



ADDENDUM A

TO THE NATIONAL UNIVERSITY GENERAL **CATALOG 88**

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

The following updates will take effect on November 17, 2025.

Program Terminations

Individual Based

Post-Master's Certificate in Public Service

Course Terminations

Group Based

ADC 255 - Individual Counseling II

ADC 285 - Practicum in Substance Abuse

EDD 840 - Culminating Project

HIS 330 - The Global Economy

PED 642 - Internship I

PED 646 - Internship II

Individual Based

CMP-9600M DMFT Portfolio I

CMP-9601M DMFT Portfolio II

CMP-9602M DMFT Portfolio III

DMFT-7101 Foundations for Applied Doctoral Studies in DMFT DMFT-7102

Scholarly Literature Review in MFT

DMFT-7103 Research Methods

DMFT-7110 Quantitative Research Design and Statistical Analysis in MFT LAW-310

Trial Advocacy

LAW-410 Law and Motion

LAW-420 Remedies

Courses

Group Based

ADC 256 Individual Counseling II (4.50)

Duration: 4

This course focuses on the application of the counseling techniques learned in ADC 245. Students will be expected to role-play techniques with volunteer(s) in their professional/social environment and submit videos of those sessions for discussion. Discussion of assessment techniques for clients with other psychiatric disorders will be covered.

ADC 286 Practicum in Substance Abuse (4.50)

Prerequisite: *Satisfactorily complete 5 courses in the major; Program lead faculty approval*

Duration: 24

A two-part field practicum in which students work in an approved practicum site doing 255 hours of substance abuse counseling. They also participate in an academic seminar where they discuss their field work. This course is a minimum of 6 months in length.

BGS 301 Intro. to General Studies (4.50)

Duration: 4

Focus on the integration of knowledge across various disciplines, essential to a critical and interdisciplinary approach to professional development. Emphasis on the interconnectedness of different fields of knowledge central to a broad, critical and holistic view of education.

BIL 540C BIL Applied Clinical Practice (4.50)

Prerequisite: BIL 620; BIL 622; BIL 624; BIL 626

Duration: 4

This course on Bilingual Applied Clinical Practice will enable candidates with Multiple Subject, Single Subject, or Education Specialist credentials to complete 24 hours of bilingual applied clinical practice. This requirement is essential for meeting the practice and teaching performance necessary for earning a Bilingual Authorization to be added to an active base credential. The Bilingual Applied Clinical Practice will occur through observations, instructional design, teaching, and scenario analysis of virtual or onsite bilingual/dual language classrooms in CA public schools. Grading will be S, U, or In Progress (IP).

BIS 499 Interdisciplinary Studies Proj (4.50)

Prerequisite: BIS 301; BIS 400; Recommend this be taken toward the end of the Core Requirements

Duration: 8

Eight-week, 4.5 quarter unit capstone course that focuses on portfolio and research methodologies. Designed to provide students with an opportunity to integrate lessons learned from interdisciplinary portfolio-building and understand the craft of interdisciplinary research. Main course content areas include: 1) Portfolio packaging and interdisciplinary analysis on a topic as a model for students, 2) Internet research, 3) Developing an interdisciplinary research project, 4) Paper editing, 5) Constructing a sound argument, and 6) Clarifying elements across disciplinary boundaries. Grading is H, S or U only. Course is eligible for In Progress (IP) grade. Designed to be taken toward the end of the BALA program.

CRS 500 Conflict Resolution Process (4.50)

Recommended: Prior completion of: *It is recommended that undergraduate students enrolling in the course have completed their lower division studies.*

Duration: 4

This foundational course provides an overview of the field of conflict resolution, exploring its cultural and historical development, key theoretical frameworks, and major approaches. Students will analyze different types of conflicts and examine various strategies for conflict resolution. The course emphasizes the importance of ethical considerations, cultural sensitivity, and power dynamics in conflict resolution processes.

CRS 505 Integrative Negotiation (4.50)

Recommended: Prior completion of: *CRS 500; It is recommended that the undergraduate student has completed lower division studies before enrolling in this course.*

Duration: 4

In this course, students delve into the intersection of negotiation and social justice. They will explore the ethical dimensions of negotiation, with a focus on promoting fairness, equity, and inclusivity. Students will learn integrative bargaining techniques to create value and foster collaborative problem-solving. Case studies and simulations will be used to enhance practical negotiation skills.

CRS 530 Ethics and Neutrality (4.50)

Recommended: Prior completion of: *It is recommended that students have completed CRS 500, 505 before enrolling in this course. ; It is recommended that the undergraduate student has completed lower division studies before enrolling in this course.*

Duration: 4

The course provides students with a comprehensive understanding of the ethical considerations and principles of neutrality that underpin the practice of conflict resolution. This course explores the complex ethical dilemmas faced by conflict resolution practitioners and examines the concept of neutrality in navigating conflicts impartially.

CRS 610 Facilitation/Mediat. Practicum (4.50)

Recommended: Prior completion of: *It is recommended that students have completed CRS 500, 505, 530 before enrolling in this course.*

Duration: 4

This hands-on course provides students with experiential learning opportunities in the areas of facilitation and mediation. Students will develop facilitation skills to guide groups through difficult conversations and consensus-building processes. They will also learn mediation techniques to help parties in conflict reach mutually acceptable agreements. The course includes practical exercises and real-life case studies.

CRS 615 Arbitration: Uses and Issues (4.50)

Recommended: Prior completion of: *It is recommended that students have completed CRS 500, 505, 530, 610 before enrolling in this course.*

Duration: 4

This course explores the theory and practice of arbitration as an alternative dispute resolution mechanism. Students will examine the legal framework, procedural rules, and ethical considerations in arbitration. They will analyze current issues and trends in arbitration, such as the use of technology, cross-cultural challenges, and the enforceability of arbitral awards. Case studies with real-world impact will enhance students' understanding.

CRS 620 Specialized Negotiations (4.50)

Recommended: Prior completion of: *It is recommended that students have completed CRS 500, 505, 530, 610, 615 before enrolling in this course.*

Duration: 4

This course focuses on advanced negotiation strategies and techniques in specialized contexts. Students will explore negotiation in specific domains such as international diplomacy, business transactions, environmental disputes, and labor relations. They will develop specialized negotiation skills tailored to these contexts, including cross-cultural communication, complex multi-party negotiations, and power dynamics analysis.

CRS 625 Restorative Justice (4.50)

Recommended: Prior completion of: *It is recommended that students have completed CRS 500, 505, 530, 610, 615, 620 before enrolling in this course.*

Duration: 4

This graduate-level course in Restorative Justice explores the principles, theories, and practices of alternative approaches to justice and conflict resolution. It examines how restorative justice can address the needs of victims, offenders, and communities affected by crime and harm. Students will critically analyze the strengths and limitations of restorative justice models and develop the skills necessary to implement and evaluate restorative justice programs.

CRS 630 Conflict Res. and Technology (4.50)

Recommended: Prior completion of: *It is recommended that students have completed CRS 500, 505, 530, 610, 615, 620, 625 before enrolling in this course.*

Duration: 4

This graduate-level course explores the intersection of conflict resolution and technology, focusing on how technological advancements can be leveraged to facilitate and enhance conflict resolution processes. Students will examine various technological tools, platforms, and strategies that can be employed in conflict analysis, negotiation, mediation, and dispute resolution. The course will cover both theoretical frameworks and practical applications of technology in conflict resolution, emphasizing ethical considerations and the potential benefits and challenges associated with integrating technology into conflict resolution practices.

CRS 640 Conflict Res. and Litigation (4.50)

Recommended: Prior completion of: *It is recommended that students have completed CRS 500, 505, 530, 610, 615, 620, 625, 630 before enrolling in this course.*

Duration: 4

This course delves into the intricacies of conflict resolution and litigation, providing students with comprehensive insights into amicable dispute resolution techniques, contested dispute resolution, and formal legal proceedings. Participants will gain proficiency in negotiation, mediation, and arbitration methods. While the purpose of conflict resolution is to avoid litigation, those processes are not always successful. Therefore, this course also exposes students to the procedural and strategic aspects of litigation in various jurisdictions.

CRS 645 Conflict Resolution: Thesis (4.50)

Recommended: Prior completion of: *It is recommended that students have completed all other courses in the program prior to enrolling in this course.*

Duration: 4

The thesis component of the Master of Arts, Conflict Resolution Studies program provides students with an opportunity to conduct in-depth research and contribute to the field of conflict resolution. The thesis should demonstrate the student's ability to apply theoretical knowledge, research methodologies, and critical analysis to a specific topic of interest within the realm of conflict resolution. The thesis should reflect the student's mastery of the program's learning outcomes and showcase their capacity for independent research and scholarly inquiry.

EDD 840A Culminating Project A (4.50)

Duration: 12

The finalized problem-of-practice project becomes the Culminating Project and is aligned to all Program Learning Outcomes. This project will be defended at the conclusion of these courses based on a program-approved rubric. The course is designed to allow the candidate and the Advisor to work one-on-one but also collaborate with committee members when necessary. Teleconferencing sessions are used to connect candidates within the cohort throughout the 12-week experience.

EDD 840B Culminating Project B (4.50)

Prerequisite: EDD 840A

Duration: 12

The finalized Problem of Practice project becomes the Culminating Project, aligning it with all Program Learning Outcomes. This project will be defended at the conclusion of these courses based on a program-approved rubric. The course is designed to enable the candidate and the advisor to work one-on-one while also collaborating with committee members when necessary. Teleconferencing sessions connect candidates within the cohort throughout the 12-week experience.

ENG 315 Prose Style (4.50)

Prerequisite: ENG 240

Duration: 4

Analysis of the ways in which grammatical and formal elements of English non-fiction prose shape style for different contexts and purposes. Study of examples of classic and contemporary prose. Application of principles of style to make students' writing more effective.

ETH 100 Intr to Social Justice Studies (4.50)

Duration: 4

This introductory course presents a survey of theoretical, conceptual, and practical approaches to the study of social justice, as well as the study of socio-political systems from a justice-centric framework. Students will be challenged to interpret issues of social inequality, equity, oppression, and resistance at the interpersonal, local, national, and international levels.

HIS 322 Science in World History (4.50)**Prerequisite:** ENG 102

Duration: 4

From ancient times to the present, scientific discoveries and innovations have driven historical development. While the expansive history of science globally is impossibly large, this course asks specific, answerable questions. First, which turning points in the history of science qualify as “paradigm shifts” in human understanding of the natural world? Second, how do those new paradigms interact with pivots in other world-historical processes? Third, in what ways can we measure the effects of scientific progress on the lived experiences of different peoples?

HIS 335 States & Empires World History (4.50)**Prerequisite:** ENG 102; HIS 233; HIS 234

Duration: 4

A comparative study of the formation and legacy of states and empires in world history, from the first states in ancient Mesopotamia to the superpowers of the global era. Examines competing claims by states and empires to coercive power, sovereignty, and economic control, as well as notions of social identity and forms of resistance and rebellion among colonized peoples. Study of the modern period addresses nationalism, the rise of nation-states, and current challenges to the nation-state system.

HIS 338 US Environmental History (4.50)**Prerequisite:** ENG 102

Duration: 4

A survey of American environmental history. Topics include the role that the state and economy have played in shaping the North American environment; the role that culture (including literature, film, and advertising) has had on our perceptions of (and relationships to) that environment; and the impact that the natural world (including its diseases, animals, and disasters) has, in turn, had on the course of the nation’s history. Students will leave this course with both a firm grounding in the long sweep of American environmental history and a clear framework for understanding the various methodologies and practices that characterize the field of environmental history.

PED 650 Internship I (4.50)**Prerequisite:** PED 618C and PED 640 and **Corequisite:** PED 644 *Students must complete all core course requirements and practicum courses before moving into internship.*

Duration: 16

PED 650 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 650, 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 651 Internship II (4.50)**Prerequisite:** PED 650 and PED 640

Duration: 16

PED 651 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 651, 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.