of employment in the field of psychology. The Correctional/Forensic Concentration is designed to provide students with foundational discipline specific knowledge and focused clinical training for those interested in a career as a correctional or forensic psychologist. The concentration includes a forensic externship to provide hands-on experience conducting assessments within the correctional setting. Concentration courses also expand students understanding and application of forensic psychology in the areas of sex offender evaluation and treatment, child custody evaluations and mediation, police psychology, offenders with mental disorders, and evidence-based, trauma informed best practices. All courses are rooted in exploring the multicultural, contextual variables within the correctional and forensic setting. The concentration is designed to develop culturally responsive clinicians to serve correctional/forensic populations. This concentration prepares students to compete for highly sought out practicum positions and facilitate student entrance into APA accredited internships and postdoctoral fellowships in clinical forensic and correctional settings, as well as careers post-graduation to meet the ever-growing demand and need within our community. For more information regarding this Doctor of Clinical Psychology Concentration, please contact your advisor or Dr. Alette Coble-Temple at act@nu.edu.

### Concentration Requirements (10 quarter units)

PSD 7530	Corr Psych/Cultural Awareness <i>Historical-Review all addendums</i>	2.00
PSD 7531	Forensic Psych/Multicultural <i>Historical-Review all addendums</i>	2.00
PSD 7533	Forensic/Correctional Assess. <i>Historical-Review all addendums</i>	3.00
PSD 7535	Exprt Tstmny/Advncd Rprt Wrtnng <i>Historical-Review all addendums</i>	2.00
PSD 7539	Externship-Forensic/Correction <i>Historical-Review all addendums</i>	1.00
<b>Prerequisite:</b> PSD 7046; PSD 7047; PSD 7011; PSD 7015; PSD 7016; PSD 7141; PSD 7115; PSD 7116; PSD 7117; PSD 7122; PSD 7123; PSD 7124; PSD 7131; PSD 7271; PSD 7147		

## Concentration in Integrated Healthcare

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

The Integrated Healthcare Concentration provides students who are interested in pursuing a career in integrated healthcare, integrated behavioral health, or integrated primary care, an opportunity to receive additional training in the classroom and in a clinical settings utilizing an integrated healthcare approach to managing acute and chronic illnesses. The training in in this concentration is unique in that students have the opportunity to train in a team setting with medical, nursing, social work, physical therapy, and podiatric medicine students from other universities. The training in this concentration is in compliance with the Interprofessional Practice and Education (IPE) guidelines of Division 38 of the APA, as well as the AHRQ Academy for Integrating Behavioral Health and Primary Care. The concentration is also designed to facilitate student entrance into APA accredited internships with rotations in integrated healthcare and primary care settings. For the specific requirements for applying to this concentration, please see your faculty advisor or academic counselor.

### Concentration Requirements (12 quarter units)



PSD 7521	Fndmntls Integrated Healthcare <i>Historical-Review all addendums</i>	1.00
PSD 7522	Health Psychology <i>Historical-Review all addendums</i>	2.00
PSD 7524	Behav Health in Primary Care <i>Historical-Review all addendums</i>	1.00
PSD 7423	Motivational Interviewing <i>Discontinued</i>	1.00
PSD 7520	Interprofess Prac/Educ-IGNITE <i>Discontinued</i>	2.00
PSD 7525	Neurobiology of Trauma <i>Historical-Review all addendums</i>	2.00
PSD 7529	Externship - Integrated Health <i>Historical-Review all addendums</i>	3.00

## Concentration in Neuropsychology

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

This concentration provides students who are interested in pursuing a career in clinical neuropsychology an opportunity to receive additional training in the classroom and in a clinical setting in neuropsychological assessment and neurorehabilitation, as well as opportunities to work closely with practicing neuropsychologists in the area. The concentration is in compliance with the Houston Conference Resolutions which define the educational standards and training required for practice in professional clinical neuropsychology. The concentration is also designed to facilitate student entrance into APA accredited internships with rotations in clinical neuropsychology and integrated healthcare settings. For the specific requirements for applying to this concentration, please see your academic counselor.

### Concentration Requirements (8 courses; 13 quarter units)

PSD 7170A	Functional Neuroanatomy <i>Historical-Review all addendums</i>	2.00
PSD 7170B	Neuropathology <i>Historical-Review all addendums</i>	3.00
PSD 7170C	Neuropsychological Principles <i>Historical-Review all addendums</i>	3.00
PSD 7171	Neuropsychological Rehab <i>Historical-Review all addendums</i>	1.00
PSD 7174	Neuropsychology of Aging <i>Historical-Review all addendums</i>	1.00
PSD 7173	Overview of Pediatric Assess. <i>Historical-Review all addendums</i>	1.00
PSD 7178	Multicultural Issues in Assess <i>Historical-Review all addendums</i>	1.00
PSD 7119	Neuropsychology Assm Practicum <i>Discontinued</i>	1.00

### Credentials

## Preliminary Administrative Services Credential Option (California)

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

**Academic Program Director:** Donna Elder; delder@nu.edu

This program is designed for students who are committed to improving education and who want to advance their careers by becoming public school administrators. For additional information on credential requirements, please see the Sanford College of Education Credential Information section of the catalog.

### Program Learning Outcomes:

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

- Analyze the process for creating, stewarding, and communicating a shared vision that includes school-wide goals for improving teaching and learning.
- Examine the role of the instructional leader in the context of the stewardship of effective instructional practices.
- Examine the role of the instructional leader in the context of curriculum development, implementation, and assessment.
- Analyze the collaborative, ongoing processes of data-based school growth plans.
- Critique systems for the provision of professional growth opportunities for school teachers, staff, and administrators.

- Examine the complex Interaction of all of a school's systems to promote teaching and learning.
- Analyze ways in which a school can engage their communities to promote the shared vision.

### Degree Requirements:

To receive a Preliminary Administrative Services Credential (CA Option), students must complete at least 40.5 quarter units of graduate work.

To be successful in this program, it is highly recommended to take program coursework in the sequence described below.

### Requirements for Program (8 courses; 36 quarter units)

EDA 652	Visionary Leadership	4.50
EDA 655	School Improvement Leadership	4.50
EDA 653	Curriculum Leadership	4.50
EDA 654	Instructional Leadership <b>Prerequisite:</b> EDA 653; EDA 655	4.50
EDA 600A	Applications in Leadership <b>Prerequisite:</b> EDA 654	4.50
OR		
EDA 690A	Master Guided Study <b>Prerequisite:</b> EDA 654 with a minimum grade of B. Meets min requirement for degree	4.50
EDA 656	Professional Growth Leadership	4.50
EDA 657	Org/Systems Leadership	4.50
EDA 658	Community Leadership	4.50

### Internship Option Requirements (2 courses; 4.5 quarter units)

EDA 602A and EDA 602B are aligned to the Internship Credential. Additional support for EDA Internship credential candidates.

EDA 602A	EDA Internship A <b>Prerequisite:</b> Candidate must provide documentation showing appointment to an educational administration position requiring the Administrative Services Internship credential.	2.25
EDA 602B	EDA Internship B <b>Prerequisite:</b> Candidate must provide documentation showing appointment to an educational administration position requiring the Administrative Internship credential; EDA 602A with a minimum grade of S. Students need to be successful in EDA 602A before moving into EDA 602B.	2.25

## Preliminary Education Specialist Authorization: Extensive Support Needs Teaching Credential with Internship option (California)

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

**Academic Program Director:** Sharen Bertrando; sbertrando@nu.edu

The preliminary education specialist Extensive Support Needs (ESN) credential program is aligned with the new Education Specialist Authorizations and Standards of the California Commission on Teacher Credentialing CCTC, approved in 2022. The program allows candidates to obtain a Preliminary Education Specialist Credential: ESN Credential with Intern Option (CA). The program provides the knowledge and skills needed to successfully teach

and impact the lives of students who have extensive learning support needs. This program explores the range of educational learning problems and applies the latest teaching strategies to enhance the performance of students, no matter their abilities. The program focusses on practical field-based experience that helps candidates understand and critically evaluate education practices and provides strategies that can be immediately applied in teaching practices.

The preliminary education specialist Extensive Support Needs (ESN) credential program is designed for courses to be taken in sequential order and provides candidates with the opportunity to gain professional understanding, integrate research-based teaching practices with appropriate assessment of student work, meet the needs of diverse learners, and learn and apply the principles of specially designed instruction in the 21st century classroom and global learning community.

### **Admission**

Several requirements must be completed prior to beginning the credential courses. A credential packet must be completed during SED 601. Further information regarding graduate admission and evaluation can be found in the academic Information for Graduate Degree section of the Catalog. To earn a California Preliminary Education Specialist Teaching Credential, candidates are required to successfully complete the core courses, specialization (advanced) courses, and a clinical practice path to supervised teaching (Student Teaching or Internship) and meet the Education Specialist California Teaching Performance Assessment (EdSp CalTPA) requirements.

### **Field Experience**

Field Experience is a required component of the program. Each Education Specialist Credential course includes a required up to 10-hour field experience in a K-12 classroom representing the candidate's credential area and a diverse student population.

### **Clinical Practice**

Candidates must complete one of two clinical practice options: Student Teaching or Internship option.

Student Teaching requires 16-18 weeks working in a classroom with a teacher with a valid Education Specialist Credential. Student teaching is conducted at the completion of the required 14 courses.

Internship is an alternative credential path which is a cooperative effort between a school district and an institution of higher education. The program allows credential candidates to be employed while completing a credential program. The Internship program is a minimum of 8 months in length. Participants serve as the 'teacher of record' under an internship credential.

CCTC Mandates that Interns as well as Student Teachers be supported during the internship or clinical practice experience.

### **Internship Option**

Candidates choosing the Internship option to obtain the Preliminary Education Specialist Credential: Extensive Support Needs (ESN) will need to meet the Internship Eligibility requirements. Courses required include **SED 601**, **SED 605**, and **ITL 604**.

The CCTC mandates that all approved internship programs require a minimum of 120 hours of pre-service coursework prior to becoming a teacher of record (4.5 quarter units are equal to 40 clock hours). These pre-service courses must be successfully completed prior to eligibility for completing the Internship option.

### **GoReact**

GoReact is an online video coaching and collaboration platform designed to improve professional practice. All Student Teachers and University Interns are required to utilize GoReact during their Student Teaching/ Clinical Practice and Seminar courses. Student Teachers and Interns will need a subscription which covers all supervision classes. Please see the [Tuition and Fees section](#) of the catalog for the GoReact fees.

### **Program Disclosure Information**

The Preliminary Education Specialist Credential Extensive Support Needs is currently operating using credential guidelines for California only. Candidates who wish to use this program for credential or licensing in other states must contact the appropriate regulatory board for more information.

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

### Program Learning Outcomes:

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

- Integrate knowledge/skills to engage and support all extensive support needs students in learning
- Integrate knowledge/skills to create and maintain effective environments for learning for students with extensive support needs.
- Synthesize and apply knowledge of how to organize subject matter for learning of students with extensive support needs.
- Integrate knowledge needed for planning instruction and designing learning experiences for Students with extensive support needs
- Integrate knowledge /skills to administer and analyze formal and informal assessments to determine eligibility, inform instruction, and identify research-based interventions for all learners with ESN
- Integrate the knowledge to meet legal, ethical, and professional obligations to advocate for all learners with ESN.
- Reflect critically on the application of professional beliefs and teaching/learning principles necessary to work collaboratively with all stakeholders including families, other professionals, and community members serving students with extensive support needs.
- Critique current research in special education theory and practices within inclusive and culturally responsive frameworks.

### Degree Requirements:

The Preliminary Education Specialist Credential Extensive Support Needs (ESN) program is designed to address the new Education Specialist Standards, including the new 52 Teacher Performance Expectations, Teacher Performance Assessment, and the California Standards for Teacher Performance. In addition, this program adheres to the CCTC Universal Teaching Performance Expectations (TPEs) composing the TPEs' six domains and Teacher Performance Assessment (TPAs) associated with the new Education Specialist CALTPA model. The TPEs and TPAs form the backbone of the program and are translated into the Program Learning Outcomes. To earn a Preliminary Education Specialist Credential, candidates are required to successfully complete the core courses, the specialization (advanced) courses, a clinical practice path to supervised teaching (student teaching or internship) and meet the Education Specialist California Teaching Performance Assessment (EdSp CalTPA) requirements. 18 courses: (72 quarters)

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

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

### Total Degree Requirements (18 - 22 Courses; 72-81 quarter units)

**Units:** 49.50

Core Requirements Extensive Support Needs (11 courses; 49.5 quarter units)

SED 601	Special EDU Foundations	4.50
SED 605	Class/Behavior Management <i>Historical-Review all addendums</i>	4.50
	<b>Prerequisite:</b> SED 601	
ITL 604	Learners and Learning I	4.50
ITL 606	Learners and Learning II	4.50
	<b>Prerequisite:</b> ITL 604	
ITL 608	Design and Process of Teaching	4.50
	<b>Prerequisite:</b> ITL 606	
SED 606	Health Care & Technology Sppt	4.50
	<b>Prerequisite:</b> SED 605; ITL 608	
SED 607	Language/Literacy Basics <i>Historical-Review all addendums</i>	4.50

	<b>Prerequisite:</b> SED 606	
SED 609	Lang & Lit Case Studies <i>Historical-Review all addendums</i>	4.50
	<b>Prerequisite:</b> SED 607	
ITL 516	Mathematics Integrative Design* <i>Historical-Review all addendums</i>	4.50
	<b>Prerequisite:</b> ITL 512	
SED 610	Adv. Beh. Sppts. & SEL	4.50
	<b>Prerequisite:</b> ITL 516	
SED 615	Special Education Law <i>Historical-Review all addendums</i>	4.50
	<b>Prerequisite:</b> SED 610	

\*Pre-requisite requirement not applicable to students enrolled in Special Education programs.

**Extensive Support Needs Specialized Requirements (3 courses; 13.5 quarter units). Units: 13.50**

ESN 639	Fudtns for Instr. Assm. Coll <i>Historical-Review all addendums</i>	4.50
	<b>Prerequisite:</b> SED 615	
ESN 640	Assmnt & Differentiation	4.50
	<b>Prerequisite:</b> ESN 639	
ESN 641	Collab. & Case Mnemnt.	4.50
	<b>Prerequisite:</b> ESN 640	

**Student Teaching Extensive Support Needs (4 courses; 9 quarter units) Units: 9.00**

ESN 659A	Seminar A	2.25
	<b>Prerequisite:</b> ESN 641; <b>Corequisite:</b> ESN 655A, or ESN 657A	
ESN 655A	Student Teaching A	2.25
	<b>Prerequisite:</b> ESN 641; <b>Corequisite:</b> ESN 659A	
ESN 659B	Seminar B	2.25
	<b>Prerequisite:</b> ESN 659A; <b>Corequisite:</b> ESN 655B, or ESN 657B	
ESN 655B	Student Teaching B	2.25
	<b>Prerequisite:</b> ESN 655A; <b>Corequisite:</b> ESN 659B	

**OR**  
**Internship Extensive Support Needs (4 courses; 9 quarter units) Units: 9.00**

ESN 659A	Seminar A	2.25
	<b>Prerequisite:</b> ESN 641; <b>Corequisite:</b> ESN 655A, or ESN 657A	
ESN 657A	Internship A	2.25
	<b>Prerequisite:</b> ESN 641; <b>Corequisite:</b> ESN 659A	
ESN 659B	Seminar B	2.25
	<b>Prerequisite:</b> ESN 659A; <b>Corequisite:</b> ESN 655B, or ESN 657B	
ESN 657B	Internship B	2.25
	<b>Prerequisite:</b> ESN 657A; <b>Corequisite:</b> ESN 659B	

**Additional Clinical Support (1- 4 courses; 2.25 - 9 quarter units) Units: 9.00**

CTC mandates that interns and student teachers must be supported during their entire clinical practice experience. Students who do not complete the credential program by the end of ESN 655B or ESN 657B, will be required to enroll in additional clinical supervision support classes until all hours are satisfied.

ESN 657C	Internship C	2.25
	<b>Prerequisite:</b> ESN 657B	
ESN 657D	Internship D	2.25

	<b>Prerequisite:</b> ESN 657C	
ESN 657E	Internship E	2.25
	<b>Prerequisite:</b> ESN 657D	
ESN 657F	Internship F	2.25
	<b>Prerequisite:</b> ESN 657E	

## Preliminary Education Specialist Authorization: Mild to Moderate Support Needs Teaching Credential with Internship option (California)

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

**Academic Program Director:** Sharen Bertrando; sbertrando@nu.edu

The preliminary Education Specialist Credential Mild to Moderate Support Needs (MMSN) program is aligned with the new Education Specialist Authorizations and Standards of the California Commission on Teacher Credentialing CCTC. Approved in 2022. The program allows candidates to obtain a Preliminary Education Specialist Mild to Moderate Support Needs: (MMSN) Credential with Intern Option (CA). The program provides the knowledge and skills needed to successfully teach and impact the lives of students who have mild to moderate learning support needs. This program explores the range of educational learning problems and applies the latest teaching strategies to enhance the performance of students, no matter their abilities. The program focusses on practical field-based experience that helps candidates understand and critically evaluate educational practices and provides strategies that can be immediately applied in teaching practices.

The preliminary credential Mild to Moderate Support Needs (MMSN) program is designed for courses to be taken in sequential order and provides candidates with the opportunity to gain professional understanding, integrate research-based teaching practices with appropriate assessment of student work, meet the needs of diverse learners, and learn and apply the principles of specially designed instruction in the 21st century classroom and global learning community.

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

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

### Admission

Several requirements must be completed prior to beginning the credential courses. A credential packet must be completed during SED 601. Further information regarding graduate admission and evaluation can be found in the academic Information for Graduate Degree section of the Catalog. To earn a California Preliminary Education Specialist Teaching Credential, candidates are required to successfully complete the core courses, specialization (advanced) courses, and a clinical practice path to supervised teaching (Student Teaching or Internship) and meet the Education Specialist California Teaching Performance Assessment (EdSp CalTPA) requirements.

### Field Experience

Field Experience is a required component of the program. Each Education Specialist Credential course includes a required up to 10-hour field experience in a K-12 classroom representing the candidate's credential area and a diverse student population.

### Clinical Practice

Candidates must complete one of two clinical practice options: student teaching or internship option.

**Student Teaching** requires 16-18 weeks working in a classroom with a teacher with a valid Education Specialist Credential. Student teaching is conducted at the completion of the required 14 courses.

### Internship Option



Candidates choosing the Internship option to obtain the Preliminary Education Specialist Credential: Mild to Moderate Support Needs (MMSN) will need to meet the Internship Eligibility requirements. Courses required include **SED 601, SED 605, and ITL 604.**

The CCTC mandates that all approved internship programs require a minimum of 120 hours of pre-service coursework prior to becoming a teacher of record (4.5 quarter units are equal to 40 clock hours). These pre-service courses must be successfully completed prior to eligibility for completing the Internship option.

### **GoReact**

GoReact is an online video coaching and collaboration platform designed to improve professional practice. All Student Teachers and University Interns are required to utilize GoReact during their Student Teaching/ Clinical Practice and Seminar courses. Student Teachers and Interns will need a subscription which covers all supervision classes. Please see the [Tuition and Fees section](#) of the catalog for the GoReact fees.

### **Program Disclosure Information**

The preliminary Education Specialist Credential Mild to Moderate Support Needs (MMSN) program is currently operating using credential guidelines for California only. Candidates who wish to use this program for credentials or licensing in other states must contact the appropriate regulatory board for more information.

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

### **Program Learning Outcomes:**

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

- Integrate knowledge/skills to engage and support all mild/moderate support needs students in learning
- Integrate knowledge/skills to create and maintain effective environments for learning for students with mild/moderate support needs
- Synthesize and apply knowledge of how to organize subject matter for learning of students with mild/moderate support needs
- Integrate knowledge needed for planning instruction and designing learning experiences for Students with mild/moderate support needs
- Integrate knowledge /skills to administer and analyze formal and informal assessments to determine eligibility, inform instruction, and identify research-based interventions for all learners with mild/moderate support needs
- Integrate the knowledge to meet legal, ethical, and professional obligations to advocate for all learners with mild/moderate support needs
- Reflect critically on the application of professional beliefs and teaching/learning principles necessary to work collaboratively with all stakeholders including families, other professionals, and community members serving students with mild/moderate support needs.
- Critique current research in special education theory and practices within inclusive and culturally responsive frameworks.

### **Degree Requirements:**

The Preliminary Education Specialist Credential Mild to Moderate Support Needs (MMSN) program is designed to address the new Education Specialist Standards, including the new 40 Teacher Performance Expectations, Teacher Performance Assessment, and the California Standards for Teacher Performance. In addition, this program adheres to the CCTC Universal Teaching Performance Expectations (TPEs) composing the TPEs' six domains and Teacher Performance Assessment (TPAs) associated with the new CALTPA model. The TPEs and TPAs form the backbone of the program and are translated into the Program Learning Outcomes. To earn a Preliminary Education Specialist Credential, candidates are required to successfully complete the core courses, the specialization (advanced) courses, a clinical practice path to supervised teaching (student teaching or internship) and meet the Education Specialist California Teaching Performance Assessment (EdSp CalTPA) requirements. 18 courses: (72 quarters)



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

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

**Total Degree Requirements (20-22 Courses; 76.5 - 81quarter units) Units: 49.50**

Core Requirements Mild/Moderate (11 courses; 49.5 quarter units)

SED 601	Special EDU Foundations	4.50
SED 605	Class/Behavior Management <i>Historical-Review all addendums</i> <b>Prerequisite:</b> SED 601	4.50
ITL 604	Learners and Learning I	4.50
ITL 606	Learners and Learning II <b>Prerequisite:</b> ITL 604	4.50
ITL 608	Design and Process of Teaching <b>Prerequisite:</b> ITL 606	4.50
SED 606	Health Care & Technology Sppt <b>Prerequisite:</b> SED 605; ITL 608	4.50
SED 607	Language/Literacy Basics <i>Historical-Review all addendums</i> <b>Prerequisite:</b> SED 606	4.50
SED 609	Lang & Lit Case Studies <i>Historical-Review all addendums</i> <b>Prerequisite:</b> SED 607	4.50
ITL 516	Mathematics Integrative Design <i>Historical-Review all addendums</i> <b>Prerequisite:</b> ITL 512	4.50
SED 610	Adv. Beh. Sppts. & SEL <b>Prerequisite:</b> ITL 516	4.50
SED 615	Special Education Law <i>Historical-Review all addendums</i> <b>Prerequisite:</b> SED 610	4.50

**Mild/Moderate Specialized Requirements (3 courses; 13.5 quarter units) Units: 13.50**

MMS 617	Intro Assm, Collab, & Instrt <i>Historical-Review all addendums</i> <b>Prerequisite:</b> SED 615	4.50
MMS 620	Assmnt, Differentiation M/M <i>Historical-Review all addendums</i> <b>Prerequisite:</b> MMS 617	4.50
MMS 623	Collaboration & Case Mgmt <i>Historical-Review all addendums</i> <b>Prerequisite:</b> MMS 620	4.50

**Student Teaching Mild/Moderate (4 courses; 9 quarter units) Units: 13.50**

MMS 629A	Seminar A <b>Prerequisite:</b> MMS 623; <b>Corequisite:</b> MMS 625A OR; MMS 627A	2.25
MMS 625A	Student Teaching for M/M: A <b>Prerequisite:</b> MMS 623; <b>Corequisite:</b> MMS 629A	2.25
MMS 629B	Seminar B <b>Prerequisite:</b> MMS 629A; <b>Corequisite:</b> MMS 625B OR; MMS 629B	2.25
MMS 625B	Student Teaching for M/M: B <b>Prerequisite:</b> MMS 625A; <b>Corequisite:</b> MMS 629B	2.25
MMS 627A	Internship A <b>Prerequisite:</b> MMS 623; <b>Corequisite:</b> MMS 629A	2.25
MMS 627B	Internship B <b>Prerequisite:</b> MMS 627A; <b>Corequisite:</b> MMS 629B	2.25

<b>OR</b>		<b>Units:</b>
<b>Internship Mild/Moderate Support Needs (4 courses; 9 quarter units)</b>		<b>Units: 9.00</b>
MMS 629A	Seminar A <i>Prerequisite:</i> MMS 623; <i>Corequisite:</i> MMS 625A OR; MMS 627A	2.25
MMS 627A	Internship A <i>Prerequisite:</i> MMS 623; <i>Corequisite:</i> MMS 629A	2.25
MMS 629B	Seminar B <i>Prerequisite:</i> MMS 629A; <i>Corequisite:</i> MMS 625B OR; MMS 629B	2.25
MMS 627B	Internship B <i>Prerequisite:</i> MMS 627A; <i>Corequisite:</i> MMS 629B	2.25

**Additional Internship Clinical Support (1-4 courses; 2.25-9 quarter units) Units: 9.00**

CTC mandates that interns must be supported during their entire clinical practice experience. Students who do not complete the credential program by the end of MMS 627B, will be required to enroll in additional clinical supervision support classes until all requirements are satisfied.

MMS 627C	Internship C	2.25
MMS 627D	Internship D	2.25
MMS 627E	Internship E	2.25
MMS 627F	Internship F	2.25

## **Pupil Personnel Services Credential School Counseling Credential with Internship Option (California)**

**Status:** *Discontinued*

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

### **THIS CREDENTIAL IS NOT ACCEPTING APPLICANTS AT THIS TIME**

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) credential issued by the California Commission on Teacher Credentialing (CTC) and employed as a Social Worker in a CA public school.
3. Currently must be employed as a PPS-SSW 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. The fee is \$50 per year.

### **Time2Track**

Time2Track is a webbased 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. The fee is \$100 per year.

### 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 Of Science Degree In Social Work And A Valid Pupil Personal Service: School Social Work (PPS - SSW) 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) Credential:

Students who hold a Master's degree with a **valid** Pupil Personal Service: School Social Work (PPS - SSW) credential must complete the following courses for a total of 36 qu (EDC 600, EDC 601, EDC 602, EDC 603, EDC 604, EDC 605A, EDC 605B, EDC 612A) and complete the ETS Praxis exam (#0421 or #5421) 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.

EDC 600	Foundations of Professional EC <b>Prerequisite:</b> 5 year CA Certificate of Clearance (CL-900) is needed before enrolling in the course.	4.50
EDC 601	EDC Equity Driven Leadership <b>Prerequisite:</b> EDC 600	4.50
EDC 602	Ethics&Legal Mandates for EC <b>Prerequisite:</b> EDC 601	4.50
EDC 603	SEL & Academic Development <b>Prerequisite:</b> EDC 602	4.50
EDC 604	Cultural Conscious Counseling <b>Prerequisite:</b> EDC 603	4.50
EDC 605A	Individual/Group Counseling <b>Prerequisite:</b> EDC 604	4.50
EDC 605B	Individual/Group Counseling <b>Prerequisite:</b> EDC 605A	4.50
EDC 612A	Fieldwork Experience A <i>Historical-Review all addendums</i>	4.50

**Prerequisite:** EDC 600; EDC 601; EDC 602; EDC 603; EDC 604; EDC 605A;  
EDC 605B

ETS Praxis Exam (#0421 OR #5421) (#0421 OR #5421) with a score of 146 or better.

**Pupil Personnel Service School Counseling Credential Requirements (2 courses;  
9 quarter units)**

**Units:** 4.50

For the \*CREDENTIAL ONLY OPTION\* with Pupil Personnel Service School Counseling Credential, the completion of 400 fieldwork hours is required by taking EDC 612A, but will need to be Pre-Approved for enrollment.

EDC 612A      Fieldwork Experience A *Historical-Review all addendums*      4.50  
**Prerequisite:** EDC 600; EDC 601; EDC 602; EDC 603; EDC 604; EDC 605A;  
EDC 605B

**Pupil Personnel Services Credential School Psychology (California)**

**Status:** *Discontinued*

**Academic Program Director:** Natasha Ferrell; nferrell@nu.edu

**THIS CREDENTIAL IS NOT ACCEPTING APPLICANTS AT THIS TIME**

Candidates who have completed an appropriate master's degree in Clinical Psychology, Educational Psychology, Social Work, or School/Educational Counseling from this or another regionally accredited institution can work toward a Pupil Personnel Services Credential with a School Psychology Specialization (i.e. without receiving another master's degree). Course equivalence cannot be granted for life experiences. No more than three comparable graduate level courses (13.5 quarter units) can be waived. Courses not eligible for waiver include all assessment courses, practicum, and internship. Students who are short in residency unit requirements must satisfy those unit requirements by completing additional elective courses.

The School Psychology program trains candidates to be change agents in the Pk-12 setting through research, practice, and advocacy. The program's curriculum aligns with California Commission for Teacher Credentialing (CCTC) standards and, the National Association of School Psychologists (NASP) Candidates in this program are prepared for the position of school psychologist in the state of California. Candidates are encouraged to be active in the local, state, and national professional organizations to stay relevant in the field of school psychology. Candidates accepted into the program earn a graduate degree for the Master of Science in School Psychology and are recommended for a Pupil Personnel Services credential (PPS: school psychology). Successful completion of the program encompasses passing of all coursework, practicum and internship, comprehensive exam, and a score of 147 on the School Psychology PRAXIS exam.

The School Psychology program is offered as an online program. The online modality provides students the ability to attend weekly recorded synchronous class sessions. Each course includes learning activities that are embedded within the online course shell. Candidates in the program are required to attend sixteen (16) mandatory all-day Saturday sessions for the four assessment courses. The Saturday sessions provide candidates the opportunity to engage in experiential hands-on training with assessment materials. In extenuating circumstances and with prior approval from the School Psychology Academic Program Director, exceptions may be granted for a candidate to miss an in-person Saturday session, which can be made-up through online synchronous or asynchronous attendance. Campus locations for the on-site Saturday sessions are Rancho Cordova, Fresno, Los Angeles, and San Diego.

**Admission Requirements**

Prospective School Psychology candidates must complete the application process prior to program entrance.

- Completed online application form
- An earned bachelor's degree from an accredited institution with a minimum of a 2.5 Grade Point Average
- Master's or Doctorate degree in Clinical Psychology, Educational Psychology, Social Work, or School/Educational Counseling
- Successful passage of the California Basic Education Skills Test (CBEST) or Basic Skills equivalent.

### **Program Advisement**

All School Psychology PPS candidates will be assigned to a Regional Lead. Candidates will meet with the Regional Lead to review progress in the program on an annual basis. All candidates are expected to communicate with their assigned Regional Lead at the following times: (1) upon admission into the program, (2) at the beginning of their practicum course, (3) prior to starting internship, and (4) at the exit of the program.

Candidates are required to obtain a grade of "B" or higher to move forward in the program. Candidates who receive a grade of "B-" or below will be required to repeat the course (at the candidate's expense) and must meet with the Student Success Mentor and participate in a Candidate Assistance Plan (CAP) before continuing in the program. Candidates should understand that repeating a class may result in a significant delay in their program.

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

### **Practicum Prerequisites**

In accordance with CTCC standards, candidates must complete a minimum of 450 practicum in a Pk-12 public school setting. Course credit for practicum will be provided through enrollment in PED 618A, PED 618B, and PED 618C. A credentialed school psychologist (with a minimum of three years in the field post internship) must be at the same campus as the candidate to supervise and evaluate the candidate's performance. Candidates must successfully complete all prerequisite courses, with cleared and submitted fingerprints, and a passing score on the CBEST prior to starting practicum. Students are required to be at their practicum site a minimum of 2- full days a week.

### **Internship Prerequisites**

Internship is the culminating experience in a school psychology training program. Candidates must complete all required practicum hours (450) and receive a passing grade in all practicum courses prior to starting Internship. Candidates must complete the internship experience under the supervision of a credentialed and experienced (minimum of three years) school psychologist. In PED 646 and 648 (Internship I and II), candidates will complete their internship hours (1,200) and experiences only in public school-based settings, in accordance with CCTC requirements. Candidate performance during internship will be evaluated by the site-based supervisor(s) and an assigned university supervisor.

### **Program Disclosure Information**

Master of Science in School Psychology with PPSP Credential Program adheres to the credential guidelines for California only. Students who wish to use this program for employment and/or credential in other states must contact the appropriate regulatory board in that state for more information.

For up-to-date information on program licensure eligibility requirements for the university, please visit: <https://www.nu.edu/licensuredisclosures/>. For up-to-date information on pupil personnel services credential for California preparation, please visit: [https://www.ctc.ca.gov/credentials/leaflets/Pupil-Personnel-Credential-In-California-\(CL-606C\)](https://www.ctc.ca.gov/credentials/leaflets/Pupil-Personnel-Credential-In-California-(CL-606C))

### **Program Learning Outcomes:**

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

- School Psychology candidates will demonstrate knowledge and skills in varied methods of assessment and data collection for the purpose of identifying strengths and needs, implementing evidence-based practices, progress monitoring, and evaluation at the student, classroom, and school-level.
- School Psychology candidates will demonstrate knowledge and skills in varied consultation methods, collaboration, and communication with all school-based stakeholders, families, and community agencies to effectively coordinate interventions and services across academic, social/emotional, and behavioral domains.
- School Psychology candidates will demonstrate knowledge and skills in direct academic interventions for children and families that consider the impact of culture, language, cognition, and social influences on academic skills and collaborate with others to implement evidence-based interventions and instructional strategies.
- School Psychology candidates through assessment, data collection methods and evidence-based strategies will demonstrate knowledge of direct interventions that focus on behavioral and social/emotional interventions for children and families in order to develop and implement mental health supports to promote social-emotional functioning and mental health.

- School Psychology candidates will demonstrate knowledge of school systems, programs, and services (direct and indirect services, school and systems structure, preventive and responsive services, dual language learners, multi-tiered systems of support, general and special education, technology resources and evidence-based school practices) that promote academic outcomes learning, social development, and mental health to create and maintain effective and supportive learning environments for children and others.
- School Psychology candidates will demonstrate knowledge of principles and research related to resilience and risk factors, mental health services, school response and recovery, discipline policies, evidence-based strategies for effective crisis response including treat and risk assessments to promote services that enhance learning, mental health, school safety, and physical well-being through protective and adaptive factors.
- School Psychology candidates will demonstrate evidence-based culturally responsive mental health and social-emotional counseling and interventions to enhance and support positive family-school interactions and facilitate strong family/school partnerships with the community.
- School Psychology candidates will demonstrate a social justice lens of equity and diversity for all students in schools and demonstrate skills of equitable practice through assessment, counseling, and intervention across general and special education settings.
- School Psychology candidates will demonstrate various data collection techniques and be knowledgeable about research design and analysis used in school settings to support evidence-based practices for the individual, group, and system.
- School Psychology candidates will demonstrate knowledge of special education law, ethics, professional practices, school psychology history, service models, professional standards, dispositions, and self-care.

### Degree Requirements:

The School Psychology credential program requires a total of 94.5 quarter units. A total of 13.5 quarter units of graduate transfer credit may be granted for equivalent graduate work completed at another institution. Credential candidates must complete a minimum of 31.5 quarter units in residence at National University to be recommended for a credential to the Commission on Teacher Credentialing. Students who are short in residence unit requirements must satisfy those unit requirements by completing additional elective courses. Students must complete all coursework with at least a B, GPA of 3.0 or better. Any lower grade mark, B- (2.7) or below, will require a student to take the course again until the minimum passing grade is obtained (B, 3.0).

### Total Unit Requirements (23 courses; 94.5 quarter units) Core Requirements (20 courses; 81 quarter units)

**Units:**  
**Units: 81.00**

Candidates are required to complete ALL 450 hours of practicum prior to starting their internship. Candidates must complete the practicum experience under the supervision of a credentialed and experienced (three-year) school psychologist. Attendance is required online and/or face-to-face for all courses.

PED 606	Foundations in School Psych	4.50
PED 608	Ethics and Dispositions <b>Prerequisite:</b> PED 606	4.50
PED 610	Tests and Measurements <b>Prerequisite:</b> PED 608	4.50
PED 612	Special Education and Law <b>Prerequisite:</b> PED 610	4.50
PED 614	Academic interventions <b>Prerequisite:</b> PED 612	4.50
PED 616	Cognitive Assessments <b>Prerequisite:</b> PED 614	4.50
PED 618A	Practicum A <i>Historical-Review all addendums</i> <b>Prerequisite:</b> PED 616	1.50
PED 620	Developmental Milestones <b>Prerequisite:</b> PED 616	4.50
PED 622	Consultation in Schools	4.50



	<b>Prerequisite:</b> PED 620	
PED 624	Academic and Processing Asmnts	4.50
	<b>Prerequisite:</b> PED 622	
PED 618B	Practicum B <i>Historical-Review all addendums</i>	1.50
	<b>Prerequisite:</b> PED 624	
PED 626	Rdg Assessment & Intervention	4.50
	<b>Prerequisite:</b> PED 624	
PED 628	Intro to Research	4.50
	<b>Prerequisite:</b> PED 626	
PED 630	Behavior & SEL Interventions	4.50
	<b>Prerequisite:</b> PED 628	
PED 618C	Practicum C <i>Historical-Review all addendums</i>	1.50
	<b>Prerequisite:</b> PED 630	
PED 632	Social Emotional Assessments	4.50
	<b>Prerequisite:</b> PED 630	
PED 634	Individual and Grp Counseling	4.50
	<b>Prerequisite:</b> PED 632	
PED 636	Mental Health & Crisis Response	4.50
	<b>Prerequisite:</b> PED 634	
PED 638	Childhood Dev. Disorders	4.50
	<b>Prerequisite:</b> PED 636	
PED 640	Special Population Assessments	4.50
	<b>Prerequisite:</b> PED 638	
<b>Internship requirements ( 3 courses; 13.5 units)</b>		<b>Units: 13.50</b>
PED 642	Internship I <i>Discontinued</i>	4.50
	<b>Prerequisite:</b> PED 640	
PED 644	Internship Seminar <i>Historical-Review all addendums</i>	4.50
	<b>Corequisite:</b> PED 642 <i>If a student has not been enrolled into PED 644 by completion of PED 642, it will be at the discretion of the faculty to enroll students during PED 646. Advisors should contact faculty prior to enrollment for approval.</i>	
PED 646	Internship II <i>Discontinued</i>	4.50
	<b>Prerequisite:</b> PED 642	

## Undergraduate Degrees

Associate of Arts in General Education

Associate of Science in Human Biology

Bachelor of Arts in English

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

Bachelor of Business Administration

Bachelor of Science in Accounting

Bachelor of Science in Electrical and Computer Engineering

Bachelor of Science in Healthcare Administration

Bachelor of Science in Information Systems

## Undergraduate Minors

Minor in Accounting



## **Graduate Degrees**

Master of Arts in Counseling Psychology (California)

Master of Arts in Education

Master of Arts in Sport and Performance Psychology Specialization in Applied Mental Performance program

Master of Arts in Sport and Performance Psychology Specialization in Theoretical Mental Performance

Master of Education in Special Education with Preliminary Education Specialist Credential Mild to Moderate Support Needs Teaching Credential with Internship option (California)

Master of Education in Special Education with Preliminary Education Specialist Credential Extensive Support Needs Teaching Credential with Internship option (California)

Master of Science in Computer Science

Master of Science in Data Science

Master of Science in Educational Administration with Preliminary Administrative Services Credential Option (California)

Master of Science in Educational Counseling w/ Pupil Personnel Services Credential - School Counseling (PPS-SC) OR Emphasis in Community College Counseling (California)

Master of Science in Engineering Management

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

## **Doctoral Degrees**

Doctor of Psychology (PsyD)

## **Credentials**

Preliminary Administrative Services Credential Option (California)

Preliminary Education Specialist Authorization: Extensive Support Needs Teaching Credential with Internship option (California)

Preliminary Education Specialist Authorization: Mild to Moderate Support Needs Teaching Credential with Internship option (California)

Pupil Personnel Services Credential School Counseling Credential with Internship Option (California)

Pupil Personnel Services Credential School Psychology (California)

## Courses

### **ACC 432A Taxation-Individual** (4.50)

**Prerequisite:** ACC 201

Duration: 4

An introduction to the theory and practice of federal income taxation of individuals, including income, deductions, exemptions, credits, capital gains, depreciation, and deferred compensation plans. As a course requirement, students prepare Form 1040 income tax returns.

### **ACC 432B Taxation-Business** (4.50)

**Prerequisite:** ACC 432A; ACC 431

Duration: 4

An introduction to the theory and practice of federal income taxation of partnerships, subchapter S, and subchapter C corporations. Students learn the use of tax research publications.

### **CEE 310 Circuit Analysis** (4.50) *Historical-Review all addendums*

**Prerequisite:** CEE 300; **Corequisite:** CEE 310L

Duration: 8

An overview of basic circuit design and analysis. Introductory topics include: Ohm's law, Kirchhoff's Laws, the mesh-current method, and Thévenin and Norton Equivalent circuits. Students will apply these topics to RL, RC, and RLC circuit analysis. Advanced topics include the understanding and application of operational amplifiers.

### **CEE 324 Linear Systems and Signals** (4.50) *Historical-Review all addendums*

**Prerequisite:** CEE 310; **Corequisite:** CEE 324L

Duration: 8

Introduction to fundamental concepts, analysis and applications of continuous-time and discrete-time signals and linear systems. Course contents include time-domain and frequency-domain characterization of signals and systems, Fourier Series and Fourier Transform, basic sampling and filtering concepts, the Laplace Transform, and the Z Transform etc. The course will be supplemented with MATLAB based exercises.

### **CEE 340 Embedded Systems** (4.50) *Historical-Review all addendums*

**Prerequisite:** CSC 208 and CSC 252, or CSC 262; **Corequisite:** CEE 340L

Duration: 8

Exploration of design and interfacing of microcontroller based embedded systems. It covers various aspects of 8051 C and assembly language programming and interfacing. The course examines the architecture of the 8051 microcontroller along with a study of the I/O ports, addressing modes, interrupt routines, timings and the serial data communication in 8051.

### **CEE 420 Microelectronics** (4.50) *Historical-Review all addendums*

**Prerequisite:** CEE 310; **Corequisite:** CEE 420L

Duration: 8

Describes the fundamentals of semiconductor devices and microelectronic circuits. Students will explore the terminal characteristics of p-n junction and Zener diodes, diode circuits, and transistors and transistor circuits. Specifically, discussion includes principles of MOSFET and BJT operations, biasing technology, and their application in transistor circuit analysis.

### **CIS 474 Information Systems Security** (4.50) *Historical-Review all addendums*

**Prerequisite:** CIS 350, or CIS 423 and CSC 422

Duration: 4

This course covers the aspects of information security on computer systems and networks. Information is becoming a valuable asset and security is vital in maintaining its confidentiality, integrity, and availability. This course explores aspects of securing a network such as identifying threats, vulnerabilities, and assets that aid in planning, risk analysis, and implementation of security policies. Other topics include security management practices, security models and architectures, and business continuity, disaster recovery, and incident response planning. In addition, legal, ethical, and professional issues are analyzed. This course, together with CIS 475, may help students prepare for the Certified Information Systems Security Professional (CISSP) exam.

**CSC 603 Software Eng Fundamentals (4.50)**

Duration: 4

The course introduces students to tools, techniques, and processes needed to develop a software product, system or application, in a systematic manner. The course will expose students to various software development life cycle frameworks and activities, including Software Process and Requirement modeling. Students will also learn about basic and advanced software project design principles and concepts that are generally used in the current software industry.

**CSC 605 Software Architecture Principl (4.50)**

**Prerequisite:** CSC 603

Duration: 4

Students on this course will learn about tools and techniques to systematically create and implement software design to meet applicable requirements and customer needs. The course will introduce the students to various techniques used by the industry for quality assurance, testing and configuration control.

**EDC 600 Foundations of Professional EC (4.50)**

**Prerequisite:** 5 year CA Certificate of Clearance (CL-900) is needed before enrolling in the course.

Duration: 4

This course examines the history of educational counseling and provides context for the current state of the profession, within a Diversity, Equity and Inclusion (DEI) lens. Core counseling theories will be presented and explored within the context of schools and colleges. American School Counselor Association (ASCA) and American Counseling Association (ACA) models will be introduced and examined.

**EDC 601 EDC Equity Driven Leadership (4.50)**

**Prerequisite:** EDC 600

Duration: 4

The educational counselor's role as a leader, advocate, and systems change agent is explored. Theories and principles of equity within educational contexts is critiqued. The content identifies and addresses prejudice, power, personal biases, attitudes, oppression, and privilege that affect self and school communities, with the purpose of creating more safe, secure and nurturing learning environments.

**EDC 602 Ethics&Legal Mandates for EC (4.50)**

**Prerequisite:** EDC 601

Duration: 4

Provides an introduction to the ethical and legal obligations to students, parents, administrators, and teachers. Provides knowledge of federal and state laws, county ordinances, and district policies related to the rights of historically marginalized populations. Professional and ethical boundaries in school counseling relationships are examined per guidelines created by American School American School Counselor Association, American Counseling Association.

**EDC 603 SEL & Academic Development (4.50)**

**Prerequisite:** EDC 602

Duration: 4

Understanding of historical and contemporary theories across the lifespan. Utilizing a systemic perspective, the course examines academic, physical, cognitive, language, and moral development. Cultural assets and family configuration patterns, emphasizing social emotional learning as it relates to racial, ethnic, gender, sexual orientation and socio-economic status.

**EDC 604 Cultural Conscious Counseling (4.50)**

**Prerequisite:** EDC 603

Duration: 4

Analysis and reflection of personal knowledge, bias, attitudes and beliefs about counseling diverse populations. This course highlights race, culture, gender and intersectionality and theoretical cultural responsive concepts are examined. Students will build and enhance culturally conscious competence and will gain an understanding of the impact poverty, social class, community, culture, and family have upon diverse groups of students. Students practice culture-centered counseling perspectives. Cultural wealth is recognized along with the attributes that facilitate a culturally responsive PK-16 school climate welcoming and appreciating the assets, strengths, and gifts that diverse students have.

**EDC 605A Individual/Group Counseling (4.50)****Prerequisite:** EDC 604

Duration: 4

Course reviews and evaluates the core counseling theories that work most effectively in schools, such as but not limited to: Adlerian Theory, Choice Theory, Cognitive Behavioral Therapy (CBT), Family Systems, Mindfulness-Based Stress Reduction (MBSR), Motivational Interviewing, Person-Centered Counseling, Rational Emotive Behavior Therapy (REBT), and Solution-Focused Brief Counseling (SFBC).

**EDC 605B Individual/Group Counseling (4.50)****Prerequisite:** EDC 605A

Duration: 4

Introduce and further develop the core counseling theories that work most effectively in schools, such as but not limited to: Adlerian Theory, Choice Theory, Cognitive Behavioral Therapy (CBT), Family Systems, Mindfulness-Based Stress Reduction (MBSR), Motivational Interviewing, Person-Centered Counseling, Rational Emotive Behavior Therapy (REBT), and Solution-Focused Brief Counseling (SFBC).

**EDC 606 Trauma Informed Counseling (4.50)****Prerequisite:** EDC 605B

Duration: 4

Learn to provide treatment strategies to school populations who have experienced trauma-related issues. Through defining and understanding trauma-informed care, SC's will help students cope with a variety of high stress situations.

**EDC 607 Current Trends in Schools (4.50)****Prerequisite:** EDC 606

Duration: 4

Theories and principles of equity are examined for the purpose of creating more safe, secure and nurturing learning environments. Exploration of the current role of the school counselor in PreK-14 academic tiered systems of support, developing strategies to intervene academically through appraisal, advisement, individual student planning and goal-setting. The course builds upon students' strengths and assets to support all students, especially historically underserved students. Current social issues are identified, such as cyber bullying, social media literacy, alcohol, tobacco, and other drugs, suicide, truancy, LGBTQ+ awareness and empowerment, prevention and intervention strategies within school communities.

**EDC 608 College & Career Counseling (4.50)****Prerequisite:** EDC 607

Duration: 4

Articulate the role of the school counselor in PreK-14 college/career tiered systems of support utilizing knowledge and understanding of state and local graduation requirements, and provisions for marginalized populations. Apply educational transitional strategies, including career development and exploration, throughout the lifespan including using multiple career assessments and planning tools applying knowledge and understanding of local and national career and job market trends.

**EDC 609 EDC Evaluation and Assessment (4.50)****Prerequisite:** EDC 608

Duration: 4

The course provides the foundation of educational inquiry and data analysis processes that help develop, implement, and evaluate comprehensive educational counseling programs. The course provides candidates with the skills and knowledge related to the evaluation and assessment of data that ensures access and equitable educational outcomes and the examination of comprehensive educational counseling programs that drive policy and create systematic change, including academic, college/career and social emotional development for PK-14 educational systems will be articulated.

**EDC 610 Intro EDC Research Methods (4.50)****Prerequisite:** EDC 609

Duration: 4

The course provides an introduction to the basic principles of research design in schools and program evaluation as applied to educational counseling. Fundamental concepts and practices in educational research, methods, design, analysis, and conclusions, will be covered with the utilization of the current American Psychological Association (APA) research writing style. The course is designed to prepare candidates for the research project that will be completed during the capstone course, EDC 611 Research in Schools.

**EDC 611 Research in Schools (9.00)****Prerequisite:** EDC 610

Duration: 8

The course provides an overview of the basic principles of research design in schools and program evaluation as applied to school counseling. The course addresses fundamental concepts and practices of educational inquiry, research, methods, design, and analysis. The course is designed as the capstone course in which candidates will select a topic of interest and demonstrate research and evaluation competencies by completing an educational research project.

**EDC 612A Fieldwork Experience A (4.50)** *Historical-Review all addendums***Prerequisite:** EDC 600; EDC 601; EDC 602; EDC 603; EDC 604; EDC 605A; EDC 605B

Duration: 16

This course focuses upon the experiences school counseling students are engaged in during program-approved field placements. Students participate in supervision in PK-12 public school settings in conjunction with the course instructor, which includes group supervision with their peers and a self-care plan. This course is for students in their first term of fieldwork.

**EDC 612B Fieldwork Experience B (4.50)** *Historical-Review all addendums***Prerequisite:** EDC 612A

Duration: 16

This course focuses upon the experiences school counseling students are engaged in during program-approved field placements. Students participate in supervision in PK-12 public school settings in conjunction with the course instructor, which includes group supervision with their peers and a self-care plan. This course is for students in their second term of fieldwork.

**EDC 613A Internship A (4.50)** *Discontinued***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

Duration: 16

Engagement in school counseling fieldwork experiences during a program-approved paid internship. Students participate in supervision in a PK-12 public school setting in conjunction with the course instructor, which includes group supervision with their peers and a self-care plan. This course is for students with program-approved School Counselor paid internships only.

**EDC 613B Internship B (4.50)** *Discontinued***Prerequisite:** EDC 613A

Duration: 16

Engagement in school counseling fieldwork experiences during a program-approved paid internship. Students participate in supervision in a PK-12 public school setting in conjunction with the course instructor, which includes group supervision with their peers and a self-care plan. This course is for students with program-approved School Counselor paid internships only.

**EDC 614A Exploration of CC Counseling (4.50) *Historical-Review all addendums***

**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

Duration: 16

The course provides an overview of community colleges in the United States including history, multiple missions, structure of community colleges, policies, operation, and the varying roles/divisions, and functions of each. A brief examination of the functions of community college counseling divisions, visions, missions provide the candidate a foundation of understanding of the role of the community college counselor.

**EDC 614B Exploration of CC Counseling (4.50) *Historical-Review all addendums***

**Prerequisite:** EDC 614A

Duration: 16

The course provides an in depth understanding of community college counseling divisions in the United States. Candidates further explore the history, missions, structure of community colleges, and the policies and functions that impact student success. An inquiry into the functions of community college counseling divisions, visions, missions provides the candidate with an understanding of the role of the community college counselor and counseling structures through a Diversity, Equity, and Inclusive lens.

**ENM 607A Capstone Course I (4.50) *Historical-Review all addendums***

**Prerequisite:** Students must complete the six Core Courses, along with their chosen Specialization courses, prior to being able to register for the Capstone Courses starting with ENM 607A. ; ENM 600; ENM 601; ENM 602; PME 602; ENM 604; TMG 610; and ENM 603; PME 601; PME 604; , or SYE 600; SYE 601; SYE 602; SYE 603

Duration: 4

Culminating capstone project that includes the engineering management processes learned throughout this program. Working in teams under the guidance of their assigned faculty advisor, students select a research topic. The duration of this course is one month. This is the first part of a three course series that each student has to complete sequentially. Grading is H, S, or U only.

**ENM 607B Capstone Course II (4.50)**

**Prerequisite:** Students must complete the six Core Courses, along with their chosen Specialization courses, prior to being able to register for the Capstone Courses starting with ENM 607A. ; ENM 607A

Duration: 4

Continuation of ENM 607A capstone project. Specific focus is on the literature review and preliminary data gathering and analysis. The duration is one month. This is the second part of a three course series that each student has to complete sequentially. Failure to complete this second course successfully require students to repeat ENM607A and ENM607B again. Grading is H, S, or U only.

**ENM 607C Capstone Course III (4.50)**

**Prerequisite:** Students must complete the six Core Courses, along with their chosen Specialization courses, prior to being able to register for the Capstone Courses starting with ENM 607A. ; ENM 607B

Duration: 4

Continuation of ENM 607B project course. Specific focus is on the analysis of the data collected including problem solutions. Students present their research in both written and oral form to the client organization, if applicable, and to other students and faculty. This is the third part of a three course series that each student has to complete sequentially. Failure to complete this third course successfully requires students to repeat ENM607A/B/C again with a new team and/or a new project. Grading is H, S, or U only. Course is eligible for In Progress (IP) grade.

**ESN 639 Fudtns for Instr. Assm. Coll (4.50) *Historical-Review all addendums***

**Prerequisite:** SED 615

Duration: 4

Candidates will learn the basics of identifying the unique abilities of the students with extensive support needs and build individualized curricula aligned with state-wide standards. An emphasis is placed on providing access to equitable opportunities to build on individual strengths, such as sensory, motor, language, cognitive development, by employing research-based and high-leverage intervention practices in a collaborative format.

**ESN 640 Assmnt & Differentiation (4.50)****Prerequisite:** ESN 639

Duration: 4

Emphasizes use of formal and informal assessments and curriculum-based measures to determine learning strengths/challenges of students with M/S. Will examine appropriate selection of assessment tools and methods, administration, analysis of data to determine present levels of performance, write IEP goals, and plan instruction for students with Extensive Support Needs (ESN).

**ESN 641 Collab. & Case Mnemnt. (4.50)****Prerequisite:** ESN 640

Duration: 4

Addressing the dual responsibility of special educators to teach students and perform case management duties, will examine a comprehensive process for the coordination of services and transitions support across grade levels for students with Extensive Support Needs (ESN). Details management across educational settings, legal compliance, problem solving while ensuring and educational benefit for students.

**ESN 655A Student Teaching A (2.25)****Prerequisite:** ESN 641; **Corequisite:** ESN 659A

Duration: 8

First half (8 weeks) of student teaching experience toward the M/S authorization. Establishment of 300 of 600 total hours. Clinical practice placement in a district-university approved California TK-12 special education classroom. Grading is S, U or In Progress (IP). Does not grant graduate units towards graduate degree.

**ESN 655B Student Teaching B (2.25)****Prerequisite:** ESN 655A; **Corequisite:** ESN 659B

Duration: 8

Second half (8 weeks) of student teaching experience toward the M/S authorization. Establishment of 300 of 600 total hours. Clinical practice placement in a district-university approved California TK-12 special education classroom. Grading is S, U or In Progress (IP). Does not grant graduate units towards graduate degree.

**ESN 657A Internship A (2.25)****Prerequisite:** ESN 641; **Corequisite:** ESN 659A

Duration: 16

First half (4 months) of intern experiences as a teacher of record in first half of practicum experience required for an Education Specialist Credential with an M/S authorization. Grading is S, U or In Progress (IP). Does not grant graduate units towards graduate degree.

**ESN 657B Internship B (2.25)****Prerequisite:** ESN 657A; **Corequisite:** ESN 659B

Duration: 16

Second half (4 months) of intern experiences as a teacher of record in the second half of practicum experience required for an Education Specialist Credential with an M/S authorization. Grading is S, U or In Progress (IP). Does not grant graduate units towards graduate degree.

**ESN 657C Internship C (2.25)****Prerequisite:** ESN 657B

Duration: 16

Continued Internship Support for Moderate/Severe teacher candidates, which provides targeted support for their internship as required by the Commission on Teacher Credentialing (CTC). This 4-month (2.25 units) course will be repeated by individual interns until they have successfully completed all the credential requirements for the Preliminary Education Specialist Credential with Authorization in Moderate/Severe. Does not grant graduate units towards graduate degree.

**ESN 657D Internship D (2.25)****Prerequisite:** ESN 657C

Duration: 16

Second half (4 months) of intern experiences as a teacher of record in the second half of practicum experience required for an Education Specialist Credential with an M/S authorization. Grading is S, U or In Progress (IP). Does not grant graduate units towards graduate degree.



**ESN 657E Internship E (2.25)****Prerequisite:** ESN 657D

Duration: 16

Continued Internship Support for Moderate/Severe teacher candidates, which provides targeted support for their internship as required by the Commission on Teacher Credentialing (CTC). This 4-month (2.25 units) course will be repeated by individual interns until they have successfully completed all the credential requirements for the Preliminary Education Specialist Credential with Authorization in Moderate/Severe. Does not grant graduate units towards graduate degree.

**ESN 657F Internship F (2.25)****Prerequisite:** ESN 657E

Duration: 16

Continued Internship Support for Moderate/Severe teacher candidates, which provides targeted support for their internship as required by the Commission on Teacher Credentialing (CTC). This 4-month (2.25 units) course will be repeated by individual interns until they have successfully completed all the credential requirements for the Preliminary Education Specialist Credential with Authorization in Moderate/Severe. Does not grant graduate units towards graduate degree.

**ESN 659A Seminar A (2.25)****Prerequisite:** ESN 641; **Corequisite:** ESN 655A, or ESN 657A

Duration: 8

During ESN 659A, candidates will focus on completing all requirements of Education Specialist CalTPA Cycle 1 and associated TPEs. Candidates will apply the Plan, Teach and Assess, Reflect, and Apply specifically to completing evidentiary requirements related to "Focusing on Students and Planning Instruction.

**ESN 659B Seminar B (2.25)****Prerequisite:** ESN 659A; **Corequisite:** ESN 655B, or ESN 657B

Duration: 8

During ESN 659B, candidates will focus on completing all requirements of Education Specialist CalTPA Cycle 2 and associated TPEs. Candidates will apply the Plan, Teach and Assess, Reflect, and Apply specifically, completing evidentiary requirements focusing on "Assessment Driven Instruction.

**HCA 499 Healthcare Capstone (4.50)****Prerequisite:** HSC 300; HSC 310; HTM 310; HCA 400; HCA 401; HCA 402; HCA 403; HSC 430; HCA 405; HCA 407; HCA 409; HCA 425; HCA 450; ODV 420

Duration: 8

Practical application of the knowledge and skills required for a healthcare administration professional in a healthcare agency. Students will be assigned to agencies according to their interests and the availability of an approved internship site. Two-month requirement. Grading is by S/H/U only. Course is eligible for In Progress (IP) grade. Graduates will enhance their opportunities for professional growth and job placement through carefully planned capstone experience. Healthcare administration involves the organization, financing and delivery of services to prevent and treat illness and disease, including programs that serve the public and private sectors at all levels—local, state and federal.

**LIT 498 English Capstone Course (4.50)****Prerequisite:** Satisfactory completion of 8 upper-division ENG or LIT courses

Duration: 8

This course is designed as the culmination of the English B. A. program. Students will bring the skills in literary study, analysis, research and writing learned in the program to bear on an original work of literary scholarship. Students will also be given the opportunity to revisit and revise several papers written in previous classes in the major. This course is an eight-week Practicum. Grading is H, S, or U only.

**MAE 691 Special Topics (0.50-6.00)**

Duration: 4

Provides guided study opportunities to; 1) describe, apply, or analyze knowledge, skills, or behaviors of selected special topics, 2) design learning science-based instruction for a special topic, 3) design targeted assessments for a special topic and 4) evaluate curriculum, instructional and assessment of a special topic.

**MMS 617 Intro Assm, Collab, & Instrt (4.50)** *Historical-Review all addendums*

**Prerequisite:** SED 615

Duration: 4

This course provides candidates with knowledge in identifying students with mild/moderate disabilities and their needs for service delivery, placement, IEP development and instruction. The course will address how to apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments and how to apply evidenced-based high leverage practices with a range of student needs. Candidates will recognize how mild/moderate disabilities affect students in their ability to learn the California core curriculum. In addition, candidates will examine effective strategies to coordinate and collaborate with paraprofessionals and other adults in the classroom.

**MMS 620 Assmnt, Differentiation M/M (4.50)**

**Prerequisite:** MMS 617

Duration: 4

Emphasize the use of formal and informal assessments and curriculum-based measures to determine learning strengths/challenges of students with MMSN. Examine appropriate selection of assessment tools and methods, administration, and analysis of data to determine present level of performance, write IEP goals, and plan instruction for students with MMSN.

**MMS 623 Collaboration & Case Mgmt (4.50)**

**Prerequisite:** MMS 620

Duration: 4

Examine the roles and responsibilities of the educational specialist in a multi-disciplinary team to develop effective multi-tiered intervention plans. Design a comprehensive process for the collaboration and coordination of services and transition support across grade levels for students with MMSN.

**MMS 625A Student Teaching for M/M: A (2.25)**

**Prerequisite:** MMS 623; **Corequisite:** MMS 629A

Duration: 8

First half (8 weeks) of supervised student teaching for M/M authorization. Establishment of 300 of 600 total hours. Clinical practice placement in a district-university approved California TK-12 special education classroom. Grading is S, U or In Progress (IP). Does not grant graduate units towards graduate degree.

**MMS 625B Student Teaching for M/M: B (2.25)**

**Prerequisite:** MMS 625A; **Corequisite:** MMS 629B

Duration: 8

Second half (8 weeks) of student teaching experience toward the M/M authorization. Establishment of 300 of 600 total hours. Clinical practice placement in a district-university approved California TK-12 special education classroom. Grading is S, U or In Progress (IP). Does not grant graduate units towards graduate degree.

**MMS 627A Internship A (2.25)**

**Prerequisite:** MMS 623; **Corequisite:** MMS 629A

Duration: 16

First half (4 months) of intern experiences as a teacher of record required for an Education Specialist Credential with a M/M authorization. Grading is S, U or In Progress (IP). Does not grant graduate units towards graduate degree.

**MMS 627B Internship B (2.25)**

**Prerequisite:** MMS 627A; **Corequisite:** MMS 629B

Duration: 16

Second half (4 months) of intern experiences as a teacher of record in second half of practicum experience required for an Education Specialist Credential with a M/M authorization. Grading is S, U or In Progress (IP). Does not grant graduate units towards graduate degree.

**MMS 627C Internship C (2.25)**

Duration: 16

Continued Internship Support for Mild/Moderate teacher candidates, which provides targeted support for their internship as required by the Commission on Teacher Credentialing (CTC). This 4-month (2.25 units) course will be repeated by individual interns until they have successfully completed all the credential requirements for the Preliminary Education Specialist Credential with Authorization in Mild/Moderate. Does not grant graduate units towards graduate degree.

**MMS 627D Internship D (2.25)**

Duration: 16

Continued Internship Support for Mild/Moderate teacher candidates, which provides targeted support for their internship as required by the Commission on Teacher Credentialing (CTC). This 4-month (2.25 units) course will be repeated by individual interns until they have successfully completed all the credential requirements for the Preliminary Education Specialist Credential with Authorization in Mild/Moderate. Does not grant graduate units towards graduate degree.

**MMS 627E Internship E (2.25)**

Duration: 16

Continued Internship Support for Mild/Moderate teacher candidates, which provides targeted support for their internship as required by the Commission on Teacher Credentialing (CTC). This 4-month (2.25 units) course will be repeated by individual interns until they have successfully completed all the credential requirements for the Preliminary Education Specialist Credential with Authorization in Mild/Moderate. Does not grant graduate units towards graduate degree.

**MMS 627F Internship F (2.25)**

Duration: 16

Continued Internship Support for Mild/Moderate teacher candidates, which provides targeted support for their internship as required by the Commission on Teacher Credentialing (CTC). This 4-month (2.25 units) course will be repeated by individual interns until they have successfully completed all the credential requirements for the Preliminary Education Specialist Credential with Authorization in Mild/Moderate. Does not grant graduate units towards graduate degree.

**MMS 629A Seminar A (2.25)**

**Prerequisite:** MMS 623; **Corequisite:** MMS 625A OR; MMS 627A

Duration: 16

This is the culminating course taken concurrently with Student Teaching for preliminary authorization program in Mild/Moderate Support Needs. The seminar courses are 2.25 quarter units each and will be taken concurrently with clinical practice courses.

**MMS 629B Seminar B (2.25)**

**Prerequisite:** MMS 629A; **Corequisite:** MMS 625B OR; MMS 629B

Duration: 16

Student Teaching "B" Courses Description: This is the culminating course taken concurrently with Student Teaching for preliminary authorization program in Mild/Moderate Support Needs. The seminar courses are 2.25 quarter units each and will be taken concurrently with clinical practice courses.

**PED 606 Foundations in School Psych (4.50)**

Duration: 4

This course is designed to introduce students to the history of school psychology, and the professional standards set forth by the California Commission on Teacher Credentialing (CCTC) School Psychology Performance Expectations (SPPE). Students will learn the historical timelines of school psychology, the role and functions of school psychologists, and the evolution of the field. This course will engage students and promote critical thinking to evaluate and address the importance of social justice, ethical considerations, and legal aspects required in the field of school psychology.

**PED 608 Ethics and Dispositions (4.50)****Prerequisite:** PED 606

Duration: 4

This course introduces candidates to the roles school psychologists play in the state of California and nationally focusing on the ethical and legal guidelines that shape the profession and emergent practices in assessment, crisis intervention, personal and social counseling, behavior management, consultation, and systems change. Emphasis will be placed on professional dispositions (behavior and attitude), responsibility, adaptability, initiative, and self-care.

**PED 610 Tests and Measurements (4.50)****Prerequisite:** PED 608

Duration: 4

This course is an introduction to basic concepts and methods of measurement as applied to psychological and educational testing. Candidates will learn about the basic concepts, competencies, issues, and tools used in psychological testing and measurement and their practical applications. Emphasis will be placed three main areas: 1) theory and principles (e.g., statistical foundations, reliability, validity, item analysis), 2) applications and issues (e.g., test construction and evaluation), and 3) practical elements (e.g., test use in educational and clinical settings).

**PED 612 Special Education and Law (4.50)****Prerequisite:** PED 610

Duration: 4

This course will provide candidates with an introduction to California State Educational Code and federal laws for the purpose of advocating for students in need of special education supports. Candidates will examine the timeline of special education legislation, specifically focusing on the Individuals with Disability Education Improvement Act (IDEIA), due process, mediation, Individual Education Plans (IEP), Least Restrictive Environment (LRE), and Free and Appropriate Public Education (FAPE) within a culturally diverse student population. A focus will be addressing landmark cases directly related to Special Education.

**PED 614 Academic interventions (4.50)****Prerequisite:** PED 612

Duration: 4

This course provides candidates' knowledge and training in Multi-Tiered System of Supports (MTSS) which includes Response to Intervention (RtI) and Positive Behavior Intervention and Supports (PBIS). The framework focuses on Universal Design for Learning (UDL) and provides supports and resources for K-12 students in the areas of academics and behavioral success. Candidates will also learn to select, implement, and monitor evidence-based interventions to improve academic performance with diverse students.

**PED 616 Cognitive Assessments (4.50)****Prerequisite:** PED 614

Duration: 8

This is the first of four assessment courses. This course provides the foundation for all assessment courses by exploring assessment practices, ethical expectations, historical context of assessment, and considerations of all learners with special emphasis on students who are ethnically, linguistically, and culturally diverse. Content includes psychometrics, psycho-educational assessment, cognitive theories, assessment processes and data-based decision making. Emphasis will be placed on Cattell-Horn-Carroll (CHC) theory of cognitive abilities to formulate a student's cognitive profile to drive instructional change based on strengths and needs. Multiple assessment factors will be reviewed (e.g., motivation, attendance, school climate, etc.) which can impact student learning. Proper administration, scoring, interpretation of results, and synthesis of data from several sources will be addressed.

**PED 618A Practicum A (1.50)****Prerequisite:** PED 616

Duration: 16

PED 618A is an online and school-based practicum course designed to provide candidates with an orientation to the professional role and responsibilities of a school psychologist within school systems. PED 618A is part one of a three-part consecutive course sequence. Skill development and level of independence will advance with each course. Candidates will observe school psychologists in their daily activities and engage in experiences across NASP's 10 Domains of Practice and CCTCs 10 School Psychology Performance Expectations (SPPEs). Special emphasis will be placed on ethical and legal issues associated with service delivery, federal and state guidelines for special education, and psychoeducational assessment. Issues related to diversity, equity, and inclusion will be examined in relation to assessment, collaboration, and intervention.

**PED 618B Practicum B (1.50)****Prerequisite:** PED 624

Duration: 16

PED 618B is the second practicum course within the three-part practicum sequence. During this course candidates will continue to build on their knowledge of the role and responsibilities of a school psychologist within school systems. Special emphasis will be placed on ethical and legal issues associated with service delivery, best practice in implementing multi-tiered interventions and assessment and intervention for academic, behavioral, social-emotional concerns. Issues related to diversity, equity, and inclusion will be examined in relation to assessment, system-level policies, and intervention.

**PED 618C Practicum C (1.50)****Prerequisite:** PED 630

Duration: 16

PED 618c is the final practicum course in the three-part practicum sequence. During this course, candidates will demonstrate their knowledge of the role and responsibilities of a school psychologist within school systems. Special emphasis will be placed on data-based decision-making, assessment of low incidence populations, home-school collaboration, evidence-based counseling practices, mental health, and crisis intervention. Issues related to diversity, equity, and inclusion will be examined in relation to building collaborative partnerships with families and the community.

**PED 620 Developmental Milestones (4.50)****Prerequisite:** PED 616

Duration: 4

This course is an introduction to the foundations of human development across the lifespan. The course will describe the history and foundational knowledge related to the study of childhood and adolescence, examine the various theories of developmental psychology, and highlight current issues in the field of school psychology.

**PED 622 Consultation in Schools (4.50)****Prerequisite:** PED 620

Duration: 4

This course is designed to introduce school psychology candidates to problem-solving consultative and collaborative procedures to engage in effective design, implementation, and evaluation of collaborative procedures with teachers, administrators, parents, and community agencies. Emphasis is placed on candidates engaging in multi-disciplinary teams to support a positive school climate, student engagement, and academic, behavioral, and social-emotional interventions.

**PED 624 Academic and Processing Asmnts (4.50)****Prerequisite:** PED 622

Duration: 8

This is the second of four assessment courses and is designed to explore academic assessment and investigate additional psychological processing assessments. This course will further candidates' understanding of the various ways to assess academic skills in students, including cognitive processing assessments, curriculum-based assessment and measurement, and response to intervention in order to further explore a student's overall learning profile to select, implement, and monitor evidence-based interventions to improve academic performance in diverse students. Emphasis will be placed on interpretation of assessment results for students from ethnically, linguistically, and culturally diverse backgrounds.

**PED 626 Rdg Assessment & Intervention (4.50)****Prerequisite:** PED 624

Duration: 4

In this course, candidates will explore the "big five" components of reading (phonemic awareness, fluency, vocabulary and comprehension). Candidates will also be introduced to reading difficulties (i.e., dyslexia) and will learn how to assess reading skills and deficits. Emphasis will be placed on evidence-based reading interventions to support a student's reading growth. The link between the "Big five" and instructional decision-making will be ongoing throughout the course, with attention to standardized assessment practices, curriculum-based measurements, DIBELS and other alternative measures for learners with diverse needs and providing instructional support to teachers.

**PED 628 Intro to Research (4.50)****Prerequisite:** PED 626

Duration: 4

This course is designed to develop candidates' knowledge and skills in educational research and inquiry, including qualitative and quantitative research methods, basic statistical analyses, psychometric concepts, critical evaluation of research and its methodology, cross-cultural methods of inquiry, and the ethical standards guiding educational research.

**PED 630 Behavior & SEL Interventions (4.50)****Prerequisite:** PED 628

Duration: 8

This course teaches the foundational principles of applied behavior analysis and social-emotional learning. Candidates will learn to apply various theoretical frameworks such as social cognitive theory, respondent conditioning, and operant conditioning to improve social-emotional and behavioral functioning of k-12 students. This course will explore functional behavior assessments, behavior intervention plans, schoolwide positive behavior and intervention supports, data collection methods, and intervention design within a problem-solving framework. Additionally, candidates will examine how diversity, equity, and inclusion affect behavior management in schools.

**PED 632 Social Emotional Assessments (4.50)****Prerequisite:** PED 630

Duration: 8

This is the third course in a sequence of four assessment courses. In this course, social-emotional, behavior and trait-oriented assessment tools are introduced and explored. This course will examine the theories and skills needed to properly administer and interpret standardized measures and research-based evaluations assessing social-emotional functioning and behavioral conditions to determine appropriate special education eligibility for Other Health Impaired and Emotional Disturbance. Candidates will analyze ethnic, linguistic, and cultural background in the interpretation of assessment results to develop effective Functional Behavior Assessment and behavior intervention plans.



**PED 634 Individual and Grp Counseling (4.50)****Prerequisite:** PED 632

Duration: 8

This course will initially provide an introduction to the major theories of counseling including behavioral, humanistic, social learning, psychoanalytic, and cognitive. Approaches, principles, and procedures of counseling and consultation will be introduced including individual and group. In addition, this course provides the theoretical and practical foundation and strategies for candidates to design and implement interventions that focus on behavioral and social/emotional wellness appropriate for all students that adhere to the national and state models within a multicultural context.

**PED 636 Mental Health & Crisis Response (4.50)****Prerequisite:** PED 634

Duration: 4

This course will introduce school psychology candidates to school related culturally responsive mental health supports and multi-tiered crisis preventative strategies. Areas of focus include protective and resiliency factors, crisis preparation, response, and recovery. Emphasis is placed on collaborative problem-solving procedures to promote school safety through mental health supports, threat and risk assessments, and crisis response planning.

**PED 638 Childhood Dev. Disorders (4.50)****Prerequisite:** PED 636

Duration: 4

This course will look at child psychopathology from a development perspective, covering typical social-emotional and cognitive development and then examining how this gets disrupted or otherwise altered to result in child and adolescent psychopathology. We will examine classification systems and models of diagnosis and disease, as well as alternatives to the more traditional "medical model" such as examining risk, resilience and the role of psychosocial and cultural factors. The course will aim to teach candidates to identify potential mental/behavioral health issues in children and adolescents, and then understand and be able to explain to others what the implications of this might be for a given student. Candidates will think critically about the ethics and issues of controversy around child and adolescent mental health. The emphasis is on the psychological disorders of children most encountered in the delivery of school psychological services.

**PED 640 Special Population Assessments (4.50)****Prerequisite:** PED 638

Duration: 8

This is the final assessment course. In this course, assessment processes for determining eligibility for Autism and Intellectual Disability will be examined. Content will include investigating non-school-based supports (e.g., regional center, Department of Rehab, etc.) to provide support for students and families outside of the school setting. Candidates will learn how to use both standardized and non-standardized assessment methods to address student needs and skills. Candidates will practice methods to communicate eligibility determination to families in a sensitive manner.

**PED 642 Internship I (4.50)****Prerequisite:** PED 640

Duration: 20

PED 646 is a supervision course for the first 600 hours of the school psychology internship. The internship is considered the culminating training experience within a school psychology program. The goal of the internship is to provide high-quality, comprehensive training experiences across all the domains of practice to prepare candidates for their role as school psychologists. School Psychology candidates will demonstrate their ability to apply their university training, knowledge, and specialized assessment skills to address the needs of children, families, and the community. In PED 646, candidates will engage in supervised fieldwork experiences leading to competencies in the following areas: data-based decision making, human diversity, social justice, legal/ethical issues, academic and behavior interventions, social-emotional development/mental health, crisis response, program development and evaluation, preventative and responsive services, consultation and collaboration, leadership and advocacy as they are related to the School Psychology profession. In this course, candidates will develop an internship portfolio, that will be used throughout their internship, to demonstrate proficiency in all school psychology performance expectations.



**PED 644 Internship Seminar (4.50)**

**Corequisite:** PED 642 *If a student has not been enrolled into PED 644 by completion of PED 642, it will be at the discretion of the faculty to enroll students during PED 646. Advisors should contact faculty prior to enrollment for approval.*

Duration: 8

This seminar is for school psychology interns and will run concurrently with PED 646 or PED 648. PED 644 will provide further knowledge on special topics in school psychology such as manifestation determinations, risk and threat assessments, social justice, culturally responsive assessment and interventions, and evidence-based counseling strategies. Support will be provided for graduation preparation, Praxis and comprehensive exam, portfolio construction, the school psychology program exit process and entry into the profession.

**PED 646 Internship II (4.50)**

**Prerequisite:** PED 642

Duration: 20

PED 646 is the continuation of the previous supervision course for the last 600 hours of the school psychology internship. The goal of the internship is to provide high-quality, comprehensive training experiences across all the domains of practice to prepare candidates for their role as a school psychologist. School Psychology candidates will have the opportunity to demonstrate their ability to apply their university training, knowledge, and specialized assessment skills to address the needs of children, families, and the community. In PED 646, candidates will continue to engage in supervised fieldwork experiences leading to competencies in the following areas: data-based decision making, human diversity, social justice, legal/ethical issues, academic and behavior interventions, social-emotional development/mental health, crisis response, program development and evaluation, preventative and responsive services, consultation and collaboration, leadership and advocacy as they are related to the School Psychology profession. Candidates will complete and defend the internship portfolio in this course.

**PHL 100 Introduction to Philosophy (4.50)**

**Prerequisite:** ENG 102

Duration: 4

A study of a variety of ways of thinking about such fundamental issues as the nature of knowledge and belief, human nature, the nature of reality, and the relationship between mind and body. Develops skills in thinking critically and reflectively. Fosters an awareness of world philosophies and diverse ontological perspectives.

**PSY 97 Prof Development Seminar (0.00) *Discontinued***

Duration: 52

This seminar will have multiple components, including guest speakers covering a variety of topics in sport and performance domains, discussing contemporary issues in the field, as well as providing diverse training workshops.

**PSY 98 Benchmark Written Exam (0.00) *Historical-Review all addendums***

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

Duration: 0

Comprehensive written examination covering material from year one, to be taken after successfully completing PSY 602, PSY 607, PSY 644, PSY 648, PSY 637A, PSY 614, PSY 647, PSY 649, and PSY 656.

**PSY 99 Comprehensive Exit Exam (0.00) *Historical-Review all addendums***

**Prerequisite:** PSY 685

Duration: 0

Comprehensive oral examination covering materials in all phases of the program to be taken in the student's last course.

**PSY 605 Lifespan & Sexual Development (4.50)** *Historical-Review all addendums*

**Prerequisite:** Bachelor's Degree in Psychology, or PSY 501A and PSY 501B

Duration: 4

This course examines the theories of development as applied to the clinical assessment, diagnosis, and treatment of children, adolescents, adults, and older adults. Areas considered include diversity, gender, and multicultural issues as well as identifying normative developmental transitions and their differentiation from deviant developmental patterns. This course also focuses on developing foundational knowledge of human sexuality at a professional level.

**PSY 607A Ethics Sport & Perform Psych (4.50)**

Duration: 4

This course examines the professional laws and ethics pertaining to the practice of counseling and psychotherapy, with an emphasis on the laws and ethics pertaining to therapy and consulting with individuals and groups in a wide variety of settings. The content of various relevant legal and ethical codes will be reviewed, and the similarities and differences in ethical practice between the contexts of psychotherapy and performance psychology consulting will be explored in depth.

**PSY 610 Community Mental Health (4.50)** *Historical-Review all addendums*

**Prerequisite:** Bachelor's Degree in Psychology, or PSY 501A and PSY 501B

Duration: 4

This course explores community mental health theories and practices in the US and internationally from the theoretical perspectives of community psychology and social justice. Topics include the history of institutionalization and community mental health movements; navigating the complex public health and social services systems; working with dual diagnosed clients, useful therapeutic models and effective practices; principles of recovery; strength-based assessment and resilience; and fundamentals of case management.

**PSY 614A Counseling in Sprt & Perf Psy (4.50)**

Duration: 4

This course offers an overview of major theoretical counseling orientations and techniques and their application in performance psychology settings. Emphasis is on basic interviewing, assessment, and counseling skills that facilitate the helping process through integration of various theoretical models.

**PSY 632 Couples Therapy & Sexuality (4.50)**

Duration: 4

This course provides a comprehensive look at the theories, techniques, and critical issues involved in treating couples. It will provide a focus on major approaches to the treatment of couples, including resilience and recovery models. The course also focuses on identifying and treating sexual problems and unhealthy sexual relationships. Students will have an opportunity to practice counseling sessions with couples in a role-play format.

**PSY 637 Cultural & Social Justice Iss. (4.50)** *Historical-Review all addendums*

**Prerequisite:** PSY 501A; PSY 501B

Duration: 4

An exploration of the role of culture, social justice, and systemic privilege and oppression in concepts of mental health practice. Students will examine how their own cultural background frames their understanding of themselves and others. Social and economic disadvantage, structural inequality, white fragility, and the limitations of the dominant Eurocentric psychological world view to diverse populations are explored.

**PSY 637B Multicul Iss Perform Consult (4.50)**

Duration: 4

An exploration of the role of culture in concepts of sport and performance psychology consultation and intervention. Students will examine how their own cultural background frames their understanding of themselves and others. Family heritage culturally informed assessment and intervention, and the limitations of the dominant Eurocentric psychological worldview to diverse populations are explored.

**PSY 644 Performance Enhancement (4.50)**

Duration: 4

This course will provide a foundation of knowledge in the field of sport and performance psychology relevant to specific performance enhancement techniques. Students will examine ethical issues, explore being professional in the field, and enhance competence in performance enhancement skills and techniques for use in Sport and Performance Psychology, consulting with athletes in a variety of diverse settings. Through theoretical research of the techniques, students will create a binder of Sport and Performance Psychology-based handouts to prepare for their work with a diverse population of clients.

**PSY 644A Therapeutic Skills & Theory A (4.50) *Historical-Review all addendums***

Duration: 4

This is the first of a two-course sequence. In this course students learn what makes an effective psychotherapist and what therapeutic skills that lead to positive client outcomes. The clinician's ability to establish and maintain a trusting, supportive relationship with clients, and bring presence to the therapeutic encounter, is essential to all current therapeutic approaches. Students learn how to create and maintain the therapeutic frame and understand how the structure of a therapeutic relationship differs from other types of relationships. Students also learn the basics of crisis intervention, including assessing and addressing suicide risk. Students learn to practice counseling psychology with cultural humility, curiosity, an awareness of one's own biases, cultural influences, and social location. Finally, students learn about barriers to mental health services experienced by non-dominant groups in American society.

**PSY 644B Therapeutic Skills & Theory B (4.50) *Historical-Review all addendums***

**Prerequisite:** PSY 644A

Duration: 4

This is the second of a two-course sequence. In this course, students continue to learn what makes an effective psychotherapist by studying the work of several master psychotherapists. Students expand their knowledge of how to create and maintain a strong therapeutic alliance, understanding the therapy relationship as a microcosm of the client's life, using compassionate and effective feedback to address dilemmas and obstacles to therapeutic progress. Students become more familiar with interpersonal, psychodynamic, solution focused, attachment-based, cognitive-behavioral and mindfulness approaches to conducting therapy, understanding when to apply a short-term or long-term approach. The course includes a brief introduction to the contributions of modern neuroscience to the field of psychotherapy. As with all of our courses, a multi-cultural and social justice orientation will increase knowledge of the social structure of our society and experiences of marginalized and oppressed cultural groups.

**PSY 644C Therapeutic Skills & Theory C (4.50)**

**Prerequisite:** PSY 644A; PSY 644B

Duration: 4

This course focuses on how to integrate existing clinical skills into the pragmatics of clinical practice. Additionally, the course provides an introduction to crisis assessment, treatment planning, and intervention. This includes how to develop a case conceptualization, identify specific goals, and connect them to appropriate and effective interventions. This will be done through the integrated model of psychotherapy, where a variety of therapeutic models and interventions are utilized in the development of a treatment plan. Students will gain practical experience with both process and content issues through in-class role playing and demonstrations and receive both instructor and peer feedback. Grading is H, S or U only.

**PSY 645A Career Counseling (4.50)**

Duration: 4

This course provides an opportunity for students to learn and evaluate several key career development theories and practice how to integrate and apply aspects of theories to their counseling work with diverse client populations. Students will understand the importance of theory in career development and life planning, learn the historical and philosophical perspective of career development, recognize current challenges in existing theories, explore emerging issues and trends, and appreciate the complexity of career choice, decision-making, and satisfaction of clients.

**PSY 646 Holistic Treatment (4.50)**

Duration: 4

This course is a survey of holistic approaches to counseling psychology. Theories and practices of transpersonal, somatic, expressive arts, and holistic psychology will be examined. The course will focus on experiential examination of each theory and how it may be clinically applied with different therapeutic issues and across different client identities. Ethical considerations for use of Holistic Counseling will also be examined.

**PSY 647 Assessment Strategies (4.50)**

Duration: 4

The course encompasses the purpose, implementation and utility of assessment strategies within sport and performance settings. Topics include the use of structured, semi-structured, and unstructured interviews, performing behavioral observations, theoretical foundations of assessment measures, test construction and the administration, scoring and interpretation of objective psychological measures applicable to the sport/performance setting. This course will emphasize synthesizing information gleaned from multiple methods to assist in accurate initial assessment, intervention planning, and evaluating changes in performance. The course will also highlight the importance of keeping case notes and accurate record keeping. Templates will be developed for informed consent and case notes. Finally, this course will discuss how to make referrals and how to assess for suicide in non-clinical settings.

**PSY 648 Research Methods (4.50)**

Duration: 4

This course sequence is designed to present an overview of research designs and methods, including qualitative and quantitative approaches to research. Additionally, ethics in research, issues of diversity and multicultural competence relevant to the research process, and an introduction to the process of publishing within journals and other outlets will be covered.

**PSY 653 Research and Evaluation (4.50) *Historical-Review all addendums***

Duration: 4

The Research Methods and Evaluation course provides a brief introduction to various forms of research methods: quantitative, qualitative, mixed methods, art-based, and community-based participatory research. We will explore these paradigms as they apply to social science research, and students will apply these methodologies to a research question of their choosing. Scientific problem-solving will be emphasized to include observational techniques and measurement tools, coding, analytic strategies, and reporting of research – as well as in the use of program evaluation. This course emphasizes the embodied research and the ability of students to navigate published literature in the field of mental health.

**PSY 656 Mindfulness (4.50) *Historical-Review all addendums***

Duration: 4

This is a course that introduces the concept of mindfulness. Students will gain basic knowledge in mindfulness meditation practices. The course will focus on the historical background, define concepts, present research, and enable opportunities for students to practice a wide variety of techniques. In-class participation and assignments will foster experience and familiarity with theories, strategies, and techniques, thereby allowing students to accumulate an applied knowledge of mindfulness that can be integrated into their personal and professional practices.

**PSY 657 Leadership & Team Building (4.50)**

Duration: 4

The focus of this course is to learn how to facilitate leadership and team building, through interactive experiences, in an effective way. Students will learn ways of working with a team in order to build necessary skills including cohesion, communication, trust, and respect. Emphasis will be placed on activities, skills and strategies that will enable students to effectively work with teams and groups of many kinds. The students will gain an understanding of group behavior and dynamics and will be able to use this knowledge with diverse populations. Students will learn to recognize ethical issues in relation to working with groups and will examine their interpersonal and professional style through hands-on application of ideas.

**PSY 658 Psychopathology Assessment (4.50)** *Historical-Review all addendums*

Duration: 4

The purpose of this course is to familiarize students with the major classifications of psychopathology and their impact upon individual performance. Psychopathology Assessment will introduce students to the Diagnostic and Statistical Manual of Mental Disorders, 5th Edition (DSM-V). Emphasis will be placed on assessing mental health conditions that require referrals to appropriate treating professionals. Psychopathology Assessment focuses on recognizing the classification of mood and anxiety disorders, impulse control disorders, eating disorders, sleep disorders, organic brain disorders, thought disorders, personality disorders, and substance abuse disorders.

**PSY 659 Mentored Fieldwork Experience (4.50)** *Discontinued*

**Prerequisite:** PSY 98

Duration: 16

Covers internship placement along with weekly individual and group mentorship. The internship-placement aspect requires students to intern at a site working with performers and applying knowledge and skills learned in the classroom. Individual and group mentorship involves one-on-one meetings, discussions, case presentations, role-playing, and covers ethical issues. The combined mentorship provides students with a supportive environment for discussions exploring issues which pertain to their fieldwork experience. Prior to internships, and as part of this course, students will complete Introduction to Fieldwork classes, and the Fieldwork Exam. The Fieldwork Handbook is a reference source for all matters related to being a Student-Intern.

**PSY 678 Psychopharmacology (4.50)**

Duration: 4

Psychopharmacology is the study of how medications and other drugs affect the human mind and body. This course has two major areas of focus. The first area of focus is on the principles of neuroscience and the brain mechanisms that are responsible for behavior. In order to understand how psychiatric medications work, one must first understand how the brain works, especially the neurons of the brain. The latest understanding of how psychotherapy changes brain functioning is also discussed. The second major area of focus is an exploration of the major therapeutic drugs for depression, psychosis and anxiety, etc. Metabolism of the medications and their action on neurotransmitter systems are important parts of the knowledge base. Emphasis is on choice of medication, mode of action and side effects.

**PSY 679A Found. & Trauma-Focused Care (4.50)**

Duration: 4

This course concentrates on the basics of trauma theory, trauma responses and treatment of traumatic symptomatology so that students can develop the knowledge and skills necessary to effectively treat survivors. The course will review the assessment process, including frequently used standardized measures, and various intervention approaches utilized with this population. Included in the course are maps, models and the development of skills with a focus on the Nervous System as a guiding approach. Students will learn to help clients resource, stabilize, process, metabolize and integrate personal and historical experiences of trauma, as well as ongoing challenges with activation.

**PSY 679B Relational & Systemic Trauma (4.50)**

Duration: 4

This course will look at the traumatic impact of institutionalized racism, bias and marginalization as well as the isolative effects of acute trauma on the client and how these systemic issues can be worked with in a therapeutic session. Issues of diversity, privilege and human potential will be explored. The course will also explore trauma of war including moral injury as well as an exploration of the effects on refugees and displaced individuals. Relational violence and its traumatic effects will also be an area of focus.

**PSY 682 Adv Performance Enhancement (4.50)** *Historical-Review all addendums*

**Prerequisite:** PSY 659; PSY 644

Duration: 8

This is an advanced course for the Sport and Performance Psychology Program. It covers a more in-depth approach to using the performance enhancement techniques and troubleshooting issues that clients may be presenting to the consultant. The students will address professional and ethical issues of consulting in the field and in relation to their own personal consulting style. They will be able to apply these skills to diverse populations. Students will work on going more in-depth in individual consulting sessions.

**PSY 684 Advanced Sport Psychology (4.50)** *Historical-Review all addendums*

**Prerequisite:** PSY 659; PSY 602

Duration: 8

This is an advanced course in sport and performance psychology. The main theoretical approaches in the field of Sport and Performance Psychology will be revisited, updated and addressed from an integrated perspective. The students will be expected to synthesize the various theoretical perspectives and current research findings and show how this integrated perspective can help their work with performers. The students will be encouraged to think and work from an evidence-based perspective. The students will develop their own philosophy of practice. The course will continue to encourage students to think critically about the research presented and how it relates to their work in the field as a practitioner.

**PSY 685 Applied Project (4.50)** *Historical-Review all addendums*

**Prerequisite:** PSY 657 and PSY 682; PSY 658; PSY 684; PSY 659

Duration: 8

The Applied Project involves effective, appropriate, and professional communication issues. Topics addressed will include ethics and professionalism in writing and the publication process. The final product will be an applied paper or project that will be of a publishable quality incorporating evidence-based research in a form that does not necessarily require collection and/or presentation of data. The project must be agreed upon by the instructor and student. At the end of the Applied Project, students will present their work to their peers and the Sport and Performance Psychology department.

**PSY 687 Capstone (4.50)** *Historical-Review all addendums*

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

Duration: 8

The capstone provides practical application of sport and performance psychology principles in a professional setting. A thesis consisting of the written report of an in-depth research project is required. This project must be initiated, executed, and reported by the student under the mentorship of the faculty.

**SED 601 Special EDU Foundations (4.50)**

Duration: 4

Foundational preparation in special education pedagogy, law, typical/atypical human development, classroom/behavior management, SEL, literacy, inclusive HLP, UDL, technology, diversity, and teaching English learners. This is one of three courses to meet the required 120 hours course contact time, as one of the requirements for an internship.

**SED 605 Class/Behavior Management (4.50)** *Historical-Review all addendums*

**Prerequisite:** SED 601

Duration: 4

This course will address how to design ways to establish, maintain, and monitor inclusive learning environments by using an array of positive behavior supports ensuring each student is treated fairly and respectfully by adults and peers, thrives through social-emotional growth, and expresses appropriate developmental and individual responsibility.



**SED 606 Health Care & Technology Sppt (4.50)****Prerequisite:** SED 605; ITL 608

Duration: 4

The course will address the legal responsibilities of teachers related to student health care plans to support a safe environment and implement specialized health care regulations and technology, including how to support movement, mobility, and sensory, procedures and assistive technology, augmentative and alternative communication (AAC). The course includes an introductory study of atypical development associated with various disabilities as well as resilience and protective factors. The course will utilize assessment data for planning and implementing appropriate transition options including issues related to traumatic brain injury and providing support for students with disabilities to acquire responsibility for learning and self-advocacy. This course will also include effective conflict resolutions techniques that use communication, collaboration, and mediation approaches to address conflicts and disagreements that may arise during the facilitation of an IEP meeting or collaboration with other professionals.

**SED 607 Language/Literacy Basics (4.50)****Prerequisite:** SED 606

Duration: 4

Using research-based theories, methods, and strategies designed for students with disabilities, aligned with CA-CCSS and the California ELA/ELD framework, Education Specialist candidates will learn to assess, instruct and provide interventions for foundational listening, speaking, reading, writing, and language for all learners in the PK-12 classrooms.

**SED 609 Lang & Lit Case Studies (4.50)****Prerequisite:** SED 607

Duration: 4

Course provides substantive, research-based instruction that effectively prepares candidates to assess and teach literacy to students with MMSN and ESN. Through a case study, candidates will administer and analyze a variety of reading/writing assessments, develop IEP goals specific to data from the assessments and plan lessons that promote student access and achievement in mastering literacy standards.

**SED 610 Adv. Beh. Sppts. & SEL (4.50)****Prerequisite:** ITL 516

Duration: 4

Research-based assessments and strategies within multi-tiered systems address the behavioral and social emotional needs of learners with disabilities. Will explore development of functional behavioral assessments, positive behavior support plans, and behavioral intervention plans. Will work collaboratively to minimize disruptive behaviors and increase adaptive behaviors and social emotional learning skills.

**SED 615 Special Education Law (4.50) *Historical-Review all addendums*****Prerequisite:** SED 610

Duration: 4

This course provides a comprehensive overview of the professional, legal, and ethical practices for educators. Candidates explore in-depth federal/case law that contribute to the placement, instruction, and service delivery in addition to the privacy issues in special education. The course addresses federal and state courts' interpretation of statutes and regulations of special education service delivery, IEPs, transition plans, and related services for learners with mild to moderate support needs and with extensive support needs.

**SED 695 Understanding Edu. Research (4.50) *Discontinued***

Duration: 8

This course is designed to provide the student with the basic knowledge and skills required to read, interpret and evaluate both quantitative and qualitative educational research in order to determine if research results have implications for program, curriculum or instructional decisions.



**SED 696 Capstone Project (4.50) *Discontinued***

Duration: 8

Apply knowledge, skills, and dispositions to complete a culminating project. Candidates will identify a topic of interest in their classroom, school, or district; conduct a review of the literature on the topic of their choice; and design a process to gather information on the topic. Grading is H, S, or U only. Course is eligible for In Progress (IP) grade.

**THR 200 Theater Arts (4.50)**

Duration: 4

An introduction to theater as a dramatic medium, focusing on performance and production skills in a variety of genres and contexts.