National University General Catalog 88

National University
Spectrum Business Park
9388 Lightwave Ave,
San Diego, CA. 92123
The following updates will take effect November 17, 2025.

Preface

2025/2026

GENERAL CATALOG

VOLUME 88 | November 2025

National University Academic Headquarters
9388 Lightwave Ave • San Diego, CA 92123-1426 • (858 541-7710

For More Information
(800 NAT-UNIV (628-8648 or admissions@nu.edu

Current Students
(866 NU-ACCESS (682-2237 or advisor@nu.edu

Visit Us on the Web
www.nu.edu

Note: The university reserves the right to change or modify policies, regulations, curricula, courses, tuition and fees, or any other aspect of its programs described in this catalog at any time.

Not all courses or programs listed in this catalog will be available at every campus or online. Not all facilities, equipment and other resources will be available at every campus.

Catalog Effective Date
November 17, 2025

Accredited By
WASC Senior College and University Commission (WSCUC
985 Atlantic Avenue
Suite 100
Alameda, CA 94501
(510 748-9001

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Dear Student,

On behalf of our entire community, welcome to **National University** (NU). As part of the **Navigator family**, you join a connected community of learners from across the nation and around the world. From your first course onward, you'll be supported by students, alumni, faculty, and staff, all committed to helping you succeed.

At NU, we believe education should support the whole person. Our **Whole Human Education**™ approach—built on Five Pillars of Support: academic, career, financial, family, and emotional—helps you thrive while balancing life's other responsibilities. The majority of our students are nontraditional, often managing careers, military service, and family. As **ANDers**™—students who pursue their education while fulfilling many other vital roles—you bring unique strengths and perspectives to our community.

Founded in 1971 by a Veteran, NU has long been dedicated to accessible, affordable education for working adults and military-connected learners. Today, we offer more than 150 programs in flexible formats—including on-ground, online, hybrid, and metaverse courses—with both four- and eight-week options, as well as group and individual learning models. Taught by faculty with real-world expertise and supported by innovative technology and proactive advising, our programs are designed to help you reach your goals, whether advancing in your career, gaining new skills, or achieving personal fulfillment.

National University earned the prestigious **Carnegie Classification® "Opportunity Colleges and Universities – Higher Access, Higher Earnings**," recognizing our commitment to affordability, workforce outcomes, and expanding research capabilities. This honor underscores our mission to promote student success and socio-economic mobility through education that opens doors to possibility.

As one of the nation's largest private nonprofit universities, NU serves more than 130,000 learners annually and supports a global alumni network of over 250,000. Nearly a quarter of our students are military-affiliated, 40 percent are first-generation learners, and more than half of our graduates are women—reflecting our proud history of expanding access and opportunity.

Welcome again to **National University**. We are honored to support you—through your first course, your walk across the commencement stage, and into your future as an **NU alum**. Stay connected with your NU community through our social channels, where you can share your journey, celebrate milestones, and be inspired by fellow Navigators.

Wings Up!

Sincerely,

Mark D. Milliron, Ph.D.

Calendar Information

Group-Based

National UNIVERSITY

AY26 Instructional Calendar
Group-Based

JUL '25						
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Session	Start Date
C2507W2-M	July 7, 2025
C2508W1-M	August 4, 2025
C2509W1-M	September 2, 2025
C2509W5-M	September 29, 2025
C2510W4-M	October 27, 2025
C2511W4-M	November 24, 2025
C2601W1-M	January 5, 2026
C2602W1-M	February 2, 2026
C2603W1-M	March 2, 2026
C2603W5-M	March 30, 2026
C2604W4-M	April 27, 2026
C2605W4-M	May 26, 2026
C2606W4-M	June 22, 2026

Calendar Key	
	Session Start Dates
	NU Closed
	No Classes
	Session End Dates

No classes will be held when NU is closed.

NU Observed Holiday's	
Jul. 4	Fourth of July
Sept. 1	Labor Day
Nov. 11	Veterans Day
Nov. 27- 28	Thanksgiving Day/Day After
Dec. 25	Christmas Day
Jan. 1	New Year's Day
Jan. 19	Martin Luther King Day
Feb. 16	President's Day
May 25	Memorial Day
Jun. 19	Juneteenth

National UNIVERSITY

AY27 Instructional Calendar
Group-Based

JUL '26						
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FEB '27						
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MAR '27						
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Session	Start Date
C2606W4-M	June 22, 2026
C2607W3-M	July 20, 2026
C2608W3-M	August 17, 2026
C2609W2-M	September 14, 2026
C2610W2-M	October 12, 2026
C2611W2-M	November 9, 2026
C2612W1-M	December 7, 2026
C2701W3-M	January 19, 2027
C2702W3-M	February 16, 2027
C2703W3-M	March 15, 2027
C2704W2-M	April 12, 2027
C2705W2-M	May 10, 2027
C2706W1-M	June 7, 2027

Calendar Key	
	Session Start Dates
	NU Closed
	No Classes
	Session End Dates

No classes will be held when NU is closed.

NU Observed Holiday's	
Jul. 3	Fourth of July
Sep. 7	Labor Day
Nov. 11	Veterans Day
Nov. 26-27	Thanksgiving Day/Day After
Dec. 25	Christmas Day
Jan. 1	New Year's Day
Jan. 18	Martin Luther King Day
Feb. 15	President's Day
May 31	Memorial Day
Jun. 18	Juneteenth

National UNIVERSITY

AY28 Instructional Calendar

Group-Based

JUL '27						
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Session	Start Date
C2706W1-M	June 7, 2027
C2707W1-M	July 5, 2027
C2708W1-M	August 2, 2027
C2708W5-M	August 30, 2027
C2709W4-M	September 27, 2027
C2710W4-M	October 25, 2027
C2711W4-M	November 22, 2027
C2801W1-M	January 3, 2028
C2801W5-M	January 31, 2028
C2802W4-M	February 28, 2028
C2803W4-M	March 27, 2028
C2804W4-M	April 24, 2028
C2805W4-M	May 22, 2028
C2806W3-M	June 20, 2028

Calendar Key	
	Session Start Dates
	NU Closed
	No Classes
	Session End Dates

No classes will be held when NU is closed.

NU Observed Holiday's	
Jul. 2	Fourth of July
Sep. 6	Labor Day
Nov. 11	Veterans Day
Nov. 25-26	Thanksgiving Day/Day After
Dec. 25	Christmas Day
Jan. 1	New Year's Day
Jan. 17	Martin Luther King Day
Feb. 21	President's Day
May 29	Memorial Day
Jun. 19	Juneteenth

Master of Arts in Consciousness, Psychology and Transformation

National UNIVERSITY

AY26 Instructional Calendar

Master of Arts in Consciousness, Psychology and Transformation

JUL '25						
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JUN '26						
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Term	Start Date
Summer	July 7, 2025
Fall	September 29, 2025
Winter	January 5, 2026
Spring	May 4, 2026

Calendar Key	
	First Day of the Term
	NU Closed
	No Classes

No classes will be held when NU is closed.

NU Observed Holiday's	
Jul. 4	Fourth of July
Sept. 1	Labor Day
Nov. 11	Veterans Day
Nov. 27- 28	Thanksgiving Day/Day After
Dec. 25	Christmas Day
Jan. 1	New Year's Day
Jan. 19	Martin Luther King Day
Feb. 16	President's Day
May 25	Memorial Day
Jun. 19	Juneteenth

National UNIVERSITY

AY27 Instructional Calendar

Master of Arts in Consciousness, Psychology and Transformation

JUL '26						
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DEC '26						
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JAN '27						
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MAR '27						
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JUN '27						
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Term	Start Date
Summer	August 31, 2026
Winter	January 4, 2027
Spring	May 3, 2027

Calendar Key	
	First Day of the Term
	NU Closed
	No Classes

No classes will be held when NU is closed.

NU Observed Holiday's	
Jul. 3	Fourth of July
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Nov. 11	Veterans Day
Nov. 26-27	Thanksgiving Day/Day After
Dec. 25	Christmas Day
Jan. 1	New Year's Day
Jan. 18	Martin Luther King Day
Feb. 15	President's Day
May 31	Memorial Day
Jun. 18	Juneteenth

AY28 Instructional Calendar

Master of Arts in Consciousness, Psychology and Transformation

JUL '27

SU	M	T	W	TH	F	S
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AUG '27

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SEP '27

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OCT '27

SU	M	T	W	TH	F	S
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3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	11	23
24	25	26	27	28	29	30
31						

NOV '27

SU	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

DEC '27

SU	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JAN '28

SU	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEB '28

SU	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29				

MAR '28

SU	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

APR '28

SU	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MAY '28

SU	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JUN '28

SU	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Term	Start Date
Summer	August 23, 2027
Winter	December 13, 2027
Spring	April 17, 2028

Calendar Key	
	First Day of the Term
	NU Closed
	No Classes

No classes will be held when NU is closed.

NU Observed Holiday's	
Jul. 2	Fourth of July
Sep. 6	Labor Day
Nov. 11	Veterans Day
Nov. 25-26	Thanksgiving Day/Day After
Dec. 25	Christmas Day
Jan. 1	New Year's Day
Jan. 17	Martin Luther King Day
Feb. 21	President's Day
May 29	Memorial Day
Jun. 19	Juneteenth

EdD Organizational Innovation

National UNIVERSITY

AY26 Instructional Calendar

EdD Organizational Innovation

JUL '25						
SU	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

AUG '25						
SU	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

SEP '25						
SU	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Term Start Dates	
Summer- 4261	September 2, 2025
Winter- 4263	January 5, 2026
Spring- 4264	May 4, 2026

OCT '25						
SU	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

NOV '25						
SU	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

DEC '25						
SU	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Calendar Key	
	First Day of the Term
	NU Closed
	No Classes
	EDD 804 Mentoring

No classes will be held when NU is closed.

JAN '26						
SU	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

FEB '26						
SU	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

MAR '26						
SU	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

NU Observed Holiday's	
Jul. 4	Fourth of July
Sept. 1	Labor Day
Nov. 11	Veterans Day
Nov. 27- 28	Thanksgiving Day/Day After
Dec. 25	Christmas Day
Jan. 1	New Year's Day
Jan. 19	Martin Luther King Day
Feb. 16	President's Day
May 25	Memorial Day
Jun. 19	Juneteenth

APR '26						
SU	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY '26						
SU	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JUN '26						
SU	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

National UNIVERSITY

AY27 Instructional Calendar

EdD Organizational Innovation

JUL '26						
SU	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUG '26						
SU	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SEP '26						
SU	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Term Start Dates	
Summer- 4271	August 31, 2026
Winter- 4273	January 4, 2027
Spring- 4274	May 3, 2027

OCT '26						
SU	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

NOV '26						
SU	M	T	W	TH	F	S
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

DEC '26						
SU	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Calendar Key	
	First Day of the Term
	NU Closed
	No Classes
	EDD 804 Mentoring

No classes will be held when NU is closed.

JAN '27						
SU	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

FEB '27						
SU	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

MAR '27						
SU	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

NU Observed Holiday's	
Jul. 4	Fourth of July
Sept. 1	Labor Day
Nov. 11	Veterans Day
Nov. 27- 28	Thanksgiving Day/Day After
Dec. 25	Christmas Day
Jan. 1	New Year's Day
Jan. 19	Martin Luther King Day
Feb. 16	President's Day
May 25	Memorial Day
Jun. 19	Juneteenth

APR '27						
SU	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

MAY '27						
SU	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JUN '27						
SU	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

National UNIVERSITY

AY28 Instructional Calendar

EdD Organizational Innovation

JUL '27						
SU	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	24	27	28	29	30	31

AUG '27						
SU	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

SEP '27						
SU	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Term Start Dates	
Summer- 4281	August 23, 2027
Winter- 4283	December 13, 2027
Spring- 4284	April 17, 2028

OCT '27						
SU	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	11	23
24	25	26	27	28	29	30
31						

NOV '27						
SU	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

DEC '27						
SU	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Calendar Key	
	First Day of the Term
	NU Closed
	No Classes
	EDD 804 Mentoring

No classes will be held when NU is closed.

JAN '28						
SU	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEB '28						
SU	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29				

MAR '28						
SU	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

NU Observed Holiday's	
Jul. 2	Fourth of July
Sep. 6	Labor Day
Nov. 11	Veterans Day
Nov. 25-26	Thanksgiving Day/Day After
Dec. 25	Christmas Day
Jan. 1	New Year's Day
Jan. 17	Martin Luther King Day
Feb. 21	President's Day
May 29	Memorial Day
Jun. 19	Juneteenth

APR '28						
SU	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MAY '28						
SU	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JUN '28						
SU	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Doctor of Psychology

National UNIVERSITY

AY26 Instructional Calendar

Doctor of Psychology

JUL '25

SU	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

AUG '25

SU	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

SEP '25

SU	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Session	Start Date
Summer	July 7, 2025
Fall	September 29, 2025
Winter	January 5, 2026
Spring	April 6, 2026

OCT '25

SU	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

NOV '25

SU	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
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DEC '25

SU	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Calendar Key	
	First Day of the Session
	NU Closed
	No Classes

No classes will be held when NU is closed.

JAN '26

SU	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

FEB '26

SU	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

MAR '26

SU	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

NU Observed Holiday's	
Jul. 4	Fourth of July
Sept. 1	Labor Day
Nov. 11	Veterans Day
Nov. 27- 28	Thanksgiving Day/Day After
Dec. 25	Christmas Day
Jan. 1	New Year's Day
Jan. 19	Martin Luther King Day
Feb. 16	President's Day
May 25	Memorial Day
Jun. 19	Juneteenth

APR '26

SU	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY '26

SU	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JUN '26

SU	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

National UNIVERSITY

AY27 Instructional Calendar

Doctor of Psychology

JUL '26

SU	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUG '26

SU	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SEP '26

SU	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Session	Start Date
Summer	July 6, 2026
Fall	September 28, 2026
Winter	January 4, 2027
Spring	April 5, 2027

OCT '26

SU	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

NOV '26

SU	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

DEC '26

SU	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Calendar Key	
	First Day of the Session
	NU Closed
	No Classes

No classes will be held when NU is closed.

JAN '27

SU	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

FEB '27

SU	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

MAR '27

SU	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

NU Observed Holiday's	
Jul. 3	Fourth of July
Sep. 7	Labor Day
Nov. 11	Veterans Day
Nov. 26-27	Thanksgiving Day/Day After
Dec. 25	Christmas Day
Jan. 1	New Year's Day
Jan. 18	Martin Luther King Day
Feb. 15	President's Day
May 31	Memorial Day
Jun. 18	Juneteenth

APR '27

SU	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

MAY '27

SU	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JUN '27

SU	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

National UNIVERSITY

AY28 Instructional Calendar

Doctor of Psychology

JUL '27						
SU	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	24	27	28	29	30	31

AUG '27						
SU	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

SEP '27						
SU	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Session	Start Date
Summer	June 28, 2027
Fall	September 20, 2027
Winter	December 13, 2028
Spring	March 27, 2028

OCT '27						
SU	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	11	23
24	25	26	27	28	29	30
31						

NOV '27						
SU	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

DEC '27						
SU	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Calendar Key	
	First Day of the Session
	NU Closed
	No Classes

No classes will be held when NU is closed.

JAN '28						
SU	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEB '28						
SU	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29				

MAR '28						
SU	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

NU Observed Holiday's	
Jul. 2	Fourth of July
Sep. 6	Labor Day
Nov. 11	Veterans Day
Nov. 25-26	Thanksgiving Day/Day After
Dec. 25	Christmas Day
Jan. 1	New Year's Day
Jan. 17	Martin Luther King Day
Feb. 21	President's Day
May 29	Memorial Day
Jun. 19	Juneteenth

APR '28						
SU	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MAY '28						
SU	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JUN '28						
SU	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Doctor of Nursing Anesthesia

National UNIVERSITY

AY26 Instructional Calendar

Doctor of Nursing Anesthesia- 12 week courses

JUL '25						
SU	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

AUG '25						
SU	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

SEP '25						
SU	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Calendar Key	
	First Day of the Session
	NU Closed
	No Classes

No classes will be held when NU is closed.

OCT '25						
SU	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

NOV '25						
SU	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

DEC '25						
SU	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

NU Observed Holiday's	
Jul. 4	Fourth of July
Sept. 1	Labor Day
Nov. 11	Veterans Day
Nov. 27- 28	Thanksgiving Day/Day After
Dec. 25	Christmas Day
Jan. 1	New Year's Day
Jan. 19	Martin Luther King Day
Feb. 16	President's Day
May 25	Memorial Day
Jun. 19	Juneteenth

JAN '26						
SU	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

FEB '26						
SU	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

MAR '26						
SU	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APR '26						
SU	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY '26						
SU	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JUN '26						
SU	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

National UNIVERSITY

AY27 Instructional Calendar

Doctor of Nursing Anesthesia- 12 week courses

JUL '26						
SU	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUG '26						
SU	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SEP '26						
SU	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Calendar Key	
	First Day of the Session
	NU Closed
	No Classes

No classes will be held when NU is closed.

OCT '26						
SU	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

NOV '26						
SU	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

DEC '26						
SU	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

NU Observed Holiday's	
Jul. 3	Fourth of July
Sep. 7	Labor Day
Nov. 11	Veterans Day
Nov. 26-27	Thanksgiving Day/Day After
Dec. 25	Christmas Day
Jan. 1	New Year's Day
Jan. 18	Martin Luther King Day
Feb. 15	President's Day
May 31	Memorial Day
Jun. 18	Juneteenth

JAN '27						
SU	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

FEB '27						
SU	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

MAR '27						
SU	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

APR '27						
SU	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

MAY '27						
SU	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JUN '27						
SU	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

National UNIVERSITY

AY28 Instructional Calendar

Doctor of Nursing Anesthesia- 12 week courses

JUL '27						
SU	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	24	27	28	29	30	31

AUG '27						
SU	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

SEP '27						
SU	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Calendar Key	
	First Day of the Session
	NU Closed
	No Classes

No classes will be held when NU is closed.

OCT '27						
SU	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	11	23
24	25	26	27	28	29	30
31						

NOV '27						
SU	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

DEC '27						
SU	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

NU Observed Holiday's	
Jul. 3	Fourth of July
Sep. 7	Labor Day
Nov. 11	Veterans Day
Nov. 26-27	Thanksgiving Day/Day After
Dec. 25	Christmas Day
Jan. 1	New Year's Day
Jan. 18	Martin Luther King Day
Feb. 15	President's Day
May 31	Memorial Day
Jun. 18	Juneteenth

JAN '28						
SU	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEB '28						
SU	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29				

MAR '28						
SU	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

APR '28						
SU	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MAY '28						
SU	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JUN '28						
SU	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Individual-Based

National UNIVERSITY

AY26 Instructional Calendar

Individual-Based

JUL '25						
SU	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

AUG '25						
SU	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

SEP '25						
SU	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Calendar Key	
	Session Start Dates
	NU Closed
	No Classes

**No course start offerings on 12/22/2025 and 12/29/2025*

OCT '25						
SU	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

NOV '25						
SU	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

DEC '25						
SU	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

NU Observed Holiday's	
Jul. 4	Fourth of July
Sept. 1	Labor Day
Nov. 11	Veterans Day
Nov. 27- 28	Thanksgiving Day/Day After
Dec. 25	Christmas Day
Jan. 1	New Year's Day
Jan. 19	Martin Luther King Day
Feb. 16	President's Day
May 25	Memorial Day
Jun. 19	Juneteenth

JAN '26						
SU	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

FEB '26						
SU	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

MAR '26						
SU	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APR '26						
SU	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY '26						
SU	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JUN '26						
SU	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

National UNIVERSITY

AY27 Instructional Calendar

Individual-Based

JUL '26						
SU	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUG '26						
SU	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SEP '26						
SU	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Calendar Key	
	Session Start Dates
	NU Closed
	No Classes

**No course start offerings on 12/21/2026 and 12/28/2026*

OCT '26						
SU	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

NOV '26						
SU	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

DEC '26						
SU	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

NU Observed Holiday's	
Jul. 3	Fourth of July
Sep. 7	Labor Day
Nov. 11	Veterans Day
Nov. 26-27	Thanksgiving Day/Day After
Dec. 25	Christmas Day
Jan. 1	New Year's Day
Jan. 18	Martin Luther King Day
Feb. 15	President's Day
May 31	Memorial Day
Jun. 18	Juneteenth

JAN '27						
SU	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

FEB '27						
SU	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

MAR '27						
SU	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

APR '27						
SU	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

MAY '27						
SU	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JUN '27						
SU	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

National UNIVERSITY

AY28 Instructional Calendar

Individual-Based

JUL '27						
SU	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	24	27	28	29	30	31

AUG '27						
SU	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

SEP '27						
SU	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Calendar Key	
	Session Start Dates
	NU Closed
	No Classes

**No course start offerings on 12/20/2027 and 12/27/2027*

OCT '27						
SU	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	11	23
24	25	26	27	28	29	30
31						

NOV '27						
SU	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

DEC '27						
SU	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

NU Observed Holiday's	
Jul. 2	Fourth of July
Sep. 6	Labor Day
Nov. 11	Veterans Day
Nov. 25-26	Thanksgiving Day/Day After
Dec. 25	Christmas Day
Jan. 1	New Year's Day
Jan. 17	Martin Luther King Day
Feb. 21	President's Day
May 29	Memorial Day
Jun. 19	Juneteenth

JAN '28						
SU	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEB '28						
SU	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29				

MAR '28						
SU	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

APR '28						
SU	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MAY '28						
SU	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JUN '28						
SU	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

JD Law

National UNIVERSITY

AY26 Instructional Calendar

JD Law

JUL '25						
SU	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
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AUG '25						
SU	M	T	W	TH	F	S
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31						

SEP '25						
SU	M	T	W	TH	F	S
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OCT '25						
SU	M	T	W	TH	F	S
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NOV '25						
SU	M	T	W	TH	F	S
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DEC '25						
SU	M	T	W	TH	F	S
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JAN '26						
SU	M	T	W	TH	F	S
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FEB '26						
SU	M	T	W	TH	F	S
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MAR '26						
SU	M	T	W	TH	F	S
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APR '26						
SU	M	T	W	TH	F	S
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MAY '26						
SU	M	T	W	TH	F	S
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JUN '26						
SU	M	T	W	TH	F	S
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Term Start Dates	
Fall	August 18, 2025
Spring	January 5, 2026
Summer	May 18, 2026

Registration Period	
Fall	7/21/2025-8/11/2025
Spring	12/1/2025-12/22/2026
Summer	4/20/2026- 5/11/2026

Calendar Key	
	Course Start Dates
	NU Closed
	No Classes
	Exam Week

No classes will be held when NU is closed.

NU Observed Holiday's	
Jul. 4	Fourth of July
Sept. 1	Labor Day
Nov. 11	Veterans Day
Nov. 27- 28	Thanksgiving Day/Day After
Dec. 25	Christmas Day
Jan. 1	New Year's Day
Jan. 19	Martin Luther King Day
Feb. 16	President's Day
May 25	Memorial Day
Jun. 19	Juneteenth

National UNIVERSITY

AY27 Instructional Calendar

JD Law

JUL '26						
SU	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
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AUG '26						
SU	M	T	W	TH	F	S
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SEP '26						
SU	M	T	W	TH	F	S
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OCT '26						
SU	M	T	W	TH	F	S
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NOV '26						
SU	M	T	W	TH	F	S
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DEC '26						
SU	M	T	W	TH	F	S
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JAN '27						
SU	M	T	W	TH	F	S
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FEB '27						
SU	M	T	W	TH	F	S
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MAR '27						
SU	M	T	W	TH	F	S
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APR '27						
SU	M	T	W	TH	F	S
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MAY '27						
SU	M	T	W	TH	F	S
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JUN '27						
SU	M	T	W	TH	F	S
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Term Start Dates	
Fall	August 17, 2026
Spring	January 4, 2027
Summer	May 17, 2027

Registration Period	
Fall	7/20/2026-8/10/2026
Spring	12/7/2026-12/28/2027
Summer	4/19/2027-5/10/2027

Calendar Key	
	Course Start Dates
	NU Closed
	No Classes
	Exam Week

No classes will be held when NU is closed.

NU Observed Holiday's	
Jul. 3	Fourth of July
Sep. 7	Labor Day
Nov. 11	Veterans Day
Nov. 26-27	Thanksgiving Day/Day After
Dec. 25	Christmas Day
Jan. 1	New Year's Day
Jan. 18	Martin Luther King Day
Feb. 15	President's Day
May 31	Memorial Day
Jun. 18	Juneteenth

National UNIVERSITY

AY28 Instructional Calendar

JD Law

JUL '27						
SU	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
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AUG '27						
SU	M	T	W	TH	F	S
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SEP '27						
SU	M	T	W	TH	F	S
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OCT '27						
SU	M	T	W	TH	F	S
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NOV '27						
SU	M	T	W	TH	F	S
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DEC '27						
SU	M	T	W	TH	F	S
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JAN '28						
SU	M	T	W	TH	F	S
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FEB '28						
SU	M	T	W	TH	F	S
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MAR '28						
SU	M	T	W	TH	F	S
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APR '28						
SU	M	T	W	TH	F	S
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MAY '28						
SU	M	T	W	TH	F	S
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28	29	30	31			

JUN '28						
SU	M	T	W	TH	F	S
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Term Start Dates	
Fall	August 16, 2027
Spring	January 10, 2028
Summer	May 22, 2028

Registration Period	
Fall	7/19/2027-8/9/2027
Spring	12/06/2027-12/27/2028
Summer	4/17/2028-5/8/2028

Calendar Key	
	Course Start Dates
	NU Closed
	No Classes
	Exam Week

No classes will be held when NU is closed.

NU Observed Holiday's	
Jul. 2	Fourth of July
Sep. 6	Labor Day
Nov. 11	Veterans Day
Nov. 25-26	Thanksgiving Day/Day After
Dec. 25	Christmas Day
Jan. 1	New Year's Day
Jan. 17	Martin Luther King Day
Feb. 21	President's Day
May 29	Memorial Day
Jun. 19	Juneteenth

Locations

National University Sites		
SPECTRUM - MAIN CAMPUS 9388 Lightwave Ave. San Diego, CA 92123-1426 **P:** 858.541.7710	**CERRITOS COMMUNITY COLLEGE UNIVERSITY CENTER** 11110 Alondra Blvd Business, Humanities and Social Science Division, SS-23 (Basement) Norwalk, CA 90650 **P:** 562-467-5000 Ext 2789	**COLLEGE OF THE CANYONS UNIVERSITY** 26455 Rockwell Canyons Rd. Suite 204E Santa Clarita, CA 91355 **P:** 818-932-2461
FRESNO 20 E River Park Place West Fresno, CA 93720-1551 **P:** 559.256.4950	**LOS ANGELES** 5230 Pacific Concourse Drive 4th Floor Los Angeles, CA 90045-6905 **P:** 310.662.2005 **Academic Department** **P:** 310.662.2005 **Administration** **P:** 310.662.2005 **Admissions** **P:** 310.662.2005	**PLEASANT HILL** JFK School of Psychology and Social Sciences - PsyD Campus 100 Ellinwood Way Pleasant Hill, CA 94523-4817 **P:** 925.969.3300
PALOMAR COMMUNITY COLLEGE 11111 Rancho Bernardo Road Office #235 San Diego, Ca 92127 **P:** 858-210-0215	**PORTERVILLE COMMUNITY COLLEGE UNIVERSITY CENTER** 100 E College Ave Porterville, CA 93257	**SOUTH BAY** 660 Bay Boulevard Suite 101 Chula Vista, CA 91910-5200 **P:** 619.563.7400

Military Training Sites		
MARINE CORPS BASE CAMP - PENDLETON 12th Street Building 1331, Rm 104 Box 555020 Camp Pendleton, CA 92055-5020 **P:** 760.994-5236	**MARINE CORPS RECRUIT DEPOT** 4025 Tripoli Avenue Building 111 San Diego, CA 92140-5000 **P:** 619.563.2518	**MARINE AIR GROUND - TWENTYNINE PALMS** Task Force Training Center 6th Street Building 1530, Rm 309 Twentynine Palms, CA 92278-1118 **P:** 760-830-6887
Marine Corp Air Station - YUMA Education Center Building 850, Room 110 MCAS Yuma, AZ 85369	**FLEET ANTI-SUBMARINE WARFARE TRAINING** 33077 Ping Place Building 7, Rm 125 San Diego, CA 92147-5090 **P:** 619.563.2504	**NAVAL AIR STATION - NORTH ISLAND** S. R venue Building 650 San Diego, CA 92135-7024 **P:** 619.963.1919
NAVAL BASE SAN DIEGO 3975 Norman Scott Rd., Bldg. 3280 B103	**NAVAL MEDICAL CENTER** 34800 Bob Wilson Dr., Bldg. 26 Floor 3B	**NAVAL SUBMARINE BASE** Admissions Office 140 Sylvester Road

San Diego, CA 92136-5000 **P:** 619.563.7474	San Diego, CA 92134-5000 **P:** 619.563.7476	Building 211, Rm 210 San Diego, CA 92106-3521 **P:** 619.563.7490
Nellis Air Force Base/Testing Center 4475 England Avenue Suite #3 Nellis AFB, NV 89191 **P:** 702-283-8490	**Vandenberg Space Force Base** 641 Utah Avenue Building 13640 Lompoc, CA 93437 **P:** 858-642-8020	

Department and Directory

Academic Headquarters 9388 Lightwave Avenue San Diego CA 92123 **P** 858-541-7710 **F** 858.642.8708	**Credentials** **E** credsupport@nu.edu	**Regional Operations** 9388 Lightwave Avenue San Diego, CA 92123 **P** 858-541-7710 **F** 858.642.8711
Academic Finance Advisors **P** 858.642.8500 **E** advisor@nu.edu	**Development** 9388 Lightwave Avenue San Diego CA 92123 **E** development@nu.edu	**Registrar** 9388 Lightwave Avenue San Diego, CA 92123 **P** 858.642.8260 **E** registrar@nu.edu
Academic Success Center **E** asc@nu.edu **W** https://resources.nu.edu/academicsuccesscenter **Text** (928) 440-1325 **Chat** https://resources.nu.edu/Chatpage	**Evaluations** **P** 858.642.8047 **E** evaluations@nu.edu	**Sanford College of Education** **E** scoe@nu.edu
Administration and Business 9388 Lightwave Avenue San Diego CA 92123 **P** 858-541-7710 **F** 858.642.8711	**General Information** **P** 1.800.NAT.UNIV (628.8648)	**Scholarship Awards** **E** scholarships@nu.edu
Admissions 9388 Lightwave Avenue San Diego, CA 92123 **P** 1.800.NAT.UNIV (628.8648) **E** admissions@nu.edu	**Grades and Attendance** **P** 858-642-8260 **F** 858-642-8721 **E** grades@nu.edu	**School of Arts, Letters and Sciences** 9388 Lightwave Avenue San Diego CA 92123 **P** 858.642.8450 **F** 858.642.8715 **E** soals@nu.edu
Alumni and Community Relations 9388 Lightwave Avenue San Diego CA 92123 **P** 858.642.8095 **E** alumni@nu.edu	**Graduation** **P** 858.642.8041 **E** graduation@nu.edu	**School of Health Professions** 9388 Lightwave Avenue San Diego CA 92123 **P** 858.642.8996 **F** 623.439.7356 **E** shp@nu.edu
Articulations **E** articulations@nu.edu	**Human Resources** 9388 Lightwave Avenue San Diego CA 92123 **P** 858.642.8195 **F** 858.642.8713 **E** askhr@nu.edu	**Student Accessibility Services** **P** 858.521.3967 **F** 844-851-5913 **E** sas@nu.edu
Behavioral Intervention Team **Referral** www.nu.edu/reportit **E** bit@nu.edu **W** www.nu.edu/care	**Information Technology** 9388 Lightwave Avenue San Diego CA 92123 **P** 858.309.3580 **E** helpdesk@nu.edu	**Student Affairs** **P** 858.642.8036 **E** osa@nu.edu
Bookstore National University Virtual Bookstore **P** 1-800-325-3252 **E** customerservice@bncservices.com **W** http://www.nutextdirect.com/	**Institutional Review Board** **E** irb@nu.edu	**Student Business Services** **P** 858.642.8550 **F** 858.642.8712 **E** SBSAdvisor@nu.edu

Career Services **E** careerservices@nu.edu **W** https://careerservices.nu.edu/	**JFK School of Psychology and Social Sciences** 9388 Lightwave Avenue San Diego CA 92123 **E** jfksopss1@nu.edu **Pleasant Hill Campus** 100 Ellinwood Way Pleasant Hill, CA 94523-4817 P: 925.969.3300	**Student Wellness Services** 9388 Lightwave Avenue San Diego, CA 92123 **P** 858.541.7784 **E** studentwellness@nu.edu
College of Business, Engineering and Technology 9388 Lightwave Avenue San Diego, CA 92123 **P** 858-642-8012 **E** COBET@nu.edu **School of Business and Economics** 9388 Lightwave Avenue San Diego CA 92123 **P** 858-642-8012 **E** SoBE@nu.edu **School of Technology and Engineering** 9388 Lightwave Avenue San Diego CA 92123 **P** 858-642-8012 **E** SoTE@nu.edu	**Library** **P** 1.888.628.1569 **E** refdesk@nu.edu **T** 928.550.6552 **Ask Us** resources.nu.edu/library **Office of Institutional Equity** 9388 Lightwave Avenue San Diego, CA 92123 **P** 858.642.8087 **E** oie@nu.edu **Office of the President** 9388 Lightwave Avenue San Diego, CA 92123 **P** 858.642.8103 **F** 858.642.8701	**Testing Services** 9388 Lightwave Avenue San Diego, CA 92123 **P** 858.541.7951 **E** testingservices@nu.edu **Transcripts** **P** 858-642-8260 **F** 858-642-8721 **E** transcripts@nu.edu **Tuition Assistance** 9388 Lightwave Avenue San Diego, CA 92123 **P** 858.541.7970 **E** Militarysbs@nu.edu
College of Law and Public Service 9388 Lightwave Avenue San Diego CA 92123 **P** 858.642.8052 **F** 858.309.3597 **E** colps@nu.edu	**Office of the Provost** 9388 Lightwave Avenue San Diego, CA 92123 **P** 858.642.8298 **E** officeoftheprovost@nu.edu	**Veteran Center** 9388 Lightwave Avenue San Diego, CA 92123 **P** 858.541.7780 **F** 858.541.7789 **E** veterancenter@nu.edu
Conference Facilities 9388 Lightwave Avenue San Diego, CA 92123-1447 **P** 858.541.7727	**Office of Student Conduct** **P** (858) 642-8633 **E** osc@nu.edu	**Veterans Affairs** 9388 Lightwave Avenue San Diego, CA 92123 **P** 858.541.7970 **F** 858.541.7975 **E** veteransaffairs@nu.edu
Copy/Postal Services 9388 Lightwave Avenue San Diego CA 92123 **P** 858.642.8160 **F** 858.642.8725	**Purchasing** **E** purchasing@nu.edu	

Senior Administration

National University Administration

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President and CEO, National University

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EVP, Chief of Staff

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EVP, Workforce and Community Education (WCE)

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President, Texas A&M University-Central Texas

Carlos Rodriguez, Member
CEO, Rodriguez & Company

Thomas Topuzes, Member
President and CEO, Thomas Topuzes & Associates. LLC

Faculty

College of Business, Engineering and Technology

Chris Agada
Associate Professor
Ph.D., Organizational Management
Capella University
cagada@nu.edu

Laith Al Any
Associate Faculty
M.S., Communication Engineering
University of Technology Iraq, Baghdad
LAlany@nu.edu

Nelson Altamirano
Professor
Ph.D., International Economic Policy and Management
University of California, San Diego
naltamirano@nu.edu

Mohammad Amin
Professor
Ph.D., Electrical and Computer Engineering
Marquette University
mamin@nu.edu

Frank Appunn
Professor
Ph.D., Business Administration
Capella University
fappunn@nu.edu

Hassan Badkoobehi
Professor
Ph.D., Civil Engineering
University of Oklahoma at Norman
hbadkoob@nu.edu

Marie Bakari
Professor
D.B.A., Business Administration
Walden University
mbakari@nu.edu

Hatem Bata
Assistant Professor

Dirk Epperson
Associate Faculty
M.P.A., Public Administration
National University
DEpperson@nu.edu

Juan España
Faculty Emeritus
Ph.D., International Economics
University of California, Santa Barbara
jespana@nu.edu

Connie Fajardo
Professor
D.P.A., Public Administration
University of Southern California
cfajardo@nu.edu

Alireza Farahani
Professor
Ph.D., Applied Mathematical Sciences
University of Rhode Island
afarahan@nu.edu

Thomas Francl
Professor of Practice
M.B.A., Business Administration
University of Southern California
tfrancl@nu.edu

Douglas Franklin
Assistant Professor
Ed.D., Ethical Leadership
University of St. Thomas
dfranklin2@nu.edu

Peilin Fu
Professor
Ph.D., System Engineering
Chinese University of Hong Kong
pfu@nu.edu

Ellen Kaye Gehrke
Professor
Ph.D., Management
George Washington

Jodi Reeves
Professor
Ph.D., Materials Science
University of Wisconsin, Madison
jreeves@nu.edu

William Reid
Instructor
M.S., Management
Regis University
wreid2@nu.edu

Kathy Richie
Associate Professor
D.M., Doctor of Management in Organizational Leadership
University of Phoenix
richiekatherine@nu.edu

Rob Sapp
Professor
Ed.D., Higher Education Administration
University of Pennsylvania
jsapp@nu.edu

Susan Silverstone
Faculty Emerita

M.B.A, Business Administration

University of Colorado
ssilvers@nu.edu

Brian Simpson
Professor
Ph.D., Economics
George Mason University
bsimpson@nu.edu

Christopher Simpson
Instructor
M.S., Information Security & Assurance
George Mason University
csimpson@nu.edu

Ph.D., Business
The University of Toledo
hbata@nu.edu

Bernadette Baum Professor
J.D., Law
Suffolk University Law School
bbaum@nu.edu

Kentaya Beeler
Associate Professor
Ph.D., Accounting
Capella University
kbeeler@nu.edu

Charles Beverley Associate Professor
Ph.D., Health Services Policy and Management University of South Carolina
cbeverley@nu.edu

Aaron Brown
Associate Dean of Students
Ph.D., Doctorate of Strategic Leadership
Regent University
jbrown5@nu.edu

Julia Buchanan
Professor
Ph.D., Leadership Studies
University of San Diego
jbuchanan@nu.edu

John Bugado
Professor Emeritus
MBA, Business Administration
San Diego State University
jbugado@nu.edu

University
ekayegehrke@nu.edu

James Jaurez
oldston@nu.edu
Professor and Chair
Ph.D., Computing Technology in Education
Nova Southeastern University
jjaurez@nu.edu

Shatha Jawad
Professor
Ph.D., Computer Engineering
University of Technology Iraq, Baghdad
SJawad@nu.edu

Nancy Jones
Presidential Appointment
Ed.D., Educational Leadership
California State University, Fullerton
njones2@nu.edu

Jessica Liske
Professor of Practice
Ph.D., Leadership Studies

Our Lady of the Lake University
jliske@nu.edu

Sharon Kimmel
Professor
Ph.D., Applied Social Research, Management of Technology Track
Lehigh University
Skimmel@nu.edu

Iraj Mahdavi
Faculty Emeritus
Ph.D., Political Science
University of Michigan, Ann Arbor
imahdavi@nu.edu

Paul Markham

Professor

D.B.A., Business Administration
Valdosta State University
pmarkham@nu.edu

Bhaskar Raj Sinha Professor
Ph.D., Engineering University of California, Davis
bsinha@nu.edu

Carissa Smock
Associate Professor
Ph.D., Health Policy and Management
Kent State University
csmock@nu.edu

Leila Sopko
Professor
Management and Decision Sciences
Walden University
lsopko@nu.edu

Irene Tsapara
Professor
Ph.D. in Mathematics, Computer Science, and Statistics (Computational Learning Theory and Artificial Intelligence)
University of Illinois, Chicago
itsapara@nu.edu

Syleecia Thompson
Associate Professor
D.B.A., Business Administration
Argosy University
sthompson4@nu.edu

Ronald Uhlig
Professor and Chair
Ph.D., High Energy Physics
University of Maryland, College Park
ruhlig@nu.edu

Olgerta Visi
Professor
Ph.D., Business Management
University of Tirana
ovisi@nu.edu

David Wade
Professor and Chair
Ph.D., Instructional Technology
Utah State University
dwade@nu.edu

Robin Butler
Professor
D.M., Management
University of Maryland
rbutler2@nu.edu

Gurdeep Chawla
Professor
D.B.A., Finance
Golden Gate University
gchawla@nu.edu

Ramon Corona
Faculty Emeritus
Ph.D., Educational Services
Universidad Iberoamericana, Mexico
rcorona@nu.edu

Deanna Davis
Associate Professor
Ph.D., Workforce Development & Organizational Leadership
University of Nevada, Las Vegas
ddavis2@nu.edu

Pradip Dey
Professor
Ph.D., Linguistics
University of Pennsylvania
pdey@nu.edu

Daniel Doss
Professor
Ph.D., Higher Education Administration
Jackson State University
Ph.D., Business, Administration (Management and Engineering)
Northcentral University
Doctor of Literature and Philosophy (Criminal Justice and Political Science)
University of South Africa
ddoss@nu.edu

Wali Mondal
Professor
Ph.D., Agricultural Economics
Ohio State University
wmondal@nu.edu

Farhang Mossavar-Rahmani
Professor
D.B.A., Financial Management
Alliant International University
fmossava@nu.edu

Mohammed Nadeem Faculty Emeritus
Ph.D., eBusiness Management
The Union Institute and University
mnadeem@nu.edu

Alfred Ntoko
Professor
Ph.D., Economics
State University of New York at Binghamton
antoko@nu.edu

Patrick Olson
Professor
Ph.D., Management Information Systems
Claremont Graduate University
polson@nu.edu

Michael Pickett
Professor
Ed.D., Educational Technology
Pepperdine University
mpickett@nu.edu

Bangalore Radhakrishnan
Instructor
M.B.A, Business Administration
University of Phoenix
bradhakrishnan@nu.edu

Melody Rawlings Professor
Ed.D. Leadership
Northern Kentucky University
mrawlings@nu.edu

Steven Walker
Professor
Ph.D., Leadership Studies
Gonzaga University
swalker@nu.edu

Richard Weaver
Faculty Emeritus
Ph.D., Human Organizational System
Fielding Graduate University
rweaver@nu.edu

Gary White
Professor
Ph.D., Education Leadership/ Systems with Special in Marketing and Higher Education Union Institute University
gwhite2@nu.edu

Eugene Wilkerson
Professor
Ph.D., Education Leadership, Policy, and Research
University of Colorado Colorado Springs
ewilkerson@nu.edu

Mudasser Wyne Professor
Ph.D., Computer Science
University of Birmingham
mwyne@nu.edu

Jingyun Zhang
Professor
Ph.D., Marketing University of Alabama jzhang@nu.edu

Lu Zhang
Professor
Ph.D., Computer Science
Iowa State University
lzhang@nu.edu

College of Law and Public Service

Jennifer Biddle
Associate Professor
Ph.D., Criminal Justice
Rutgers the State University of New Jersey
jbiddle@nu.edu

Kenneth Christopher
Professor
D.P.A., Public Administration
Nova Southeastern University
KChristopher@nu.edu

Kenneth Goldberg
Faculty Emeritus
D.P.A., Public Administration
University of La Verne
kgoldberg@nu.edu

Nancy Golden
Assistant Professor
J.D., Law
Whittier College
NGolden@nu.edu

James Guffey
Professor
Ph.D., Public Administration
Golden Gate University
jguffey@nu.edu

Jack Hamlin
Professor & Associate Director of Academic Support
J.D., Law
University of San Diego
jhamlin@nu.edu

Bryan Hance
Professor
J.D., Law
Pepperdine University
bhance@nu.edu

Ryan Johnson
Professor
J.D., Law
Arizona State University
rjohnson4@nu.edu

Chandrika Kelso
Professor
Ph.D., Health Sciences
Touro University College
ckelso@nu.edu

Blake Lafond
Assistant Professor
Ph.D., Public Safety/Criminal Justice
Capella University
Ed.D., Higher Education Administration
Liberty University
blafond@nu.edu

Saul Lankster
Associate Faculty
J.D., Law
Pacific Coast University of Law
SLankster@nu.edu

Deborah Le Blanc
Professor
D.P.A., Public Administration
University of La Verne
dleblanc@nu.edu

Victor Lewis
Faculty Emeritus
J.D., Law
Western State University College of Law
vlewis@nu.edu

Vicki Lindsay
Associate Professor
Ph.D., Criminal Justice
University of Southern Mississippi
vlindsay@nu.edu

David Lowery
Professor
Ph.D., Human Resources Management
National University
D.P.A., Public Administration
Valdosta State University
dlowery@nu.edu

Damon Martin
Professor

Mistie Measeles
Assistant Professor
D.M., Criminal Justice
Colorado Technical University
mmeaseles@nu.edu

Stephanie Menefee
Professor
Ph.D., Public Administration
Old Dominion University
smenefee@nu.edu

Nicole Mills
Professor
J.D., Law
Cornell Law School
nmills@nu.edu

Ponzio Oliverio
Professor
J.D., Law
University of San Diego
poliverio@nu.edu

Margaret Price
Professor
J.D., Law
University of Florida
mprice@nu.edu

Michelle Rebman
Professor
J.D., Law
St. Louis University School of Law
mrebman@nu.edu

Ismail Sebetan
Professor
Ph.D., Forensic Sciences
Tohoku University School of Medicine, Japan
isebetan@nu.edu

Pamela Zimba
Professor
J.D., Law
Ventura College of Law
pzimba@nu.edu

J.D., Law
Pepperdine University
dmartin@nu.edu

JFK School of Psychology & Social Sciences

Michelle Ackerman
Professor
Ph.D., Psychology
The University of Alabama at Birmingham
mackerman@nu.edu

Darren Adamson
Professor
Ph.D., Marriage and Family Therapy
Brigham Young University
dadamson@nu.edu

Valerie Alexander
Faculty Emeritus
Ph.D., Counseling Psychology
University of Pittsburgh
valexand@nu.edu

Sally Archer-Jones
Professor
Ph.D., Social Work
Virginia Commonwealth University
archerjones@nu.edu

Melissa Arias Shah
Professor
Ph.D., Family Therapy
Nova Southeastern University - Fort Lauderdale
mariasshah@nu.edu

Elizabeth Banks
Professor
Ph.D., Marriage and Family Therapy
Syracuse University
ebanks@nu.edu

Douglas Barba
Professor
Ph.D., Health & Human Performance/Psychology
University of Florida
dbarba@nu.edu

Gary Hoeber
Professor
M.A., Psychology
Sonoma State University
ghoeber@nu.edu

Debora Holt
Professor
Ph.D., Social Work
University of Alabama, Tuscaloosa
dholt@nu.edu

Robyn Hudson
Professor
Ph.D., Education, Curriculum & Instruction
Virginia Tech - Blacksburg
rhudson@nu.edu

Paul Jenkins
Professor
Psy.D., Clinical Psychology
Alliant International University
pjenkins@nu.edu

Jacob Kaminker
Professor
Ph.D., Clinical Psychology
Sofia University
jkaminker@nu.edu

Lisa Kelledy-Jamieson
Professor
Ph.D., Family Therapy
Nova Southeastern University - Fort Lauderdale
lkelledy@nu.edu

Grayson Kimball
Associate Professor
Ph.D., Psychology
Saybrook Graduate School and Research Center - San Francisco
gkimball@nu.edu

David Servino
Professor
Ph.D., Marriage and Family Therapy
Texas Tech University - Lubbock
dservino@nu.edu

Tara Signs
Associate Professor
Ph.D., Family Therapy
Texas Woman's University – Denton
tsigns@nu.edu

Donna Smith
Professor
Ph.D., Conflict Analysis and Resolution
Nova Southeastern University
dsmith5@nu.edu

Kelly Smith
Associate Professor
Ph.D., Counselor Education and Supervision
Northern Illinois University
ksmith9@nu.edu

Erika Smith-Marek
Professor
Ph.D., Marriage and Family Therapy
Kansas State – Manhattan
esmithmarek@nu.edu

Krista Speicher
Associate Professor
DMFT, Marriage and Family Therapy
Argosy University – Denver Colorado
kspeicher@nu.edu

Mary Streit
Professor
Ph.D., Applied Psychology
Hofstra University-

Jane Barden
Assistant Professor
Ph.D., Social Service Administration
University of Chicago
jbarden@nu.edu

Zvi Bellin
Professor
Ph.D., Counselor Education
Loyola College, Maryland
E zbellin@nu.edu

Mary Blackwell
Professor
Ph.D., Experimental Psychology
DePaul University Chicago
mblackwell@nu.edu

Charles Burack
Professor
Ph.D., English
University of California, Berkeley
cburack@nu.edu

Judith Cannon
Professor
Ph.D., Marriage and Family Counseling
Texas Woman's University
jcannon4@nu.edu

Sarah Carroll
Professor
Ph.D., Clinical Psychology
The Wright Institute
scarroll2@nu.edu

Craig Chalquist
Associate Professor
Ph.D., Depth Psychology
Pacifica Graduate Institute
cchalquist@nu.edu

Julie Costello
Assistant Professor
Ph.D., Marriage and Family Therapy
Northcentral University
jcostello@nu.edu

Tia Crooms
Assistant Professor
Ph.D., Counseling and Counselor Education
North Carolina State

Kathryn Klock-Powell
Professor
Ph.D., Marriage and Family Therapy
University of Georgia - Athens
kklockpowell@nu.edu

Michael Knerr
Professor
Ph.D., Couple and Family Therapy
The Ohio State University - Columbus
mknerr@nu.edu

Vanieca Kraus
Professor
Ph.D., Human Development
Virginia Polytechnic Institute and State University-Blacksburg
vkraus2@nu.edu

Madia Levin
Associate Professor
Ph.D., Organizational Behavior
University of Pretoria, South Africa
mlevin@nu.edu

Pamelyn MacDonald
Professor
Ph.D., Developmental Psychology
University of Houston
pmacdonald@nu.edu

Patrick McNamara
Professor
Ph.D., Psy Behavioral Neuroscience
Boston University
pmcnamara@nu.edu

Matthew Mock
Professor
Ph.D., Clinical Psychology
California School of Professional Psychology
mmock@nu.edu

Melinda Mull
Professor and Chair
Ph.D., Psychology
University of Toledo
mmull@nu.edu

Hempstead
mstreit@nu.edu

Lisa Teeter
Professor
Ph.D., Industrial/ Organizational Psychology
Purdue University
lteeter@nu.edu

Brian Tilley
Professor and Chair
Ph.D., Counseling Psychology
Iowa State University
btilley@nu.edu

Jennifer Todd
Assistant Professor
D.H.S., Health Sciences
Indiana State University
jtodd2@nu.edu

Melissa Trevathan
Professor
Ph.D., Counseling Psychology
University of Houston
mtrevathan@nu.edu

Anney Tsuji-Lyons
Assistant Professor
Ph.D., Marriage and Family Therapy
Northcentral University
atsujilyons@nu.edu

Peter Van Oot
Professor
Ph.D., Psychology
Penn State University
pvanoot@nu.edu

Amanda Veldorale-Griffin
Professor
Ph.D., Marriage and Family Therapy
The Florida State University - Tallahassee
aveldoralegriffin@nu.edu

Daimon Verace
Professor
Ph.D., Psychology
Saybrook University
dverace@nu.edu

Demaris Washington
Associate Professor
Ph.D., Clinical Psychology
Alliant International

University - Raleigh
tcrooms@nu.edu

Lindsay DeVries
Professor
Psy.D., Clinical Psychology
Antioch University, New England
ldevries@nu.edu

Jamie Franco
Associate Professor
Ph.D., Psychology
University of California, Santa Cruz
jfranco@nu.edu

Kimberly Frazier
Professor
Ph.D., Counselor Education
University of New Orleans
kfrazier@nu.edu

Darron Garner
Associate Professor
Ph.D., Juvenile Justice
A&M University – Prairie View, Texas
dgarner@nu.edu

Michael Gerson
Assistant Professor
Psy.D., Clinical Psychology
Argosy University
mgerson@nu.edu

Valerie Glass
Professor
Ph.D., Human Development
Virginia Polytechnic Institute and State University-Blacksburg
vglass@nu.edu

Joel Goodin
Associate Professor
Ph.D., Educational Psychology
Florida State University
jgoodin@nu.edu

Kalana Greer
Assistant Professor
Psy.D., Clinical Psychology
John F. Kennedy University
kgreer@nu.edu

Javier Guevara
Associate Professor
Ph.D., Industrial Engineering and Management

Maureen O'Hara
Faculty Emeritus
Ph.D., Clinical Psychology
The Union Institute and University
mohara@nu.edu

Tracy Oliver
Professor
Ph.D., Family Therapy
Nova Southeastern University-Fort Lauderdale
toliver@nu.edu

Jan Parker
Professor
Ph.D., Psychology
Alliant International University
jparker@nu.edu

Donald Posson
Associate Professor
Ph.D., Psychology
Northcentral University
dposson@nu.edu

Patricia Postanowicz
Professor
Ph.D., Marriage and Family Therapy
The Florida State University - Tallahassee
ppostanowicz@nu.edu

Mark Purcell
Professor
Psy.D., Clinical Psychology
California Institute of Integral Studies
mpurcell@nu.edu

Valerie Radu
Professor
Ph.D., Social Welfare
Case Western Reserve University - Cleveland
vradu@nu.edu

Robbin Rasbury
Professor
Psy.D., Clinical Psychology
California School of Professional Psychology
rrasbury@nu.edu

Sherry Rieder Hammond
Associate Professor
Ph.D., Clinical Division,
University
dwashington@nu.edu

Victoria Wengrzynek
Professor
Ph.D., Sport Psychology
Liverpool John Moores University
vwengrzynek@nu.edu

Jamie Wernsman
Associate Professor
Ph.D., Clinical Psychology
DePaul University
jwernsman@nu.edu

Mark White
Professor
Ph.D., Human Ecology - Specialization: Marriage and Family Therapy
Kansas State University, Manhattan
mwhite2@nu.edu

Susan Williams
Professor
Ph.D., Clinical Psychology
University of Rhode Island
swilliams@nu.edu

Jenna Wilson
Professor
Ph.D., Family Therapy
Nova Southeastern University
jwilson3@nu.edu

Monica Wilson
Professor
Ph.D., Social Psychology
American University
mwilson2@nu.edu

Tokyo Institute of Technology
jguevara@nu.edu

Psychology
University of Illinois at Chicago
sriederhammond@nu.edu

Emily Schmittel-Seagrave
Professor
Ph.D., Human Development and Family Studies
Michigan State University
eschmittel@nu.edu

Sanford College of Education

Faheema Abdool-Ghany
Assistant Professor
Ph.D, Applied Behavior Analysis
Columbia University
fabdoolghany@nu.edu

Enid Acosta-Tello
Faculty Emeritus
Ed.D., Educational Leadership
University of California, Irvine
eacostat@nu.edu

Jessica Alvarado
Professor
Ed.D., Media Studies
Fielding Graduate University
JAlvarado@nu.edu

Clara Amador-Lankster
Professor
Ph.D., Education
University of Southern California
camadorl@nu.edu

Valerie Amber
Professor
Ed.D., International and Multicultural Education
University of San Francisco
vamber@nu.edu

Ann Armstrong
Professor
Ed.D., Communication, Computing, and Technology in Education
Teachers College Columbia

Robert George
Professor
Ph.D., Educational Thought and Sociocultural Studies
University of New Mexico-Albuquerque
rgeorge2@nu.edu

Susan Gilbert
Professor
Ed.D., Education
Seattle Pacific University
sgilbert@nu.edu

Cary Gillenwater
Professor
Ph.D., Education
University of North Carolina at Chapel Hill
cgillenwater@nu.edu

Ron Germaine
Faculty Emeritus
Ph.D., Leadership Studies
University of San Diego
rgermain@nu.edu

Gordon Graham
Professor
Ph.D., Continuing Education
University of Calgary
ggraham@nu.edu

Samuel Hernandez
Associate Professor
Ed.D., Organizational Change and Leadership
University of Southern California
shernandez2@nu.edu

Mark Nguyen
Assistant Professor
Ed.D., Educational Leadership and Administration
University of Southern California
mnguyen2@nu.edu

Torrie Norton
Associate Faculty
M.A., School Management
University of La Verne
tnorton@nu.edu

Dina Pacis
Professor and Chair
Ed.D., Learning and Teaching
University of San Diego
dpacis@nu.edu

Wayne Padover
Professor
Ph.D., Education Policy and Management
University of Oregon
wpadover@nu.edu

Terri Pieretti
Assistant Professor
Ed.D., Organizational Leadership
California State University, Fresno
TPieretti@nu.edu

Bonnie Plummer
Associate Faculty
Ph.D., Speech
University of California, San Francisco
BPlummer@nu.edu

University
aarmstrong2@nu.edu

Bruce Barnhart
Professor
Ed.D., Physical Education
West Virginia University
bbarnhart@nu.edu

Gary Barton
Faculty Emeritus
Ph.D., Education
Claremont Graduate University
gbarton@nu.edu

George Beckwith
Professor
Ed.D., Leadership Studies
Alliant International University
gbeckwith@nu.edu

Laurie Bedford
Professor
Ph.D., Adult and Post-Secondary Education
University of Wyoming
lbedford@nu.edu

David Benders
Professor
Ph.D., Education Administration, Learning Management
Walden University
dbenders@nu.edu

Sharen Bertrando
Associate Professor
Ed.D., Learning Technologies
Pepperdine University
sbertrando@nu.edu

Belle Booker-Zorigian
Associate Professor
Ph.D., Educational Psychology, Measurement, and Evaluation
University of North Carolina, Chapel Hill
bbookerzorigian@nu.edu

Margaret Broderick
Associate Professor
Ph.D., Foreign Language Education
The University of Pittsburgh
mbroderick@nu.edu

Denise Hexom
Faculty Emeritus
Ed.D., Education
University of Southern California
dhexom@nu.edu

Harvey Hoyo
Faculty Emeritus
Ed.D., Education
University of California, Los Angeles
hhoyo@nu.edu

Susanne James
Professor and Chair
Ph.D., Special Education
University of Kansas
sjames2@nu.edu

Penelope Keough
Professor
Psy.D., Culture and Human Behavior
Alliant International University
pkeough@nu.edu

Patricia Kennedy
Professor
Ph.D., Education
Northcentral University
pkennedy2@nu.edu

Edward Kim
Professor
Ph.D., Education
The University of Denver
ekim2@nu.edu

Kathleen Klinger
Professor
Ed.D., Computer Education
Alliant International University
kklinger@nu.edu

Lucinda Kramer
Professor
Ph.D., Special Education
University of New Mexico
lkramer@nu.edu

Joy Kutaka-Kennedy
Professor
Ed.D., Learning and Teaching
University of California, San Francisco
jkutakak@nu.edu

Jennifer Preimesberger
Associate Professor
Ed.D., Leadership Studies
University of San Diego
JPreimesberger@nu.edu

Thomas Pucci
Professor
Ph.D., Curriculum and Instruction
The University of New Mexico
tpucci@nu.edu

Susan Quinn
Professor
Ph.D., Organizational Learning and Leadership
Gannon University
sjohnson13@nu.edu

Audrey Rabas
Associate Professor
Ph.D., Organizational Leadership
The Chicago School of Professional Psychology
arabas@nu.edu

David Rago
Professor
Ph.D., Special Education
University of Nevada, Las Vegas
DRago@nu.edu

Sladjana Rakich
Associate Professor
Ph.D., Education
Claremont Graduate University
srakich@nu.edu

Ida Randall
Professor
Ed.D., Education
University of Southern California
irandall@nu.edu

Thomas Reynolds
Professor
Ph.D., Curriculum and Instruction
University of Wisconsin, Madison
treynold@nu.edu

Michelle Browning
Professor
Ph.D., Education
University of Southern California
mbrownin@nu.edu

Terry Bustillos
Faculty Emeritus
Ed.D., Policy, Planning, and Administration
University of Southern California
tbustillos@nu.edu

Sidney Castle
Professor
Ph.D., Educational Administrative and Supervision
Arizona State University
scastle@nu.edu

Robyn Catagnus
Professor
Ed.d., Educational Leadership
Arcadia University
Rcatagnus@nu.edu

Kay Dee Caywood
Faculty Emeritus
Ph.D., Special Education
University of California, Los Angeles
kcaywood@nu.edu

Tricia Crosby-Cooper
Professor
Ph.D., Education with Emphasis in School Psychology
University of California, Riverside
tcrosbycooper@nu.edu

Dale Crowe
Associate Professor
Ph.D., Special Education
Wayne State University
dcrowe@nu.edu

Sharlyn Crump
Associate Professor
Ed.D., Educational Leadership
Pepperdine University
scrump@nu.edu

Linda Cummins
Professor

Gail Lancaster
Associate Faculty
M.A., Education
Fresno Pacific University
gjohnson@nu.edu

Henrik Larsen
Associate Professor
Ph.D., International Psychology
The Chicago School of Professional Psychology
hlarsen@nu.edu

Carrie Lloyd
Professor
Ph.D., Psychology
Northern Illinois University-Dekalb
clloyd@nu.edu

Nicole Luke
Associate Professor
Ph.D., Applied Behavior Analysis
Columbia University
nluke@nu.edu

Lindsay Mack
Assistant Professor
Ed.D., Educational Leadership
Nova Southeastern University
lmack@nu.edu

Teri Marcos
Professor
Ed.D., Educational Leadership
University of La Verne
TMarcos@nu.edu

Joseph Marron
Professor
Ed.D., Higher Education Administration
Vanderbilt University
jmarron@nu.edu

Michele Marvel
Associate Professor
Ph.D., Psychology (Specialization: Educational Psychology)
Walden University
mmarvel@nu.edu

Colleen May
Associate Faculty
Ph.D., Applied Behavior Analysis

Sonia Rodriguez
Professor
Ph.D., Education-School Improvement
Texas State University, San Marcos
srodriguez2@nu.edu

Peter Serdyukov
Faculty Emeritus
Ph.D., Philology
Kyiv National Linguistic University
pserdyuk@nu.edu

Glenn Sewell
Faculty Emeritus
Ed.D., Organizational Leadership
University of La Verne
gsewell@nu.edu

Melanie Shaw
Professor
Ph.D., Curriculum and Teaching
Northcentral University
mshaw3@nu.edu

Michael Shriner
Professor
Ph.D., Family Relations
The Florida State University-Tallahassee
mshriner@nu.edu

Oscar Silva
Professor of Practice
M.S., Applied Behavior Analysis
National University
osilva@nu.edu

Cynthia Sistek-Chandler
Professor
Ed.D., Educational Technology
San Diego State University
cchandler@nu.edu

Elisabeth Snider
Associate Faculty
M.A., Education
California State University, Bakersfield
esnider@nu.edu

Lisa St. Louis
Professor

Ph.D., Social Work
The Ohio State University, Columbus
lcummins@nu.edu

Daniel Cunniff
Faculty Emeritus
Ph.D., Educational Administration
Walden University
dcunniff@nu.edu

Leslie Curda
Professor
Ph.D., Instructional Psychology and Technology
The University of Oklahoma, Norman
lcurda@nu.edu

Quincey Daniels
Assistant Professor
Ph.D., Leadership in Educational Administration
Capella University
qdaniels@nu.edu

Patricia Davis
Professor
Ed.D., Curriculum and Teaching
Northcentral University
pdavis3@nu.edu

Patricia Dickenson
Professor
Ed.D., Education
University of Southern California
pdickenson@nu.edu

Diana Dobrenen
Associate Professor
Ed.D., Educational Leadership and Management
Capella University
ddobrenen@nu.edu

Scott Ebbrecht
Professor
Ed.D., Organizational Leadership
Organizational Leadership
sebbrecht@nu.edu

Donna Elder
Professor
Ed.D., Educational Management
The Chicago School of Professional Psychology
cmay2@nu.edu

James Mbuva
Professor
Ph.D., Intercultural Education
Biola University
jmbuva@nu.edu

Elizabeth McEvoy-Rumbo
Professor of Practice
Ph.D., School Psychology
Walden University
emcevoyrumbo@nu.edu

Judith Menoher
Faculty Emeritus
Ed.D., Elementary Education
Brigham Young University
jmenoher@nu.edu

Trube Miller
Assistant Professor
Ph.D., Special Education
University of North Texas
tmiller3@nu.edu

Marilyn Moore
Faculty Emeritus
Ed.D., Curriculum, Instruction, and Administration
University of Kentucky, Lexington
mmoore@nu.edu

Ronald Morgan
Professor and Chair
Ed.D., Administration and Leadership
La Sierra University
rmorgan2@nu.edu

Scott Moss
Associate Faculty
Ed.D., Education
University of California, Los Angeles
SMOSS@nu.edu

Deborah Nelson
Professor
Ph.D., Counseling and Personnel Services
University of Maryland College Park
dnelson4@nu.edu

Ph.D., Classical Studies
University of Ottawa
lstlouis@nu.edu

Torrence Temple
Assistant Professor
Ed.D., Educational Technology
Boise State University
ttemple@nu.edu

Nilsa Thorsos
Professor and Chair
Ph.D., Education Thought and Socioculture
University of New Mexico
nthorsos@nu.edu

Patricia Traynor-Nilsen
Professor
Ed.D., Educational Administration
University of Southern California
PTraynorNilsen@nu.edu

Joanna Vance
Professor
Ph.D., Higher Education Leadership and Policy
Colorado State University
jvance2@nu.edu

Gabriela Walker
Professor
Ph.D., Educational Policy Studies
University of Illinois, Urbana
gwalker2@nu.edu

Gary Walker-Roberts
Assistant Professor
Ph.D., Education, Distance Learning
Northcentral University
gwalkerroberts@nu.edu

Connie Warner
Professor
Ph.D., Educational Leadership and Administration
Oakland University
Cwarner2@nu.edu

Zhonghe Wu
Professor
Ph.D., Curriculum and Instruction
Texas A&M University,

University of La Verne
delder@nu.edu

Melanie Facundo
Assistant Professor
Ed.D., Leadership
City University of Seattle
MFacundo@nu.edu

College Station
zwu@nu.edu

School of Arts, Letters, & Sciences

Luis Acebal
Professor
Ph.D., Comparative Literature
State University of New York at Binghamton
lacebal@nu.edu

Wanda Addison
Professor and Chair
Ph.D., English
University of Louisiana, Lafayette
waddison@nu.edu

Cheryl Anisman
Professor
Ph.D., Educational and Clinical Psychology
Wayne State University
canisman@nu.edu

Veronica Ardi-Pastores
Associate Professor
Ph.D., Environmental Toxicology
University of California, Irvine
vardi@nu.edu

Janet Baker
Faculty Emeritus
Ph.D., English
University of Florida, Gainesville
jbaker@nu.edu

Renee Barragan
Associate Professor
Ph.D., Psychology
Walden University
rbarragan@nu.edu

Afshin Gholamy Salehabady
Assistant Professor
Ph.D., Geological Sciences
University of Texas, El Paso
agholamy@nu.edu

Laine Goldman
Professor
Ph.D., Social and Behavioral Sciences
Tilburg University, Netherlands
lgoldman@nu.edu

Shak Hanish
Professor
Ph.D., Political Science
Northern Arizona University
shanish@nu.edu

Gregory Helbick-White
Faculty Emeritus
Ph.D., Psychology
University of California, Los Angeles
gwhite@nu.edu

Robert Johnson
Professor and Chair
Ph.D., History
University of California, Irvine
rjohnson@nu.edu

Sara Kelly
Professor
Ed.D., Higher Education
Widener University
skelly@nu.edu

Huda Makhluf
Professor

Jacqueline Ruiz
Associate Professor
Ph.D., Chemistry
University of Massachusetts, Amherst
JRUIZ@nu.edu

Nataliya Serdyukova
Faculty Emeritus
Ph.D., Technical Science
Kiev Polytechnic Institute
nserdyuk@nu.edu

Brenda Shook
Faculty Emeritus
Ph.D., Biological Psychology
Brandeis University
bshook@nu.edu

Douglas Slawson
Faculty Emeritus
Ph.D., American History
The Catholic University of America
dslawson@nu.edu

Eric Steiner
Professor
Ph.D., Psychology
University of Nevada, Las Vegas
tsteiner@nu.edu

Igor Subbotin
Professor
Ph.D., Mathematics
Institute of Mathematics of the National Academy of Sciences of Ukraine
isubboti@nu.edu

Ana Maria Barral
Professor
Ph.D., Medical Cell Biology
Linköping University, Sweden
abarral@nu.edu

Ritika Bhawal
Professor
Ph.D., Health Behavior
Indiana University Bloomington
rbhawal@nu.edu

Jacqueline Caesar
Faculty Emeritus
Ph.D., Leadership and Human Behavior
Alliant International University
jcaesar@nu.edu

Amina Cain
Professor
M.F.A., Creative Writing
Art Institute of Chicago
acain@nu.edu

Melinda Campbell
Professor
Ph.D., Philosophy
University of California, Davis
mlcampbell@nu.edu

Duncan Campbell
Professor
Ph.D., History
University of Cambridge
dcampbell2@nu.edu

Scott Campbell
Professor
M.F.A., Interdisciplinary Arts
Goddard College
scampbell@nu.edu

Annette Cyr
Professor
M.F.A., Painting
Yale University
acyr@nu.edu

Colin Dickey
Professor
Ph.D., Comparative Literature
University of Southern California
cdickey@nu.edu

Ph.D., Microbiology and Immunology
Medical University of South Carolina
hmakhluf@nu.edu

Vicki Martineau-Gilliam
Faculty Emeritus
Ph.D., Organizational Leadership
University of La Verne
vmartine@nu.edu

Michael Maxwell
Professor
Ph.D., Animal Behavior
University of California, Davis
mmaxwell@nu.edu

Michael McAnear
Faculty Emeritus
Ph.D., Germanic Languages
University of California, Los Angeles
mmcanear@nu.edu

John Miller
Professor
Ph.D., English
University of California, Irvine
jmiller@nu.edu

Frank Montesonti
Professor
M.F.A., Creative Writing
University of Arizona
fmontesonti@nu.edu

Mario Mota
Professor
Ph.D., Wildlife Ecology and Conservation
University of Florida, Gainesville
mmota@nu.edu

Joshua Olsberg
Professor
Ph.D., Sociology
University of Missouri, Columbia
jolsberg@nu.edu

Lindsay Parker
Assistant Professor
Ph.D., History
University of California, Irvine
lparker2@nu.edu

Dawn Tamarkin
Professor and Chair
Ph.D., Neuroscience
University of Arizona
dtamarkin@nu.edu

Ramie Tateishi
Professor
Ph.D., American Literature
University of California, San Diego
rtateishi@nu.edu

Charles Tatum
Faculty Emeritus
Ph.D., Experimental Psychology
University of New Mexico
ctatum@nu.edu

Daniel Thorburn
Professor of Practice
M.A. History
University of California, Berkeley
dthrobur@nu.edu

Rachel VanWieren
Professor
Ph.D., Hispanic Languages and Literatures
University of California, Los Angeles
RVanWieren@nu.edu

Joan Van Tassel Schmitz
Faculty Emeritus
Ph.D., Communication
University of Southern California
jvantassel@nu.edu

Henry Venter
Professor
Ph.D., Psychology
Rand Afrikaans University
hventer@nu.edu

Allyson Washburn
Professor
Ph.D., Psychology
Johns Hopkins University
awashburn@nu.edu

Michael Zimmer
Associate Professor
M.F.A., Writing
University of Southern

J. Roland Fleck
Faculty Emeritus
Ed.D., Educational Psychology and Research Design
University of Georgia
rfleck@nu.edu

Jacque Lynn Foltyn
Professor
Ph.D., Sociology
University of California, San Diego
jfoltyn@nu.edu

Federica Fornaciari
Professor
Ph.D., Communication
University of Illinois at Chicago
ffornaciari@nu.edu

Christine Photinos
Professor
Ph.D., Literature
University of California, San Diego
cphotinos@nu.edu

Franz Potter
Professor
Ph.D., English and American Studies
University of East Anglia
fpotter@nu.edu

Raphi Rechitsky
Professor
Ph.D., Sociology
University of Minnesota, Twin Cities
RRechitsky@nu.edu

California
mzimmer@nu.edu

Alexander Zukas
Faculty Emeritus
Ph.D., History
University of California, Irvine
azukas@nu.edu

Lorna Zukas
Professor
Ph.D., Sociology
University of California, San Diego
llueker@nu.edu

School of Health Professions

Faisal Aboul-Enein
Associate Professor
D.P.H., Community Health
University of Texas Health Science Center
Faboulenein@nu.edu

Harkirat Bal
Clinical Assistant Professor
D.N.P., Nursing Practice
California State University, Fresno
hbal@nu.edu

Irene Benliro
Associate Faculty
D.N.P., Nursing
Maryville University of Saint Louis
ibenliro@nu.edu

Alyssa Borgioli
Associate Faculty
M.S. Nursing
Western Governors University
ABorgioli@nu.edu

Siemanta Bou
Associate Faculty
M.S., Nurse Administration

Eric Kramer
Clinical Assistant Professor
D.N.A.P., Nurse Anesthesia Practice
Missouri State University
ekramer@nu.edu

Katarzyna LaLicata
Associate Professor
D.N.P., Nursing Practice
Johns Hopkins University
KLaLicata@nu.edu

Kita Lastrape
Clinical Assistant Professor
M.S., Psychiatric Nurse Practitioner
University of Phoenix
klastrape@nu.edu

Myraflor Lava
Presidential Appointment
M.A., Nursing Administration and Management
University of Santo Tomas
mlava@nu.edu

Kwang Eun Lee
Presidential Appointment
M.S.N., Nursing Practitioner/ Primary Care

Gabriel Pineda
Professor
Ph.D., Genetics and Development
The University of Texas Southwestern Medical Center
gpineda@nu.edu

Lee Ranalli
Clinical Assistant Professor
D.N.P., Nursing
University of Alabama
lranalli@nu.edu

Peggy Ranke
Professor
D.H.A., Health Administration
Central Michigan University
PRanke@nu.edu

Nancy Richmond
Clinical Assistant Professor
M.S., Psychiatric Mental Health
University of Pennsylvania
nrichmond@nu.edu

Joseph Rodriguez
Clinical Assistant Professor
D.N.A.P., Nurse Anesthesia Practice

University of Phoenix
sbou@nu.edu

Patricia Bridewell
Clinical Associate Professor
M.S., Nursing
Mount Saint Mary's College
pbridewell@nu.edu

Sara Briggs
Associate Professor
D.N.P., Nursing Practice
Eastern Kentucky University
sbriggs@nu.edu

Lara Carver
Faculty Emeritus
Ph.D., Nursing
University of Nevada, Las Vegas
lcarver@nu.edu

Sara Cook
Associate Professor
Ph.D., Epidemiology & Biostatistics
Case Western Reserve University
scook2@nu.edu

Melodie Daniels
Associate Faculty
Ph.D., Nursing
University of San Diego
MDaniels@nu.edu

Tracy Dawes
Clinical Associate Professor
D.P.H., Nursing Practice
Loma Linda University
TDawes@nu.edu

Alba Diaz
Professor
Ed.D., International & Multicultural Education
University of California, San Francisco
adiaz@nu.edu

Jennifer Du Bois
Associate Faculty
M.S., Nursing
Grand Canyon University
JDubois@nu.edu

Brandon Eggleston
Professor
Ph.D., Health Behavior
Indiana University

Fresno State College
klee2@nu.edu

Jory Leiss
Clinical Assistant Professor
D.N.A.P., Nurse Anesthesia Practice
National University
jleiss@nu.edu

Kelli Lofoco
Associate Faculty
M.S., Nursing & Healthcare Education
University of Phoenix
klofoco@nu.edu

Alicia Lozano
Associate Faculty
E.d.D., Educational Leadership
California State University Fresno
ALozano@nu.edu

Michael MacKinnon
Clinical Associate Professor
D.N.A.P., Nurse Anesthesia Practice
University of Alabama
mmackinnon@nu.edu

Pamela Marsh
Clinical Associate Professor
D.N.P., Nursing
University of Alabama
pmarsh@nu.edu

Linda Macomber
Professor of Practice
M.B.A., Business Administration
Northeastern University
lmacomber@nu.edu

Joseph Martin
Professor
D.N.A.P., Nurse Anesthesia Practice
Texas Christian University
jmartin2@nu.edu

Linda Mast
Professor
Ph.D., Educational Leadership and Policy Analysis
University of Missouri-Columbia
lmast@nu.edu

Midwestern University
jrodriguez2@nu.edu

Sukhchain Sandhu
Associate Faculty
D.N.P, Educational Leadership
American Sentinel University
SSandhu@nu.edu

Carolina Sandoval
Professor
D.N.P., Nursing Practice
California State University, Los Angeles
csandoval@nu.edu

Jenna Scarafone
Faculty Emeritus
M.S., Nursing
University of California, Los Angeles
jscarafone@nu.edu

Erika Scarbrough
Associate Faculty
M.S., Nursing
Grand Canyon University
escarbrough@nu.edu

Patric Schiltz
Professor
Ph.D., Anatomy/Cell Biology
Howard University
pschiltz@nu.edu

Mickie Schuerger
Professor
D.N.P., Nursing
Capella University
mschuerger@nu.edu

Shedrick Shields
Assistant Professor
Ph.D., Nursing
University of Phoenix
sshields@nu.edu

Alan Smith
Associate Faculty
Ph.D., Public Health Epidemiology
University of California, San Diego
asmith4@nu.edu

Tyler Smith
Professor
Ph.D., Epidemiology
University of California, San

Bloomington
beggleston@nu.edu

Brooks Ensign
Associate Faculty
M.B.A., Business Administration
Harvard University
bensign@nu.edu

Khadija Hamisi
Clinical Assistant Professor
D.N.P., Nursing Practice
Brandman University
khamisi@nu.edu

Joann Harper
Professor
Ph.D., Health Sciences
University of San Diego
jharper@nu.edu

Julie Hinchey
Associate Faculty
M.S., Nursing Education
Western Governors University
jhinchey@nu.edu

Jennifer Holt
Associate Faculty
M.S., Nursing
University of Phoenix
jholt@nu.edu

Carol Friedman
Associate Professor
D.N.P. Nursing Leadership
Walden University
cfriedman@nu.edu

Maryam Ghobadzadeh
Associate Professor
Ph.D., Nursing
University of Minnesota, Twin Cities
mghobadzadeh@nu.edu

Angela James
Clinical Associate Professor
D.N.P., Nursing Practice
Azusa Pacific University
ajames@nu.edu

Lettica Johnson-Highsmith
Assistant Professor
D.N.P., Nursing Practice
Brandman University
ljohnsonhighsmith@nu.edu

Flavia McCarthy
Associate Professor
M.S., Nursing
Western Connecticut State University
fmccarthy2@nu.edu

Rodney McCurdy
Professor
Ph.D., Health Services and Policy Analysis
University of California, Berkeley
rmccurdy@nu.edu

Mary McHugh
Professor
Ph.D., Nursing
University of Michigan, Ann Arbor
mmchugh@nu.edu

Michael Myers
Professor and Chair
Ph.D., Physiology
University of Rochester
mmyers@nu.edu

Maniphanh Noraky
Associate Professor
D.N.P., Nursing Practice
University of Phoenix
mnoraky@nu.edu

Catherine Panlilio
Associate Faculty
M.S., Nursing Educator
Purdue University Global
cpanlilio@nu.edu

Ricardo Parker
Professor
Ph.D., Microbiology
Oregon State University
rparker2@nu.edu

Shannon Patrick
Clinical Assistant Professor
M.S., Nursing Anesthesia Practice
National University
spatrick2@nu.edu

Jennifer Petitte
Associate Faculty
M.S., Nursing Education
Western Governors University
jpetitte@nu.edu

Diego
tsmith@nu.edu

Jocelyn Stoute
Associate Faculty
M.S., Nursing
Point Loma Nazarene University
jstoute@nu.edu

Linda Takvorian
Clinical Associate Professor
M.S., Nursing
University of Phoenix
ltakvorian@nu.edu

Ryan Tobin
Clinical Associate Professor
M.S., Nurse Anesthesia
National University
rtobin@nu.edu

Thomas Tykeysha
Presidential Appointment
Ph.D., Nursing
University of California, Los Angeles
tthomas2@nu.edu

Lindsay Vernetti
Clinical Assistant Professor
M.S., Nursing
Azusa Pacific University
LVernetti@nu.edu

Ana Viera-Martinez
Associate Faculty
D.N.P., Nursing Education
San Jose State University
avieramartinez@nu.edu

Donalee Waschak
Clinical Associate Professor
M.S., Nursing
University of Phoenix
dwaschak@nu.edu

Annette Webster
Associate Professor
D.H.S., Health Sciences Education
A.T. Still University
awebster@nu.edu

Mark Wright
Clinical Assistant Professor
M.S., Nurse Anesthesia Practice
Oregon Health and Science

Lockford Jones
Professor
Ph.D., Administration & Health Services
University of Alabama, Birmingham
ljones2@nu.edu

Sylvia Jones
Clinical Assistant Professor
Ed.D., Nursing Education
National University
sjones2@nu.edu

Helda Pinzon-Perez
Associate Faculty
Ph.D., Health Education
Pennsylvania State University
hpinzonperez@nu.edu

Gina Piane
Professor
D.P.H., Public Health
University of Illinois, Chicago
gpiane@nu.edu

University
mwright2@nu.edu

Tara Zolnikov
Professor
Ph.D., Developmental Science
North Dakota State University
TZolnikov@nu.edu

Tuition and Fees

Tuition rates are effective as of November 17, 2025.

Undergraduate Tuition

Program	Tuition Cost per Quarter Unit
Undergraduate	$370.00 (Includes RN to BSN courses)
Undergraduate NSG Courses	$407.00

Course Level	4.5 Quarter Units	3.0 Quarter Units	2.25 Quarter Units	1.5 Quarter Units
100, 200, 300, 400	$1,665.00	$1,110.00	$832.50	$555.00
500 Undergraduate	$1,665.00	$1,110.00	$832.50	$555.00

College of Business, Engineering and Technology (CoBET) Tuition	Tuition Cost per Credit
Bachelor of Science, Computer Science courses	$348.00 per credit
Bachelor of Science, Data Science courses	$348.00 per credit
Bachelor of Science, Human Resource Management courses	$348.00 per credit
Bachelor of Science, Project Management courses	$348.00 per credit
Bachelor of Science, Marketing courses	$348.00 per credit
Bachelor of Science, Logistics & Supply Chain Management courses	$348.00 per credit

School of Health Professions (SoHP) Tuition	Tuition Cost per Credit
Bachelor of Science in Nursing courses	$407.00 per credit

Undergraduate Nursing Program Fees

NSG 214	$843.00

NSG 240	$843.00
NSG 245	$843.00
NSG 304	$843.00
NSG 305	$843.00
NSG 330	$843.00
NSG 333	$843.00
NSG 334	$843.00
NSG 335	$843.00
NSG 340	$843.00
NSG 403	$843.00
NSG 422	$843.00
NSG 440	$843.00
NSG 460	$843.00
NSG 462	$843.00
NSG 214A	$843.00
NSG 240A	$843.00
NSG 245A	$843.00
NSG 330A	$843.00
NSG 333A	$843.00
NSG 334A	$843.00
NSG 335A	$843.00
NSG 340A	$843.00
NSG 460A	$843.00
NSG 462A	$843.00

School of Arts, Letters and Sciences (SoALS)

Fee	Courses	Fee
Lab Course Fee	BIO 100A, BIO 169A, BIO 201A, BIO 202A,BIO 203A, BIO 406A, BIO 407A, BIO 414A, BIO 416A, BIO 470A, CHE 101A, CHE 149A, CHE 150A, EES 103A, PHS 104A, PHS179A	$90.00 per on-site lab course

Tuition is due and payable prior to the first class session of each course. Some students may qualify for National University Payment Plans.

If a tuition payment check is returned due to insufficient funds, the University reserves the right to drop all current and future classes for that student.

Students will be notified of this action and assessed a return check charge. The University may require students who have written multiple insufficient-fund checks to make all future payments by cashier's check, cash or money order.

The University reserves the right to modify tuition and fees at any time. Students whose employers have entered into a contractual agreement with the University may be eligible for reduced tuition.

Day One Access to Resources and Text (DART) Optional eBook Program

National University offers students immediate access to embedded electronic textbooks (eBooks) within select online courses for optional purchase on the first day of the term.

Students can opt-in for unlimited free access to the eBook for the first five (5) days of the term. If students no longer intend to maintain eBook access, students must opt-out on or before the 5th day of the term to avoid being charged on their student account.

Undergraduate Technology Fees

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

Undergraduate Psychology Programs

PSYC 428 Technology Fee	$61.00
PSYC 469 Technology Fee	$61.00

RN to BSN Fees

NSG 442 Technology Fee	$100.99
NSG 443 Technology Fee	$100.99
NSG 444 Technology Fee	$161.94

Nursing Software Fee

NSG 422 Nursing Software Fee	$150.00

Bachelor of Science Cybersecurity

CYB 202 Technology Fee	$80.20
CYB 204 Technology Fee	$71.80
CYB 206 Technology Fee	$13.00
CYB 213 Technology Fee	$13.00
CYB 214 Technology Fee	$13.00
CYB 215 Technology Fee	$13.00
CYB 216 Technology Fee	$76.00
CYB 320 Technology Fee	$13.00
CYB 331 Technology Fee	$33.00
CYB 332 Technology Fee	$33.00
CYB 333 Technology Fee	$33.00
CYB 340 Technology Fee	$13.00
CYB 420 Technology Fee	$13.00
CYB 450 Technology Fee	$13.00
CYB 451 Technology Fee	$33.00
CYB 452 Technology Fee	$33.00
CYB 453 Technology Fee	$33.00
CYB 454 Technology Fee	$13.00
CYB 455 Technology Fee	$33.00
CYB 456 Technology Fee	$13.00
CYB 460 Technology Fee	$33.00
CYB 461 Technology Fee	$13.00
CYB 462 Technology Fee	$13.00

CYB 463 Technology Fee	$13.00
CYB 470 Technology Fee	$113.00
CYB 471 Technology Fee	$84.40
CYB 472 Technology Fee	$33.00
CYB 473 Technology Fee	$13.00
CYB 480 Technology Fee	$13.00
CYB 481 Technology Fee	$13.00
CYB 482 Technology Fee	$13.00
CYB 483 Technology Fee	$13.00
CYB 499A Technology Fee	$13.00
CYB 499B Technology Fee	$13.00
CYB 499C Technology Fee	$13.00

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

BIO 169A Technology Fee	$290.00
BIO 191A Technology Fee	$71.50
CHE 101A Technology Fee	$260.00
CHE 149A Technology Fee	$156.00
CHE 150A Technology Fee	$262.00
EES 103A Technology Fee	$227.00
PHS 104A Technology Fee	$201.00
PHS 179A Technology Fee	$206.00

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

ART 329 Technology Fee	$57.50

ASL 120 Technology Fee	$60.00
BIO 100 Technology Fee	$40.00
BIO 100A Technology Fee	$35.00
BIO 169A Technology Fee	$59.00 (Onsite)
BIO 192A Technology Fee	$35.00
BIO 193A Technology Fee	$35.00
BIO 201A Technology Fee	$38.60
BIO 202A Technology Fee	$35.00
CHE 101 Technology Fee	$55.00
CHE 141 Technology Fee	$25.00
CHE 142 Technology Fee	$25.00
CHE 143 Technology Fee	$25.00
CHE 150 Technology Fee	$81.20
CHE 350 Technology Fee	$55.00
COM 100 Technology Fee	$46.00
EES 103A Technology Fee	$59.00 (Onsite)
HUB 441 Technology Fee	$80.00
MTH 12A Technology Fee	$42.00
MTH 12B Technology Fee	$42.00
MTH 204 Technology Fee	$67.50
MTH 209A Technology Fee	$41.25
MTH 210 Technology Fee	$75.00
MTH 215 Technology Fee	$80.00
MTH 216A Technology Fee	$80.00

MTH 216B Technology Fee	$80.00
MTH 301 Technology Fee	$42.00
MTH 410 Technology Fee	$64.00
MUS 327 Technology Fee	$59.50
PSYC 433 Technology Fee	$77.00
SCI 200A Technology Fee	$173.00
SOC 100 Technology Fee	$40.00
SPN 100 Technology Fee	$20.53
SPN 101 Technology Fee	$20.53
SPN 200 Technology Fee	$20.53
SPN 303 Technology Fee	$45.00

College of Business, Engineering, and Technology (CoBET) Technology Fee

BAN 300 Technology Fee	$190.00
CEE 324 Technology Fee	$54.00
CEE 324L Technology Fee	$40.00
BUS 485A Technology Fee	$82.50
CIS 350 Technology Fee	$59.99
CEN 486A Technology Fee	$70.00
CEN 486B Technology Fee	$70.00
CEN 486C Technology Fee	$70.00
CSC 310 Technology Fee	$54.00
CSC 331 Technology Fee	$54.00
CSC 335 Technology Fee	$54.00
CSC 400 Technology Fee	$54.00

CSC 422 Technology Fee	$71.00
CSC 445 Technology Fee	$71.00
MNS 205 Technology Fee	$94.50
MNS 407 Technology Fee	$63.00
PMB 400 Technology Fee	$65.82
PMB 410 Technology Fee	$65.82

College of Business, Engineering, and Technology (CoBET) eText

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

ACC 201	$61.00
ACC 202	$61.00
ACC 410A	$90.00
ACC 431	$61.00
ACC 432A	$61.00
ACC 432B	$61.00
ACC 433	$61.00
ACC 434	$61.00
ACC 435A	$61.00
ACC 435B	$61.00
ACC 436	$61.00

School of Health Professions (SoHP) Technology Fee

BST 322 Technology Fee	$79.00

Sanford College of Education

SimSchool Technology

SimSchool is a web-based virtual classroom environment that provides students authentic interactive experiences with diverse learners and classroom dynamics.

Students enrolled in any of the SCOE courses listed below are required to obtain an annual subscription to simSchool.

If at any point in the program, the subscription expires, students are required to renew the annual subscription.

There is a $35.00 annual tech fee for simSchool. Students will be charged a fee annually throughout the duration of the program.

Department of Teacher Education	**ITL 400, ITL 404, ITL 406, ITL 408** *Under certain circumstances, candidates may need to be enrolled in simSchool during clinical practice. This is decided case by case.

Graduate and Doctoral Tuition

College of Law and Public Service		
Program	**Tuition Per Quarter Unit**	**Course Materials Fee per Course**
Graduate Certificate in Forensic and Crime Scene Investigations	$455.00	$105.00
Master of Forensic Sciences	$455.00	$105.00
Master of Science in Homeland Security and Emergency Management/ BSHSEM Transition	$464.00	$35.00
Master of Criminal Justice Leadership	$477.00	$5.00
Master of Public Administration	$442.00	$105.00
Non-Degree Graduate and Doctoral	$455.00	$45.00

School of Arts. Letters and Sciences		
Program	**Tuition Per Quarter Unit**	**Course Materials Fee per Course**
Master of Arts in English	$477.00	$5.00
Master of Arts in Human Behavioral Psychology	$455.00	$65.00

Master of Arts in Strategic Communications	$464.00	$25.00
Non-Degree Graduate	$455.00	$45.00

School of Business and Economics		
Program	**Tuition Per Quarter Unit**	**Course Materials Fee per Course**
Master of Accounting	$491.00	$115.00
Master of Arts in Human Resource Management	$529.00	$65.00
Master of Business Administration - Dual	$578.00	$0.00
Master of Science in Marketing	$522.00	$55.00
Master of Science in Leadership Studies	$455.00	$65.00
Graduate Certificate in Banking	$455.00	$5.00
Non-Degree Graduate and Doctoral	$455.00	$65.00

School of Technology and Engineering		
Program	**Tuition Per Quarter Unit**	**Course Materials Fee per Course**
Graduate Certificate in AI & Machine Learning	$455.00	$5.00
Master of Science in Computer Science	$433.00	$65.00
Master of Science in Cybersecurity	$429.00	$135.00
Master of Science in Data Science	$455.00	$45.00
Master of Science in Engineering Management	$515.00	$75.00
Non-Degree Graduate and Doctoral	$455.00	$65.00

School of Health Professions		
Program	**Tuition Per Quarter Unit**	**Course Materials Fee per Course**
Doctor of Nurse Anesthesia Practice *Effective January 2026, this program will be subscription-based. Please see the My Terms section of the catalog for more information.	$798.00	$0.00
ANE 815 Handheld Ultrasound Machine (one-time fee) *Effective January 2026, this program will be subscription-based. Please see the My Terms section of the catalog for more information.	$0.00	$4,400.00
Master of Healthcare Administration	$469.00	$75.00
Master of Public Health	$429.00	$45.00
Master of Science in Health Informatics	$455.00	$55.00
Master of Science in Nursing	$450.00	$695.00
Post-Graduate Family Nurse Practitioner Certificate	$450.00	$1,035.00
Post-Graduate Psychiatric Mental Health Nurse Practitioner Certificate	$450.00	$1,145.00
Non-Degree Graduate and Doctoral	$455.00	$60.00

JFK School of Psychology and Social Sciences		
Program	**Tuition Per Quarter Unit**	**Course Materials Fee per Course**
Graduate Certificate in Consciousness, Psychology and Transformation	$721.00	$15.00
Master of Arts in Consciousness, Psychology, and Transformation	$721.00	$15.00
Master of Arts in Counseling Psychology (California)	$457.00	$115.00
Master of Arts in Sport and Performance Psychology Specialization in Applied Mental Performance	$455.00	$45.00

Master of Arts in Sport and Performance Psychology Specialization in Theoretical Mental Performance	$455.00	$45.00
Non-Degree Graduate	$455.00	$50.00
Non-Degree Doctoral	$721.00	$50.00

Sanford College of Education		
Program	**Tuition Per Quarter Unit**	**Course Materials Fee per Course**
Ed.D. in Organizational Innovation	$670.00	$0.00
Master of Arts in Education	$442.00	$25.00
Master of Arts in Social Emotional Learning	$455.00	$25.00
Master of Bilingual Education with a Preliminary Multiple Subject Teaching Credential with Bilingual Authorization (Spanish) (California)	$455.00	$55.00
Master of Bilingual Education with a Preliminary Multiple Subject Teaching Credential Internship Option with Bilingual Authorization (Spanish) (California)	$455.00	$55.00
Master of Bilingual Education with a Preliminary Single Subject Teaching Credential with Bilingual Authorization (Spanish) (California)	$455.00	$45.00
Master of Bilingual Education with a Preliminary Single Subject Teaching Credential Internship Option with Bilingual Authorization (Spanish) (California)	$455.00	$55.00
Master of Early Childhood Education	$455.00	$35.00
Master of Education in Inspired Teaching and Learning with a Preliminary Multiple Subject Teaching Credential	$442.00	$55.00
Master of Education in Inspired Teaching and Learning with a Preliminary Multiple Subject Teaching Credential Internship Option (California)	$442.00	$55.00
Master of Education in Inspired Teaching and Learning with a Preliminary Single Subject Teaching Credential	$442.00	$55.00

Master of Education in Inspired Teaching and Learning with a Preliminary Single Subject Teaching Credential Internship Option (California)	$442.00	$55.00
Master of Education in Special Education with Preliminary Education Specialist Credential Extensive Support Needs Teaching Credential (California)	$429.00	$35.00
Master of Education in Special Education with Preliminary Education Specialist Credential Extensive Support Needs Teaching Credential with Internship Option (California)	$429.00	$45.00
Master of Education in Special Education with Preliminary Education Specialist Credential Mild to Moderate Support Needs Teaching Credential (California)	$429.00	$35.00
Master of Education in Special Education with Preliminary Education Specialist Credential Mild to Moderate Support Needs Teaching Credential with Internship Option (California)	$429.00	$45.00
Master of Science in Applied Behavioral Analysis	$464.00	$95.00
Master of Science in Applied School Leadership with Preliminary Administrative Services Credential Option (in Partnership with County Offices of Education) (California)	$455.00	$25.00
Master of Science in Educational Administration with a Preliminary Administrative Services Credential Option (California)	$455.00	$55.00
Master of Science in Educational Counseling Community College Counseling	$464.00	$25.00
Master of Science in Educational Counseling with w/PPS Credential and CCC emphasis	$464.00	$45.00
Master of Science in Higher Education Administration	$455.00	$5.00
Master of Science in Learning Experience Design and Educational Technology	$455.00	$15.00
Master of Science in School Psychology with Pupil Personnel Services Credential (California)	$455.00	$125.00
Post-Credential Bilingual Authorization (Spanish) For Multiple Subject, Single Subject and/or Education Specialist Credential (California)	$455.00	$25.00
Inspired Teaching and Learning Preliminary Multiple Subject Teaching Credential with Bilingual Authorization (Spanish) (California)	$455.00	$55.00

Inspired Teaching and Learning Preliminary Multiple Subject Teaching Credential Internship Option with Bilingual Authorization (Spanish) (California)	$455.00	$55.00
Inspired Teaching and Learning Preliminary Single Subject Teaching Credential with Bilingual Authorization (Spanish) (California)	$455.00	$45.00
Inspired Teaching and Learning Preliminary Single Subject Teaching Credential Internship Option with Bilingual Authorization (Spanish) (California)	$455.00	$45.00
Inspired Teaching and Learning Preliminary Multiple Subject Credential (California)	$455.00	$55.00
Inspired Teaching and Learning Preliminary Multiple Subject Internship Credential (California)	$455.00	$55.00
Inspired Teaching and Learning Preliminary Single Subject Credential (California)	$455.00	$55.00
Inspired Teaching and Learning Preliminary Single Subject Internship Credential (California)	$455.00	$55.00
Preliminary Administrative Services Credential (California)	$455.00	$45.00
Clear Administrative Services Credential Induction Program	$455.00	$25.00
Pupil Personnel Services Credential School Psychology (California)	$455.00	$45.00
Pupil Personnel Services Credential in School Counseling	$455.00	$45.00
Pupil Personnel Services Credential School Counseling Credential with Waiver Option (California)	$455.00	$45.00
Preliminary Education Specialist Authorization: Extensive Support Needs Teaching Credential (California)	$455.00	$45.00
Preliminary Education Specialist Authorization: Extensive Support Needs Teaching Credential Internship Option (California)	$455.00	$45.00
Preliminary Education Specialist Authorization: Mild to Moderate Support Needs Teaching Credential (California)	$455.00	$45.00
Preliminary Education Specialist Authorization: Mild to Moderate Support Needs Teaching Credential Internship Option (California)	$455.00	$45.00
Non-Degree Graduate	$455.00	$45.00
Non-Degree Doctoral	$650.00	$45.00

Tuition is due and payable prior to the first class session of each course. Some students may qualify for National University Payment Plans.

If a tuition payment check is returned due to insufficient funds, the University reserves the right to drop all current and future classes for that student.

Students will be notified of this action and assessed a return check charge. The University may require students who have written multiple insufficient-fund checks to make all future payments by cashier's check, cash or money order.

The University reserves the right to modify tuition and fees at any time. Students whose employers have entered into a contractual agreement with the University may be eligible for reduced tuition.

Course Materials Fee

The CMF bundles all required textbooks, digital learning tools, and course resources into a single fee per course.

Individual-Based Program Tuition Fees

Please click here to see the program costs for the formerly NCU programs.

General Fees

Fees are non-refundable. All records and services are withheld from students who have any outstanding financial obligations to the University or have defaulted on a Title IV loan at the University.

Effective May 1, 2011 National University began reporting student account defaults to credit reporting agencies.

Fee	Cost
International Student Orientation Fee	$50.00
Transcript Fee	$10.00 (Per copy fee for each electronic transcript) $12.75 (Per copy fee for each paper transcript)
Returned Check Charge	$20.00
Credit by Examination Fee	$100.00 (Per examination, per course)
Challenge Examination Fee	$50.00 (Per examination charge, course waiver, no credit)

General Information

About the University

Mission, Vision, Values

Mission Statement

To deliver accessible world-class student experiences by providing quality programs and services that ensure student success through meaningful learning.

Vision

To be an inclusive and innovative university serving lifelong learners who contribute to the positive transformation of society.

Values

Our values are the guiding principles and fundamental beliefs that help us function as one team as we work toward achieving our common mission.

- **Quality** - Academic quality is paramount to student success. To best achieve this value, we offer a highly supportive student experience that guides learners on their educational journey to the completion of a degree or certificate program.
- **Innovation** - Contribution of new knowledge is central to the purpose of a modern university. Our valued commitment to innovating within higher education advances opportunities for our students, and all students, within higher education.
- **Collaboration** - Partnering to meet the needs of students provides the most relevant and valued outcome. Whether with potential employers, community agencies, or partnering across disciplines within our own University, we are committed to working together toward student success.
- **Diversity** - We are enriched by the extraordinarily diverse student body, faculty, and staff. Diversity of background, orientation, and thought are necessary and valued elements of a learned society. We proactively seek and support diversity within our entire enterprise.
- **Access** - We believe that access to education is a fundamental right. Barriers to access can be finances, preparation, or simple logistics. We aspire to remove barriers to access as a means of creating social justice and a path toward a more productive life for our students.

Learning at the University

Dedicated to educational access and academic excellence, National University provides challenging and relevant programs that are student-centered, success-oriented, and have a proven balance of theoretical and practical attributes. National University offers in person, hybrid, and online learning modalities. In the distance-learning environment, students and faculty interact via the Learning Management System (LMS). The University uses a personalized teaching model wherein students and faculty interact synchronously and asynchronously during a course to achieve learning outcomes. All degree programs include a set of fundamental courses and a set of related specialization courses allowing the student to select coursework closely associated with their educational and career goals. Students complete a degree program, guided by faculty and supported by traditional texts, technology, and electronic resources and databases. Additionally, National University is committed to a whole-human approach to education, recognizing that academic success is closely tied to personal and professional well-being. Students are encouraged to engage with NU's comprehensive student services—ranging from academic and career advising to wellness and community resources—designed to support and empower them not only during their studies but throughout their careers.

Campuses

Main Campus

- National University, Spectrum

Additional Locations

- Cerritos Community College Location
- College of the Canyons Location
- Fresno
- Los Angeles
- Marine Corps Air Station Yuma
- Marine Corp Base Camp Pendleton Learning Center
- Marine Corps Recruit Depot Learning Center (San Diego)
- Naval Air Station North Island
- Naval Base Coronado (Naval Amphibious Base)
- Naval Base Medical Learning Center (Naval Hospital)
- Naval Base San Diego Learning Center (32nd Street)
- San Diego - South Bay
- Twentynine Palms Marine Air Ground Combat Center

Military Learning Centers

- Nellis Air Force Base (Testing Center)
- Vandenberg Space Force Base

Accreditation and Memberships

Since 1977, National University has been accredited by the WASC Senior College and University Commission (WSCUC).

The University also holds program-specific accreditations and/or approvals, including the following:

- The Bachelor of Science in Computer Science is accredited by the Computing Accreditation Commission of ABET https://www.abet.org under the commission's General Criteria and Program Criteria for Computer Science.
- The Bachelor of Science in Electrical and Computer Engineering is accredited by the Engineering Accreditation Commission of ABET https://www.abet.org under the commission's General Criteria and Program Criteria for Computer Engineering and Electrical and Electronics Engineering.
- Some individual-based business programs within the School of Business and Economics at National University are accredited by the Accreditation Council for Business Schools and Programs (ACBSP) based on standards that required our school to demonstrate teaching and program excellence. For a list of the individual-based ACBSP-accredited programs, please view the ACBSP member status page.
- National University has received specialized accreditation for some of its group-based business programs through the International Accreditation Council for Business Education (IACBE) located at 11960 Quivira Road, Suite 300, Overland Park, Kansas, USA. The group-based business programs in the following degrees are accredited by the IACBE:
    - Master of Accounting; Master of Arts in Human Resource Management with a specialization in Organizational Leadership; Master of Business Administration with specializations in Financial Management, Human Resource Management, International Business, Marketing, Organizational Leadership, and Supply Chain Management; and Master of Science in Leadership Studies

    - Bachelor of Arts in Integrated Marketing Communications; Bachelor of Arts in Management with concentrations in Economics, Entrepreneurship, Human Resource Management, Marketing, and Project Management; Bachelor of Business Administration with concentrations in Accounting, Business Analytics, Economics, Entrepreneurship, Finance, Human Resource Management, Logistics and Supply Chain Management, Marketing, and Project Management; Bachelor of Science in Accounting; Bachelor of Science in Financial Management; and Bachelor of Science in Organizational Leadership
    - Associate of Science in Business

- The Bachelor of Science in Cybersecurity and the Master of Science in Cybersecurity are each designated as a Center of Academic Excellence in Cyber Defense (CAE CD) through the National Centers of Academic Excellence in Cybersecurity (NCAE-C).
- The Master of Arts in Human Resource Management and the Bachelor of Science in Human Resource Management are each recognized as being fully aligned with the Society for Human Resource Management (SHRM) HR Curriculum Guidelines.
- Approved by the American Bar Association (ABA) for the Bachelor of Science in Paralegal Studies, Associate of Science in Paralegal Studies, and Paralegal Specialist Certificates.
- The JFK School of Law at National University is accredited by The Committee of Bar Examiners of the State Bar of California.
    - Study at, or graduation from, this law school may not qualify a student to take the bar examination or be admitted to practice law in jurisdictions other than California. A student who intends to seek admission to practice law outside of California should contact the admitting authority in that jurisdiction for information regarding its education and admission requirements. For more information go see: https://law.nu.edu/accreditation

- Approved by the California Commission on Teacher Credentialing (CTC).
- A member of the American Association of Colleges for Teacher Education (AACTE).
- Approved by the Association for Advancing Quality in Educator Preparation (AAQEP)
- A member of the Council of Colleges of Arts and Sciences (CCAS).
- The baccalaureate degree programs in nursing and post-graduate APRN certificate programs at National University are approved by the California Board of Registered Nursing (BRN).
- The baccalaureate degree programs in nursing, master's degree programs in nursing, Doctor of Nursing Practice program, and post-graduate APRN certificate programs at National University are accredited by the Commission on Collegiate Nursing Education (http://www.ccneaccreditation.org).
- The National University Master of Public Health and the Bachelor of Science in Public Health programs are accredited by the Council on Education for Public Health (https://ceph.org/).
- The National University Doctor of Nurse Anesthesia Practice program is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA), 10275 W. Higgins Rd., Suite 906, Rosemont, IL 60018-5603; (224) 275-9130. The program's next review by the COA is scheduled for May 2027.
- The PsyD program is accredited by the Commission on Accreditation of the American Psychological Association (APA)*
- The University offers the first distance-based Master of Arts in Marriage and Family Therapy (MAMFT) program accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE)
- The University offers the first distance-based Doctor of Philosophy in Marriage and Family Therapy (PhDMFT) program accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE)
- The MAMFT, PhDMFT, and DMFT programs are accredited by the International Family Therapy Association (IFTA) accrediting body, International Accreditation Commission for Systemic Therapy Education (IACSTE)
- The University's Master of Social Work (MSW) program is fully accredited by the Council on Social Work Education (CSWE)

*Questions related to the program's accredited status 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
E-mail: apaaccred@apa.org
Website: www.apa.org/ed/accreditation

Institutional Learning Outcomes

- Apply critical thinking to support decisions or solve problems.
- Demonstrate research literacy skills in support of lifelong learning.
- Utilize context-appropriate communication through various modes of expression.

- Integrate ethical decision making in academic and professional pursuits.
- Cultivate responsible global citizenship for the positive transformation of society.
- Practice inclusion and respect for diverse perspectives in collaborative settings.
- Develop digital fluency with a focus on the wider impacts of technological change.

Faculty

The diverse full-time and part-time faculty at National University consists of experienced professionals and scholars who bring a wealth of knowledge, expertise, and real-world experience to their teaching. These educators come from various academic backgrounds and industries, contributing a rich array of perspectives to the learning environment.

Full-time faculty members typically engage in teaching, scholarship, and service to the university, providing students with a well-rounded educational experience. They are deeply involved in curriculum development, mentoring students, and participating in university governance.

Part-time faculty, often active professionals in their respective fields, bring current industry practices and insights into the classroom. They focus on delivering practical and applied knowledge, ensuring that students are equipped with the skills needed to succeed in their careers.

Both full-time and part-time faculty at National University are committed to fostering an inclusive and supportive learning environment, promoting academic excellence, and preparing students for the challenges of the global workforce. Their responsibilities also include staying current in their fields, continuously enhancing their teaching methods, and engaging with the university community to support its mission and values. Faculty hold advanced degrees in their areas of expertise and are respected professionals. When hired, they receive an orientation to the University as well as training in the various learning modalities used at National University.

Military Community

National University has eleven convenient locations for the military community. Centers are located at Naval Base San Diego, Naval Air Station North Island (out of office due to maintenance) , Fleet Anti-Submarine Warfare Training, Naval Medical Center (Naval Hospital), Marine Corps Base Camp Pendleton, Marine Corps Air Ground Combat Center Twentynine Palms, Marine Corps Recruit Depot San Diego, Marine Corps Air Station Yuma, Nellis Air Force Base - Testing Services Only, Vandenberg Space Force Base and Marine Corps Air Station Miramar - Testing Services Only.

University Breaks and Holiday Closures

Break/ Holiday	Upcoming Closure Dates
New Years Day	Thursday, January 1, 2026
Martin Luther King Jr. Day	Monday, January 19, 2026
Presidents Day	Monday, February 16 2026
Memorial Day	Monday, May 25, 2026
Juneteenth	Friday, June 19, 2026
Independence Day	Friday, July 3, 2026
Labor Day	Monday, September 7, 2026
Veteran's Day	Wednesday, November 11, 2026
Thanksgiving	Thursday & Friday, November 27 & 28, 2025

Winter Break	Thursday, December 25, 2025, through Wednesday, December 31, 2025

Commencement Calendar

The current commencement calendar and general information about the University's commencement process and ceremony schedule can be found at https://www.nu.edu/grad-events/.

Admissions Requirements

Notice of Nondiscrimination

The University does not permit discrimination or harassment on the basis of race, ancestry, national origin, religious creed, age, sex, gender, gender identity, gender expression, sexual orientation, color, physical or mental disability, marital status, military or veteran status, or medical condition, under any program or activity under its control.

General Admissions Requirements

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

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

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

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

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

National University's College Board Institutional Code is 4557.

Online Learning Requirements

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

As of August 2024, the following are the minimum system requirements that are needed to successfully access your courses on the Brightspace platform.

Technical Requirements

Windows Users

- Recommended OS: Windows 10, 11
- Supported OS: Windows 10 22H2+
- Secure High-Speed Internet connection (e.g.: DSL, Cable, etc.)
- Soundcard & Speakers

- Screen Resolution: 1280 X 1024 or better
- Supported Browsers: The most recent version of Chrome, Edge, or Firefox
- Headset with microphone using USB/wired connection

Mac Users

- Recommended OS: OS X 10.14
- Supported OS: OS X 10.13+
- Secure High-Speed Internet connection (e.g.: DSL, Cable, etc.)
- Soundcard & Speakers
- Screen Resolution: 1280 X 1024 or better
- Supported Browsers: The most recent version of Chrome, Edge, Firefox, or Safari
- Headset with microphone using a USB/wired connection

Mobile Device Users

- Recommended OS: Android 13+, IOS 16+, Chrome OS 90+
- Supported OS: Android 11+, IOS 16+
- Supported Browsers: Chrome for Android devices and Safari for Apple devices
- Secure High-Speed Cell Service, Mobile Hotspot or Wi-Fi Connection
- Headset with microphone
- Please note that some programs require software to be installed such as SPSS. Using a mobile-device as your primary device may limit your ability to complete coursework.

Note:

Internet Connection: For the best experience, we recommend having a stable, high speed internet connection. This is typically an upload speed of no less than 10 mbps and a download speed of no less than 25 mbps. Please note that while the IT Helpdesk is here to support your campus technology needs, it cannot provide assistance for issues related to your personal internet service provider (ISP).

Note:

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

National University maintains a Technical Requirements web page that is updated frequently with Windows and Macintosh hardware and software requirements, including both recommended and supported web browser software.

University Application Requirements

Each potential student must apply and be accepted to the University before enrolling in a specific course of study. To apply to the University, a completed online application must be submitted. Students may work with an Enrollment Advisor for assistance with submitting an online application by emailing admissions@nu.edu or calling (855) 355-6288.

Once accepted to National University, the enrollment advisor can direct the student toward the specific program application requirements.

Additionally, a Social Security Number (SSN) and/or IDN must be recorded on a student's education record if the student has or will receive U.S. Federal Title IV funding, U.S. Federal Veterans Affairs funding, and/or U.S. educational tax credit/1098-T.

If a student prefers to have the SSN omitted from their education record and is not receiving these types of funding, they can complete the Social Security Number Override Verification Form.

Should the University be made aware that U.S. Federal Title IV funding, U.S. Federal Veterans Affairs funding, and/or U.S. educational tax credit/1098-T has or will be disbursed to a student, the student's SSN will be added to the student's education record by the Office of the Registrar. If this occurs, the Office of the Registrar will notify the student that the SSN Override has been administratively rescinded.

Please see the Data Privacy Policy for more information on how we protect and store SSNs and other Personal Identifying Information.

Note: Applications are good for up to 365 days from the date of submission. New applications are required if there is a change in the program of interest.

Evaluation Procedures

Evaluation is the official determination of the required course of study for a student's degree and is the final step in the admission process. After the Office of the Registrar receives all official transcripts and other documents required for admission, the student's records are evaluated for transferability of credit.

Applicants must request official transcripts be sent directly to the University from prior colleges and universities during the application process. All official transcripts must be received from U.S. institutions and evaluated before the start of the first class.

Applicants using academic documents issued by non-U.S. academic institutions for admissions consideration may be required to have these official documents sent directly from the academic institution to the credential-evaluating agency and be evaluated by NU before the start of the first class.

Acceptance Requirements

For information regarding Acceptance Requirements, please see the Academic Information for Undergraduate Degrees and Academic Information for Graduate Degrees.

Basis for Admissions

For information regarding Basis for Admissions Requirements, please see the Academic Information for Undergraduate Degrees and Academic Information for Graduate Degrees.

Address for Submission of Transcripts

Transcript Requests from Other Institutions

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

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

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

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

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

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

Acceptance to the University

Upon receipt of the application for admission materials, the Office of the Registrar will evaluate the application file and supporting documentation. The academic evaluation includes a review of the applicant's educational intent, program of interest, prior college work, professional experiences, and University requirements.

Applicants will be notified of their admission status and the requirements for the degree program upon completion of the academic evaluation.

Student Records

Transcripts and other documents received by the University for the purpose of admission or recording supplemental work become the property of the University and will not be released to or copied for students. Even though California regulatory agencies require that student records be kept for only five (5) years, National University's student records are retained indefinitely. In the event that the institution ceases operations, arrangements will be made with the state board for higher education or another appropriate agency for custodial care of student records.

Enrollment Agreement

Students must accept and sign an enrollment agreement before beginning classes at National University. The agreement includes topics pertaining to tuition and fees, billing, attendance, financial assistance, payment options, and other matters of enrollment. Students may contact an enrollment advisor for further information.

Tuition payment options are specified in the Catalog (see the Financial Aid Tab located in the Catalog). All payment arrangements for the first course(s) must be made before the start of the first course. Those students wanting to use student financial aid must complete all required eligibility paperwork and make the required payment arrangements before starting the first course(s). Students must meet official basis for admissions requirements to be eligible for financial aid.

Enrollment Verification

Requests for official letters related to enrollment, attendance, completion of degree requirements, or other academic matters at National University must be obtained from the Office of the Registrar. Requests must be submitted by visiting the Parchment website to place an order for Enrollment Verification. There is no charge for Enrollment Verifications or letters. If you request an enrollment letter with specific information, include letter requirements in the Special Instructions section.

Letters of non-attendance requests and inquiries may be directed to:

Office of the Registrar
9388 Lightwave Ave.
San Diego, CA 92123
Phone: 858.642.8260
Email: registrar@nu.edu

Enrollment Cancellation

National University reserves the right to cancel a student's enrollment under specific circumstances, including but not limited to non-attendance, non-compliance with University policies, or failure to meet academic or financial requirements.

Prior to a student starting their first class, students need to have met Basis for Admission requirements, been evaluated for transfer credits from prior institutions, signed their enrollment agreement, and submitted all documents required to officially secure and set up their method of payment.

If a student has not met academic and financial requirements prior to their designated start date, their designated start date may be postponed, at the University's sole discretion, until all requirements have been met. After 3 postponed designated start dates, a student's enrollment application may be cancelled.

Students with cancelled enrollments who are within 365 days of submitting their enrollment application may reach out to NU's Enrollment Department to reactivate their enrollment once they have met all requirements. Once a year has passed since their initial application, students with cancelled enrollments must reapply for admission.

Transfer Credit Policy

For information regarding the Transfer Credit Policy, please see the Academic Information for Undergraduate Degrees and Academic Information for Graduate Degrees.

Credit for Prior Learning

For information regarding the Credit for Prior Learning, please see the Academic Information for Undergraduate Degrees and Academic Information for Graduate Degrees.

Transferability of Credits and Credentials Earned at the University

The transferability of credits you earn at National University is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the credits or degree you earn in your program is also at the complete discretion of the institution to which you may seek to transfer. If the credits, degree or certificate that you earn at this institution is not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending National University to determine if your credits, degree or certificate will transfer.

Non-Degree Applicants

Applicants who want to enhance their personal and professional knowledge but do not intend to pursue a degree, can enroll as a Non-Degree student. The application process for non-degree studies follows the standard admissions process. Non-degree applicants must provide unofficial transcripts to demonstrate that they have the appropriate academic background for the course level requested (e.g., students requesting a Bachelor-level course must have a high school diploma).

There is no limit on the number of courses a student can take while in a non-degree status. For tuition information specific to Non-Degree applicants, please see Tuition and Fees. The applicant will be advised if there are prerequisites for the course requested.

If the student later applies for admission to a degree program, they will be required to complete the admissions application for the degree program of interest and submit all required documentation for admissions. The student will be evaluated as a new applicant and must meet admission requirements, tuition requirements, graduation requirements, and policies in effect at the time of application to the degree program. In addition, non-degree coursework completed at NU will be evaluated during the admissions process.

Note: Non-Degree students will be reported to the National Student Clearing House as attending less than half-time and are not eligible to receive financial aid or have their loans placed in deferment status.

Note: Non-Degree students at National University are required to follow the University Attendance Policy.

Auditing Classes

University alumni can audit up to a maximum of two (2) classes per year in any content area provided they meet the eligibility and prerequisite requirements. Classes may be audited for 50% of the prevailing tuition. Not all classes are available for auditing and students may only audit currently scheduled classes taught in a group format. No academic credit will be earned for any class that is taken as an audited class as students only participate in class activities and are not required to take examinations. Individuals who subsequently enroll in a degree program will not be eligible to transfer any previously audited class(s) to degree-class status. Audited classes are not eligible for federal financial aid or University tuition assistance funding.

Independent Study

Independent study is available to group-based students to allow for a course class to be taught independently when it was originally designed to be delivered to a group of students. Convenience or the desire to graduate early are not considered valid reasons. Approval is at the discretion of the Dean of the School or College. Students who believe that they have a justifiable reason for an independent study should submit their request well in advance of the anticipated start date because processing time for review is six (6) to eight (8) weeks.

To be considered eligible to apply, ALL of the following conditions must be met:

1. The class must be an online class and approved for independent study.
2. The student's transcript must have been formally evaluated by the Office of the Registrar.
3. The student must have completed 13.5 quarter units/9 semester credit hours in residence and be in good stand to meet SAP requirements.

4. The student must have no grades of “Incomplete” at time of application.
5. The student must have no more than one other independent study at the current degree level, unless approved by the Dean of the School or College.
6. The student's account balance must not exceed two months of tuition and fees. This requirement can be waived if the Academic and Finance Counselor confirms the student is financially cleared with a pending fund source to cover any excess balance.
7. If a required class is canceled and not available online for at least four months, students may request special consideration to waive the above requirements.
8. Students taking an independent study class are expected to meet all class competencies and are evaluated according to criteria similar to those employed in normal offerings of the class (i.e., written examination and/or a substantive, interpretive research paper).

The class requires regular and substantive interactions between faculty and students. Work in the independent study must not begin until the student has been placed in the scheduled class. Students who are not approved for an independent study are notified by the Academic and Finance Counselor via e-mail.

Guided Study

Guided study is available to group-based students for an individualized, credit class that deals with material not covered in any approved catalog course. Students in guided study classes work independently under the guidance of an instructor. Guided studies follow the same approval process as independent studies and students must meet the eligibility requirements as indicated under the independent study section. Requests should be made well in advance of the desired start of the guided study.

Practicums, Internships, and Residencies

There are some programs that require students to take applied training classes in the form of internships, practicums, or residencies depending on the academic discipline in which they are enrolled. Additional details regarding internship, practicum, or residency options within each degree program or stand-alone credential program are included in the program description sections.

Requirements for participation vary depending on program and location. Students should defer to the sections on their program page and Academic and Finance Counselor for program specific requirements.

Criminal History Notice

Many disciplines, professions and jobs require disclosure of an individual’s criminal history, and a variety of states require background checks to apply to, or be eligible for, certain certificates, registrations and licenses. Existence of a criminal history may also subject an individual to denial of an initial application for a certificate, registration or license and/or result in the revocation or suspension of an existing certificate, registration or license. Requirements can vary by state, occupation and/or licensing authority.

If a student has been arrested or convicted of a crime it may be more challenging or impossible to obtain employment in certain fields upon graduation. Students are strongly encouraged to consult state requirements and prohibitions to determine whether an arrest, crime or criminal history may affect their eligibility to continue within their program and/or subsequent licensure. Previous arrests or a criminal record may prevent students from being placed at training sites, stop an applicant from obtaining requisite licenses, registration, certifications or gain employment in the field, and/or compromise their ability to complete all academic/program requirements.

Students with previous arrests or a criminal record are individually responsible for checking all licensing and certification requirements in any state where the student is interested in working. Students are also responsible for understanding all residency training requirements to determine whether their criminal history will be a barrier to participation.

Transition Programs

Transition Program Information

Transition programs are degree programs noted in the catalog where an undergraduate student in an approved transition program who meets certain requirements (length of time remaining in undergraduate degree as well as

GPA minimum) may enroll in and take up to 13.5 quarter units of graduate-level courses to be used as upper-division electives in his/her bachelor's program. As a result, when the student finishes the bachelor's degree and enrolls in the graduate transition program, the student will have those classes completed and waived in their graduate program; and will not need to replace units.

The following rules apply:

- A student may enroll in an Undergraduate to Graduate transition program when they are within six (6) classes of completion of the Undergraduate program.
- The required Undergraduate cumulative GPA is at a minimum 3.00.
- Students must enroll in and take the first class in the Graduate program within six (6) months after conferral date of the Undergraduate degree.
- Students must complete the Graduate program within four (4) years with no break in enrollment of 12 months or more.
- Only classes that are identified as transition-program-eligible may be taken and the student must meet all prerequisite requirements for the graduate- level class.
- Graduate courses taken as part of an Undergraduate program do not transfer as graduate-level classes either at National University or at any other university.
- A student must obtain a grade of B or better in a transition class in order for it to be eligible for both a waiver of content and units in the Graduate program.
- A transition course in which a student earns a grade of B-, C+, or C will qualify for a waiver only of the content in the Graduate program but the student must take another Graduate-level approved elective(s) to replace the Graduate-level units. The Graduate-level unit requirement will not be lowered for grades of B- or below.
- If a student gets a grade of C-, D+, D, D-, or F, neither content waiver nor units will be granted toward the graduate program. The student must retake the course within the Graduate program and obtain a better grade. The original grade will remain part of the Undergraduate record as it is considered to be part of an awarded degree, and as such, the GPA is not subject to alteration at any time.

Transition Program Options

School of Arts, Letters and Sciences (SoALS)

- Bachelor of Arts in English to Master of Arts in English
- Bachelor of Science in Biology to Master of Forensic Sciences
- Bachelor of Arts in Integrative Psychology Transition Program to the Master of Arts in Consciousness, Psychology and Transformation.

College of Law and Public Service (CoLPS)

- Bachelor of Public Administration to Master of Public Administration
- Bachelor of Science in Criminal Justice to Master of Criminal Justice Leadership
- Bachelor of Science in Criminal Justice to Master of Forensic Sciences
- Bachelor of Science in Criminal Justice to Master of Public Administration
- Bachelor of Science in Homeland Security and Emergency Management to Master of Public Administration
- Bachelor of Science in Homeland Security and Emergency Management to Master of Science in Homeland Security and Emergency Management

JFK School of Psychology and Social Sciences (SOPSS)

- Bachelor of Arts in Sport Psychology to Master of Arts in Sport and Performance Psychology Specialization in Applied Mental Performance
- Bachelor of Arts in Sport Psychology to Master of Arts in Sport and Performance Psychology Specialization in Theoretical Mental Performance
- Master of Arts in Psychology – General Fastforward Specialization to Doctor of Philosophy in Psychology - Specialization in General Psychology
- Master of Arts in Psychology - Gender and Sexual Fluidity Fastforward Specialization to Doctor of Philosophy in Psychology - Specialization in Gender and Sexual Fluidity
- Master or Science in Health Psychology – Fastforward Specialization to Doctor of Philosophy in Psychology - Specialization in Health Psychology

- Master of Science in Industrial/Organizational - Fastforward Specialization to Doctor of Philosophy in Psychology - Specialization in I/O Psychology
- Master of Science in Sport Psychology - Fastforward Specialization to Doctor of Philosophy in Psychology - Specialization in Sport Psychology

College of Business, Engineering and Technology COBET

School of Business and Economics (SoBE)

- Bachelor of Business Administration to Master of Science in Marketing

School of Technology and Engineering (SoTE)

- Bachelor of Science in Computer Science to Master of Science in Computer Science

Sanford College of Education (SCOE)

- MS in Learning Experience Design and Educational Technology to Doctor of Education in Instructional Design
- MS in Learning Experience Design and Educational Technology to Doctor of Philosophy in Instructional Design
- Master of Arts in Social Emotional Learning to the Doctor of Education with a specialization in Social Emotional Learning
- Master of Arts in Social Emotional Learning to the Doctor of Education with a specialization in Trauma-informed Education Practices
- Master of Science in Applied Behavior Analysis program to the Doctor of Education with a specialization in Leadership in Curriculum and Teaching, Special Education, or General Education

Air Force ROTC

The Air Force Reserve Officer Training Corps (AFROTC) is a three- or four-year program designed to equip students with leadership skills and commission officers for tomorrow's Air Force. AFROTC offers a variety of two-, three- and four-year scholarships, many of which pay the full cost of tuition, books, and fees. These scholarships are available for qualified cadets, and may be applied toward tuition, lab fees, and other required items. In addition, scholarship students receive a non-taxable book allowance and monthly stipend.
National University does not have an AFROTC program. Students may, however, enroll in AFROTC courses at the following institutions (where AFROTC courses are conducted) in conjunction with completing their degree programs at National University:

California State University Sacramento (CSUS AFROTC)

Further information on these programs may be obtained from the Aerospace Studies Department, 916.278.7315, or Det088@maxwell.af.mil. The detachment website can be found at www.csus.edu/afrotc.

Loyola Marymount University (LMU AFROTC)

Through arrangements with Loyola Marymount University (LMU) in West Los Angeles, students may participate in the Air Force Reserve Officer Training Corps (AFROTC) program. AFROTC offers a variety of two-, three- and four-year scholarships, many of which pay the full cost of tuition, books, and fees. Successful completion of as little as four semesters of AFROTC academic classes and leadership laboratories can lead to a commission as a second lieutenant in the United States Air Force.

Classes consist of one hour of academics and two hours of laboratory for freshman and sophomores; three hours of academics and two hours of laboratory for juniors and seniors. The academic hours earned can normally be counted as elective credit toward graduation. All AFROTC classes and laboratories are held on Fridays to better accommodate students commuting from other colleges and universities. Currently, LMU does not charge for the courses. Additionally, AFROTC cadets under scholarship and all juniors and seniors receive a monthly tax-free stipend.

For more information, contact the Loyola Marymount University Department of Aerospace Studies (AFROTC) at 310.338.2770 or visit the website at http://academics.lmu.edu/afrotc.

Matriculation

Upon successful completion and review of online application, students are considered matriculated at NU after attending at least one day past the add/drop period of their first course and remain active in their desired program until a plan change, dismissal, or withdrawal action is added to their record. All active students in a program are used in calculating completion rates.

Concurrent Enrollment at Other Institutions

Students attending National University are encouraged to seek written approval before taking classwork at another institution. Credits earned at another institution without prior approval may not be accepted into a student's degree program. Students cannot receive funding from two schools at once. Students may only receive funding from the school at which they expect to receive a degree or certificate. Once students have been officially enrolled, National University is considered the degree-granting primary or parent institution. The other school at which the student is taking classes is considered the secondary institution. The secondary institution must be regionally or nationally accredited.

We recommend students:

- Complete the admissions process and have the external class officially evaluated before enrolling.
- Not be on an approved leave of absence.
- Be in good financial standing.
- Submit the form request for concurrent enrollment located on the student portal no later than four weeks before the enrollment date at the other institution.
    - Requests must include a class description, or the request will be canceled.
- Receive approval in writing before enrolling.

For classwork to apply to National University, it must:

- Be from a nationally or regionally accredited institution.
- Not exceed the maximum number of credits (12 semester credits) authorized by the University for each term.
- Maintain a 2.0 grade point average for undergraduate studies or a 3.0 grade point average for graduate studies.
- Appear on an official transcript that is sent directly to the Office of the Registrar upon completion of the approved class(s).
- International students must complete 9 semester credits before concurrent enrollment approval.

Credits earned while attending classes at the second institution must be relevant to the program of study and will be evaluated once an official transcript has been submitted to the Office of the Registrar. Residency requirements and transfer credit policies apply to students participating in concurrent enrollment.

Students receiving VA funding should see the Parent Institution and VA Concurrent Enrollment policy.

Student's Right to Cancel

Students have the right to cancel their Enrollment Agreement and obtain a full refund of charges through attendance in Week 1 (day 7 of the first class). Applicants who wish to cancel an enrollment agreement must contact their Enrollment Specialist before attending Week 2 of their first class. Cancellation or Withdrawal will be effective on the date that the notice is received.

The University reserves the right to cancel or terminate the agreement if the applicant fails to accept and attend their first class, meet basic academic requirements during provisional admissions periods, violate the Student Code of Conduct or Equal Opportunity, Harassment, and Nondiscrimination Policy, fail to make satisfactory academic progress, fail to make payment following the terms of the student finance agreement, and/or fail to meet attendance requirements as outlined in the NU Catalog.

In addition to the above, students in the Juris Doctor program can find the specific policy on Professionalism and Conduct here.

If students obtain loan(s) to pay for their educational program, they are responsible for repaying the full amount of the loan plus interest, less the amount of any refund owed under the refund policy.

Re-entry Enrollment

Students who have been out of attendance for less than 365 days will be allowed to return to the degree program/catalog version that they were enrolled in prior to exiting the University if the program is still active. New application paperwork may not be required unless the student changes degree program/catalog version. Unless on an approved LOA, students in the Juris Doctor program will need to complete a new application for reentry.

Students who have been out of attendance for over 365 days must apply for readmission to the University under the most current degree program/catalog version. Students applying for readmission must meet all applicable University and programmatic application requirements, including the basis for admission criteria in effect at the time of re-entry and any specific programmatic requirements.

Upon re-entry, students will return to the same satisfactory academic process (SAP) status as when they left if returning to the same degree program audit. If it is mathematically impossible for a student to achieve Good Standing for SAP at their next evaluation point when returning to the same program, re-entry enrollment may be denied, and the student should consider requesting a substantial program change.

If a student returns to the University for an additional degree, all previously completed NU courses will be reviewed to see if they qualify for application into the new degree program. Courses cannot be applied if they are at the same level as the initial conferred degree (e.g., a 2nd master's degree). Any unsuccessful coursework attempts will remain in the previous program and shall not negatively impact the new program's SAP status or maximum time to completion. Minimum grade requirements and other transfer credit policies still apply. Please see Second Degree from NU policy.

All returning students are subject to current tuition rates and fees applicable at the time of their return.

Students who are academically or administratively dismissed may not be eligible to return to the University. See Academic and Administrative Dismissal policies for additional information.

Students dismissed due to violating the Student Code of Conduct, the University's Academic Integrity policy, or any other legal or ethical matters do not qualify for re-entry to National University. For questions regarding prior dismissal and reentry eligibility, students can contact the OSC office at osc@nu.edu.

All prior financial obligations must be addressed before a student may return and resume attendance at the University. The returning student is responsible for ensuring their previous balance is covered before their return. The student should work with our re-entry team to start the re-entry process. The re-entry team can be contacted directly at futuregraduate@nu.edu and the toll-free number is 888-628-1565 regarding any previous financial obligation to the University.

General Re-entry Guidelines

In most cases, upon re-entry enrollment, students will return to the same SAP status as when they left unless there has been a substantial program change (see below). If it is mathematically impossible for a student to achieve Good Standing for SAP at their evaluation point by returning to the same program, re-entry enrollment may be denied and the student should consider a different program.

If a student returns to the University for an additional degree and has previously completed the University credits that can be applied to their new program, only the passing grade will carry over. Any unsuccessful coursework attempts will remain in the previous program and shall not negatively impact the new programs SAP status or maximum time to completion. Minimum grade requirements and other transfer credit policy still apply.

Mandatory Program Comparison

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

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

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

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

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

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

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

Substantial Program Change

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

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

Examples of substantially different programs:

Example 1 (same PCL, different CIP code)

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

Example 2 (same CIP code, different PCL)

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

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

An example of substantially similar programs:

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

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

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

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

Accordingly, an example of substantially different programs:

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

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

Out-Dated Classes

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

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

Transfer of Credits to Re-entry Program

Whether the student is re-entering a new program or the same program, the University determines which previously completed courses are given credit in the student's re-entry program.

Financial Obligations Prior to Re-Entry

All prior financial obligations must be met before a student may return and resume attendance at the University. It is the returning student's responsibility to work on ensuring their previous balance is covered prior to their return. The student should work with our re-entry team on possible solutions to ensure admissibility. The re-entry team can be contacted directly at futuregraduate@nu.edu or toll free 888-327-2877 x 8289 regarding any previous financial obligation to the University.

Re-entry after SAP Dismissal

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

Catalog Rights

Any student whose record reflects a break in enrollment for a period of 12 or more consecutive months is not eligible to retain his/her catalog rights. All other students are defined as having continuous enrollment and, as such, remain subject to the requirements of the academic program that were listed in the catalog at the time of their admission. Students who interrupt studies for a period of 12 or more months must re-apply for admission. Re-admitted students are subject to all catalog requirements in existence at the time of re-enrollment.

Students who request to change their academic program after admission must follow the catalog requirements in effect on the date they request the change. Students can elect to change to the current catalog. However, students must meet all prerequisites and major requirements for their academic program that are in effect in the current catalog. Students cannot combine requirements from their previous catalog with those in the current catalog.

Students who are disqualified and are approved for reinstatement after an absence of 12 months are subject to the requirements of the catalog in effect at the time they are re-admitted to the University.

Cancellation of Classes

The University reserves the right to cancel or postpone group-based classes if student enrollment is insufficient. However, every effort will be made to cancel the class well in advance of the intended start date allowing students to reschedule or make other arrangements.

Program Availability

Program availability varies by state. Admission is granted at the time of initial acceptance into a program and is dependent on program availability in a state where the applicant resides at the time of admission. If a student moves to a state other than the state where the applicant resided when accepted into the program, continuation in the program will depend on the availability of the program within the new state of residence. It is the applicant's responsibility to notify the institution of a change in residence (new state). Students who relocate while enrolled may be unable to complete their studies if they are moving to a state where the university is not currently authorized to offer a particular program. Not all programs are approved in authorized states. Students wishing to relocate to a restricted state will not be able to continue in their program of study. Students should contact their Advisor to discuss how relocation could alter their eligibility in their current program.

Denied Admissions and Attendance

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

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

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

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

Students who believe they have been Subject to Discrimination:

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

ADA/504 Coordinator
Douglas Sheppard, ADA/504 Coordinator
9388 Lightwave Ave.
San Diego, CA 92123
Telephone: (858) 309-3538
Office Email: adacoord@nu.edu
Email: dsheppard2@nu.edu

Title IX Coordinator
Heather Tyrrell, Director, Institutional Equity Office of Institutional Equity
9388 Lightwave Ave.
San Diego, CA 92123
Telephone: (858) 640-8087

Office Email: oie@nu.edu
Email: htyrrell@nu.edu

Student Rights and Responsibilities

Through the submission of an enrollment agreement, students acknowledge receipt of the Catalog and agree to abide by all University policies, rules, and procedures. Unless otherwise provided in University policy, students are responsible for complying with all applicable policies, rules, and procedures. Responsibility for meeting all requirements and deadlines for degree programs rests with the student. The Catalog in effect at the time of enrollment, along with any applicable school-specific handbook, governs the terms of enrollment.

Safety and Security

National University is committed to the safety and well-being of its students and employees whether they are remote or located at one of the University's facilities.

Safety Program

Students and employees play an important role in ensuring the virtual and in-person classroom facilities are safe. In-person students and employees should:

- Review fire, medical and earthquake emergency procedures posted in each classroom and be prepared to respond accordingly.
- Review emergency egress routes and know the location of fire extinguishers (posted in each classroom).
- Watch for any hazardous conditions and report them immediately to the center assistant.
- Speak with the facility's Center Director for any site-specific questions or procedures.

Note: The safety procedure attached to this policy is posted in NU facilities and is available on the University's website at https://www.nu.edu/safety/.

Campus Security

National University recognizes that crime prevention is the responsibility of each person either working, attending school, or visiting a University facility. Crime prevention is best served by vigilant surveillance of the premises and the reporting of any suspicious personal behavior. The University, therefore, is committed to providing a safe environment for learning and working. To help prevent crime, students should:

- Lock their cars.
- Never leave valuable items in their parked cars.
- Return to their cars in the company of other students when they leave the classroom at night. If no other students are going in that direction, students should request that a security guard or the center assistant accompany them.
- Take items of value with them when they leave a classroom, unless they are certain that the classroom will be locked or monitored while they are away.
- Report anything that appears to be out of the ordinary (e.g., a stranger lingering in the area) immediately to the center assistant.

Students should never single-handedly try to stop a criminal in the act. Rather, students should contact Campus Safety & Security and/or report the act by calling 911. For more information on contacting Campus Safety & Security, please refer to www.nu.edu/safety/.

If an emergency operator answers, students should give the operator their direct dial number, name, and specific location, including building and room number. (For students calling from a campus phone at the La Mesa, South Bay, Marine Corps Recruit Depot, or any of the San Diego Naval installations, the location displayed on the 911 emergency operator's console will be that of the central telephone switch unit, rather than that of the caller.) If time permits, students should also notify the University operator by dialing 0 with any University landline, since it is possible the 911 emergency operator may try to contact them through the main University number.

If students are involved in or aware of any event that requires the attention of University administration, they should complete a "NU Safety & Security Incident Report" available through the Center Director.

Note: Pursuant to the Crime Awareness and Campus Security Act of 1990, referred to as the Clery Act, the University publishes the Annual Security Report that discloses information about campus safety policies, procedures, and crime statistics. This current report is available on the University's website at https://www.nu.edu/ouruniversity/annualsafetyandsecurityreport/. Printed copies are available upon request to all current students and prospective students at each National University facility.

For additional resources please see the ConcernCenter - National University

Drug Free Schools and Campuses Act – Prevention Program

The unlawful possession, use of distribution of any illicit drug or alcohol by students or employees on University property or at University sponsored activities or events is prohibited. Violation may constitute criminal conduct which could result in criminal prosecution under state and/or federal law. It is the policy of the University to impose appropriate disciplinary sanctions on employees and students for the unlawful possession, use or distribution of illicit drugs or alcohol.

Appropriate disciplinary sanctions may include suspension or expulsion for students or suspension or termination for employees, and may also include requiring the completion of a rehabilitation program. The standards of conduct for students and the applicable sanctions for violating the standards are contained in the Student Code of Conduct. The standards of conduct and sanctions applicable to employees are contained in Employee Handbook.

The use of drugs and alcohol may pose significant health risks including hangovers, blackouts, general fatigue, impaired learning, dependency, and death. Students may not smoke or use medical marijuana while in district facilities for any reason.

Further detailed information on the state penalties and risks associated with the use of drugs and alcohol may be found at the following campus office locations: Student Services, Student Wellness, and Human Resources.

Smoke-Free Campus

The goal of National University is to have a safe learning and working environment for students and staff. Smoking (including e-cigarettes, hookah, or cannabis) is prohibited in all indoor and outdoor locations, with the exception of designated areas and/or parking lots. Students and employees who smoke are required to smoke outside at a minimum of 25 feet away from a building. Smoking is prohibited in all University vehicles. Tobacco products are not permitted to be sold in any area of National University owned or leased facilities, vehicles or areas adjacent to buildings (i.e. parking lots). Smoking products are not permitted to be sold on campus either through vending machines or by non-campus establishments. "No Smoking" signs shall be conspicuously posted at building entrances and in restrooms, locker rooms, dressing areas, cafeteria and sports facilities. In addition, designated areas/parking lots for smoking areas will be clearly marked. Refer to California Government Code Section 7596. Compliance is the responsibility of each student, faculty and staff and visitors to any of the National University campuses. Repeat offenders may be reported to the Office of Student Conduct (OSC) for a policy violation, which may result in a sanction(s).

National University Visitor Policy:

The safety and well-being of the National University community, including students, faculty, staff, and visitors, are of utmost importance. This policy sets forth guidelines for behavior and conduct while on University-owned or controlled property.

Access to University property shall primarily be limited to students, employees, and their visitors or guests for the purposes of study, work, teaching, and conducting other University business or activities. As a private institution of higher learning, National University reserves the right to restrict access to University premises and to prohibit certain individuals from being present on University-owned or controlled property at any time at its discretion. A visitor or guest refers to any individual who is not an enrolled student, faculty member, staff, or employee but is present on University-owned or controlled property.

All visitors may be required to register upon arrival, display appropriate identification, and comply with site-specific processes while on University-owned or controlled property. Failure to comply with this requirement may result in denial of access. Visitors are not allowed in classrooms or laboratories without prior approval from the instructor for each specific visit. Such approvals will only be granted in extraordinary circumstances and at the sole discretion of the instructor in conjunction with University processes. Students who bring a visitor under the age of

18 to a University- owned or controlled premises are required to supervise them at all times. Visitors and students must follow all University emergency procedures as outlined in posted signage or communicated by University staff in the event of an emergency.

All individuals present on University-owned or controlled property shall conduct themselves in a safe and professional manner in accordance with the law and University policies. Prohibited conduct includes, but is not limited to, endangerment of the health and safety of any person or property, intentional or negligent disruption of the operations of the University, excess noise, threats, harassment, hate speech, physical abuse, intimidation, or unauthorized entry into, obstruction of, or occupation of a University owned or controlled property. Any violation of this policy may result in removal from University property and/or disciplinary action. National University assumes no responsibility or liability for injury, loss, or damage incurred by visitors, including children, while on University property, except as required by law.

Minors on Campus:

National University welcomes individuals of all ages to our campuses when they are enrolled in class offerings or are accompanied by a parent, legal guardian, or adult caregiver and under appropriate supervision. Our facilities are open to the public, a situation which might present risks to children. It is National University's goal to maintain a safe and welcoming environment for both minors and adults, according to the following guidelines:

All minors must remain under the constant supervision of a parent, guardian, or adult caregiver unless they are officially enrolled in or participating in a National University class or program.

- Except in situations where minors are officially enrolled/participating in classes or programs; responsible parents, guardians, and adult caregivers must accompany minor(s) at all times and must monitor the activities and behaviors of the minor(s) at all times while on campus.
- Any unattended minor who is not a student will be reported to the Center Director for the specific National University site and/or the local police.
- Adult students and employees should plan for childcare as children are not intended to be a part of the classroom learning environment or workplace at National University.

Students with Disabilities

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

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

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

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

Student Accessibility Services cannot authorize the following:

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

Student Accessibility Services Office

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

Services

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

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

Requesting Accommodations and Services

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

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

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

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

Registration

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

Students seeking to register with SAS are required to:

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

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

Disability Documentation

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

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

Please note that if there are concerns regarding legitimacy of documentation, or if the documentation is too vague, SAS can contact the listed provider to confirm documentation and inquire about accommodation recommendations.

Accommodation Determination

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

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

Students requesting and approved for on-site testing accommodations near an established University Campus are required to complete a Testing Accommodations Orientation at least two weeks prior to their first exam request for in-course exams. For on-site tests, students are also required to complete an On-site Test Accommodation Request Form. Completed forms are due to SAS at least five business days prior to the exam or quiz date to allow sufficient time for the arrangement of test accommodations, including but not limited to extended test time, distraction-reduced setting, etc. On-site testing cannot be guaranteed if the request is not received at least 5 business days in advance. In addition, students are required to read and follow the Test Accommodation Policies and Guidelines. The Testing Accommodations Orientation documents, the On-site Test Accommodation Request Form, and the Test Accommodation Policies and Guidelines are located at www.nu.edu/sas in the section entitled Accessibility Forms and Guides.

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

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

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

Note on Placement at Third-Party Site

National University is committed to providing reasonable accommodations in accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. Students approved for accommodations through

Student Accessibility Services (SAS) may use these accommodations during their academic coursework and, where applicable, in clinical, practicum, or internship settings.

However, when a student is placed at a third-party site under an affiliation agreement, the University must defer to the established policies, procedures, and operational requirements of that site. While SAS will make every effort to coordinate with the site to support implementation of approved accommodations, the University cannot require a clinical or practicum site to modify its own essential policies, standards, or practices.

Students are encouraged to communicate early with SAS and their program regarding accommodation needs for clinical placements, so that reasonable options may be explored in collaboration with the site.

Modality

National University (NU) offers classes in two possible instructional models: an Individual-Based model and a Group-Based model. In an Individual-Based model course, each student is assigned to a professor who will work individually with that student throughout the course. Courses generally begin each Monday. In a class- based model, multiple students are assigned to start the course simultaneously with one professor, often involving discussion boards or other student-to-student interactions. These courses begin monthly at the designated time of the course calendar.

As a unified department, a standardized accommodation approach will be adopted for all new students. Students who were previously enrolled in an Individual-Based model through NCU will be offered the opportunity to remain in their Individual-Based model through their program completion or merge into a Group-Based model, with the understanding that once they move, they will not be able to switch between modalities after that selection.

Students offered the option to remain in their Individual-Based model or change to a Group-Based model will understand that their accommodations will reflect the model in which they are enrolled.
Students who choose to remain in an Individual-Based model will be offered an opportunity to revise their accommodations or maintain their current approvals. If the standardized approach negatively affects their academic progress, they will be granted a one-time offering to return to their NCU legacy accommodations. Once selected, Individual-Based students understand that their accommodations will remain as is until they complete their program or have an enrollment change, such as Leave of Absence or change in program. Students who experience an enrollment change understand their accommodations will be reviewed and updated as needed. Students who are aligned with the standardized accommodation model will meet with a SAS Accommodation Counselor to review their accommodations and discuss any changes that may be necessary. Accommodation approval will remain an individualized process dependent on the student's diagnosis and documentation.

All inquiries regarding accommodations should be directed to SAS at sas@nu.edu.

Denial or Insufficiency of Accommodation

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

Problems in Receiving Approved Accommodations

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

Confidentiality

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

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

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

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

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

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

Student Accessibility Services
Phone: 858.521.3967
Email: sas@nu.edu
Website: www.nu.edu/sas

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

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

It is our sincere hope that no member of our community experiences discrimination, harassment, misconduct, or violence based on their actual or perceived membership in a protected category. If that has occurred, please know that any person may file an informational report (whether or not the person reporting is alleged to have experienced the conduct). A report may be made at any time (including during non- business hours) by choosing the appropriate reporting form at this link: www.nu.edu/reportit, or in person, by mail, by telephone, by video, or by email, using the contact information listed below for the Title IX Coordinator & ADA/504 and Community Standards Coordinator.

ADA/504 and Community Standards Coordinator
Douglas Sheppard, ADA/504 and Community Standards Coordinator
9388 Lightwave Ave.
San Diego, CA 92123
Telephone: 858.309.3538
Office Email: adacoord@nu.edu
Email: dsheppard2@nu.edu

Equal Opportunity, Harassment, and Nondiscrimination

National University (NU) adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. NU does not discriminate in its admissions practices except as permitted by law, in its employment practices, or in its educational programs or activities on the basis of race, color, national origin, ancestry, citizenship status, religion (including religious dress and grooming and having requested accommodation of bona fide religious belief or practice), military status, veteran status, marital status, registered domestic partner status, age, disability, protected medical condition, genetic information, political activity, sex/ gender, gender identity, gender expression, sexual orientation, pregnancy or parenting status or any other protected category.

As a recipient of federal financial assistance for education programs or activities, NU is required by Title IX of the Education Amendments of 1972 to ensure that it does not discriminate of the basis of sex. Under the 2020 Title IX regulation, “sex” refers to biological sex and does not explicitly include gender identity, gender expression or sexual orientation. However, NU remains committed to fostering an inclusive environment and provides additional protections under applicable state law and institutional policy.

NU also prohibits retaliation against any person opposing discrimination, harassment or participating in any investigation or resolution process internal or external to the institution. Sexual harassment, sexual assault, dating and domestic violence, and stalking are considered forms sexual harassment prohibited under Title IX and therefore by NU policy.

Any member of the institutional community, guest, or visitor who acts to deny, deprive, or limit the educational, employment, residential, or social access, opportunities and/or benefits of any member of the NU community on the basis of sex is in violation of the Equal Opportunity, Harassment and Nondiscrimination Policy.

Any person may report sex discrimination (whether or not the person reporting is the person alleged to have experienced the conduct) by utilizing the online form at any time (including during non-business hours) by choosing the appropriate reporting form at www.nu.edu/reportit. Additionally, reports may be made by email, telephone or video using the contact information listed for the Title IX Coordinator.

Questions regarding discrimination, harassment and/or Title IX specifically, including its application and/or concerns about noncompliance, should be directed to an OIE staff member. For a complete copy of the policy and/or for more information, please visit National University's Office of Institutional Equity website or contact the Title IX Coordinator.
Individuals who believe they have experienced discrimination, harassment, and/or retaliation in violation of the NU Equal Opportunity, Harassment and Nondiscrimination Policy are encouraged to speak with any member of the ERP Team or contact the Title IX Coordinator directly.

Title IX Coordinator
Heather Tyrrell
Office of Institutional Equity
9388 Lightwave Ave.
San Diego, CA 92123
Telephone: (858) 640-8087
Email: oie@nu.edu

A person may also file a complaint externally with the appropriate federal, state, or local agency within the time frame required by law. Depending upon the nature of the complaint, the appropriate agency may be the U.S. Department of Education Office for Civil Rights (OCR), the federal Equal Employment Opportunity Commission (EEOC), and/or the California Department of Fair Employment and Housing.

External Contact Information

Inquiries may be made externally to:

Office for Civil Rights (OCR)
U.S. Department of Education
Lyndon Baines Johnson Dept. of Education Building
400 Maryland Avenue, SW
Washington, DC 20202-1100
Telephone: 800-421-3481
Facsimile: 202-453-6012
Email: http://www.ed.gov/ocr

State of California Civil Rights Department
Website: www.calcivilrights.ca.gov/complaintprocess
Toll Free: 800.884.1684
TTY: 800.700.2320 California Relay Service (711)

For complaints involving employee-on-employee conduct: Equal Employment Opportunity Commission (EEOC)

California Department of Fair Employment & Housing
2218 Kausen Drive, STE100
Elk Grove, CA 95758
Telephone: (800) 884-1684
Telephone: (800) 700-2320 TDD Only
Website: www.dfeh.ca.gov

Within any Resolution Process related to the Equal Opportunity, Harassment and Nondiscrimination Policy, National University will provide reasonable accommodations to persons with disabilities and religious accommodations, when that accommodation is consistent with state and federal law.

Student Consumer Information

Federal Student Consumer Information Requirements

National University (NU) consumer information provides a suite of important University information, disclosures, policies and procedures. Per the Higher Education Opportunity Act, this information is intended to provide an assortment of pertinent and helpful information to prospective students, current students, their families, support persons, and other interested parties. This consumer information includes resources to academic policies, financial aid resources, general institutional information, health, safety & security items, student services, admissions expectations, and a variety of other areas. NU's consumer information is also available on the University's website at: https://www.nu.edu/consumer-info/.

Notice to Enrolled Students

National University (NU) Student and Financial Services team annually emails each enrolled student a Notice of Availability of financial assistance and institutional and consumer information, including FSA Penalties for Drug Law Violations, links to the University's graduation and completion rates and retention rates reported to IPEDS, campus security reports, and student rights under FERPA. Information will also be linked in new student Enrollment Agreements so all students are provided with the information in the Enrollment process. Students who have any questions or would like to meet with one of the University's dedicated financial aid advisors may reach out at financialaid@nu.edu or 1-800-NAT-UNIV, ext. 8500.

Financial Aid Information

Financial Aid Programs Available at National University

National University (NU) offers eligible students access to Federal and State loan and grant programs.

Federal Student Aid (FSA) Grants

Federal Pell Grant

This grant program helps students with tuition costs. This program assists students who are working toward a first bachelor's degree.

- Award Range for 2025-2026 Award Year: $740 to $7,395
- Applications: FAFSA

The Federal Pell Grant Program is an entitlement program for students pursuing their first undergraduate degree. Students must demonstrate financial need to qualify. Students who have already earned a bachelor's degree are not eligible for Federal Pell Grant funds.
The Federal Pell Grant Program is federally funded with the purpose of helping financially needy students meet the cost of postsecondary education. This program is centrally administered by the federal government and is typically the foundation of an undergraduate student's aid package.

In order to determine eligibility for the Federal Pell Grant, NU must receive the results of the Free Application for Federal Student Aid (FAFSA) in the form of a valid Institutional Student Information Report (ISIR) from the Department of Education's Central Processing Service (CPS). The Federal Pell Grant Scheduled Award is based upon the official Student Aid Index (SAI) and the Federal Pell Grant Cost of Attendance (COA). The University uses Pell Formula 4 to determine a student's eligibility and award. Students may be eligible to receive up to 150% of their Pell Grant Scheduled Award for an award year. This provision is called "Year-Round Pell" or "additional Pell". Students eligible for Year-Round Pell awards are subject to the normal duration of eligibility rules and LEU limits. A student's maximum duration of Pell Grant eligibility is six scheduled awards, as measured by the percentage of lifetime eligibility used (one scheduled award equals 100% lifetime eligibility used). A student is ineligible to receive further Pell Grant funds if they have reached or exceeded the 600% limit

All Undergraduate students enrolled at NU are considered to be full-time students for purposes of calculating the Federal Pell Grant Scheduled Award. The amount of Federal Pell Grant awarded is based upon the length of the payment periods to be funded and the SAI indicated on the student's valid SAR/ISIR. The portion of the enrollment that is funded based upon a particular year's SAR/ISIR depends upon the student's payment periods that begin in that year. Payment periods are normally funded from the year in which they begin.

When a payment period falls into two award years (crosses over July 1st), it is called a "crossover payment period." The University will assign crossover payment periods to the award year that best meets the needs of its students and maximizes a student's eligibility over the two award years in which the crossover payment period occurs. For an academic year, the student is awarded the full Federal Pell Grant Scheduled Award determined by the SAI and COA. When less than a full academic year is to be funded, the Scheduled Award is prorated appropriately.

Federal Pell Grant funds are generally scheduled for disbursement at the beginning of each course, or payment period, in conjunction with the achievement of Satisfactory Academic Progress. The funds scheduled represent, at maximum, funding for all credits that should be earned during the payment periods to be funded from the appropriate award year.

Federal Supplemental Educational Opportunity Grant (FSEOG)

This grant program assists with tuition costs. Like the Pell Grant, a student must be enrolled in a first bachelor's degree. Awards are made on a limited basis to students with an exceptional financial need.

- Award range: $100 to $1,200
- Applications: FAFSA

TEACH Grant

The Teacher Education Assistance for College and Higher Education Grant Program (TEACH) provides grants of up to $4,000 per year (based on sequestration laws) to students who intend to teach in a public or private elementary or secondary school in a high-need field that serves students from low-income families. The TEACH Grant requires a four-year teaching commitment within eight years of graduating, or else the grants will convert to Direct Unsubsidized Loans.

- Award range: Up to $3,772

State (California) Grants

Cal Grant A

Cal Grant A is a state funded grant program to help students with tuition cost. Grant recipients are selected on the basis of financial need and grade point average. Students must be California residents working towards a first bachelor's degree. Recipients of this award will be notified by the California Student Aid commission in June.

- Award: Up to $9,358 at National University
- Applications: FAFSA, GPA verification
- Application deadline: May 2
- Date funding begins: October 1

Cal Grant B

Cal Grant B is a state funded grant program to help students with tuition cost. This program is intended to assist students with high potential from disadvantaged, low-income families. Students must be California residents who have completed less than one semester of undergraduate studies. Recipients of this award will be notified by the California Student Aid Commission in June.

- Award: Up to $11,006 at National University
- Applications: FAFSA, GPA verification
- Application deadline: May 2
- Date funding begins: October 1

Federal Student Aid (FSA) Loans

Direct Subsidized Loan

This loan program assists undergraduate students with educational expenses. Interest doesn't accrue while you are attending and enrolled in at least a half time status. The interest rate and origination fees are fixed. More information about specific interest and origination rates can be found at https://studentaid.gov/understand-aid/types/loans/interest-rates. Repayment is not required while you are attending school and maintain at least half-time enrollment. Students are allowed a six-month grace period when they cease attendance or attend less than

half time. More information about loan repayment can be found at https://studentaid.gov/manage-loans/repayment.

Direct Subsidized Loan Amount: For each academic year, a student may borrow:

- Up to $3,500 as a first-year undergraduate
- Up to $4,500 as a second-year undergraduate
- Up to $5,500 as a third-, fourth-, or fifth-year undergraduate

Date funding begins is based on each student's individual program of study.

Direct Unsubsidized Loan

This program is available to undergraduate, graduate, and professional students to assist with educational expenses. Interest accrues while you are attending. More information about specific interest and origination rates can be found at https://studentaid.gov/understand-aid/types/loans/interest-rates. Repayment is not required while you are attending school and maintain at least half-time enrollment. Students are allowed a six-month grace period when they cease attendance or attend less than half time. More information about loan repayment can be found at https://studentaid.gov/manage-loans/repayment.

Direct Unsubsidized Loan Amount: For each academic year, a student may borrow:

- Up to $9,500 as a first-year undergraduate
- Up to $10,500 as a second-year undergraduate
- Up to $12,500 as a third-, fourth-, or fifth-year undergraduate
- Up to $12,500 as a fifth-year undergraduate credential student
- Up to $20,500 as a graduate student
- Up to $33,000 as a graduate student in certain health professions

Dependent students' Direct Unsubsidized Loan amount eligibility may vary.

Aggregate Loan Limits

- Dependent Undergraduate: $31,000 ($23,000 maximum subsidized)
- Independent Undergraduate: $57,500 ($23,000 maximum subsidized)
- Graduate: $138,500 ($65,500 in subsidized Stafford)
- Graduate in Certain Health Professions: $224,000 ($65,500 in subsidized Stafford)

Note: The graduate loan limit includes any Direct Loans borrowed as an undergraduate. Students may view their borrowed loan amounts via NSLDS. A link to the NSLDS website is available via the University's consumer information or directly at: https://www.nu.edu/admissions/financial-aid-and-scholarships/financial-aid-programs/.

Direct PLUS Loans

Direct PLUS Loans are available to parents of dependent undergraduate students and graduate or professional students to assist with educational expenses not covered with other financial aid. PLUS loans aren't based on need and require a credit check.

Federal Direct Loan Interest Rates and Fees

Interest rates and origination fees vary depending on when your aid is disbursed. Specific rates and fees are available on the FSA website. A link to the FSA website is available via the University's consumer information page or directly at: https://www.nu.edu/admissions/financial-aid-and-scholarships/financial-aid-programs/.

Federal Work Study (FWS) Program

The FWS program provides funds for part-time employment to help finance the costs of postsecondary education. Employment is available for graduate and undergraduate students with financial need. FWS provides financial aid on a monthly basis as earnings. Opportunities to participate in the FWS program exist in various schools and departments at locations across NU. Specific information and available positions can be found on the NU website at https://www.nu.edu/Admissions/Financial-Aid-and-Scholarships/federal-work-study-program/.

Institutional Information

Net Price Calculator (NPC)

National University (NU) provides prospective students with a calculator designed to give them an early indication of how much and what types of financial aid they may qualify for if they were attending school full-time in the academic year indicated. The goal is to provide students with a clear picture of options and opportunities so they may make more informed decisions about their college choices. A link to the College Board's NPC is available on the University's consumer information page at: https://www.nu.edu/consumer-info/.

Cohort Default Rates (CDR)

National University (NU) provides prospective students with the University's annual FSA loan default rate to give them an indication of how many students who borrowed FSA loan funds from the University are not paying back their FSA loans. The goal is to provide students with an indicator regarding the percentage of students who do not repay their loans after graduating or withdrawing from the University. A link to NU's current and prior two year's default rates is available on the University's consumer information page at: https://www.nu.edu/consumer-info/.

Tuition and Fees

National University (NU) provides prospective students with a straightforward, easy to understand tuition and fee structure that includes a cost per course tuition rate and minimal additional fees. NU attempts to keep book costs and other miscellaneous program fees to a minimum. Upon enrollment, each student is informed of any additional fees that are not included in the cost per course tuition rate. National University (NU) tuition and fee costs for all of its programs are available the University's consumer information page at: https://www.nu.edu/consumer-info/ and at: https://www.nu.edu/admissions/tuition/.

Textbooks

National University (NU) has partnered with the largest textbook supplier and distributor in the nation, Barnes and Noble College (BNC) Services and MBS Direct. This partnership is intended to enhance the student experience by offering competitive pricing, quicker access, and additional purchasing choices for course materials.

To support student success, NU has negotiated an institutional agreement to lower costs on New and Used textbooks and offer free two (2) day shipping on domestic orders fulfilled by MBS Direct. In addition, the Guaranteed Buyback Program and Digital Marketplace serve as great resources that can further reduce a student's cost of attendance.

The University's Online Bookstore is built around a course-driven system that ensures students order and receive the right book in a timely manner. Student textbooks and course materials are shipped from a state-of-the art warehouse that is fully operational 24 hours a day, five (5) days a week.

Completion or Graduation Rate

National University (NU) annually prepares its graduation rates and makes these rates available to enrolled and prospective students via its consumer information page at: https://www.nu.edu/consumer-info/.

National University reports disaggregated graduation rates by gender, major racial and ethnic subgroups (as defined by IPEDS).

The "Student Right to Know" or IPEDS graduation rate tracks the progress of students who began their studies as full-time, first-time degree or certificate-seeking students to see if they complete a degree or other award such as a certificate within 150% of "normal time" for completing the program in which they are enrolled. NU does not disaggregate SRTK graduation by recipients of Federal Student Financial Aid recipients as the number is too small (30 students at last reporting) to disclose or report and protect student privacy. Not all NU students are tracked for these rates. Students who have already attended another postsecondary institution, or who began their studies on a part-time basis, are not tracked for this rate.

Student Right to Know graduation and retention rates can be found on the NCES website at: https://nces.ed.gov/collegenavigator/?q=national+university&s=all&pg=2&id=119605#retgrad.

NU graduation rates of all students can be found on the NU graduation rate dashboard on the student achievement website at: https://studentachievement.nu.edu/institutional-data.html.

Graduate diversity is also available as a Graduate Report as part of the Student Demographics dashboard.

NU retention rates of all students can be found on the NU retention rate dashboard on the student achievement website at: https://studentachievement.nu.edu/institutional-data.html.

NU does not calculate job placement rates and thus does not provide the following consumer information: Job Placement Rates, Placement in Employment, and Types of Graduate and Professional Education in Which the Institution's Graduates Enroll.

Annual Security Report

National University (NU) recognizes that crime prevention is the responsibility of each person working at, or attending school at, or visiting, a University facility. Crime prevention is best served by the vigilant surveillance of the premises and reporting any suspicious personal behavior. The University is, therefore, committed to providing a safe environment for learning and working.

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act requires the distribution of an annual security report to all current faculty, staff, and students and notice of its availability to prospective students, faculty, and staff. The annual security report includes statistics for the previous three years concerning reported crimes that occurred on campus, in certain off-campus buildings, or on property owned or controlled by National University, and on public property within, or immediately adjacent to and accessible from the campus. The report also includes institutional policies concerning campus security such as policies concerning alcohol and drug use, crime prevention, and the reporting of crimes, sexual assault, and other matters.

NU's current and past annual security reports are available on the University's consumer information website at: https://www.nu.edu/our-university/annual-safety-and-security-report/. The annual report is released in January of each year by the Legal/Regulatory department. A paper copy will be provided upon request.

Timely Warnings and Emergency Notifications

National University (NU) recognizes that crime prevention is the responsibility of the University and each person working at, attending school at, or visiting a University facility. Crime prevention is best served by the vigilant surveillance of the premises and reporting any suspicious personal behavior.

The University's Emergency Operations information line is 1(844)-AlertNU or 1(844) 253-7868. This recorded information line is updated in the event of a campus emergency.

Reporting Health and Safety Concerns

Students, faculty, staff, and guests should immediately report health or safety concerns to campus or security personnel. If a campus security officer cannot be reached, request to speak with the center director or another staff member since they will be able to assist in reaching the security officer. The Campus Safety and Security team may be reached directly via their mobile line (619) 405-4208, or email safety@nu.edu.

For concerns that are not an immediate health or safety concern, visit www.nu.edu/reportit to connect with the appropriate department.

Emergency Procedures

University team members are advised to program the following numbers in their mobile phones in the event of an emergency and should note that campus phones will require "9" to be entered to reach an outside line. Incidents occurring on any campus can be reported to the Director of Security for immediate assistance:

- **Office Phone**: (858) 642-8191
- **Mobile Phone**: (619) 405-4208
- **General Emergency Number**: (844) SOS-NAVI; (844) 767-6284

If an incident is in progress and someone is unable to call but has access to email, a message will need to be sent instead to incidents@nu.edu. This notifies Human Resources, Information Technology, Regional Operations and Safety & Security. All Security Officers are equipped with a cell phone. Please contact your Center Director for your officer's number.

Active Shooter

If an active shooter is in the vicinity: RUN.HIDE.FIGHT.

- Remain calm. Survey your surroundings for a safe escape route.
- RUN. Relocate to a safe location.
- If there is an escape path, attempt to evacuate to a safe location.
- Leave your belongings behind. Staying out of harm's way is your top priority.
- Help others escape, if possible.
- Prevent others from entering the area.
- Call 911 when you are safe. Report location of injured and if possible, description of assailant.
- HIDE. If evacuation is not possible, find a place to hide.
- Lock and/or blockade the door.
- Silence your cell phone.
- Hide behind large objects, out of the assailant's view.
- Remain very quiet.
- Prepare to evade or defend.
- FIGHT. As a last resort, and ONLY if your life is in danger.
- Attempt to incapacitate the intruder.
- Act with physical aggression.
- Improvise weapons.
- Commit to your actions.

When Law Enforcement Arrives:

- Remain calm and follow instructions.
- Keep your hands visible at all times.
- Avoid pointing or yelling.
- Know that help for the injured is on its way.
- Wait for further instructions. Do not drive away unless instructed to do so.

Building Evacuation:

- When an alarm sounds or an emergency is communicated, evacuate the building IMMEDIATELY.
- Pull the fire alarm if you discover a fire.
- Do not lose your life over your possessions. If time allows, take your keys and cell phone.
- CLOSE but do not lock doors as you leave.
- Look for the nearest doorway marked EXIT and/or proceed to the nearest safe stairway and exit the building quickly.
- Do not use elevators.
- Be certain all persons in the area are evacuated, if possible.
- Help those who need special assistance.
- Report immediately to the designated assembly area for a head count. Report anyone missing or injured.
- Wait for instructions from emergency personnel. Do not leave until told to do so.

Earthquake

Before:

- Decide where you can take cover when tremors start.
- Clear the area underneath your desk of boxes or other items.
- Store your Grab-in-Go bag underneath your desk or table.
- Secure bookshelves or partitions to walls.
- Keep overhead bins locked.
- Prepare a kit for home. (3-day supply of food & water, First Aid kit, blankets, flashlights, radio, and batteries).
- Store a pair of shoes and flashlight in a bag and tie it to your bedpost.
- Establish an out-of-state contact.
- Join your local Community Emergency Response Team (CERT).

During:

- Resist the urge to panic and flee. Remain calm.
- Protect yourself from falling or flying objects.
- Get under or beside something that is sturdier than you.
- Stay away from large windows, shelving systems, or tall room partitions.
- DROP onto your hands and knees and take cover underneath a desk, table, or stairwell; or beside an interior wall or sofa.
- Do not stand in doorways. Doors can swing violently, resulting in smashed or broken fingers.
- COVER the back of your head and clasp your hands behind your neck. Bend over to protect your vital organs.
- If you are in a wheelchair, set your parking brake, lean forward and cover your neck with your hands and arms or other items.
- Close your eyes and mouth to protect against dust and debris.
- HOLD ON to desk or table legs so that you can remain covered; or hold on to sofa leg. Be prepared to move with your shelter.
- Remain sheltered until shaking stops.
- Prepare for aftershocks, power outage, sounding alarms, activated fire sprinklers, and noise from broken glass, creaking walls or falling objects.
- If you are inside, stay inside.

If you are outside:

- Resist the urge of running towards a building.
- DROP, COVER and HOLD ON.
- Drop down to your hands and knees.
- Cover your head with your arms, clasping your hands behind your neck.
- Bend over to cover your vital organs and hold on.
- If you can move safely, relocate to an open area away from overhead power lines, building facades, or windows.

If you are at a desk or table located near a window:

- Get underneath the desk or table and pull in a chair as close as you can to protect yourself from flying glass.

If you're driving:

- Gradually decrease speed and pull over to the side of the road.
- Do not stop under overpasses or bridges.
- Set your parking break.
- Turn on the radio and listen to emergency alerts.
- If a power line falls on your car, call 911 and remain inside your vehicle. Do not touch windows, doors or any metal surfaces.

If in a stadium/theater/auditorium/classroom:

- DROP to your hands and knees, in between the seats.
- COVER your neck with your hands and arms. Bend over as far as possible to protect your vital organs.
- HOLD ON to a chair leg with one hand, while protecting your head and neck with your other arm.
- Close your eyes and mouth to protect against dust and debris.
- If sitting in a restroom stall:
- Bend towards your knees.
- Cover your head with your arms to protect yourself from falling objects.
- Close your eyes and mouth to protect against dust and debris.

If at the grocery store:

- Resist the instinct to run.
- DROP, COVER and HOLD ON.

After:

- Retrieve your dust mask from your Grab-n-Go bag and use it to cover your nose and mouth.
- Check your surroundings before leaving your shelter or bed.

- Be careful of any debris such as broken glass.
- Do not attempt to evacuate unless absolutely necessary.
- If evacuating, take all essential items (jacket, purse/wallet, cell phone, car and house keys, laptop, etc.) and your Grab-n-Go bag.
- Survey your immediate area for trapped or injured persons and ruptured utilities.
- Provide care for injured and resolve any issues such as chemical spills or other hazards.
- Be prepared for aftershocks by relocating to a safe area and not running.
- If possible, notify your out-of-state contact.

Campus Crime Log

National University (NU) provides a Campus Safety and Security team and maintains a crime log for all campuses. This log is available on its consumer information website at: https://nupublicresources.blob.core.windows.net/campussecurity/nu-crime-log.pdf.

Other General Disclosures

Consumer Protection Policies and Codes of Conduct

Privacy Policy

National University (NU) is committed to protecting the privacy of students, faculty, team members and all other stakeholders. NU values its users' privacy and has created a Privacy Policy (Policy) to assist in the understanding of how it collects and uses personal information from those who visit its website or make use of its online facilities and services, and what it will and will not do with the information it collects. The NU Policy has been designed and created to assure those affiliated with NU of its commitment and realization of its obligation not only to meet, but to exceed, most existing privacy standards. This Policy does not govern the collection and use of information by companies that NU does not control, nor by individuals not employed or managed by NU. This Policy is designed to provide the following:

- What personally identifiable information is collected through its website;
- Why NU collects personally identifiable information and the legal basis for such collection;
- How NU uses the collected information and with whom it may be shared;
- What choices are available regarding the use of data; and
- The security procedures in place to protect the misuse of information.

FERPA

In accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974, all National University student records are confidential. Generally, information pertaining to a student record is not to be released to a third party without written or authorized electronic consent via a FERPA release form, judicial order or lawfully issued subpoena.

FERPA Rights

FERPA sets out requirements designed to afford students certain rights with respect to their education records. In addition, it puts limits on what information NU may disclose to third parties without receiving prior written consent from the student via a FERPA release form, an authorized signature on another document or a lawfully issued subpoena or judicial order.

NU Registrar’s office maintains student educational records, provides students access to their records, and keeps information contained in those records confidential as required by FERPA.

Procedure to Inspect and Retrieve Education Records

Under FERPA, students have the right to inspect and review their education records. A student who wishes to inspect and review their records should submit a written request to the University Registrar. Students have the option to inspect their records at the University’s San Diego, California location and must present photo identification before access to educational records is allowed. A designated University official must be present when a student wishes to review their records at the San Diego, California location.

For students who cannot reasonably travel to the University's San Diego, California location, copies of records from a student's file can be made available; the student must fill out and submit the 'Request for Educational Records' form.

All records requests will be responded to within 14 days from the date of receipt of the request. If the requested records are subject to inspection and review by the student, arrangements for access will be made within a reasonable period of time, but in no case more than 45 calendar days after the request was made.

The cost of obtaining copies, whether paper or electronic, is $1.25 per page, payable in advance.

Education Records

Education records are defined as official records that are directly related to a student and maintained by the University Registrar.

When a record contains personally identifiable information about more than one student, the student may inspect and review only the information that relates to them personally.

Request to Correct Education Records

Students have the right to request an amendment of their education records if student believes their record may be inaccurate, misleading or in violation of their rights of privacy. The request for amendment must be made in writing and include a notarized signature. The request must be mailed to the attention of the Office of the Registrar and must identify the part(s) of the education records to be amended and specifying the reasons why the student believes the information is inaccurate or misleading.

The Office of the Registrar shall notify the student of the decision regarding their request for an amendment to their record within 15 business days of the receipt of the request. If the Office of the Registrar denies the student request to correct education records, the student has the right to request an appeal. All appeal requests must be submitted to the Office of the Provost and must be postmarked or emailed within 15 business days after the initial denial was sent. Any requests for appeal that are sent after the 15 business day deadline has passed will be denied, and the matter shall be deemed closed.

Once the Office of the Provost receives the student's appeal request they will render a written decision to the student within 15 business days of the receipt of the request. The Office of the Provost's decision is final and is not subject to further appeal.

Disclosure of Educational Records

Generally, schools must have written permission from the eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest
- State and Federal Regulatory Agencies
- Other schools to which a student is transferring
- Specified officials for audit or evaluation purposes
- Appropriate parties in connection with financial aid to a student
- Organizations conducting certain studies for or on behalf of the school
- Accrediting organizations
- To comply with a judicial order or lawfully issued subpoena
- Appropriate officials in cases of health and safety emergencies or crises
- State and local authorities, within a juvenile justice system, pursuant to specific State law

The University has designated certain types of information as "Directory Information," which may be disclosed without a student's consent.

Directory Information

The University designates the following information as directory information. (Directory information is personally identifiable information that may be disclosed without the student's consent):

- Student's name
- Date of Birth

- Email address
- Program(s) of study
- Dates of attendance
- Course schedule and degree program audit
- Degrees, certificates and awards granted including conferral date
- Honors or awards received
- Current enrollment status (i.e., active/inactive)
- Undergraduate year (Freshman, Sophomore, Junior, Senior)
- Participation in activities officially recognized by the University

Although directory information can be disclosed without student consent, the University is not required to do so.

Non-Directory Information

Non-directory information is considered any information that is not listed as directory information. This information may not be released without the prior written consent of the current or former applicant or student.

The University will annually notify students of their rights under FERPA. Students may request nondisclosure of student directory information via a FERPA hold form, in writing, to the Office of the Registrar, National University, 9388 Lightwave Ave. San Diego, CA 92123. Failure to request nondisclosure of directory information may result in disclosure of one or more of the above-designated categories of directory information.

*Undergraduate Year - For federal reporting purposes, the year of progress in an undergraduate program is designated according to the total number of semester credits earned towards their bachelor's degree, including units accepted in transfer (partial semester credits are rounded down):

- Freshman 0-24 semester credits
- Sophomore 25-48 semester credits
- Junior 49-72 semester credits
- Senior 73 or more semester credits

Student Educational Records

NU maintains student educational records, provides students access to their records, and keeps information contained in those records confidential as required by FERPA. FERPA covers anyone who is or has enrolled at the University, including:

- Active students currently enrolled in a program
- Former students and alumni
- Administrative team members, full-time faculty members, and part-time faculty members

When operating websites, NU must take special measures to ensure the confidentiality of the information is protected. A privacy statement appears on the websites that explains what information NU may collect through our websites, why NU collects such information, how the information is protected, and the choices stakeholders have about how NU uses the information.

The University safeguards this information and to ensure the stakeholders are protected.

The University maintains Enrollment, Financial Aid and Disciplinary documents for up to five years and Transcript documentation indefinitely.

Vaccination Requirements

National University does not require students to provide proof of vaccination status as most student-related interactions are remote.

Students who are completing in-person clinicals, internships, or student teaching are subject to the external facility's vaccination requirements.

Copyright Infringement and Fair Use

NU is committed to adhering to the provisions of the United States Copyright Law, including peer-to-peer (P2P) file sharing. To learn more about our related policies and procedures, see :

- Acceptable Use of Information Technology and Password Standards
- Fair Use of Copyrighted Material

Student Code of Conduct

NU has a Code of Conduct that supports the University mission to provide access to higher education opportunities that help students become valuable contributors to their communities and within their professions. Each student is expected to understand the terms and conditions set forth in the Student Code of Conduct Policy and conduct themselves with academic honesty and personal integrity.

Code of Conduct

The University has established the following Code of Conduct for all current or former students and alumni. As a member of the NU Community, each student is expected to understand the terms and conditions set forth in this Policy, comply with the standards, and conduct themselves in a professional and respectful manner. (See the Employee Handbook and Faculty Handbook for the Code of Conduct applicable to staff and faculty.)

National is committed to maintaining an inclusive community with exceptional ethical standards of professional and academic conduct. Substantiated violations may result in disciplinary sanctions, up to and including expulsion from the University.

Community members of the University are expected to conduct themselves professionally, and refrain from acts of misconduct including but not limited to the following seven categories:

- Dishonesty, cheating, plagiarism, misrepresentation or furnishing false information, forgery, or misuse of academic or administrative materials
- Harassment, stalking, humiliation, name-calling, the use of insulting or offensive language, cyber-bullying, threatening communications, abuse and intimidation
- Conduct, in speech, written communication or behavior, that is disrespectful or unprofessional or racist, sexist, ageist, or that is otherwise prejudicial against a particular community or social group
- Failure to follow community guidelines for University-sponsored events or University run social media engagement platforms to include any social media posts that are contrary to University values and lead to disruption in the NU Community
- Disruption or obstruction of the normal operations of the University; including unauthorized use of any of the University's facilities, informational or material properties, and resources
- Conduct, in speech, written communication or behavior, that is disorderly, lewd, lascivious, indecent, sexually abusive, or otherwise inappropriate, or that constitutes a breach of the peace; including violation of the University's policy that prohibits bringing alcohol, recreational drugs, or firearms on University property or any location during a University-sponsored event
- Failure to cooperate during a University investigation

All members of the University community who become aware of violations of the Code of Conduct have a responsibility to report them to the appropriate authority.

For violations of an academic nature, the appropriate authority is the relevant Dean or Provost.

For violations that are administrative in nature, the appropriate authority is the relevant director of the functional area that oversees the administrative functions.

For violations that involve monies or are financial in nature, the appropriate authority is the Director of Student and Financial Services and Vice President of Operations - Student and Financial Services.

For minor violations of an interpersonal nature, the appropriate authority is the relevant Director, Vice President, or member of the President's Cabinet.

For violations, including any instance of intimidation or sexual harassment, the violation must be reported to the University President and/or the Vice President of Human Resources.

A member of the University community who is the victim of a sexual assault should immediately notify law enforcement by dialing 911. A team member of the University who, in the course of their job responsibilities, suspects the sexual or physical abuse of a child must immediately report the incident to the law enforcement by dialing 911. If an incident of sexual assault occurs at a University location, it must be immediately reported to Human Resources.

Faculty and team members involved in the purported Code of Conduct violation(s) have a responsibility to report such incidents to the appropriate Dean by submitting a completed Suspected Code of Conduct Violation form.

The Dean will review the charges presented thus the ownership of the investigation (including supporting documentation) should fall on the reporting party.

Note: This policy does not regulate any group or individual posting on their own social media unless their conduct/communication is directed toward or has a direct and negative effect on members of the NU Community.

Student Grievance Process

In the event that a student has a complaint or dispute with the University regarding the University's application of policies and procedures, its decisions, or judgments, the student has a right to seek a satisfactory resolution through the formal avenues of a grievance.

NU encourages students to attempt to resolve all issues internally with their Academic and Finance Counselor and/or Faculty members. This procedure supports timeliness, quality, accountability, and ensures that the appropriate institutional levels are involved and resolve matters in an efficient and effective manner. Additionally, it allows those closest to the problem the ability to extend the highest levels of support services.

Academic and Finance Advisors will coordinate and collaborate with required team members, department, and/or Schools in pursuit of a student's required response. This ensures that the process is in accordance with policy and reviewed by the necessary parties required to properly address the issue at the appropriate institutional level.

Expected Escalation Levels for Resolution

- First level - Academic and Finance Counselor/ Faculty
- Second level - Team Lead and/or Associate Director of Student and Financial Services
- Third level - Sr. Director of Student and Financial Services/ Dean or designee
- Fourth level - VP Operations - Student and Financial Services/ Office of the Provost (depending on the nature of the issue)
- Fifth level - Grievance

Note: Dissertation Students are required to work through problems and concerns with their Committee Chair. If a student is unable to resolve an issue with the Chair regarding dissertation protocols, then the student may use these resolution methods.

Grievance

A grievance is a formal complaint that has not been resolved at other levels within the University. Resolution is viewed as being afforded due diligence and has been evaluated in accordance with ethics, academic integrity, policies, regulations, and laws. A grievance is not another channel of escalation in the case a decision was not made in the student's favor.

Grievance Evaluation

Formal grievances are reviewed by the Provost and are considered final. Students can file a grievance through their Academic and Finance Advisor if all other steps noted above have been attempted without appropriate resolution.

Note: Students may not grieve the stated or published policy of NU.

An individual may contact the Bureau for Private Postsecondary Education for review of a complaint.

The bureau may be contacted at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, through their website https://www.bppe.ca.gov/, by phone at 916-431-6959 or by fax at 916-263-1897.

Drug and Alcohol Abuse Prevention Information

National University's (NU) drug and alcohol abuse prevention program and policy is designed to present students and team members of the University with official notification of the applicable policies and penalties related to controlled substances (illicit drugs) and alcohol, as required by the Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act Amendments of 1989. Students and team members of the University are required to be aware of and abide by the standards and provisions outlined in this policy statement. NU will distribute this policy to students and team members on an annual basis.

The use, consumption, sale, purchase, possession, manufacture or distribution of illegal drugs, drug paraphernalia, and/or alcohol while on University property or while engaged in University activities is prohibited. All students and team members are subject to this policy and to applicable federal, state and local laws related to this matter. Any violation of this policy may result in disciplinary actions as set forth in the applicable sections of this policy. NU recognizes that students and team members may, in accordance with the federal, state and local laws, choose to use alcohol on their own time. Additionally, the University retains the right to grant limited exceptions to this policy only for the moderate consumption of alcohol during University-sponsored events or meals at which the University deems such moderate consumption to be acceptable.

Students and team members should be aware that there are criminal penalties – under federal, state, and local law – that make it illegal to use, manufacture, sell or possess controlled substances. Students must also be aware that there are federal financial aid penalties for drug-related convictions – received prior to and/or while receiving aid – that can affect student eligibility to receive federal financial aid. For additional information regarding federal financial aid and the implications of drug-related convictions, please visit the Office of the US Department of Education's Federal Student Aid website.

NU urges individuals with substance abuse problems to seek assistance and support. Students are encouraged to seek help through available national and community resources and hotlines including, but not limited to, the following examples:

National Council on Alcoholism and Drug Dependence, Inc. (NCAD)

- Telephone:1-800-NCA-CALL (622-2255)

Substance Abuse and Mental Health Services Administration (SAMHSA)

- Telephone: 1-800-662-HELP (4357)
- Website: http://www.samhsa.gov/
- Treatment Finder: https://findtreatment.samhsa.gov/

National Institute on Alcohol Abuse and Alcoholism (NIAAA)

- Telephone: 1-800-662-HELP (4357)
- Website: http://www.niaaa.nih.gov
- Treatment Finder: http://www.niaaa.nih.gov/alcohol-health/support-treatment

National Institute on Drug Abuse (NIDA)

- Telephone: 1-800-662-HELP (4357)
- Website: http://www.drugabuse.gov/

Alcoholics Anonymous (AA)

- Telephone: see local telephone directories
- Website: http://www.aa.org/

Al-Anon

- Telephone:1-888-425-2666

National Cocaine Hotline

- Telephone:1-800- COCAINE (262-2463)

Addiction Group

- Telephone:(855) 217-2693
- Website: https://www.addictiongroup.org/
- Treatment information: https://www.addictiongroup.org/treatment/

Team members are eligible to participate in the University's Employee Assistance Program at no additional cost. Team members are encouraged to contact Human Resources with additional questions.

There are serious physical and psychological health implications associated with the use and/or abuse of drugs and alcohol that vary based on the frequency, extent, and intensity of consumption. When consumed in excess, drugs and alcohol can also lead to overdose or death. Drug use can cause changes in the brain that result in memory and cognition problems or lead to more severe consequences such as seizures, stroke, and possible brain damage. Alcohol use can impair brain function and motor skills; excessive use can increase the risk of certain cancers, stroke, and liver disease. Drug and alcohol use while pregnant may result in a number of health complications for the fetus such as premature birth, miscarriage, and low birth weight. For more information on the use of drugs and/or alcohol and its effects on the brain and body, visit the National Council on Alcoholism and Drug Dependence.

Students and team members found participating in the use, consumption, sale, purchase, possession, manufacture or distribution of illegal drugs, drug paraphernalia, and/or alcohol while on University property or while engaged in University activities shall be subject to disciplinary sanctions on a case-by-case basis. Students are expected to conduct themselves professionally and refrain from acts of misconduct set forth in the Student Code of Conduct published in NU's Catalog. Suspected acts of misconduct or violations of this policy should be reported to the appropriate authority for review and submission of the Suspected Code of Conduct Violation form. Substantiated violations may result in disciplinary sanctions, up to and including expulsion from the University. Team members are expected to observe high standards of ethical, moral, and legal business conduct as outlined in the Code of Conduct and Ethics and Standards of Professional Conduct published in the Team Member Handbook. Violation of these standards of conduct or this policy may result in corrective action, up to and including termination of employment. Suspected violations should be reported to a member of leadership or the Human Resources office.

New employees will receive a copy of this policy during the New Employee Orientation process, and all other employees will receive their annual notice of the policy during the annual Compliance Training process as implemented by Human Resources.

New students will receive a link to the policy on their Enrollment Agreements, with all other students receiving their annual notice no later than August 31.

Voter Registration Information

National University (NU) provides voter registration information for its students on its consumer information website at: https://www.nu.edu/consumer-info/.

The National Mail Voter Registration Form can be used by U.S. citizens to register to vote, update registration information due to a change of name, make a change of address, or to register with a political party. The national form also contains voter registration rules and regulations for each state and territory. In order to use this form for state registration purposes, the citizen must follow the state-specific instructions listed for their state. After completing the form, it must be signed and sent to the state or local election office for processing.

For more information about registering to vote, contact a state-specific election office. To register to vote by following your state-specific instructions and using the National Mail Voter Registration form, go to https://www.eac.gov/voters/national-mail-voter-registration-form.

Consumer Information Review Process

Topic	Team Responsible	Annual Review Due Date	Remediation Due Date	Annual Notice Required?	Method of Notice
Annual Notices to Enrolled Students^	Student & Financial Services	June 30	July 31	Yes	Email
Financial Aid Info^	Student & Financial Services	June 30	July 31	Yes	Website
Institutional Info^	Academic Affairs	June 30	July 31	Yes	Website

Completion/ Grad Rates^	Data Operations	July 31	August 31	Yes	Website
Annual Security Report*	Legal / Regulatory	January 31	February 28	Yes	Website
General Disclosures^	Academic Affairs	June 30	July 31	Yes	Email
State-Required Consumer Information^	Academic Affairs	June 30	July 31	No	Website
Accrediting Agency Information^	Academic Affairs	June 30	July 31	Yes	Website
Title IV Loan Counseling~	Student & Financial Services	June 30	July 31	No	Email

***Students will be notified no later than February 28 by the Legal/Regulatory team that the annual Security Report is available on the National University website, with paper copies available upon request.**

^An annual notice with links to all required annual disclosures will be sent out no later than August 31 by the Student & Financial Services team.

~Counseling information will be provided to each student on a case-by-case basis. Entrance Counseling will be communicated to new financial aid-receiving students by the Academic & Financial Advisor team, as needed, in the packaging process. Exit Counseling will be communicated by the Processing team either during the R2T4 process if a student withdraws, or within 30 days of the student completing their degree program.

State-Required Consumer Information

State Authorization of Distance Education

States have varying rules, requirements and regulations that govern online (distance) education offered by out-of-state postsecondary institutions. These rules require higher education institutions that offer distance education to state residents to either register, obtain licensure or certification approval, a letter of exemption, or other certification from the relevant state agencies. For states in which NU lacks a physical presence, which may be defined differently by state, the University is not required to obtain authorization. Many of these regulations also apply to field experiences (e.g., internships, practicums, clinicals, etc.) in the state.

National University (NU) researches and monitors state authorization requirements in each state and continues to make good faith efforts to secure the appropriate authorization and/or licensure to offer online programs in each state for student enrollment. NU may have programs that are unauthorized in various states and is therefore unable to offer those programs to students residing in states.

State Relocation Notice

Students who relocate while enrolled may be unable to complete their studies if they are moving to a country or state where the University is not currently authorized to offer that particular program. Prospective students should contact their Admissions Advisor to discuss how relocation could alter their eligibility, while current students should contact their Academic Advisor if they are considering relocating during their course of study.

Since the University must be authorized/approved to offer programs in each state, there may be consequences for applicants and students who relocate to a state or country where the institution does not meet state requirements or has yet to be approved. There are also program limitations even in states where the university is authorized/approved; for states with an authorized/approved status, applicants/students may not be able to apply, continue,

or change to a particular program, as not all programs may be approved by a state licensing authority. In these cases, these programs cannot be offered to students residing in that state.

Licensure and Certification

Professional organizations, societies, states, and licensing jurisdictions have specific requirements for membership, certification, or licensure. Students intending to seek licensure of any type must acknowledge their degree program at National meets the licensing requirements of the intended state, school districts, professional associations, or agencies where they intend to seek licensure. A student who changes their state of residence while enrolled in a program may become ineligible for Title IV Higher Education Act funding if the change in residence results in a student participating in a program in a state in which NU does not meet licensure or certification requirements in that new state of residence.

Some programs offered at National University may not provide all the educational requirements necessary for professional licensure or certification in a student's state. Prospective and current students should review the University's Licensure Disclosures for more information related to these programs. Individuals considering a program that leads to a professional license/certification should be aware that requirements for professional licensure can vary drastically by state, and these requirements can change frequently and often without notice. While a program may originally meet the educational requirements for licensure, changes in requirements could impact the program's ability to meet any new educational requirements. Students considering a program that leads to a professional license are highly encouraged to contact the appropriate licensing agency and organization(s) in that state to seek information and additional guidance before beginning the program; students should also continually monitor changes throughout the program as licensure requirements may change over time. 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), pre and post-degree internship/practicum hours, and other requirements determined by the respective state board.

National University is not responsible and cannot be held liable if the student is unable to qualify for licensure or certification in any jurisdiction or cannot obtain a practicum/internship location post-degree. National University can provide state licensure/certification requirements to a student. However, NU cannot provide interpretation regarding state licensure/certification requirements.

State-Regulated Refund Policies for Online/Distance Learning

Tuition refunds for students enrolled in online programs who reside in certain states will be issued in accordance with the policies required by the laws and regulations of those states. However, if the University's standard Refund Policy is more beneficial to those students, the University will follow its standard Refund Policy. State-specific refund policies are listed in the Financial Aid section of the catalog.

Student Consumer Information

The National University Consumer Information page at http://www.nu.edu/consumer-info/ provides links to a suite of important National University information, disclosures, policies and procedures. Per the Higher Education Opportunity Act, this information is intended to provide an assortment of pertinent and helpful information to prospective students, current students, their families, support persons, and other interested parties. This information webpage includes resources and links to academic policies, financial aid resources, general institutional information, health, safety & security items, student services, admissions expectations, and a variety of other areas. See www.nu.edu/consumer-info/.

National University is currently, registered, licensed, authorized, have a letter of exemption or lack of physical presence in the following states:

Alabama Commission on Higher Education (ACHE)
100 North Union Street
Montgomery, AL 36104
Phone: 334.242.1998
Website: www.ache.edu

Alabama Community College System (ACCS)
P.O. Box 302130

Montgomery, AL 36130
Phone: 334.293.4500
Website: www.accs.edu

Street Address
135 S. Union Street
Montgomery, AL 36104-4310

Alaska Commission on Postsecondary Education
P.O. Box 110505
Juneau, AK 99811-0505
Phone: 800.441.2962
Website: https://acpe.alaska.gov/

Alaska Disclosure: Whereas National University does not have a physical presence in the state of Alaska, the institution is exempt from authorization under "AS 14.48" and this chapter because all programs are offered online, and distance delivered.

Arizona State Board for Private Postsecondary Education
1740 W. Adams Street, #3008
Phoenix, AZ 85007
Phone: 602.542.5709
Website: www.azppse.gov

Arizona Disclosure: If the student complaint cannot be resolved after exhausting the Institution's grievance procedure, the student may file a complaint with the Arizona State Board for Private Post-Secondary Education. The student must contact the State Board for further details.

Arkansas Higher Education Coordinating Board
423 Main Street, Suite 400
Little Rock, AR 72201
Phone: 501.371.2000
Website: www.adhe.edu

Arkansas Disclosure: Arkansas Higher Education Coordinating Board Certification does not constitute endorsement of any institution or degree program. Such certification merely indicates that certain criteria have been met under the rules and regulations of institutional and program certification as defined in Arkansas Code §6-61-301. The student should be aware that these degree programs may not transfer. The transfer of course/degree credit is determined by the receiving institution.

California Bureau for Private Postsecondary Education

Mailing Address:
P.O. Box 98018
West Sacramento, CA 95798-0818
Phone: 916.431.6959
Website: www.bppe.ca.gov

Physical Address:
2535 Capital Oaks Drive, Suite 400
Sacramento, CA 95833

Colorado Department of Higher Education
1560 Broadway, Suite 1600
Denver, CO 80202
(303) 862-3001
Website: https://highered.colorado.gov

Connecticut Office of Higher Education
450 Columbus Boulevard, Suite 707
Hartford, CT 06103
Phone: 860.947.1824
Email: Emily.Bjornberg@ct.gov

Delaware Department of Education
401 Federal Street, Suite 2
Dover, DE 19901
Phone: 302.735.400
Website: https://education.delaware.gov/

District of Columbia Higher Education Licensure Commission (HELC)
Office of the State Superintendent of Education
1050 First Street, NE, 5th Floor
Washington, DC 20002
Phone: 202.727.6436
Website: www.helc.osse.dc.gov

District of Columbia Disclaimer: National University has an account for student indemnification in the manner of surety bond, which may be used to indemnify a student or enrollee who has suffered damage as a result of discontinuance of operation or violation by the institution of any provision of NRS 394.383 to 394.560.

Florida Department of Education
Commission for Independent Education
325 W. Gaines Street, Suite 1414
Tallahassee, FL 32399-0400
Phone: 850.245.3212
Website: www.fldoe.org

Georgia Nonpublic Postsecondary Education Commission
2082 E Exchange Place, Suite 220
Tucker, GA 30084-4113
Phone: 770.414.3300
Website: https://gnpec.georgia.gov/

Hawaii Post-Secondary Education Authorization Program
Department of Commerce and Consumer Affairs
P.O. Box 541
Honolulu, Hawaii 96809
Phone: 808.586.7327
Website: www.cca.hawaii.gov/hpeap

Idaho State Board of Education
650 W. State Street, 3rd Floor
Boise, ID 83720-0037
Phone: 208.334.2270
Website: www.boardofed.idaho.gov

Illinois Board of Higher Education
1 North Old State Capital Plaza, Suite 333
Springfield, IL 62701-1377
Phone: 217.782.2551
Website: www.ibhe.org

Indiana Commission on Higher Education
101 W. Ohio Street, Suite 300
Indianapolis, IN 46204-4206
Phone: 317.464.4400
Website: www.in.gov/che

Iowa Department of Education - Bureau of Iowa College Aid
4400 E. 14th Street
Des Moines, IA 50319
Phone: 877.272.4456
Website: https://educate.iowa.gov/higher-ed/student-complaints

Iowa Disclosure: A registered school must comply with the requirements of Iowa Code 261.9(1)(g). This law requires schools to adopt a military tuition and fee refund policy for a student who is a member (or the spouse of a member if the member has a dependent child), of the Iowa national guard or reserve forces of the United States and who is ordered to national guard duty or federal active duty.

This policy should allow the student to:

1. Withdraw from the student's entire registration and receive a full refund of tuition and mandatory fees.
2. Make arrangements with the student's instructors for course grades or for incompletes that shall be completed by the student at a later date. If such arrangements are made, the student's registration shall remain intact and tuition and mandatory fees shall be assessed for the courses in full.
3. Make arrangements with only some of the student's instructors for grades, or for incompletes that shall be completed by the student at a later date. If such arrangements are made, the registration for those courses shall remain intact and tuition and mandatory fees shall be assessed for those courses. Any course for which arrangements cannot be made for grades or incompletes shall be considered dropped and the tuition and mandatory fees for the course refunded.

Kansas Board of Regents
1000 S.W. Jackson Street, Suite 520
Topeka, KS 66612-1368
Phone: 785.430.4240
Website: www.kansasregents.org

Kansas Disclosure: National University is authorized to operate in Kansas with Certificate of Approval from the Kansas Board of Regents.

Kentucky Council on Postsecondary Education
100 Airport Road, Third Floor
Frankfort, KY 40601
Phone: 502.573.1555
Website: www.cpe.ky.gov

Louisiana Board of Regents

Physical Address:
1201 N 3rd Street, Suite 6
Baton Rouge, LA 70802
Phone: 225.342.4253
Website: www.regents.la.gov

Louisiana Disclosure: National University is currently licensed by the Board of Regents of the State of Louisiana. Licenses are renewed by the State Board of Regents every two years. Licensed institutions have met minimal operational standards set forth by the state, but licensure does not constitute accreditation, guarantee the transferability of credits, nor signify that programs are certifiable by any professional agency or organization.

Maine Department of Education
23 State House Station
Augusta, ME 04333
Phone: 207.624.6600
Website: www.maine.gov/doe/home

Maryland Higher Education Commission (MHEC)
217 East Redwood Street, Suite 2100
Baltimore MD 21202
Phone: 401.767.3300
Email: collegiatecomplaint.mhec@maryland.gov
Website: https://mhec.maryland.gov/Pages/default.aspx

Maryland Disclosure: National University is registered with the Maryland Higher Education Commission (MHEC). If a prospective or current student is not satisfied with the outcome of the institution's internal complaint resolution process, the complaint may then be brought to the MHEC or Maryland's Office of the Attorney General.

Maryland Office of the Attorney General Student Grievance Information: https://www.marylandattorneygeneral.gov/Pages/CPD/Complaint.aspx

Massachusetts Department of Higher Education
1 Ashburton Place, Room 1401
Boston, MA 02108
Phone: 617.994.6950
Website: https://www.mass.gov/orgs/department-of-higher-education

Michigan Department of Licensing and Regulatory Affairs
611 W. Ottawa
P.O. Box 30004
Lansing, MI 48909
Phone: 517.355.9700
Website: www.michigan.gov/lara

Minnesota Office of Higher Education
1450 Energy Park Drive, Suite 350
St. Paul, MN 55108-5227
Phone: 651.642.0567
Website: www.ohe.state.mn.us

Minnesota Disclosure: National University is registered with the Minnesota Office of Higher Education pursuant to Minnesota Statutes section 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits Earned at the institution may not transfer to all other institutions.

Minnesota residents interested in enrolling in the Bachelor of Science in Criminal Justice program should made note that the state of Minnesota licenses police officers and there are specific educational requirements. In addition, additional training (a skills-based course) is also required before being eligible for licensure as a police officer in the state of Minnesota.

ILR 260 is not recognized as an English or communication class in Minnesota. Minnesota residents must be required to complete the other English or Communications classes to satisfy the Minnesota Degree Standards.

Mississippi Commission on College Accreditation
3825 Ridgewood Road
Jackson, MS 39211-6453
Phone: 601.432.6372
Website: http://www.mississippi.edu/mcca/

Mississippi Disclosure: Effective January 30, 2025, National University (NU) discontinued operations in Mississippi and is no longer offering educational programs to students located in the state. NU is not accepting new enrollments from Mississippi residents. Mississippi residents who are currently enrolled in National University programs may continue in their programs through completion. However, if a student withdraws or takes a break in enrollment, it may affect their ability to return or re-enroll if they continue to reside in Mississippi.

Missouri Department of Higher Education & Workforce Development
205 Jefferson Street
Jefferson City, MO 65201
(573) 751-3940
Website: http://www.dhewd.mo.gov/

Montana Board of Regents
2500 Broadway Street

P.O. Box 203201
Helena, MT 59620-3201
Phone: 406.444.6570
Website: http://www.mus.edu/board

Nebraska Coordinating Commission for Postsecondary Education
P.O. Box 95005
Lincoln, NE 68509-5005
Phone: 402.471.2847
Website: http://www.ccpe.nebraska.gov/

Physical Address
140 N. 8th Street, Suite 300
Lincoln, NE 68508

Nevada Commission on Postsecondary Education Commission
8778 S. Maryland Pkwy, Ste 115
Las Vegas, NV 89123
(702) 486-7330
Website: http://www.cpe.nv.gov

Nevada Disclosure: National University has an account for student indemnification in the manner of a surety bond, which may be used to indemnify a student or enrollee who has suffered damage as a result of discontinuance of operation or violation by the institution of any provision of NRS 394.383 to 394.560.

New Hampshire Department of Education
101 Pleasant Street
Concord, NH 03301
(603) 271-0257
Website: https://www.education.nh.gov/

New Jersey Commission on Higher Education
20 W. State Street
P.O. Box 542
Trenton, NJ 08625
Phone: 609.292.7225
Website: https://www.state.nj.us/highereducation/

New Mexico Higher Education Department
2044 Galisteo Street, Suite 4
Santa Fe, NM 87505
Phone: 505.476.8400
Website: https://hed.nm.gov/

New York Office of College and University Evaluation
89 Washing Avenue, Room 960
Education Building Annex
Albany, New York 12234
(518) 474-1551
Website: http://www.nysed.gov/college-university-evaluation

Board of Governors for the University of North Carolina
910 Raleigh Road
Chapel Hill, NC 27515
(919) 962-4558
Website: http://www.northcarolina.edu/offices-and-services/academic-affairs/licensure-department

North Dakota University System
2000 44th Street, SW, Suite 301
Fargo, ND 58103
Website: http://www.ndus.edu

Ohio Board of Regent
25 South Front Street
Columbus, OH 43215
Phone: 614.466.6000
Website: http://www.ohiohighered.org

Oklahoma State Regents for Higher Education
655 Research Parkway, Suite 200
Oklahoma City, OK 73104
Phone: 405.225.9100
Website: http://www.okhighered.org

Oregon Office of Degree Authorization
1500 Valley River Drive, Suite 100
Eugene, OR 97401
Phone: 503.373.0003
Website: http://www.oregon.gov/highered/institutions-programs/private/Pages/office-degree-authorization.aspx

Pennsylvania Department of Higher Education
333 Market Street
Harrisburg, PA 17126
Phone: 717.783.6788
Website: http://www.education.pa.gov/Pages/default.aspx

Rhode Island Board of Governors for Higher Education
560 Jefferson Boulevard, Suite 100
Warwick, RI 02886
Phone: 401.736.1100
Website: https://www.riopc.edu/

South Carolina Commission on Higher Education
1122 Lady Street, Suite 300
Columbia, SC 29201
Phone: 803.737.3476
Website: http://www.che.sc.gov

South Dakota Secretary of State
500 E. Capitol Avenue
Pierre, SD 57501

Phone: 605.773.33537
Website: https://sdsos.gov

Tennessee Higher Education Commission
312 Rosa Parks Ave, 9th Floor
Nashville, TN 37243
Phone: 615.741.3605
Website: http://www.tn.gov/thec.html

Tennessee Disclosure: Any authorizations must be renewed each year and is based on an evaluation by minimum standards concerning quality of education, ethical business practices, heath and safety, and fiscal responsibility.

Tennessee Residents: Any grievance not resolved on the institutional level may be forwarded to the Tennessee Higher Education Commission, Nashville TN 37243-0830, (615)741-5293

Texas Higher Education Coordinating Board
Mailing Address:
P.O. Box 12788
Austin TX 78711
Phone: 512.427.6223
Website: https://www.highered.texas.gov/

Delivery Address:
1801 N. Congress Avenue, Suite 12.200
Austin TX 78711

Texas Disclosure: National University has permission to operate in the state of Texas and has been regionally accredited by the WASC Senior College and University Commission since 1977. The Texas State Board of Accountancy's new regulation precludes National University graduates from being qualified applicants for the CPA exam in Texas.

Texas Workforce Commission Career Schools and Colleges
101 East 15th Street
Austin, TX 78778-001
Phone: 512.463.2222
Website: www.twc.texas.gov

Texas Disclosure: Exemption status means National University is not approved or regulated by the Texas Workforce Commission. This means the Texas Workforce Commission has not approved the curriculum, classrooms, teachers, or any other matters related to National University. On-site visits will not be conducted at National University. Furthermore, the exemption status does not constitute approval, accreditation, or licensure of any courses under Texas law.

Utah Division of Consumer Protection
160 East 300 South, Second Floor
Salt Lake City, UT 84114
Phone: 801.530.6601
Website: http://www.consumerprotection.utah.gov

Vermont Agency of Education
1 National Life Drive, Davis 5
Montpelier, VT 05620-2501
Phone: 802.828.1130

Virginia State Council of Higher Education for Virginia
101 N. 14th St., 10th Floor
James Monroe Building
Richmond, VA 23219-3659
Phone: 804.225.2600
Website: http://www.schev.edu

Washington Student Achievement Council
917 Lakeridge Way, SW
Olympia, WA 98504-3430
Phone: 360.753.7800
Website: www.wsac.wa.gov

Washington Disclosure: "National University is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes National University to offer field placement components for specific degree programs. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council or the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the Council at P.O. Box 43430, Olympic, WA 98504-3430 or by email at degree authorization@wsac.wa.gov."

"The transferability of credits earned at National University is at the discretion of the receiving college, university, or other educational institution. Students considering transferring to any institution should not assume that credits earned in any program of student at National University will be accepted by the receiving institution. Similarly, the ability of a degree, certificate, diploma or other academic credential earned at National University to satisfy an admission requirement of another institution is at the discretion of the receiving institution. Accreditation does not guarantee credentials or credited earned at National University will be accepted by or transferred to another institution. To minimize the risk of having to repeat coursework, students should contact the receiving institution in advance for evaluation and determination of transferability of credits and/or acceptability of degrees, diplomas or certificates earned".

"For Washington State residents seeking information and resources about student loan repayment or seeking to submit a complaint relating to your student loans or student loan servicer, please visit www.wsac.wa.gov/loan-advocacy or contact the Student Loan Advocate at loanadvocate@wsac.wa.gov."

West Virginia Higher Education Policy Commission
1018 Kanawha Blvd. East, Suite 700
Charleston, WV 25301-2800
Phone: 304.558.2101
Website: http://www.wvhepc.edu

Wisconsin Educational Approval Board
Mailing Address:
P.O. Box 8666
4822 Madison Yards Way
Madison, WI 53705-8366
Website: www.dsps.wi.gov/pages/programs/educationalapproval/default.aspx

Wisconsin Disclosure: Students must submit an enrollment agreement before beginning classes at National University. The agreement includes topic pertaining to tuition and fees, billing, attendance, financial assistance, payment options, and other matters of enrollment. Contact an enrollment advisor for further information. The student may cancel enrollment during a 3-business-day period by delivering or mailing a signed written notice to the school at the address set forth in the notice of cancellation privilege. Saturdays, Sundays and holidays are not business days. The school shall, within 10 business days after receiving notice of cancellation from the student, make any refund owing as a result of the cancellation and arrange for a termination of the student's obligation to pay any sum. This cancellation privilege does not apply to any program for which the total cost is less than $150 and which is offered in less than 6 class days, provided that the program is not one of a sequence.

Wyoming Department of Education
2300 Capitol Avenue
Hathaway Building, 2nd Floor
Cheyenne, WY 82002-0050
Phone: 307.777.7690
Website: http://www.edu.wyoming.gov

Complaints

Each institution of higher education is required to provide all prospective and current students with the contact information for the state agency, or agencies, that handle complaints against postsecondary education institutions offering online (distance) learning within that state.

If a prospective or current student has a complaint, we encourage you to resolve them informally or formally through Student Services before submitting a complaint to an external entity. Should a student wish to file a complaint in their home state, they should select the state contact per above.

Accrediting Agency Consumer Information

National University (NU) shares with students that accreditation is a process of institutional peer review performed by objective, not-for-profit external agencies and that the goal of accreditation is to ensure institutions of higher education meet acceptable levels of quality. These agencies evaluate colleges, universities and educational programs for continuous quality. In other words, accreditation is a higher education seal of approval for schools, employers, and most importantly, for students. Students who earn a degree at a regionally accredited institution can be confident that the quality of education, and commitment of an institution to maintain and improve quality, meets the standards of the accrediting body.

Since 1977, NU has been accredited by the WASC Senior College and University Commission (WSCUC). The Commission accredits institutions rather than individual programs. Therefore, in addition to assessing the academic quality and educational effectiveness of institutions, the Commission emphasizes institutional structures, processes, and resources. The accreditation process is aimed at:

- Assuring the Community of Quality
- Developing and Applying Standards
- Promoting a Culture of Evidence
- Promoting Engagement
- Developing Adaptive Systems
- Promoting the Exchange of Ideas

Title IV Loan Counseling

National University (NU) ensures all undergraduate student loan borrowers who have not received a prior FSA loan disbursement and all graduate PLUS loan borrowers who have not received a prior FSA graduate PLUS loan disbursement receives entrance counseling prior to their first disbursement.

Entrance Counseling

National University (NU) identifies first-time borrowers and notifies those students via email regarding the entrance counseling requirement and directs them to the Department of Education's online tool at studentaid.gov. NU will not disburse FSA loan funds prior to verifying the student's entrance loan counseling is complete.

Exit Counseling

National University (NU) identifies students who have withdrawn, enrolled and failed to return, or graduated from their program of study and notifies those students, via email within 30 days after they complete their program or the date they were determined to have left their program, regarding the exit counseling requirement and directs them to the Department of Education's online tool at studentaid.gov. Each quarter NU reviews the records of students who have exited during the previous quarter and if exit counseling has yet to be completed, the University mails each student exit counseling material to the address in the student's academic record.

Assessing Student Learning in Programs and Academic Program Review

The National University community is actively engaged in knowing what students are learning and using that information to guide program improvement. Standards of performance are measured on an ongoing basis through National University's regular assessment cycle, which exists in relationship with the mission, values, and strategic planning of the institution. The annual assessment process, where learning outcomes assessment occurs, is called the Academic Program Annual Review (APAR). Within the context of the APAR process, all degree programs as well as the undergraduate general education program are required to articulate Program Learning Outcomes (PLOs) that indicate the standards of performance expected of each program graduate. The annual APAR provides for regular and ongoing opportunities for faculty engagement and reflection based on learning results. Both qualitative and quantitative data are critical components of the APAR. On an annual basis, degree programs collect and assess student performance relative to the Course Learning Outcomes (CLOs). In most programs, direct assessment strategies collate data from individual instructors' assessments of student work from their own courses utilizing a course-specific rubric or exam question associated with one or more of the CLOs. Additionally, student exit surveys or focus groups are analyzed against benchmarked standards. The University's Five-Year Program Review (FYR) identifies the strengths and seek out areas in which improvements can be made to the academic program of study that will correspondingly enhance the learning experience and academic success of its students. The FYR at National University involves significant collaboration among faculty, staff, students, alumni, administration, and appropriate stakeholders. Each review involves a comprehensive internal and external evaluation of applicable course, program, and institutional data to determine current programmatic effectiveness and make informed recommendations for improvement. Curriculum mapping, comparison of learning outcomes to industry standards for disciplinary competencies (as applicable), use of diverse learning strategies, review of syllabi across the program and modalities for quality and meeting of the credit hour are explored. Additionally, end-of-course student evaluations include student comments and provide a useful tool for improving course content and faculty performance.

Constitution Day

Constitution Day commemorates the formation and signing of the U.S. Constitution at the Philadelphia Convention on September 17, 1787. National University encourages students and faculty at all levels to learn more about the Constitution and the U.S. government by exploring the links below.

https://www.senate.gov/artandhistory/senate-stories/celebrating-constitution-day.htm

https://www.archives.gov/founding-docs

Student Information Services

National University provides a number of services to help students attain their educational goals. In addition to the Office of Academic Affairs, several offices of the University join together to provide services for the academic, economic and personal needs of enrolled students. Student services include student advising and scheduling, records evaluation, veteran's assistance, financial aid, tutoring, and other services. Additionally, the library, alumni association, and student accounts office are available to help students.

Enrollment Services

Enrollment Services is comprised of the following teams:

Admissions — This area makes the initial contact with interested parties and prospective students to explain University programs and systems of delivery. Admissions Enrollment Advisors assist prospects through the application process. Please contact admissions@nu.edu or 1-888-628-6911 for information.

Enrollment — This department provides final admissions support, collects required admissions documents prior to a student being accepted into the University, and has a primary goal of transitioning applicants into enrolled students. The Re-Entry Team is specifically geared towards re-enrollment of past graduates and non-completers of the University. Please contact enrollmentspecialists@nu.edu or 1-888-628-6911.

Office of the Registrar

The Office of the Registrar is the official record-keeper of the University and is responsible for maintaining the accuracy and integrity of all academic records of current and former students. The Office provides for a variety of services to current and former students and external and internal constituencies. Responsibilities, assignments, and services include but are not limited to, reviewing, evaluating, and determining basis for admission; transfer credit evaluation and application; record maintenance; transcript processing; university withdrawal and dismissal; enrollment reporting; student record verifications; grade change processing; degree conferral, diploma processing, and guiding students through the publishing process of dissertations; policy management and catalog publication; and FERPA compliance. The official custodian of records at the university is the University Registrar. Additionally, the Office of the Registrar leadership serves as a member of various University Committees.

University Transcripts

Official Transcripts

National University's transcript provider is Parchment. We do not accept transcript requests by phone, e-mail, or fax. Transcripts are $12.75 for paper copy and $10 for e-transcript with options for expedited shipping, for an additional cost.

Official transcript orders for Group-Based Students can be placed at National University. Official transcripts for Individual-Based Students can be placed at National University (Formerly known as Northcentral University).

National University is custodian of records for a number of institutions. These records are housed offline and require additional processing time. Select your school from the list below by clicking on the link below:

- Advanced College of Technology
- Cabrillo Pacific University
- John F. Kennedy University
- John F. Kennedy University (Law and Flexcourse Alumni)
- National Polytechnic College of Science (Formerly College of Oceaneering)
- National University High School
- National University Law School
- National University Virtual High School
- New College of California (Law Alumni)
- Seattle International University
- West Med College

Unofficial Transcripts:

National University Group-Based unofficial transcripts can be accessed any time via Student Portal: Academics Records > "Request Unofficial Transcript" > Report Type: Unofficial Transcript > "View Report"

If you require assistance with logging in or resetting your SSO password, please contact the IT Helpdesk at (858) 309-3580 or helpdesk@nu.edu.

National University Individual-Based unofficial transcripts can be ordered here.

To request a Group-Based Enrollment Verification, visit the Parchment website to place an order for Enrollment Verification. If you are requesting an enrollment letter with specific information, include letter requirements in the Special Instructions section.

For enrollment forms, attach the form that needs to be completed to the Enrollment Verification order in Parchment. There is no charge for Enrollment Verifications.

To request an Individual-Based Enrollment Verification, click here.

Questions regarding transcripts or the Parchment ordering process? Email: transcripts@nu.edu or call: 858-642-8260.

Academic and Finance Counseling

Academic and Finance Counselors, working in school-related teams, provide students with academic and financial support for their individual degree programs, and through frequent and scheduled contact with individual students, help support students as they matriculate through their program. Academic and Finance Counselors assist students with understanding policies and procedures that affect students' academic experience as well as providing support with regards to the students' financial account. Information about contacting Academic and Finance Counselors is found through the student portal.

Disability/ADA Services

In compliance with the Americans with Disabilities Act, the University assists qualified students with the opportunity to gain equal access to information and course contact through a process called academic accommodation. With the assistance of an academic accommodation a student who is otherwise qualified should be as successful as a student without a disability. For additional information, see the Students with Disabilities policy in the General Information section.

Academic Training Academy

The Academic Training Academy empowers all faculty and academic staff to excel through accessible, relevant training that advances student success for National University's ANDers.

Academic Success Center

The National University Academic Success Center (ASC) offers innovative services and resources designed to support students throughout their learning journey and in the development of their identities as scholars and practitioners. The ASC team employs an integrated approach to student support, enabling the center to provide wrap-around services tailored to each student's unique needs. This ensures a meaningful and personalized learning experience. Live, real-time support is available via chat and text message. Additionally, you can email or submit questions to the Ask a Coach service 24/7. For more information, visit the Academic Success Center website.

Writing Support – Available seven (7) days a week

Writing Coaches provide support for all stages of the writing process (APA, paragraph development, synthesis, legal writing, and research writing) through interactive live individual and small group sessions and asynchronous recorded coaching sessions.

Statistics and Math Support – Available seven (7) days a week

Statistics and Math Coaches are available to help students at all proficiency levels build confidence as they develop quantitative reasoning skills (statistics, algebra, math, and quantitative analysis) through interactive live individual and small group sessions and asynchronous recorded coaching sessions.

Alumni Navigators – Available seven (7) days a week

Alumni Navigators provide personalized assistance in areas such as time management, goal setting, and developing a growth mindset to help students achieve academic and personal success. Alumni Navigators host individual and weekly open group sessions daily.

Proofreading Service

This paid service aims to provide students with a trustworthy editing resource to support diverse writing needs with a focus on APA, formatting, and grammar. Students can select from a menu of 30-minute, 1, 2, and 3-hour sessions. Students who have a completed dissertation can schedule a complimentary 3-hour proofreading session.

Contact Information:
ASC Chat – Chat with a coach live.
Text: 928-440-1325
Email: asc@nu.edu

National University Library

The Library offers a wide range of resources and service designed to meet the needs of all students. All resources and support services are available 24/7 online at the Library's website, resources.nu.edu/library. You can find more information about the hundreds of databases and thousands of ebooks and videos on the website. Services range from live chat (available 24/7) to webinars and 1:1 research consultations. The website contains a wealth of resources that you can use at your convenience to learn more about how to most effectively conduct library research. The Library also provides free document delivery of items outside of our collection through our interlibrary loan service.

Hours (Pacific Time, excluding holidays and breaks)

- Monday - Thursday 8 a.m. - 9 p.m.
- Friday 8 a.m. - 5 p.m.
- Saturday 9 a.m. - 5 p.m.
- Sunday 10 a.m. - 9 p.m.

Contact Information:
E-mail: refdesk@nu.edu
Text: 928.550.6552
Phone: 888.628.1569
Ask Us (Chat & FAQ Service): resources.nu.edu/library

The Commons

The Commons is the internal virtual space for the University community – students, faculty, and team members – to meet, contribute, and share ideas and support outside of the program courses. The Commons gives you the opportunity to be directly connected to your University communities through the student portal.
As an online university with the individual based teaching model it hasn't been easy for our students and faculty to meet. The Commons was created to provide University students, faculty, and team members with an opportunity to connect and engage, virtually.

- Follow various communities
- Virtually meet your faculty and students
- Share experiences and support
- Read what others are doing and thinking
- Receive school announcements
- Follow conversations about issues in your field
- Start a conversation on a topic of interest
- Receive email alerts when new activity occurs in the communities you belong in

Bookstore

The University contracts with an external vendor for the sale and buyback of textbooks. Textbooks are available for purchase two months prior to the start of the course. The cost of books varies with each course. Students must purchase all required books and supplies necessary for the course in which they are enrolled. Online access to the vendor is provided through the student portal on the University's website, or may be accessed at http://www.nutextdirect.com/..

Veteran & Military Community Center (VMCC)

The Veteran & Military Community Center is committed to supporting the academic and personal success of student veterans, active-duty service members, reservists, National Guard members, and military-affiliated family members. The center provides a welcoming space where military-connected students can access resources, receive guidance, and build community.
Services include assistance with VA education benefits, connection to campus and community resources, SALUTE – Veteran Honor Society, SVO; Student Veteran Organization, Student Food Pantry, Veteran Victory Scholarship. The VMCC also hosts programs that support career readiness, mental wellness, and the transition from military to civilian life.
Every military-affiliated student at NU has access to our online community via the Virtual Veteran Center. Please visit www.nu.edu/veterancenter for more information and current hours of operation.

If you have trouble finding the link, email us at veterancenter@nu.edu for assistance.

The Veteran & Military Community Center serves as a central hub for advocacy and engagement, ensuring that military-affiliated students are recognized, supported, and empowered throughout their educational journey.

National University Veteran & Military Community Center
Spectrum Campus
Room 163A
9388 Lightwave Avenue
San Diego, CA 92123-1426

Phone: 858.541.7780
Email: veterancenter@nu.edu

National University Student Email Address

Upon enrollment, all students will be issued an official National University student email address. National University's email services support the educational and administrative activities of the University and serve as a means of primary and official communication by and between users and the University. Upon admission, National University uses the official student email address to communicate important announcements to its students regarding financial aid, student accounts, advising, grades, student records and more. It is important that students access the official student email account. Email services are provided only while a student is enrolled in the University.

Student Portal

National University offers all students online real-time access to their academic, financial and personal records and other pertinent information. Through the student portal, accessible from the University's home page, students can access their online classes, grades, Academic Advisement Report (AAR), textbook requirements, online bookstore, financial aid checklists and student accounts.

Campus Internet Access

All National University students can access the Internet from any of the computers found in the University's computer classrooms and open computer labs. National University has wireless Internet access at most campuses. At the applicable campuses, wireless access is available within most student areas, such as classrooms and lounges. The student should contact the campus to determine if a site has wireless access and to get log-on information to access the wireless network.

National University's programs and courses make frequent use of Internet resources, allowing students to learn the skills required to gain information through such electronic media.

Computer Lab Regulations

Computer labs are available at many University locations for use by students, faculty, and staff. Lab assistants or other authorized staff are available at each location to ensure availability and operability of computing resources and that the resources are used appropriately. By using any National University Computer Lab, students agree to comply with the computer and Internet access policy, and additionally agree to follow the following:

- Students must sign in to use the computer lab facilities. They may be asked to show University identification.
- Students may not install software on University computers. All aspects of the authorized use policy will be enforced, including copyrights are strictly enforced. The Computer Software and Email Policy provides complete details.
- Students may not bring food or drink into the computer labs.
- Computing resources in the lab are for University-related purposes only.
- Students should minimize their use of lab printers. Printing is restricted to 25 pages at a time. Students must use copy machines when multiple copies of documents are required. The lab assistant has the right and responsibility to limit computer printing based on local requirements and his/her judgment.
- The lab assistant or other authorized staff member has the right to ask students to leave for non-compliance with any University policy. Technical questions, equipment failure or malfunction, and disputes should be reported to the Help Desk at helpdesk@nu.edu.
- Lab hours are posted at each facility and are subject to change to support class scheduling requirements and holidays. It is the lab user's responsibility to become familiar with the schedule. The computer labs close promptly at the scheduled closing times.
- Students must follow our acceptable use policy.

Office of Student Affairs

The Student Relations Specialist in the Office of Student Affairs (OSA) serves the National University community by advocating for accepted norms of fairness, ethical behavior, adherence to the letter and spirit of National University policies, and prevention of delay, complication and unresponsiveness in the application of University rules and processes. In the Office of Student Affairs, we strive to fulfill the mission of the University by serving as an informal and impartial mediator and resolution center.

The Office of Student Affairs strives to create a non-judgmental and safe forum to voicing of their concerns as well as collaborative and respectful problem solving. The OSA is designated neutral and, as such, does not advocate for an individual or specific point of view. Following an investigation, the OSA provides options and support in resolution as well as feedback to National University Administration about policies, practices, and structures that may contribute to confusion, conflict and discord in the community.

For help identifying alternative courses of action, please contact the Student Relations Specialist:

Office of Student Affairs
National University

Online Report: www.nu.edu/reportit
Phone: 858.642. 8036
Email: osa@nu.edu

Career Services

National University Career Services offers quality career and employment resources to help students and alumni identify and fulfill their career goals. We will help you define your unique potential for success and foster lifelong professional and career development skills. You will benefit from our innovative programs, exceptional support, and expanded employment opportunities. Career Services are available online, including self-service resources on our website. Our career management portal, Handshake, connects you with employers and enables you to easily attend career fairs and events, post your resume, search for open positions, and apply online.

For more information about Career Services and its services, visit our website careerservices.nu.edu, call 858.541.7950, or email: careerservices@nu.edu.

The University does not guarantee employment, and student referrals to prospective employers are not based on direct contact with the employer regarding current job openings. Placement services provided by the school are offered as an assistance in supporting the student while they search for placement but is not offered as an assumption of the responsibility for finding the student a job.

Testing Services

Students at National University have the opportunity to demonstrate their knowledge about a wide array of subjects for course credit. NU Testing Services can assist you in selecting, scheduling, and preparing for appropriate exams based on your academic plan. Testing services include ACCUPLACER testing, DSST, CLEP, Sophia, StraighterLine, and Credit by Exam/Challenge Exam. You can find information about Testing Services at www.nu.edu/testingservices.

Testing Services
9388 Lightwave Ave.
San Diego, CA 92123
Phone: 858.541.7951
Email: testingservices@nu.edu

Center for Student Engagement and Activities

National University is proud to support student clubs and organizations. Joining a club is a great way to meet new people and enhance your leadership and teamwork skills, as well as gain a support network that could last far beyond graduation.

National University offers 15 student organizations (and counting!) across a variety of programs and interests.

To join a student organization:

- Fill out the Registration & Liability Form
- Attend your club's next meeting, monthly meeting schedules can be found here.

Interested in starting your own student organization? Check out the requirements in our CSEA Student Handbook, starting on page 7.

CSEA Student Learning Outcomes

Membership in student organizations supports the following four SLOs

1. Apply effective communication strategies for in-person and online interactions, including meetings, professional websites, and social media platforms.
2. Synthesize connections among experiences outside of the formal classroom (including life experiences, co-curricular, and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden own points of view.
3. Evaluate and apply diverse perspectives to complex topics to demonstrate an empathetic understanding of multiple worldviews and cultures.
4. Utilize various leadership behaviors to support a constructive team climate, including teamwork and conflict resolution.

For more information contact:

Center for Student Engagement and Leadership
Email: clubs@nu.edu
Schedule an appointment: https://calendly.com/cseaofficehours/30min
Website: www.nu.edu/cse

Alumni and Community Relations

As a graduate of National University, Northcentral University, or John F. Kennedy University, you are a part of the Alumni Association uniting you with a community of over 240,000 well-connected, highly-educated professionals.

What does it mean to be part of an alumni community? It's about lifelong learners making lifelong connections and tapping into lifelong resources and benefits.

Upon graduation you are automatically a member of the Alumni Association. There are no dues, fees, or memberships to apply for.

Your membership includes several benefits and resources including:

- NU Speaker Series
- NU Mentoring Network
- Alumni Events
- NU Alumni Connection Newsletter
- Share your story: NU in the News & Class Notes

The University does not offer job placement assistance and cannot guarantee job placement upon program/course completion or upon graduation.

For more information, visit https://www.alumni.nu.edu/, email alumni@nu.edu, or call 858-642-8095.

National University Foundation

The National University Foundation was created to spread the hope of a rich and rewarding life to non-traditional, working, and military students who often face overwhelming barriers to higher education. By offering pathways to possibility, National University Foundation donors are changing the world, one student at a time. You can help students go from aspiration to achievement at National University in several ways - from one-time or recurring gift donations to corporate matching gifts to legacy-building gift planning.

National University Foundation is a 501(c)(3) EIN 20-1269904, so every gift is a charitable donation.

To learn more about the Foundation and ways to give, visit https://www.nu.edu/nu-foundation, email foundation@nu.edu or call 858.642.8942.

Student Wellness

At National University, we believe holistic wellness is integral to student learning and success. Wellness is a practice that's cultivated over time. Our Student Wellness staff can help students connect to support for matters impacting their academic journey, such as:

- Mental health concerns (anxiety, depression, etc.)
- Housing, financial, and food insecurities
- Financial wellness and budgeting

Student Wellness staff provide support through individualized case management services as well as referrals to University and community resources

Refer a Student: www.nu.edu/studentreferral
Email: studentwellness@nu.edu
Website: www.nu.edu/studentwellness

Behavioral Intervention Team (BIT)

The BIT works to assist students who display behaviors that are concerning, disruptive, or threatening in nature and that potentially impede their own or others' ability to participate successfully or safely in the university community. The BIT primarily focuses on students who:

- Reported suicidal thoughts/plans
- Made a threat to someone else
- Made a threat to the broader community

The BIT employs proactive and collaborative strategies to identify, assess, and mitigate risks to community member wellbeing using an interdepartmental meeting forum and shared decision-making. While the team does

not hold jurisdiction over non-National University community members, the team reserves the right to include any relevant person of concern or witness in the assessment and intervention process, regardless of enrollment status.

In the process of threat assessment, the BIT utilizes publicly available information, University records, voluntarily disclosed student or peer reports, and mandated assessments. Students may be asked to complete a mandatory assessment with either a University official or a preferred outside provider at no cost to the student. Mandated assessments are considered only when a student of concern crosses the elevated threshold on the NaBITA Risk Rubric and the assessment is necessary in making decisions regarding re-enrollment, program continuation, or a return to class.

Once a level of risk or threat is determined using the NaBITA Threat Assessment tool, the BIT then deploys the intervention techniques and strategies appropriate to that level of risk. Interventions are based on the NaBITA Threat Assessment Tool's recommendations for action based on the established risk level. The authority to take the recommended action or implement the intervention rests with the core members' official capacity at the university.

Behavioral Intervention Team Chair: J.B. Robinson, PhD, Dean of Students
Referral: www.nu.edu/reportit
Email: bit@nu.edu
Web: www.nu.edu/care

Financial Aid and Scholarship

General Student Aid Eligibility

To be eligible for Federal Student Aid funds, a student must meet the criteria listed below. The University ensures that eligibility requirements are met before the disbursement of aid occurs. A student must:

- Be enrolled as a regular student in an eligible program
- Not be enrolled simultaneously in elementary or secondary school
- Have a high school diploma or recognized equivalent of a high school diploma.
- Be a U.S. citizen or eligible noncitizen
- Have a valid Social Security Number with the Social Security Administration
- Not owe an overpayment on any Title IV funds or be in default on a Title IV educational loan unless satisfactory arrangements are made to repay or otherwise resolve the overpayment or default.
- Have not obtained loan amounts that exceed aggregate loan limits made under any Title IV loan program unless satisfactory arrangements are made.
- Maintain satisfactory academic progress (SAP), as defined by the university Financial Aid Office.
- Complete the verification process, if selected to do so.

Students must complete the Free Application for Federal Student Aid (FAFSA) and have the results sent to the University. Once the results are received by the University, they are reviewed to ensure that the student meets all eligibility criteria. If a student is deemed ineligible due to one of the above issues, the Student Financial Services team will notify the student of the steps needed to resolve the issue.

Application and Forms

The financial aid process begins when a student submits their Free Application for Federal Student Aid (FAFSA) at www.studentaid.gov using the institution's school code. Each applicant requesting federal financial aid must have a current and valid Institutional Student Information Report (ISIR) on file with the University and the U.S. Department of Education which is the output of a successfully submitted FAFSA.

The student financial services department will use ISIR information including the applicants Student Aid Index (SAI) to determine eligibility for all Federal Student Aid (FSA) programs. SAI has replaced the Expected Family Contribution as a formal evaluation of a student's estimated financial resources to contribute toward their postsecondary education for a specific award year.

A FAFSA is required for each award year in which a student wishes to receive aid, but in some cases, an ISIR may be used for multiple academic years. As a best practice, students should complete a FAFSA annually as the new year's FAFSA becomes available, typically October 1st.

Master Promissory Note (MPN)

The Master Promissory Note (MPN) is a legal document in which you promise to repay your loan(s) and any accrued interest and fees to the U.S. Department of Education. It also explains the terms and conditions of your loan(s).

In order to be eligible to receive a Direct loan, a borrower must sign an MPN which may be done by visiting the www.studentaid.gov web site.

Under the multi-year feature of the MPN for Direct loans, students can obtain additional loans without having to sign a new MPN for each academic year. However, a new MPN will be required at the University in the following situations:

No disbursements were made on the MPN within 12 months of the date the borrower signed the MPN or

Ten years have passed since the date the student signed the MPN; if a portion of the loan is made on or before the ten-year limit on the signature date, remaining disbursements of that loan can be made

The institution can refuse to certify a student's loan application on a case-by-case basis, if the reason is documented for its action and the office provides the reason to the student in writing.

Entrance Counseling

Entrance counseling ensures you understand the terms and conditions of your loan and your rights and responsibilities. You'll learn what a loan is, how interest works, your options for repayment, and how to avoid delinquency and default.

Entrance counseling is required before a borrower can receive their first disbursement of a Direct Loan or Direct PLUS Loan. The entrance counseling may remain valid for all future borrowing for the FSA program for which the counseling was completed. Students can access entrance counseling by logging in to www.studentaid.gov/entrance-counseling/ using their FSA ID.

Additional Loan counseling is required for students and/or parents borrowing Graduate PLUS or Parent PLUS loans with endorsers or adverse credit history.

Verification

Verification is the selective confirmation of certain student and parent-reported data (for dependent students). Applications are selected for verification either by the FAFSA Processing System (FPS) or by the Student Financial Services (SFS) team. The Financial Aid Office verifies all applications selected by the FAFSA Processing System (FPS). Any Institutional Student Information Record (ISIR) may be selected for verification, even if the prior ISIR was not selected.

On a case-by-case basis, the Financial Aid Office may institutionally select an application for verification if there is a discrepancy or a condition that is unusual and warrants review.

Estimated financial aid offers may be generated before verification as necessary. The verification process must be completed for selected applicants before any need-based Title IV aid will be disbursed. A student will receive an updated offer letter if, based on verification documentation, Title IV award amounts have changed.

Information that must be verified and the acceptable documentation for students selected for verification are determined annually and published before the start of an award year. In accordance with the new regulation, NU may verify different items from year to year.

Student Notification of Verification

Applicants selected for verification will be notified via notice of:

- The documentation needed to satisfy the verification requirements in their student portal
- The student responsibilities with respect to the verification application information, including the deadlines for completing the process and the consequences of failing to complete the process
- The notification methods if the offer letter changes as a result of verification and the time frame for such notification
- When the verification process is complete

The student must submit these documents to the Financial Aid Office in order to receive any Title IV aid for the award year. Students cannot avoid the verification process by choosing to decline a Pell Grant or Subsidized Direct loan, resulting in Unsubsidized Direct funds only.

Submission of Verification Documents

In most cases, a completed Verification Worksheet is sufficient to complete verification, when the student uses the FUTURE Act Direct Data Exchange (FA-DDX) available when filling out the FAFSA online. As a practice, and unless the student is selected for the verification process, the SFS team does not request Form W-2 Wage and Tax Statements with tax transcripts. W-2 forms are only requested when determining a separation of income, making a professional judgment, when the student is a nontax filer, and/or resolving conflicting data.

In the event the student has a qualified IRA rollover the University will request a written statement from the tax filer indicating the amount of the distribution that was included in the IRA rollover.

A student must submit all verification documents by the earlier of 120 days after the last day of the student's enrollment or by the deadline published in the Federal Register (generally at the end of September following the end of the award year). Verification is considered complete when all requested documentation has been received, all errors have been corrected, and a valid ISIR is on file.

If required verification documentation is not submitted by the deadline, the student will not be eligible for any Title IV aid for the period of time the selected ISIR was used to determine eligibility.

Once a student is no longer enrolled, they may still submit verification documentation (using the deadline above) and receive a late disbursement if, during the time they were enrolled, the U.S. Department of Education had processed an ISIR with an official Student Aid Index (SAI). If the SAI changes based on the documentation received, any Pell grant award will be based on the lower SAI.

Conflicting and Inaccurate information

If the results of the FAFSA indicate that further verification is needed, such as citizenship proof, or proof of non-citizen eligibility, additional documentation may be required. The Financial Aid Office is required to resolve conflicting data if there is a reason to believe that any information on an application used to calculate the SAI is inaccurate.

Referral of Fraud Cases

Suspicion of financial aid fraud should be reported to the Human Resources and Student & Financial Services leadership teams. The University refers for investigation to U.S. Department of Education's Office of Inspector General (OIG) any credible information indicating that a Title IV aid applicant, school employee, or third-party servicer may have engaged in fraud or other criminal misconduct in connection with the Title IV programs.

Database Matches and Documentation

As part of processing the Free Application for Federal Student Aid (FAFSA), student information is matched against multiple federal databases to confirm eligibility for federal aid. These matches help verify identity, citizenship, loan status, and overall eligibility for Title IV programs.

The following database matches are conducted:

- Social Security Administration (SSA): Verifies the Social Security number, name, and date of birth of applicants. Discrepancies may occur due to data entry errors or name changes.
- Department of Homeland Security (DHS): Confirms U.S. citizenship or eligible non-citizen status.
- Department of Veterans Affairs (VA): Identifies veteran status for certain benefits.
- National Student Loan Data System (NSLDS): Confirms whether the student has any fraudulent loans, is in default on a federal loan, owes a grant overpayment, has exceeded aggregate loan limits, or has an Unusual Enrollment History (UEH) flag. Aid cannot be disbursed until all NSLDS issues are resolved.
- Department of Justice (DOJ): Identifies individuals subject to a federal judgment lien or drug abuse hold, which must be satisfied before receiving additional federal aid.

If a database match produces a comment code indicating conflicting or missing information, students may be asked to provide documentation to resolve the discrepancy. Financial aid will not be disbursed until all discrepancies are resolved. In addition, subsequent FAFSA transactions (ISIRs) are reviewed continuously, and eligibility may change if new matches or updates are received.

Professional Judgment

The FAFSA is completed using prior-prior year (two years prior) tax information that may no longer accurately reflect a student's current financial or personal circumstances. To assist with this, institutions of higher education can leverage Professional Judgments to adjust a student's application to more accurately reflect the student's circumstances.

To request a Professional Judgment, a student can do the following:

- Contact their assigned Academic & Finance Counselor (AFC) via phone or email to indicate their request for a professional judgment for Unusual or Special Circumstances.
- The assigned AFC will review the student's request and outline information that will need to be provided to support the request for Unusual or Special Circumstances.
    - Students should expect to provide documentation to support their Unusual or Special Circumstances.

- Once the student provides their statement and necessary documentation, the Professional Judgment request is submitted by an AFC for review by the Financial Aid Processing Team.
- A Financial Aid Processing Specialist will then review the student's statement and supporting documentation to determine if an adjustment is warranted.
    - If approved, the student's record will be updated to reflect the approved Professional Judgment request for the applicable Academic Year.
    - If denied, the student's record will be updated to reflect the reason for the denial.

Once a student has submitted their request and all required documentation, including their completed FAFSA form, the appeal will be reviewed within 10 business days. Timelines may vary based on time of year, complexity of the appeal, and appeal volume; appeals are reviewed on a first-come, first-served basis. Documentation is critical throughout the Professional Judgment process. Schools must ensure that any supporting documentation collected is adequate to substantiate the student's circumstances.

The University's decision regarding adjustments is final and cannot be appealed unless new documentation is provided by the student for consideration.

Unusual and Special Circumstances That May Justify a Professional Judgment

Professional Judgment is an opportunity for the parent, student, or the University to account for exceptions in certain areas that might allow more financial aid eligibility. The goal of Professional Judgment is to consider whether current circumstances are hindering a student from receiving adequate financial assistance.

Special Circumstances refer to financial situations in which a Financial Aid Administrator or students may utilize Professional Judgment on a case-by-case basis to adjust specific components of a student's Cost of Attendance (COA) or the data that was used to calculate their Student Aid Index (SAI).

Some examples of Special Circumstances that may be considered are:

- Change in employment status, income, or assets
- Change in housing status (e.g., homelessness)
- Tuition expenses at an elementary or secondary school
- Additional family members enrolled in college
- Medical, dental, or nursing home expenses not covered by insurance
- Child or dependent care expenses
- Severe disability of the student or other member of the student's household
- Other changes or adjustments that impact the student's costs or ability to pay for college

Documentation may include (but is not limited to) the following:

- Written explanations of the special circumstances being experienced by the student and/or parent(s)
- Copies of third-party letters or testimonials
- Copies of receipts, bills, and/or payroll statements
- A documented interview between the student and the financial aid administrator
- Submission of a court order or official federal or state documentation that the student or the student's parents or legal guardians are incarcerated
- A documented phone call or written statement, which confirms the unusual circumstances

Limits on the use of Professional Judgment

Professional Judgment may not be used to modify the SAI formula tables used in the SAI calculation.

Professional Judgment also may not be used to waive general student eligibility requirements or to avoid the intent of the law or regulations.

Dependency Override Policy

Dependency Override is the process through which a student can appeal to have the dependency status as determined by the Free Application for Federal Student Aid (FAFSA) overridden due to unusual circumstances.

National University Financial Aid Processing has the authority to exercise Dependency Overrides based upon unusual circumstances on a case-by-case basis.

Unusual Circumstances refer to the conditions that justify an institution making an adjustment to a student's dependency status based on a unique situation (more commonly referred to as dependency override).

Dependency Override Criteria & Process

Circumstances That May Justify a Dependency Override

Following are some examples for which a student may request a Dependency Override:

- Victims of human trafficking
- Students legally granted refugee or asylum status
- Students voluntarily or involuntarily removed from the parents' home
- Parental abandonment or estrangement
- Parental incarceration

Other students will continue to qualify as independent on their FAFSA form and are not required to provide parental information if they are one or more of the following:

- Were an orphan at the age of 13 or older
- Were a ward of the court
- Are or were in foster care
- Were an emancipated minor or in a legal guardianship as determined by a court in the student's state of legal residence
- Are an unaccompanied homeless youth or are unaccompanied at risk of homelessness and self-supporting.

Please note that requesting a dependency override does not guarantee approval.

Limits on the use of Dependency Override

Dependency Override does not apply to situations in which parents refuse to financially contribute to the student's education, are unwilling to provide their information, do not claim the student as an income tax dependent, or for a student who demonstrates total self-sufficiency. In addition, the fact that a student's parents live in another country does not qualify as an unusual circumstance.

Processing Requests for Dependency Override

Student requests for Dependency Override should be submitted by the student to the Student Financial Services team.

To request a Dependency Override, a student can do the following:

- Contact their assigned Academic & Finance Counselor (AFC) via phone or email to indicate their request for a dependency override.
- The assigned AFC will review the student's request and outline information that will need to be provided to support the request.
    - Students should expect to provide documentation to support their request.
- Once the student provides their statement and necessary documentation, the request is submitted by an AFC for review by the Financial Aid Processing Team.
- A Financial Aid Processing Specialist will then review the student's statement and supporting documentation to determine if an override is warranted.
    - If approved, the student's record will be updated to reflect the approved override request for the applicable Academic Year.
    - If denied, the student's record will be updated to reflect the reason for the denial.

Once a student has submitted their request and all required documentation, including their completed FAFSA form, the appeal will be reviewed within 10 business days. Timelines may vary based on time of year, complexity of the appeal, and appeal volume; appeals are reviewed on a first come first serve basis. Documentation is critical throughout the review process. Schools must ensure that any supporting documentation collected is adequate to substantiate the student's circumstances.

Satisfactory Academic Progress (SAP) Policy

Satisfactory Academic Progress (SAP) is the standard by which the University measures students' progress toward completion of a degree or certificate program. The components of SAP will vary based on the financial aid delivery model. Requirements include and applicability include:

Measurement	Who measure is applicable to
Grade Point Average (GPA)	All students
Course Completion Rate	Students in term-based programs
Maximum Timeframe	All Students

If at any time, a student is not meeting the minimum requirements for SAP, notifications will be shared through the learner messaging center. 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

Program Grade Point Average (GPA) - A Cumulative Program GPA is calculated using only grades earned at the university for the student's current program of study. The minimum GPA requirement for undergraduate students is a 2.0. The minimum GPA requirement for graduate students is 3.0.

Course Completion Rate (Pace): Applies only to term programs – Students must earn a passing grade in two-thirds or no less than 66.66% of the course credit hours attempted toward completion of their program of study. The Course Completion Rate is calculated by dividing the cumulative number of credit hours successfully completed by the cumulative number of credit hours attempted. All courses count as attempted except for drops. 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. See the Time Limits for Degree Completion section for the SAP Maximum Time to Completion breakdown.

Maximum Timeframe resets for SAP only if there has been a substantial change in degree programs defined in the substantial change definition in the Re-entry policy found in the catalog. A SAP Appeal and Academic Plan 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

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 (if applicable) and the SAP Maximum Timeframe for program completion.

Applied/Migrated Credits Within the University - All credits earned at the University that 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, 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. See the Re-entry policy for further information.

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. 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 drop period receive a "W" on the student's transcript. These courses considered attempted credits for calculation of the Course Completion Rate and are counted toward the SAP Maximum Timeframe.

Changing Programs - Students are only permitted to make a substantial program or degree change in accordance to University policy. If a comparison of the original program and the program the student is entering results in the determination of a substantial change, SAP will reset. The substantial change definition remains the same for all students who wish to change programs. Refer to the substantial program change section in the re-entry policy for more details.

Remedial Coursework – Remedial coursework will count toward all satisfactory academic progress measures that apply to the student based on their program of study.

SAP Evaluation Schedule

Undergraduate Programs – Students enrolled in non-term undergraduate programs are evaluated for SAP after every 18 quarter units/12 semester credit hours attempted in their programs.

Graduate Programs – Students enrolled in non-term graduate programs are evaluated for SAP after every 18 quarter units / 9 semester credit hours attempted in their programs.

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

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 reached an evaluation point or 3) the student is meeting minimum SAP requirements at time of evaluation, or 4) Student regained Good Standing after being placed on Warning or Probationary period.

Academic/Financial Aid Warning – A student is in a Academic/Financial Aid 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.

Academic Probation – A student is in Academic probation status only if they were first placed on Academic/ Financial Aid Warning and did not successfully return to good standing. Students in a probation status are not eligible for federal student aid unless they successfully appeal for reinstatement. See below for directions on the Appeal process. If SAP is met by the next scheduled evaluation period, the student will regain Good Standing status and will also remain eligible for federal financial aid. Failure to return to good standing will result in Academic Probation Two.

Financial Aid Probation – A student is in Financial Aid Probation status only if they were first placed on Academic Probation and received an Appeal approval to reinstate federal financial aid. If SAP is met by the next scheduled evaluation period, the student will regain Good Standing status and will also remain eligible for federal financial aid. Failure to return to good standing will result in Academic Probation Two.

Academic Probation Two – A student is in an Academic Probation Two status only if they were placed on an Academic/Financial Aid Probation and failed to regain Good Standing status before the next evaluation point. Students in Academic Probation Two are not eligible to receive federal financial aid. If SAP is met by the next scheduled evaluation period, the student will regain Good Standing status.

Probation: Max Timeframe – A student is placed on Probation: Max Timeframe when it is determined it is mathematically impossible to complete the program within 150% of the program length and the student has successfully appealed to establish a new max timeframe. Students must establish a plan and continue to meet the plan to remain eligible for financial aid. Students requiring a change to the established plan may request one through a subsequent appeal to the SAP Committee.

SAP (Academic) Dismissal – This status indicates a student was in a probationary SAP period and did not regain good standing by the next SAP evaluation. Students may not appeal the dismissal to return to the University

under the same program but may potentially enroll in a substantially different program. Students who receive approval to return from academic dismissal are subject to the Re-entry policies and procedures. If it is determined that it is mathematically impossible for the student to regain good standing within the current program, the student may consider a different program. A student is allowed one substantial program change per degree level without the submission of a SAP appeal.

*To protect the integrity of the University, a student may also be Administratively Withdrawn. Refer to the Code of Conduct policy for further details.

** For students using educational benefits from the U.S. Department of Veterans' Affairs (VA), upon reaching SAP Academic Probation Two status, unsatisfactory progress will be reported to VA and educational benefits will be discontinued. Benefits may be resumed if the student reenrolls in the same program.

SAP Right to Appeal

Occasionally, a student's academic progress may be delayed by circumstances beyond their control. A student may appeal:

- For federal financial aid to continue after the student has been placed on Academic Probation, or
- For an extension 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.

Students able to regain good standing status who wish to appeal for any of the above reasons should access their SAP Appeal form through their learner portal checklist. The form must be thoroughly completed and include supporting documentation for review by the SAP Appeals Committee. Support is available by emailing student's Academic and Finance Advisor or saphelp@nu.edu. The SAP Appeal Committee is comprised of various University leaders who meet on a periodic basis to review student appeals. Committee appeal decisions are made within 15 business days of receipt and are final. Students may not submit a second appeal for the same situation without new information documenting any extenuating circumstances not previously disclosed.

For consideration, students should provide the following:

- An explanation and/or document that they have suffered from extenuating circumstances such as death of a relative, injury, disability, illness or other special circumstances;
- Specific information in the Appeal regarding why they failed to meet SAP;
- An explanation as to what has changed in the student's situation that will allow them to achieve SAP by the next evaluation point.

Note: Please refer to the Student Code of Conduct, and Attendance and Continuous Enrollment policies for information on administrative dismissals due to violation of academic and University policy.

Time Limits for Degree Completion

Students at the University are held to two standards regarding time to degree completion: Satisfactory Academic Progress and Academic Maximum Time Frame.

Satisfactory Academic Progress (SAP) is a standard by which the University measures students' progress toward completion of a degree or certificate program. The three components of SAP can include Grade Point Average (GPA), Course Completion Rate (pace), and SAP Maximum Time Frame. For Academic Maximum Time Frame, the University sets the deadline in calendar years from the first date of attendance in the degree program. SAP Maximum Time Frame rules will supersede Academic Maximum Time Frame when it comes to financial aid eligibility.

SAP Maximum Time to Completion

The SAP Maximum Time Frame to complete a program cannot exceed 150% of the published length of the students' active program and is measured in credit hours. This applies to graduate and undergraduate programs. For example, if a program consists of 120 semester credit hours, the student must successfully complete the program after attempting no more than 180 semester credit hours.

Students who are unable to complete his/her program within the SAP maximum time limits and need more time to complete his/her program may file a Satisfactory Academic Progress (SAP) appeal by following the procedures

given in the Satisfactory Academic Progress (SAP) policy. SAP Maximum Timeframe extensions are determined on a case-by-case basis.

Academic Maximum Time to Completion

The University requires students to complete all degree or certificate program requirements within specific time limits as outlined in the Catalog to be eligible for graduation. Students who do not complete their degree or certificate program within the required time limits may be academically dismissed from the University. The program completion guidelines outline the maximum time frames allotted to students and do not supersede the obligation to maintain satisfactory academic progress through the student's program of study. Program completion deadlines are calculated based on the first date of attendance in the student's program. In extenuating circumstances, with accompanying documentation, Deans may approve an extension to the academic maximum time frame. Approved extensions may not exceed the requirements to maintain satisfactory academic progress.

Program Type	Academic Maximum Time Frame
Bachelor's Degrees	180 attempted semester credit hours
Certificate	2 years
Master's Degrees- 36 credit hours or less	5 years
Master's Degrees - More than 36 credit hours	6 years
Education Specialist Degree (EdS)	5 years
Juris Doctor	7 years
Doctoral Degrees - 60 credits hours or less	7 years
Doctoral Degrees - More than 60 credit hours	8 years

University Scholarships and Grants

Each year, National University awards tuition scholarships and grants to educationally and economically disadvantaged students. All scholarships and grants are based upon the eligibility rules that focus on financial needs.

National University's awards are considered "last money" tuition scholarships. These awards are designed to supplement, but not replace, federal and state financial aid, employer tuition assistance, and student income. Awards are credited directly to the financial accounts of recipients. The number of scholarships disbursed depends upon the availability of allocated funds. As a nonprofit institution, National University tries to provide as many scholarship and grant opportunities as possible.

National University adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University does not discriminate in its admissions practices except as permitted by law, in its employment practices, or in its educational programs or activities on the basis of race, color, national origin, ancestry, citizenship status, religion (including religious dress and grooming and having requested accommodation of bona fide religious belief or practice), military status, veteran status, marital status, registered domestic partner status, age, disability, protected medical condition, genetic information, political activity, sex/gender. As a recipient of federal financial assistance for education activities, National University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex includes sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status or any other category protected by applicable state or federal law.

Admission advisors and financial aid advisors will assist you in applying for a University-funded award. However, it is your responsibility to read and comply with the policies and procedures contained in the University catalog

prior to applying for a scholarship.
Please review the accompanying scholarship information. If you meet the eligibility criteria for an award and are in need of financial assistance, you are encouraged to apply.

For more information on scholarships please visit https://www.nu.edu/admissions/financial-aid-and-scholarships/scholarships/.

If you have any questions, please email scholarships@nu.edu.

Military Programs and Veteran Affair (VA) Benefits

National University Veterans Affairs Department
9388 Lightwave Avenue Suite 163A
San Diego CA 92123
Email: veteransaffairs@nu.edu
Phone: 858.541.7970
Fax: 858.434.1469

In accordance with Title 38 US Code 3679 subsection (e}, this school adopts the following additional provisions for any students using U.S. Department of Veteran Affairs {VA} Post 9/11 G.I. Bill® (Ch. 33} or Vocational Rehabilitation and Employment (Ch. 31) benefits, while payment to the institution is pending from the VA. This school will not:

- Prevent the student's enrollment;
- Assess a late penalty fee to;
- Require student secure alternative or additional funding;
- Deny their access to any resources (access to classes, libraries, or other institutional facilities} available to other students who have satisfied their tuition and fee bills to the institution.

VA students using GI Bill educational programs are requested to provide the following documents by email or fax.

- VA 22-1990, Application for VA Education Benefits or Certificate of Eligibility.
- DD 214, Certificate of Release or Discharge from Active Duty for prior military service.
- VA 22-1995, Request for Change of Programs or Place of Training when changing schools.
- VA 22-5490, Dependents' Application for VA Education Benefits.
- VA 22-5495, Dependents' Request for Change of Program or Place of Training.
- VA 22-1990e, Application for Family Member to Use Transferred Benefits.
- VA students must notify Veterans Affairs Department of National University when their course schedule changes due to additions, drops or withdrawals to minimize indebtedness from the US Department of Veterans Affairs.

Veterans Affairs (VA) Educational Benefits

The toll-free number for the Department of Veterans Affairs – Education Call Center is 1.888.GI.BILL (1.888.442.4551) which is located in Muskogee, OK. Education Case Managers are available from 7:00 a.m. to 5:00p.m. (CST), Monday to Friday.

Many active-duty military personnel, veterans, family members of active-duty personnel, family members of deceased or disabled veterans, and reservists are eligible for U.S. Department of Veterans Affairs' educational benefit and programs. (www.benefits.va.gov). These programs and benefits are administered by the Veterans Affairs Department at National University who may be contacted at email veteransaffairs@nu.edu or 858.541.7970.

Chapter 32, Post-Vietnam Veterans' Educational Assistance Program (VEAP)

For veterans who entered active duty between January 1, 1977 and June 30, 1985 and who contributed to the program while on active duty. More information on this program can be found at https://www.va.gov/education/other-va-education- benefits/veap/

Chapter 30, Montgomery GI Bill Active Duty (MGIB-AD)

For veterans who entered active duty beginning July 1, 1985 and who participated in the 12-month pay reduction program while on active duty; remaining entitlement under the Vietnam Era GI Bill (Chapter 34); involuntarily separated for certain reasons or separated under the VSI (Voluntary Separation Incentive) or SSB (Special

Separation Benefit program; Chapter 32 active-duty persons with eligibility as of October 9, 1996 who elected to participate in the Montgomery GI Bill.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Website at http://www.benefits.va.gov/gibill.

Chapter 1606, Montgomery GI Bill (Selected Reserve Program)

For undergraduates and graduates who enlisted in the reserves and who have made a six-year commitment to the selected reserves.

Chapter 35, Dependents' Educational Assistance Program (DEA)

For spouses or children of veterans who died on active duty, whose death was caused by a service-connected disability, or who are rated 100 percent permanently disabled according to the U.S. Department of Veterans Affairs.

Chapter 31, Vocational Rehabilitation and Employment (VetSuccess) Program

Veterans are eligible if they have a service-connected disability rating of at least 10 percent or a memorandum rating of 20 percent or more from the U.S. Department of Veterans Affairs. A veteran who is eligible for an evaluation under Chapter 31 must first apply for services and receive an appointment with a Vocational Rehabilitation Counselor (VRC). Students should contact the Department of Veterans Affairs at 1.800.827.1000. The VRC works with the veteran to determine if an employment handicap exists as a result of a service-connected disability. The VRC and the veteran work together to implement a plan to assist the veteran to achieve employment and/or independent living goals.

National University military evaluations staff conducts a pre-evaluation and forwards the estimate to a VRC. The VRC reviews the pre-evaluation and makes a determination. The veteran student meets with the VRC to sign an Individually Written Rehab Plan (IWRP). The VRC generates a VA 28-1905 contract indicating approval and sends a copy to National University Veterans Affairs Department and to military evaluations staff. NU VA Department submits enrollment certifications to notify the Department of Veterans Affairs of the student's enrollment.

Chapter 33, Post-9/11 GI Bill

The Post-9/11 GI Bill is for individuals with at least 90 days of aggregate service after September 10, 2001, or individuals discharged with a service-connected disability after 30 days and must have received an honorable discharge to be eligible for the Post-9/11 GI Bill. The Post-9/11 GI Bill is effective for training on or after August 1, 2009. Eligibility is determined by the U.S. Department of Veterans Affairs. Depending on each individual's situation, benefits could include tuition and fees, a monthly housing allowance, and stipend. Post-9/11 benefits differ from other education assistance programs in that each type of payment is issued separately, with tuition and fee payments made directly to the school while monthly housing allowance and stipend are paid to the individual.

Transfer of Post-9/11 GI Bill Benefits to Dependents (TEB)

Effective August 1, 2009, eligible service members enrolled in the Post-9/11 GI Bill program may transfer unused educational benefit to their spouses or children. See the official DoD TEB website to begin the transferability process of Education Benefit (TEB) Milconnect Web application: https://milconnect.dmdc.osd.mil/milconnect

eBenefits

Veteran students are strongly encouraged to register and utilize eBenefits (https:// www.va.gov) to assist them in the following:

- Obtaining up-to-date information on their educational entitlement.
- Updating their Direct Deposit and personal contact information.
- Downloading VA letters and personal documents.
- Viewing the current status of their payments (both education and disability).

Students can register for either a Basic or Premium account, but must be enrolled in the Defense Enrollment Eligibility Reporting System (DEERS) to obtain either account type. If you are unable to register, call the VA Education Call Center at 1.888.442.4551 for assistance.

Yellow Ribbon Program for Post 9/11 Chapter 33 Students

National University participates in the Yellow Ribbon Program (YRP), where the Department of Veterans Affairs and National University have agreed to fund the tuition and fees that exceed the basic tuition and fees national annual cap per academic year for a private institution of higher learning (IHL). The academic year is from August 1, 2025 to July 31, 2026.

Application for Yellow Ribbon Program (Post-9/11 Chapter 33) is on a first-come, first-served basis. A student will provide NU Veterans Affairs Department a copy of their most recent Letter of Entitlement indicating balance of Post-9/11 entitlements for the academic year.

Veterans, spouses of veterans, and dependents under the Transfer of Entitlement provision must be eligible at the 100% benefit level.

Active Duty Members Are Not Eligible for Yellow Ribbon Program

Spouses of active-duty members are not eligible for Yellow Ribbon Program. Recipients of Marine Gunnery Sergeant John David Fry Scholarship are not eligible for Yellow Ribbon Program.

Students who exhaust their Chapter 33 entitlements prior to exceeding the annual cap are not eligible for Yellow Ribbon Program.

Eligible students will receive matching funds from National University and the U.S. Department of Veterans Affairs per academic year and all subsequent academic years in which National University is participating in the Yellow Ribbon Program; and the student maintains satisfactory progress, conduct, and continuous enrollment.

National University will make financial contributions that exceed the tuition and fees cap for the academic year on behalf of the student in the form of a "Yellow Ribbon Program Tuition Waiver" and the U.S. Department of Veterans Affairs will match that contribution.

Students repeating a course, who had previously received credit and an appropriate letter grade, will not receive Yellow Ribbon Program Tuition Waiver for repeating the course.

Students should be aware that the U.S. Department of Veterans Affairs pays educational benefits only for those courses that are part of an approved degree or certificate program and that have not been previously and successfully completed.

Students are required to attend classes regularly and maintain satisfactory grades.

Using VA Benefits for Remedial Courses

Remedial courses such as MTH 12A (Algebra I) and MTH 12B (Algebra II) are designed to correct deficiencies in basic Mathematics. These courses can be certified as part of an approved program for students whose needs have been established.

Only residential (classroom setting or on-site) remedial courses can be certified for VA benefits. Online remedial courses (including online independent study) cannot be approved and cannot be certified to VA.

Chapter 30, 33, 1606 and 1607: Entitlement is charged for remedial training. Chapter 35: Entitlement is not charged up to 5 months of full-time remedial training.

The Department of Veterans Affairs requires that students using GI Bill® benefits provide an Accuplacer test score demonstrating the need for enrollment in remedial courses.

To take the Accuplacer, please contact Testing Services at testingservices@nu.edu.

Additional information is available online at: https://www.nu.edu/student-services/testing-services/accuplacer-next-generation-math-placement-testing/

Non-Matriculated Veteran Students

VA defines matriculated as having been formally admitted to a college or university as a degree-seeking student. VA educational benefits cannot be paid to non- matriculated college or university students unless they are pending admission to National University.

In that case, veteran students can be certified for two terms, irrespective of the number of units/credit hours. A student can be certified beyond this two-term limit once the student is formally admitted to National University as a degree-seeking student.

Course Applicability for Veteran Students Using VA Benefits (Applies to all GI Bill Educational Programs)

U.S. Department of Veterans Affairs pays GI Bill benefits in pursuit of one educational degree at a time. Only courses that satisfy the minimum requirements outlined by the curriculum guide or graduation evaluation form can be certified for VA purposes. A curriculum guide or graduation evaluation form should be kept in the student's file. When a student takes a course that does not fulfill a program requirement, it cannot be certified for VA purposes. Excessive free electives, for example, cannot be certified. U.S. Department of Veterans Affairs does not pay GI Bill educational benefits for taking prerequisite courses to get accepted into a nursing or medical program.

Vocational Rehabilitation Eligibility Procedures

Vocational Rehabilitation is a state-supported program of services funded under Title I of the Rehabilitation Act of 1973 that assists individuals with disabilities who are pursuing meaningful careers.

Vocational Rehabilitation can also be sponsored by the U.S. Department of Veterans Affairs.

Prospective students eligible for Vocational Rehabilitation must work with an Academic Advisor to prepare the documents required below. The Academic Advisor will send an email to militaryevaluations@nu.edu with the following information:

1. Student name
2. Student ID
3. Program of interest
4. Name of company or organization providing sponsorship for Vocational Rehabilitation
5. Name and contact information of Vocational Rehabilitation Counselor assigned to the student

In order to make an accurate assessment of the course work remaining under the desired degree program, students must provide transcripts from all previously attended postsecondary institutions, including any military transcripts such as a JST. Unofficial transcripts are acceptable in this pre-evaluation. Once eligibility is determined, a letter will be sent to the sponsor(s) listing the courses that the recipient still needs to complete for the requested degree program. This letter, which will be submitted on letterhead and faxed as well as mailed to the sponsor, will furnish a cost estimate. National University will provide up to three different program estimates for each recipient. Students must have a pre-evaluation and Vocational Rehabilitation sponsor approval before enrolling in any classes. The recipient will have exactly one year from the date of the pre-evaluation to take advantage of this contract and retain the catalog rights as stated in the contract. For questions or additional information please contact militaryevaluations@nu.edu.

Military Tuition Assistance

Tuition Assistance is an educational financial assistance program that provides up to 100% of tuition and fees for courses taken by active-duty military personnel. It provides funding to eligible members of the Army, Navy, Marine Corps, Coast Guard, National Guard and Air Force. Each service has its own criteria for eligibility, obligated service, application process, and restrictions. Students are to apply for tuition assistance through their Education Offices on-base. Students must send a copy of approved tuition assistance voucher with student ID number to veteransaffairs@nu.edu or fax it to 858.434.1469.

Tuition Assistance Top-Up (TATU) allows the Department of Veterans Affairs to reimburse an individual for all or a portion of the charges of a course or courses that are not reimbursed under certain military programs. To receive Top-Up, an individual must be eligible for Chapter 30 Montgomery GI Bill – active-duty or Chapter 33 Post-9/11 GI Bill education benefits and also receive some amount of Tuition Assistance from his or her military component for the course(s) pursued.

VA cannot pay Top-Up if the Tuition Assistance amount is zero. Students must notify the VA Department when they would like to apply for their Top-Up by annotating their approved TA voucher with "Top-Up" on the upper portion of the document. Students should send all approved TA vouchers directly to veteransaffairs@nu.edu or fax to 858.434.1469.

Students who want to apply for programs administered by the U.S. Department of Veterans Affairs can obtain information on how to apply for their benefits at https:// www.va.gov by calling or visiting the National University Veterans Affairs Department located at the Spectrum Business Park campus. Veterans who enroll at National University are encouraged to call or visit the veterans representative for instructions prior to signing up for

benefits. The National University Veterans Affairs Department telephone number is 858.541.7970 and email is veteransaffairs@nu.edu.

Nevada students should contact National University Veteran Affairs Office at 9388 Lightwave Avenue, Suite 163A, San Diego, California, 92123, or call 858.541.7970.

Return of Tuition Assistance Funds

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

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

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

*The course is 60% complete during this week.

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

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

Study Abroad

Courses pursued in foreign countries must:

- Be approved.
- Be offered at an institution of higher learning (IHL).
- Be required for the student's degree program.

Under Post-9/11 Chapter 33, VA will pay:

- Home school's tuition and fees.
- Books and supplies stipend.
- Monthly housing allowance based on the home school's address.

- Additional fees specific to the Study Abroad program. The Study Aboard option must be required for graduation

VA will not pay:

- Costs related to travel (airfare, lodging and meals).
- Third-party charges (amenity fees or host school fees) even if study abroad option is required.

Post-9/11 Chapter 33 Monthly Housing Allowance

A monthly housing allowance is paid directly to the student. Payment is made in arrears. Housing allowance is based upon the location where the student attends the majority of their classes. A housing allowance is paid when a student's rate of pursuit is more than 50%. This means that a student takes 4.5 units per month. Due to the uniqueness of National University's accelerated degree programs, VA pays prorated housing allowance during the period of attendance and enrollment.

Students may call the VA education hotline at 1.888.442.4551 to discuss housing allowance payment and obtain an estimate of their housing allowance.

Undergraduate Level

Full-time is considered at 4.5 units (one course) per month. Students are encouraged to have a dialogue with their assigned advisors to determine the availability of courses applicable to their degree program when they are pursuing a course less than the full-time rate of 4.5 units per month in order to be eligible for housing allowance for a specific period.

Graduate Level

National University provides the training time/full-time information to the U.S. Department of Veterans Affairs in addition to term dates and credit units/hours of the enrollment for graduate students.

Online or Distance Learning

Students exclusively taking an online or distance-learning course at 4.5 units per month are eligible for housing allowance equal to 50% of the national average of Basic Allowances for Housing (BAH).

Books and Supplies Stipend

The books and supplies stipend is paid directly to the student when the enrollment certification is processed. The maximum stipend is $1,000 per academic year. The stipend is prorated by the student's length of service percentage ranging from 40% to 100%.

Rounding Out Rule

National University adheres to the guidance provided by the Department of Veterans Affairs with regards to the Rounding Out Rule provided in the SCO Handbook. Students are encouraged to consult National University's Department of Veterans Affairs for additional information.

Repeating Courses

When a student fails a course required for the current degree program or when a degree program requires a higher grade than the one achieved in a particular course for successful completion, that course may be repeated and certified to VA again. A course may be repeated a maximum of two times.

Courses that have been successfully completed may not be certified again for VA benefits if they are repeated.

- **Scenario 1**: The Nursing program requires a "B" or better in all nursing core courses, then that class may be repeated if a "B" or better was not earned. This requirement must be published in the school catalog.
- **Scenario 2**: A student may repeat a course required for graduation and can be certified for said course until it is successfully completed. A course may be repeated a maximum of two times in accordance with National University's policy.
- **Scenario 3**: A course cannot be certified to VA when a student chooses to repeat a course that was successfully completed just to improve his/her GPA.

Parent School Letter and Concurrent Enrollment

A student may take courses at more than one school that apply to his/her current degree program. When National University grants the degree, then National University is the primary school. All other schools are secondary schools. All courses to be taken at the secondary school must be pre-approved by National University in order to be certified with the VA. National University VA Department provides an approved parent school letter addressed to the VA school Certifying Official of the secondary school.

Alternative Educational Funding

Reserve Officers' Training Program (ROTC) Army and Air Force

Students can enroll in the ROTC program while attending classes at National University. There is a continuing need for scientific computer, engineering, medical, and management personnel, as well as pilots and navigators in both the Army and Air Force.

ROTC offers scholarships on a competitive basis for students already enrolled in college. Scholarship programs vary slightly each year. Generally, scholarships exist at the two-, three-and-one-half-, and four-year college levels. Applicants for ROTC scholarships are selected on the basis of the "whole-person" concept that includes both objective (e.g., Grade Point Average) and subjective (e.g., interview evaluation) factors.

National University students can enroll in ROTC by contacting the local ROTC Recruiting Office. Veterans who complete their studies and are commissioned by age 35 may also be eligible for the ROTC.

Corporate Tuition Assistance

Many companies and government agencies award tuition reimbursement to employees. Students should check with their employer for information on how to apply for this employee-development fringe benefit.

Aid for Native Americans

Native American students who can prove membership in a federally recognized tribe may receive educational grants from the federal Bureau of Indian Affairs (BIA). Applications for BIA grants for California tribes are available by writing the Bureau's Office of Indian Education, 2800 Cottage Way, Sacramento, CA 95825 or by calling 916.978.4680.

California State Rehabilitation

The Department of Rehabilitation is a state agency that helps men and women with disabilities enter or return to work. It also has programs that ensure the rights of people with disabilities. Persons with a disability who need help living more independently or who need training to get a job should contact the regional office of this state agency.

Additional Information Sources

Additional Information Sources	Site Address
California Student Aid Commission	www.csac.ca.gov
U.S. Department of Veterans Affairs	http://www.benefits.va.gov
Gateway to Veterans Benefits Information eBenefits	https://www.va.gov
U.S. Department of Education	https://www.ed.gov/higher-education
College is Possible	https://collegepossible.org/
Scholarship Search and Financial Aid Calculator	www.fastweb.com

The U.S. Department of Education has created the Student Financial Aid Ombudsman to work with student loan borrowers to informally resolve loan disputes and problems with the following federal loans:

- William D. Ford Federal Direct Loans: Subsidized and Unsubsidized Direct Loans, Direct PLUS Loans (for parents and grad students) and Direct Consolidation Loans
- Consolidation Loans
- Guaranteed Student Loans, SLS Loans

- Ombudsman Customer Service Line at 877.557.2575 or at https://studentaid.gov/feedback-ombudsman/disputes/prepare

Student Loan Deferment

Federally subsidized Direct Loan borrowers are eligible for a federal interest subsidy whereby the federal government, rather than the student, pays the interest on a student's outstanding loan during the time the student is in school. During an authorized deferment of repayment, unsubsidized borrowers are eligible for the same deferment as subsidized borrowers. However, a deferment for an unsubsidized borrower only applies to the principal loan amount. Deferments for Grad and Parent PLUS applicants vary. See the Financial Aid Guide at www.nu.edu for details.

Loan Deferment Procedures

Once a month, the University submits student enrollment data to the National Student Clearinghouse, which reduces the number of deferment forms students need to complete. Students who receive a letter, statement, or a deferment form from a servicer must complete and submit the form as instructed. To be eligible for loan deferment, students must be in attendance at least half-time and meet one of the following:

1. Have completed at least the first class in their enrollment OR
2. Be in attendance in the first class of their enrollment and the ninth day of the session must have passed.

Deferment forms cannot be processed until students have started their program of study. The University cannot accommodate students who request deferment forms prior to beginning their program.

Deferment forms are only certified for the official class dates of enrollment and are based on unit load per quarter, regardless of the length of the class. The University provides servicers with data on student status but does not grant or deny deferment. The Clearinghouse only reports enrollment status to the National Student Loan Data System (NSLDS) for Direct/PLUS borrowers. This reporting does not apply to NU-HELP borrowers, who should file paper deferment forms to notify the University of their loan status. For further clarification of enrollment status and certification, see "Definition of Student Status" in the Policies and Procedures section of this catalog

Undergraduate Students Unit Requirements			
Number of Months	Half	3/4	Full
1	6	9	12
2	6	9	12
3	6	9	12

Graduate Students Unit Requirements			
Number of Months	Half	3/4	Full
1	4.5	6.5	9
2	4.5	6.5	9
3	4.5	6.5	9

Title IV Disbursement Policy

Definition of Disbursements and Disbursement Methods

A disbursement may be defined as the application of any aid source to the student account, including, but not limited to, Title IV funding, Veteran's benefits, State Grants, Private Loans, and institutional grants and scholarships.

The disbursement policy allows for consistent application to student accounts that have scheduled and awarded funding. The policy outlines the process for funding when the student falls outside of the standard disbursement timeline.

Students who elect to use Title IV Funding will be subjected to eligibility reviews at multiple checkpoints in the funding period. These checkpoints are implemented to ensure proper adherence to the policy and regulation. Students must meet eligibility requirements in order to receive subsequent disbursements within an aid year. Students must be making Satisfactory Academic Progress and all required documents must have been submitted to the Financial Aid Office before any disbursement can be made.

Standard Disbursement Process

Course charges are posted to the student account ledger prior to the 10th day of the course start date. Post the 10th Day disbursement rosters are run to capture all students who remain in the course past the add/drop period.

For all students on the above rosters the following items are reviewed to confirm disbursement eligibility:

- for Direct Loans, the student is enrolled at least half time and has a valid, linked MPN; and either entrance counseling has been completed
- for a student otherwise eligible for a Pell Grant, the scheduled disbursement will not cause the student to exceed his or her lifetime eligibility
- The Student is meeting Satisfactory Academic Progress or is approved for Financial Aid Probation.
- The ISIR does not have conflicting information or unresolved c-codes
- If a subsequent ISIR has been received, the above criteria apply and it will be reviewed to determine if any eligibility changes exist in reference to need-based aid eligibility
- If first disbursement in the student's second payment period, student has successfully completed at least half of the units and half of the instructional weeks as defined for the academic year
- for TEACH Grant awards, the student has a. completed initial or subsequent counseling, as appropriate (see Volume 3); b. signed an Agreement to Serve or Repay; and c. earned the appropriate GPA
- Built in system checks are in place to validate eligibility by verifying active enrollment, matriculation, verification, Satisfactory Academic Progress, Master Promissory Note, Entrance Counseling, Loan and Pell Aggregate Maximums, loan default, and bankruptcy.

The University reserves the right to make multiple disbursements within each payment period to align with the timing of charges being assessed.

Late Disbursements

Generally, if funds are received after the end of the loan or Pell period, if a student has withdrawn after successfully completing the payment period, or if the student has graduated, the student may be eligible for a late disbursement. Late Disbursements will be reviewed and processed once the qualification criteria has been validated and a student acknowledgment has been collected, if applicable.

Student eligibility for a late disbursement is contingent on the following:

Stafford Loans and PLUS/Grad Plus Loans:

- The loan must have originated on or before the end of the loan period or graduation date.
- The student must meet all other eligibility criteria (i.e., Satisfactory Academic Progress (SAP), started the loan period within 30 days, completed prior academic year, met admission criteria, etc.).
- The disbursement must be made within 180 days after the date the student becomes ineligible.
- In the case of a late second or subsequent disbursement of Direct Loan funds, the student must have graduated or completed the loan period for which the funds were intended.

Grants:

- A valid ISIR for the award year has been received prior to the student's withdrawal date, or the Department of Education's ISIR deadline dates, whichever is earlier.
- The student has met all other eligibility criteria (i.e. SAP, completed prior academic year credits, met admission criteria, and so on).

- The disbursement must be made by the Department of Education's payment deadlines for the given award year or within 180 days after the date the University determined that the student withdrew, whichever is earlier.
- If a student withdraws and it is determined during the return to Title IV calculation that they are eligible for more Pell than was disbursed, they will be offered a late disbursement.
- If there is no withdrawal date in the academic year or the student has graduated, the student may be paid retroactively for any completed payment periods subject to the above stated deadlines.

Disbursement Dates and Schedules

The disbursement process may take place throughout the payment period either in one set of disbursements at the start of a payment period or on a course-by-course basis. Students will be evaluated for academic and loan period progressions. Disbursements will be based on the course charges for the payment period. Students who have requested additional funding or have a credit balance will be reviewed for additional classes in the payment period and disbursements will be equally divided between scheduled and/or required courses.

For non-term programs, Payment Periods are measured by the successful completion of courses within an Academic year. Academic Years are defined as a minimum of 36 credits and 32 weeks. The first Payment Period of an Academic Year must be at least half the weeks and the credits of the Academic Year and the second Payment Period is the remainder of the weeks and credits necessary to meet the Academic Year definition.

Tuition and fees are charged to the account after the ten-day drop/add period and for which they have demonstrated participation in the course. More than one course may be taken at the same time, and therefore charges are accrued simultaneously.

Student and Parent Authorizations

Students and parents have the ability, but are not required, to authorize National University to hold funding, within the Academic Year, for future charges. If a student or parent wishes to authorize NU to hold funding, they should contact the financial aid office for the relevant authorization forms.

Additionally, students and parents may authorize National University to use FSA funds to pay for non-institutional charges when needed and should contact the financial aid office for the relevant forms.

Disbursing FWS Funds to Pay Current Award Year Institutional Charges for Tuition, Fees, Contracted Room and Board, and Other Educationally-Related Goods and Services

National University disburses Federal Work Study (FWS) funding directly to students as a paycheck. If students wish to apply payment from FWS participation to their account, they would need to do so by making payments to the institution.

Disbursing FWS Funds to Pay Prior Award Year Institutional Charges

National University does not apply FWS payments to student accounts directly and therefore does not apply FWS payments to prior or future periods.

Disbursing Title IV Funds (Other than FWS) to Pay Current Year Educationally-Related Institutional Charges Other than Tuition, Fees, and Contracted Room and Board

Students and parents may authorize National University to use FSA funds to pay for non-institutional charges when needed and should contact the financial aid office for the relevant forms.

Disbursing Title IV Funds (Other than FWS) to Pay Prior Award Year Educationally-Related Institutional Charges Other than Tuition, Fees, and Contracted Room and Board

Students are allowed to apply up to $200 in FSA funding to prior year charges. In accordance with this, NU will hold up to $200 in funding if the student has a prior period charge on their account at the time of disbursement. If the charges or for non-institutional charges, the student (or parent) must provide authorization.

Holding Excess Title IV Funds (Credit Balances)

It is the policy of National University (NU) to issue credit balances within 14 days as required by the Department of Education. In accordance with Department of Education policy, NU determined TIV credit balances based on the

charges for the period in question minus any disbursements during the same period. When the disbursements exceed allowable charges, a credit balance is created.

Students may have differing periods for which the credit balance is applied based on the program and the modality of the degree of that program. To add transparency to the periods for which a credit balance has been calculated, NU may charge students for the courses that are not currently active but that are defined as part of the payment period. Students may notice this as a pre-charge on their ledger for courses within their payment period.

Students will be issued any credit balance owed for that course within 14 days of being posted to their student ledger.

In practice, NU does not hold Credit Balances on student accounts. Credit balance payments are made to students within 14 days of the credit balance creation. In some cases, students or parents may wish to authorize to hold a credit balance on the student account within an Academic year. For details on that process see section 11.3. Title IV credit balances are not held on student accounts, even with authorization, beyond the end of a payment period.

Credit Balance Management

If Title IV disbursements to a student's account at the school create a credit balance, the school must pay the credit balance directly to the student or parent as soon as possible, but no later than 14 days after:

- The first day of a course in a new payment period if the credit balance occurred prior to that payment period beginning
- The day the balance occurred if the credit balance was created after the first day of a new payment period
- R2T4 completion if the student withdrew or got dismissed from the university between the time the funds disbursed and the end of the 14-day window.

If a student has withdrawn or gotten dismissed, the credit balance will be handled as follows:

- Credit balance will be treated as aid disbursed in R2T4 calculation, and will be subject to return based on results of the calculation
    - If a student is identified as having a grant overpayment as a result of the R2T4, any remaining credit balance funds will be used to cover that balance.
- Any applicable refund policy is applied to determine if doing so creates a new or larger Title IV credit balance
- Funds released within 14 days of calculation completion.

Return of Title IV Funds

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 (this includes Federal Pell Grant, SEOG, TEACH Grant, Direct Loans (subsidized and unsubsidized,) and PLUS loans)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.

Order of Distribution

When the Return of Title IV calculation is complete, the University returns any unearned aid to the following sources, in the following order of distribution, up to the total net amount disbursed from each source:

1. Unsubsidized Federal Direct Loan
2. Subsidized Federal Direct Loan
3. Federal Direct PLUS Loan
4. Federal Pell Grant
5. Iraq and Afghanistan Service Grant
6. FSEOG Program Aid
7. TEACH Grants

Date of Determination (DOD) & Withdrawal Date

For all students who have ceased participating in their course for more than 35 consecutive days, or officially withdrawn from enrollment, the University will record in the Return to Title IV calculation worksheet, the 14th day after the last date the student participated in the course, or the date the student requested to withdraw, for the DOD. For students on an approved LOA who do provide notification of their intent to not return, the DOD is the date the student notified the University that they would not be returning. For all students subject to a return, federal funds will be returned within 45 days from the DOD.

When a student ceases attending the institution, the withdrawal date is the last date the student performed an academic-related activity. The date of determination is:

- the date the student notified the University of their intent to withdraw;
- the date the University dismissed or administratively withdraws the student;
- 14 days after the student's last date of attendance

The withdrawal process begins on the date of determination.

From the date of determination, the University makes no further disbursements of Title IV aid and holds any credit balances due to the student until the Return of Title IV calculation is completed. The University returns funds within 45 days of the date of determination. The exception to this rule is if the student or parent (dependent student) is eligible for a post withdrawal disbursement of funds earned but not disbursed.
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.

Calculation for the Return of Title IV Funds

The University performs all Return to Title IV calculations in a manner consistent with the rules and guidelines provided by ED.

Percent of Aid Earned - The percent of Title IV aid funds earned is based on the following formula:

Calendar days completed in the payment period divided by the total calendar days scheduled in the payment period, excluding days when the student was on a regularly scheduled break of five or more consecutive days.
If the result (percentage of aid earned) is greater than 60 percent, then 100 percent of the Title IV aid funds disbursed, or that could have been disbursed, are considered earned, and funds need not be returned to the Title IV federal financial aid programs.

Dollar Amount of Aid Earned - If the Percent of Aid Earned is 60 percent or less, a return to the Title IV aid programs may be required and the University must determine the dollar amount of aid earned. The amount of Title IV aid funds earned is determined based on the following formula:
Percent of aid earned multiplied by the amount of aid disbursed and any aid that could have been disbursed during the payment period.

Institutional Charges

Institutional charges are used to determine the portion of unearned Title IV aid that the school is responsible for returning. Institutional charges do not affect the amount of Title IV aid a student earns when they withdraw as per Step Three of the calculation. The institutional charges in the calculation are the charges that were initially assessed, or would be assessed, to the student for courses started within the payment period.

Amount to be Returned

A comparison is performed to determine the amount of Title IV aid that must be returned to the federal aid programs. A comparison is made between two calculations, and the lesser amount is the amount of unearned Title IV aid that must be returned to the federal student aid programs. These are the two calculations:

A. The amount of Title IV aid earned is subtracted from the Title IV aid disbursed in the payment period. This is the amount of Title IV aid that must be returned.
B. The institutional charges for the payment period are multiplied by the percentage of unearned Title IV aid calculated.

The University notifies the student via email regarding the funds that have been returned on their behalf. The Direct Loan Servicing Centers are informed of the student's date of withdrawal.

The amount of unearned Title IV funds the University must return when the student completes 60 percent or less of the payment period is determined in the calculation. The amount of Title IV funds returned by the University reduces the student's outstanding Title IV student loan balance.

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.

Post-Withdrawal Disbursement

A post-withdrawal disbursement (PWD) may occur when the Dollar Amount of Aid Earned is greater than the amount disbursed. The amount for the PWD is determined by this formula:

The Dollar Amount of Aid Earned – (minus) the total Title IV aid disbursed for the period of enrollment.

If the amount is greater than zero, a PWD can be made if all other requirements are met.

The University sends eligible students an offer letter for any amount of a PWD that is not credited to the student's account within 30 days of the DOD. The offer letter will include:

- Fund source and amount of Title IV aid funds that make up the PWD
- Fund source and amount of Title IV aid funds that have been credited to the student's account
- An explanation that the student or parent may accept or decline some or all of the PWD that is not credited to the student's account
- An explanation that informs the student or parent that no PWD will be made if the student or parent does not respond within 14 calendar days of the letter date
- Instructions that the student or parent must submit the response in writing directly to the Student and Financial Services (S&FS) team by either e-mail or fax.

Post-Withdrawal Grant funds are always processed and made available before loan funds. Grant Funds are disbursed directly to the student account within 45 days of the date of determination.

The University disburses loan funds within 180 calendar days of the DOD. The amount the student is eligible for is determined at the time of the return calculation, and the amount of the Post-Withdrawal Disbursement may be less than the full eligibility amount if the student or parent accepts less than the total amount.

The student, or parent to whom a PLUS loan has been made, must accept the loan PWD offer within 30 days of the date of the offer letter. However, if the student (or parent/borrower on a PLUS loan) returns an accepted offer letter after 14 calendar days but within 180 days of the date of determination, the S&FS team are not required to disburse funds.

Refund Policy

Students are accepted and enrolled in classes with the understanding they will attend the entire course. Students may drop a course prior to midnight Pacific Standard Time (PST) of the ninth (9th) day of the session by emailing

their academic advisor at advisor@nu.edu. The student is responsible for ensuring that the drop or withdrawal is reflected in their record appropriately by viewing their schedule on the student web portal.

To accurately count session days, note that the first day of a session—and not the actual day a student attends class—counts as day one. The University counts calendar days rather than business days for determining refunds. As such, if the first day of the session is a Monday, the student would need to drop prior to midnight (PST) of the following Tuesday, the ninth day of that session.

If a student does not complete a course, tuition refunds are made according to the schedule below. The refund policy is the same for on-site and online classes. Students who drop or withdraw from a course:

- Prior to midnight (PST) of the ninth (9th) day of the session, receive a 100 percent refund;
- Prior to midnight (PST) of the tenth (10th) day of the session, receive a 50 percent refund; and
- After midnight (PST) of the tenth (10th) day, receive no refund.

Students must have a credit balance on their account to receive a refund. Most refunds are processed and directly deposited via BankMobile within fourteen (14) days from the receipt of the request depending on the verification of funds. Financial Aid funds are reviewed for refunds within fourteen (14) days of disbursement to the student account, and excess funds are automatically refunded to the student. If payment was made by credit card, refund requests made within 90 days will be issued back to the original credit card used and as provided on the credit card refund form. Credit card refunds requested after 90 days may be issued back to the original credit card or directly deposited via BankMobile. Credit card refund forms can be obtained by contacting the assigned Academic Finance Counselor.

Refund percentage may vary based on state of residence and state regulatory requirements.

State-Regulated Refund Policies for Online/Distance Learning

Tuition refunds for students enrolled in online programs who reside in certain states will be issued in accordance with the policies required by the laws and regulations of those states. However, if the University's standard Refund Policy is more beneficial to those students, the University will follow its standard Refund Policy. State-specific refund policies are listed below.

Maryland Refund Policy

Students enrolled in online programs who reside in Maryland will receive the minimum tuition refunds in accordance with the Maryland Higher Education Commission requirements (specified in Title 13B.05.01.10 of the Code of Maryland Regulations).

1. Except as provided in §B of this policy/regulation, an institution's refund policy shall conform to this regulation and the institution shall provide for refunds of tuition to Maryland students as provided in this regulation.
2. If the University's refund policy is more beneficial to Maryland students, the institution will follow its refund policy and provide for refunds of tuition to Maryland students as provided in that policy.
3. Minimum refund: The University will refund the applicable tuition refund to a Maryland student who drops, withdraws or is terminated after completing only a portion of a course/class:

Proportion of Total Course, Program, or Term Completed as of Date of Withdrawal or Termination Tuition Refund

Less than 10%..... 90% refund

10% up to but not including 20% ..... 80% refund

20% up to but not including 30% ..... 60% refund

30% up to but not including 40% ..... 40% refund

40% up to but not including 60% ..... 20% refund

More than 60% ..... No refund

A refund due to a Maryland student will be based on the date of withdrawal or termination and paid within 60 days from the date of withdrawal or termination.

4. This refund policy is disclosed and acknowledged by students upon enrollment, and documentation verifying student refunds in accordance with this policy is maintained.

Oregon Refund Policy

After classes begin for a term, a student who withdraws from a course is eligible for a partial refund through the middle week of the term. Refunds shall be based on unused instructional time and shall be prorated on a weekly basis for schools using a semester, quarter, or nontraditional calendar. Refund rates shall not be differentiated on the criteria of a student's source of income or loan repayment obligations except as otherwise required by law without specific Commission approval. OAR 583-030-0035 (18) (c). For example, for a 4-week term, the resultant refund for the end of week 2 (half-way through the term) is 50% for Oregon students. For an 8-week term, the resultant refund for the end of week 4 (half-way through the term) is 50% for Oregon students. Specific charts reflecting the length of the individual student's term and the expected refund by week are included in disclosure attachment to the Oregon student's enrollment agreement.

Wisconsin Refund Policy

A student who withdraws or is dismissed after the cancellation period has passed, but before completing 60% of the potential units of instruction in the current enrollment period, shall be entitled to a pro rata refund, as calculated below, less any amounts owed by the student for the current enrollment period, less a one–time application fee of $100*.

1. Pro rata refund shall be determined as the number of units remaining after the last unit completed by the student, divided by the total number of units in the enrollment period, rounded downward to the nearest ten percent. Pro rata refund is the resulting per cent applied to the total tuition and other required costs paid by the student for the current enrollment period.
2. All efforts will be made to refund prepaid amounts for books, supplies and other charges unless the student has consumed or used those items and they can no longer be used or sold to new students, or are returned by the school to the supplier.
3. Refunds shall be paid within 40 days after the effective date of termination.
4. After the student's first period of enrollment, if a student withdraws or is dismissed in a subsequent enrollment period, the school may also retain an administrative fee of 15% of the total cost of a resident program, or $400, whichever is less.
5. No refund is required for any student who withdraws or is dismissed after completing 60% of the potential units of instruction in the current enrollment period unless a student withdraws due to mitigating circumstances, which are those that directly prohibit pursuit of a program and which are beyond the student's control.

*National University does not charge an application fee.

Financial Aid Calendar

A calendar of deadlines and critical dates for students applying for financial aid at the University.

2024-2025	2025-2026	
October 1, 2023	October 1, 2024	• Apply for financial aid. Students must file a new Free Application for Federal Student Aid (FAFSA) annually.
May 2, 2024	April 2, 2025	• Deadline for new Cal Grant A and B applications. National University Financial Aid priority filing date for FSEOG. Note: The Financial Aid Office will

		continue to make awards after this date as long as funds remain during the federal school year (July 1-June 30).
April 2024	April 2025	• National University begins processing student awards.
June 2024	June 2025	• Announcements of Cal Grant A and B Awards.
July 2024	July 2025	• The funding period begins for the Federal Pell Grant and Campus-Based programs (FSEOG).
October 2024	October 2025	• The funding period begins for the Cal Grant programs.
June 30, 2025	June 30, 2026	• Federal Pell Grant deadline. • Last day to file the FAFSA. • Note**:** The Federal Student Aid Center must receive the student's FAFSA by this date (June 30th). Applications post- marked June 30th and received by the processor after midnight Central Time June 30 will not be accepted for processing.
June 30, 2025	June 30, 2026	National University Verification/ Processing deadline. Students must submit all requested forms by this date in order to receive financial aid for the school year.
Completion of Student's Academic Year		Applying for an additional loan (Direct and/or PLUS): Because students apply for and are awarded aid during different times of the year, each student's academic year will vary. Generally, students are eligible to reapply after they successfully complete all courses in the previous loan period. In addition, 32 weeks of in-class instruction must be

	completed. Loans at the end of an academic program will be calculated and awarded as prorated based on the remaining units and weeks of instruction.

Financial Aid Program Information

Grant	Loan	Undergraduate	Graduate	Cred - 1	Cert - 2	Need-Based	Financial Aid Programs 2025-2026	Application Deadline	Date Funding Begins
							FEDERAL PELL GRANT is a grant program to help students with tuition cost. This program assists students who are working toward a first bachelor's degree. **Award Range**: $750 to $7,395 **Applications**: FAFSA	June 30, 2026	July 2025
							FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (FSEOG) is a grant-program to assist with tuition cost. Like Pell Grant, a student must be enrolled in a first bachelor's degree. Awards are made on a limited basis to students with an exceptional financial need. **Award**: $800 maximum per year **Applications:** FAFSA	Priority filing date: October 1, 2024	July 2025
							CAL GRANT A is a state- funded grant program to help students with tuition cost. Grant recipients are selected on the basis of financial need and Grade Point Average. Students must be California residents working toward a first bachelor's degree. Recipients of this award will be notified by the California Student Aid Commission in June. **Award**: $3,119 per quarter **Applications**: FAFSA, GPA verification	April 2, 2025	October 2025
							CAL GRANT B is a state- funded grant program to help students with tuition cost. This program is	April 2, 2025	October 2025

							intended to assist students with high potential from disadvantaged/low- income families. Students must be California residents who have completed less than one semester of undergraduate studies. Recipients of this award will be notified by the California Student Aid Commission in June. **Tuition Award**: $3,119 per quarter **Access**: $549 per quarter **Applications**: FAFSA, GPA verification	

FAFSA: Free Application for Federal Student Aid

GPA: Grade Point Average

Credential Program: Students must complete the program residency requirement at National University (except for recipients of NU Scholarships) and may only apply for financial aid as a fifth-year undergraduate.

Certificate Program: These programs must consist of 36 units in length (except for recipients of NU Scholarships). Students are not eligible to reapply for an additional Direct or PLUS Loan in the Certificate Program

Grant	Loan	Undergraduate	Graduate	Cred - 1	Cert - 2	Need-Based	Financial Aid Programs 2025-2026	Application Deadline	Date Funding Begins
							TEACH GRANT PROGRAM was created by Congress through the College Cost Reduction Act of 2007. The Teacher Education Assistance for College and Higher Education Grant Program (TEACH) provides grants of up to $4,000 per year to students who intend to teach in a public or private elementary or secondary school that serves students from low-income families. And maintain a cumulative GPA of 3.25 https://studentaid.gov/understand-aid/types/grants/teach https://studentaid.gov/teach-agreement/	June 30, 2026	July 2025

							Award Range: $100 to $4,000 Applications: FAFSA		
							FEDERAL PLUS PARENT LOANS FOR STUDENTS is a loan program to assist parents of undergraduate dependent students with educational costs. This loan requires the borrower to demonstrate credit-worthiness, has a fixed interest rate of 9.08%, and origination fees up to 4.228%. Like the unsubsidized Direct Loan, the interest is not subsidized by the government. Repayment begins 60 days after the loan is made. **Loan Amount**: For each academic year, a parent may borrow up to the student's cost of attendance minus other aid, per undergraduate dependent student. **Applications**: Parent Verification Worksheet, FAFSA Loan Application	Three months prior to the student's last course of the academic year.	Based on each student's individual course schedule
							FEDERAL PLUS LOANS FOR GRADUATE STUDENTS (GRAD PLUS) is a loan program to assist graduate students with educational costs. This loan requires the borrower to demonstrate credit-worthiness, has a fixed interest rate of 8.08%, and origination fees up to 4.228%. Like the unsubsidized Direct Loan, the interest is not subsidized by the government. Contact your lender for information regarding payment deferment, if applicable. **Loan Amount**: For each academic year, the student may borrow up to the cost of attendance minus other aid. **Applications**: FAFSA Loan Application	Three months prior to the student's last course of the academic year.	Based on each student's individual course schedule

						SUBSIDIZED FEDERAL DIRECT STUDENT LOAN is a loan program to assist students with educational expenses. The undergraduate interest rate is capped at 8.25% and is adjusted July 1 of each year. The 2025-2026 rate is 6.53%. Direct Loan recipients are not required to make payments or pay the interest during full- time attendance or the first six months after the student's last date of attendance. **Loan Amount**: For each academic year, a dependent student may borrow: • Up to $3,500 as a first-year undergraduate • Up to $4,500 as a second-year undergraduate • Up to $5,500 as a third-, fourth-, or fifth-year undergraduate Dependent students may receive both an unsubsidized and subsidized Direct Loan up to the amounts listed above. **Applications**: FAFSA Loan Application	Three months prior to the student's last course of the academic year.	Based on each student's individual course schedule
						UNSUBSIDIZED FEDERAL DIRECT LOAN is a program available to students who may not qualify for a subsidized Direct Loan or for students who may qualify for only a partial subsidized Direct Loan. This loan has a variable interest rate capped at 8.25% adjusted July 1 of each year. The 2025-2026 rate is 6.53% for undergraduate students and 8.08% for graduate students. The terms and conditions are the same as the subsidized Direct Loan, except that the borrower is responsible for	Three months prior to the student's last course of the academic year.	Based on each student's individual course schedule

the interest that accrues while the student is in school and during the grace period.

Loan Amount: Students may receive both subsidized and unsubsidized Direct Loans totaling up to the applicable Direct Loan limit (based on grade level).

Applications: FAFSA Loan Application

Loan Amount: For each academic year, an independent student may borrow:

- Up to $9,500 as a first-year (at least $6,000 of this amount must be in unsubsidized)
- Up to $10,500 as a second year undergraduate (at least $6,000 of this amount must be in unsubsidized)
- Up to $12,500 as a third, fourth, or fifth year undergraduate (at least $7,000 of this amount must be in unsubsidized)
- Up to $12,500 for a credential (at least $7,000 of this amount must be in unsubsidized)
- Up to $20,500 as a graduate

Note: Students enrolled in an academic year requiring less than 36 units will be subject to a pro-rated loan.

Aggregate Direct Loan Limits

- Dependent Undergraduate: $31,000
- Independent Undergraduate: $57,500
- Graduate: $138,500

						Note: The graduate debt limit includes any Direct Loans received as an undergraduate. **Fees:** **Loan Origination Fee**: A loan origination fee of up to 1.057% of the loan principal is deducted proportionately from each loan disbursement effective October 1, 2020.		
						NATIONAL UNIVERSITY SCHOLARSHIP PROGRAM consists of the Collegiate Honor Award, the NU Presidential Scholarship, and the Military Tuition Scholarship. These awards are designed to recognize students for outstanding leadership, superior job performance, and exceptional scholastic achievement. The NU Presidential Tuition Scholarship is also designed to recruit and retain underrepresented educationally and economically disadvantaged students, single parents with financial need, and handicapped students. **Awards:** • Collegiate Honor up to $2,000 • Presidential Tuition Scholarship up to $3,258 • Military Tuition Scholarship up to $2,500 **Application**: Scholarship Application	Open, but subject to available funds.	Funding will begin upon receipt of the signed scholarship acceptance letter by the Financial Aid Department.
						NATIONAL UNIVERSITY HIGHER EDUCATION LOAN PROGRAM (NU-HELP) is a low-interest (4.29%) loan established by National University. This loan program is designed to supplement other resources the student	Open, but subject to available funds.	July 2025

							may receive. Applicants are selected on the basis of financial need. Repayment begins six months after the student's last date of attendance. The maximum repayment term is 10 years. Funds are awarded to assist students with tuition cost, on a limited basis. **Award Range**: up to full tuition for 12 months

Policies and Procedures

Academic Policies and Procedures

Some degree programs may have additional policies and procedures. Please see the appropriate section of the catalog for more information.

Exceptions to Academic Policies

Students can request an exception to a published University academic policy. Exceptions may be granted based upon academic rationale and exceptional circumstances. Students must refer to each specific policy being appealed, provide the reason(s) why an exception should be granted, and provide all relevant supporting documentation. Lack of knowledge and or understanding of a published policy does not constitute sufficient justification for a policy exception request.

No exceptions to policy will be made when doing so will compromise academic integrity and/or rigor (eg. program credit requirements), accurate record-keeping (eg. removal of completed classwork), or equitable access to educational programs (eg. inconsistent application of exceptions). Please contact your Academic and Finance Counselor to determine if an exception applies.

Students are to work with their Academic and Finance Counselor to ensure that the following documentation is submitted including, but not limited to:

- A letter of explanation as to why an exception should be made
- Documentary evidence in support

Each case is decided upon its own merits and the decision is final and not subject to appeal, unless there is information pertinent to the outcome which was not available at the time of the initial request.

The University strives to review and render decisions in a timely manner. All decisions rendered are valid for 180 days from the date the decision was made, unless otherwise specified in the appeal. Students will receive an email to their university email account with the final decision. Students who exit the University may be required to resubmit their appeal.

Approved exceptions may be amended or revoked within the specified time frame if the pertinent circumstances change prior to enacting the exception (ex. University dismissal).

Class Modality Policy

National University (NU) differentiates between modality (i.e., where the instruction is delivered - onsite, online, hybrid), delivery method (i.e., synchronous or asynchronous instruction), and model (i.e., group-based or individual-based). Online courses can be asynchronous or synchronous (i.e., method). Programs can only be considered online if 100% of the instructional time is online (no matter the delivery method). Internships or field experiences are NOT considered instructional time, so they would not count in the definition of modality. Courses that are fully online in instructional time include a requirement to come onsite for orientation, final exams, labs, or tests are also still considered online due to the instructional time all being online. NU has three class modality types:

- **Onsite:** 100% of class instructional time is onsite at a designated campus (45 in-person contact hours for an undergraduate 4.5 quarter unit/3 semester credit hours; and 40 in-person contact hours for graduate 4.5 quarter unit/3 semester credit hours).
- **Hybrid Online**:instructional time is split between onsite and online modalities.
- **Fully Online**: 100% of course instructional time is online.

Onsite - A standard undergraduate onsite class requires 10 onsite sessions, generally consisting of 8 weekday evening sessions and two daytime Saturday sessions; a graduate onsite class requires 9 onsite sessions, consisting

of 8 weekday evening sessions and one daytime Saturday session. Some programs' class schedules may vary. Please refer to the degree section of the catalog to review specific schedule information.

Hybrid - A standard hybrid class requires two 2 ½ hour weekday class sessions.

- **4-week class** – onsite sessions will be scheduled during the first and third week of the class or during the second and fourth week of the class.
- **8-week class** – onsite sessions will be scheduled during the first and fifth week of the class or the second and sixth week of the class.

*Class schedules may be adjusted as needed to accommodate the campus classroom availability. Some programs' class schedules may vary. Please refer to the degree section of the catalog to review specific schedule information.

Online - NU's fully online courses may offer online instruction in either synchronous or asynchronous delivery methods.

- Asynchronous: Instruction is delivered at no set meeting time, and work is done according to the deadlines in the syllabus.
- Synchronous: Instruction is delivered at set dates and times.

Class Scheduling

Undergraduate Class Schedule

Undergraduate classes are 4.5 quarter units/3 semester credit hours, unless otherwise noted. National University offers hybrid, onsite and online modalities. All class terms begin on Mondays, except those terms when Monday is a holiday. In these cases, classes begin on Tuesday. Ending times and dates vary by program.

Hybrid Schedule:

A standard hybrid class requires two 2 ½ hour evening class sessions.

4-week class – onsite sessions will be scheduled during the first and third week of the class or during the second and fourth week of the class.

8-week class – onsite sessions will be scheduled during the first and fifth week of the class or the second and sixth week of the class.

- **Contact Hours** - Hybrid undergraduate courses use a combination of in-person classes and online (asynchronous and synchronous) course requirements to meet the 45-contact hour requirement.
- **NU Facilities** - Hybrid classes offered at NU campuses are generally held in the evenings starting after 5:00pm. Some programs' class schedules may vary. Please refer to the degree section of the catalog to review specific program information.
- **Shared Community Locations & Military Base** - days and times of courses offered at a shared community location (e.g., shared space at local community colleges) and courses offered at military bases will vary depending on the availability of those sites. Students should contact their academic advisor for more information on their specific course and/or program.

Onsite Schedule:

- **Contact Hours -** Onsite undergraduate classes meet for 45 contact hours.
- **NU Facilities**- most classes offered fully onsite at NU campuses are held either Monday and Wednesday or Tuesday and Thursday evenings after 5:00pm. Onsite sessions generally require 10 onsite sessions, consisting of 8 weekday sessions and two daytime Saturday sessions. A few programs may require daytime classes on different days. Please refer to the degree section of the catalog to review specific program information.
- **Shared Community Locations and Military Base**- the day and time courses offered at a shared community location (e.g., shared space at a local community college) and courses offered at military bases will vary depending on the availability of those sites. Students should contact their academic advisor for more information on their specific course and/or program.

Online Schedule:

- **Contact Hours**: online undergraduate courses use online (asynchronous and synchronous) course requirements to meet the 45-contact hour requirement.

Graduate Class Schedule

Graduate classes are 4.5 quarter units/3 semester credit hours, unless otherwise noted. National University also offers hybrid, onsite and online modalities. All class terms begin on Mondays, except those terms when Monday is a holiday. In these cases, classes begin on Tuesday. Ending times and dates vary by program.

Hybrid Schedule:

A standard hybrid class requires two 2 ½ hour evening class sessions.

4-week class – onsite sessions will be scheduled during the first and third week of the class or during the second and fourth week of the class.

8-week class – onsite sessions will be scheduled during the first and fifth week of the class or the second and sixth week of the class.

- **Contact Hours** - Hybrid graduate courses use a combination of in-person classes and online asynchronous course requirements to meet the 40-contact hour requirement.
- **NU Facilities** - Hybrid classes offered at NU campuses are generally held in the evenings starting after 5:00pm. Some programs' class schedules may vary, please refer to the degree section of the catalog to review specific program information.
- **Shared Community Locations & Military Base** - the day and time courses offered at a shared community location (e.g., shared space at a local community college) and courses offered at military bases will vary depending on the availability of those sites. Students should contact their academic advisor for more information on their specific course and/or program.

Onsite Schedule:

- **Contact Hours -** Onsite Graduate classes meet for 40 contact hours.
- **NU Facilities**- in general 4- and 8-week classes offered fully onsite at NU campuses are held either Monday and Wednesday or Tuesday and Thursday evenings after 5:00pm. Onsite sessions generally require 9 onsite sessions, consisting of 8 weekday sessions and one daytime Saturday session. A few programs may require daytime (prior to 5pm) classes on different days. Please refer to the degree section of the catalog to review specific program information.
- **Shared Community Locations and Military Base**- the day and time courses offered at a shared community location (e.g., shared space at a local community college) and courses offered at military bases will vary depending on the availability of those sites. Students should contact their academic advisor for more information on their specific course and/or program.

Online Schedule:

- **Contact Hours** - online graduate courses use online (asynchronous and synchronous) course requirements to meet the 40-contact hour requirement.

Changes in Scheduled Classes

Any class scheduling changes in a degree program must be consistent with a student's degree objective and fulfill the graduation requirements. Students should contact their Academic and Finance Counselor for assistance with scheduling changes. Scheduling changes should occur prior to the start date of that class.

For students receiving financial aid, changes made to their schedules after processing may delay or cancel their aid. Students should speak to a Academic and Finance Counselor before withdrawing from a class or requesting a change of schedule or program.

Please see the University's Refund Policy and Class Drop and Withdrawal policy.

Class Drop and Withdrawal

The term "drop" means a student has dropped a course prior to midnight (PST) of the ninth (9th) day of the session, and no grade or notation appears on the student's record. The term "withdrawal" signifies that a student has withdrawn from a course after midnight (PST) of the ninth (9th) day of the session, and a "W" will appear on the student's record. Students who withdraw after midnight (PST) of the twenty- first (21st) day of the session will receive a grade of "F" or "U," as appropriate for grading criteria of the course. This is a permanent mark with no grade points assigned. Notifying the instructor of one's intent to withdraw is insufficient and will not constitute an official withdrawal. Students may drop a course prior to midnight (PST) of the ninth (9th) day of the session by emailing their academic advisor at advisor@nu.edu. The student is responsible for ensuring that the drop or withdraw is reflected in their record appropriately by viewing their schedule on the student web portal.

Active duty, guard, and reserve military personnel (Army, Navy, Air Force, Marines and Coast Guard) who are enrolled at National University and whose academic progress is interrupted due to deployment or activation mid-month may withdraw without tuition penalty. A student currently in a course will not be charged for the course; however, the class will remain on the student's record with a grade of "W". Students must submit a copy of their military duty assignment orders verifying deployment or activation to their academic advisor along with their request to withdraw the course. This policy does not apply to retired military personnel or dependents.

Attendance

Attendance Requirements

The University requires students to be in attendance at least once every 35 calendar days from the last date of attendance. Attendance is only considered valid when a student completes an academic related activity in a scheduled class between the start date and end date of the class. 35 days from the student's last date of attendance is continuous and does not pause when a student is not in class.

Students attending in-person classes are expected to attend all scheduled in-person class sessions for attendance purposes.

For Juris Doctor students, please see the JD catalog for program specific requirements.

Academic-Related Activities

Students are expected to engage and complete Academic Related Activities(ARA) in class weekly. The university's attendance policy is designed to encourage consistent weekly academic engagement.

All students are expected to engage in one of the following academic-related activities each week, but not limited to:

- Submitting an academic assignment;
- Taking an assessment or an exam;
- Participating in an interactive tutorial, webinar, or other interactive computer-assisted instruction;
- Participating in a study group, group project, or an online discussion that is assigned by the institution or
- Interacting with an instructor about academic matters

Note: Academic-related activities must be posted to an online course no later than Sunday at 11:59 P.M. Pacific time each week.

Completing any one of the following activities will not count as attendance:

- Logging into the class and not engaging in an academic related activity
- Participating in an orientation
- Contacting your Academic Finance Counselor

Exceeding 35 Days with No Attendance

For students who fail to meet the minimum attendance requirements, please see the Administrative Withdrawal Policy for potential impacts

Attendance Procedures

Defining Attendance

Attendance is mandatory in all University courses. The University requires students to be in attendance at least once every 35 calendar days from the last date of attendance. For Juris Doctor students, please see the Juris Doctor Catalog for program specific requirements. 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. Failure to attend courses may impact the students grade. Some programs may have additional attendance requirements based on accreditation and funding bodies. Please see program requirements and course syllabus for additional attendance requirements.

Online Courses:

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

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

- Submitting an academic assignment;
- Taking an assessment or an exam;
- Participating in an interactive tutorial, webinar, or other interactive computer-assisted instruction;
- Participating in a study group, group project, or an online discussion that is assigned by the institution or
- Interacting with an instructor 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 thirty (30) days of grade posting. If extenuating circumstances prevent the submission of the dispute within that time frame, the Office of the Registrar will make a determination about whether the circumstances warrant further consideration. The Office of the Registrar will not consider a dispute that is more than one year old.

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

Continuous Enrollment

To comply with continuous enrollment, all students must earn attendance at least once every 35 consecutive calendar days. Students who fall out of continuous enrollment will be administratively withdrawn from the University on the 36th day after their actual last date of attendance.

The Office of the Registrar' Student Records department is responsible for monitoring compliance with continual enrollment requirements. Academic and Finance Counselors are notified of administrative withdrawals for non-compliance and are responsible for deleting scheduled courses when students fall out of continuous enrollment.

Note: Students in JFK School of Law at National University programs are required to maintain regular (continuous) enrollment in their program. To maintain continuous enrollment, students must remain in compliance with attendance policies or petition for a Leave of Absence.

Definition of Student Status (Full-Time, Part-Time/Half-Time)

A student's enrollment status will be determined based upon their course schedule and the number of units carried (see chart in General Information section). Students who do not attend for a quarter (a three-consecutive-month period) are considered to be "Withdrawn" for that time period. Students are not considered "Withdrawn" or discontinued from the University until they either request to enter that status or exceeded 35 days from their last date of attendance, but are considered "Withdrawn" (for verification purposes such as loan deferment or full/half-time student certification) for the time period in which there was a break of two months or more.

The number of units used in determining enrollment status differs depending on the career being pursued (undergraduate or graduate).

The units for any individual class with a "Withdrawn" status do count toward determining full or part-time status. Students, who are working on project, thesis or research class in which a grade of "IP" (In Progress) or "I" (Incomplete) is issued, will receive credit toward enrollment from the official start date through the published end-date of the class only. Once 90 calendar days have passed after the published end-date of the class, it may no longer be used to determine a full- or half-time student status.

Off-campus agencies may use different definitions for determining full-time status. For example, the definition of "Full-Time Student Status" may not apply to international students who require an F-1 visa.

Students with proper identification can verify enrollment at the Office of the Registrar or obtain enrollment verification via the student portal on the University website. Verifications can also be requested through the mail with an authorized student signature to the following address:

Office of the Registrar
9388 Lightwave Ave.
San Diego, CA 92123
P: 858.642.8260
E: registrar@nu.edu

Enrollment Reporting Policy

National Student Loan Data System (SSCR Reporting)

Student enrollment status (full-time/part-time/withdrawn, etc.), effective date, and primary location are submitted monthly to National University's servicer, the National Student Clearinghouse (NSC). The report is generated using university developed logic that collects information from the student information system based on the latest guidance available in the NSLDS Enrollment Reporting guide. The report is generated after the withdrawal deadline on the 22nd day of each month. There are a total of four reports submitted to account for different degree levels and terms, submitted on staggered dates for servicer intake. Student enrollment status is determined based upon student course schedule and the number of units carried at all university locations. The number of units used in determining enrollment status differs depending on the career being pursued (undergraduate or graduate) and is calculated as follows:

Non-Term Based Enrollment Status

The University recognizes the following program-level enrollment statuses:

Enrollment Status	Code	Definition
Active Full-Time	F	The student is enrolled and attending a course that meets the student's academic degree completion requirements. The student is actively attending class and the student's official last date of attendance based on academic-related activities does not exceed 35 consecutive days.
Active Less Than Half-Time	L	The student is enrolled and attending a course that does not meet the student's academic degree completion requirements, as determined by the institution.
Withdrawn	W	The student has been withdrawn from the University. Withdrawal can be unofficial, official, or administrative.
Graduated	G	The student has completed all program requirements and degree is conferred.
Leave of Absence	A	The student is on an approved Leave of Absence (LOA).

Term Based Enrollment Status

For the purpose of financial aid and enrollment verification enrollment status is determined by the number of credits per quarter:

Enrollment Status	Undergraduate Quarter Units per Term	Graduate Quarter Units per Term
Full-Time (FT)	12	9
Three-Quarter Time (TQT)	9	6.5
Half-Time (HT)	6	4.5
Less-Than Half-Time (LTHT)	<6	<4.5

Effective date is determined by the start date of the term session and end dates will vary depending on the student's program and academic calendars (4 week or quarter). Primary location is determined by student enrollment where the majority of courses were completed. A primary location change will only be reported if it is determined the student has completed a majority of coursework at a location other than originally reported. Primary location will remain the same if this majority is not reached. NSC then transmits the enrollment status and primary location data to the National Student Loan Data System (NSLDS). The Student Status Confirmation Report (SSCR) from the NSLDS is sent to the NSC who then sends a return response to the NSLDS.

Data in the files sent for reporting is reviewed for trends, consistency, and for missing data. Reports are generated monthly to compare Graduated and Withdrawn students each month. If there is an update in the student's enrollment or status after the report was submitted (for example Withdrawn or Graduated), manual submissions are sent to NSC to ensure the corrected enrollment status is reported. If a student's Date of Birth or Social Security Number is corrected in our system, this information is reconciled before the next monthly submission to ensure the data is merged correctly in NSC by the next report.

Credit Hour Policy

National University has a variety of degree offerings that award either semester credit hours or quarter unit credits.

Students at NU have the opportunity to enroll in programs that are onsite, online, or a hybrid combination of the onsite and online modalities. The length of the courses attached to programs will vary by the modality, degree level, and programmatic requirements.

Distance Education Courses

The online modality National University provides students is defined as distance education, which means that one or more of the technologies listed below is used to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include-

- The internet;
- One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices.
- Audio conference; or
- Other media used in a course in conjunction with any of the technologies listed above.

(Department of Education - https://www.ecfr.gov/current/title-34/subtitle-B/chapter-VI/part-600/subpart-A/section-600.2)

Programs in which fifty percent (50%) or more of the coursework is delivered online shall meet the substantive change requirements related to distance education programs as established by the WASC Senior College and University Commission (WSCUC).

The following activities are examples of contact hours in the online environment but are not limited to:

- Attending an online synchronous class, lecture, recitation, or field or laboratory activity;
- Submitting an academic assignment;
- Taking an assessment or an exam;
- Participating in an interactive tutorial, webinar, or other interactive computer-assisted instruction;
- Participating in a study group, group project, or an online discussion that is assigned by the institution; or
- Interacting with an instructor about academic matters.

Please see the information below about course classification, credit hour/unit determination, and contact or non-contact hours of instruction at National University.

Semester Credit Hours and Quarter Units

NU offers Undergraduate, Graduate, and Doctoral degrees, which use either semester credit hours or quarter units depending on the program and modality of instruction.

The University offers students the option to enroll in Undergraduate, Graduate, and Doctoral level programs in the onsite, online, and hybrid modalities.

Per WSCUC, 1 semester credit hour or quarter unit = 1 hour of classroom instruction identified as a contact hour and 2 hours of out-of-class non-contact student work each week for approximately 15 weeks for a semester or approximately 10-12 weeks for a quarter. Contact hours include but are not limited to activities such as interactions with instructors in person or online, content discussions, and working with fellow students. Non-contact hours include hours spent reading, writing papers, or creating presentations.

Semester credit hours and quarter units vary and are based on the hours of instruction for each course and the hours a student should reasonably expect to devote to preparing for each hour of instruction. Depending upon the degree level, students are generally expected to complete 10 to 15 hours in class and 20 hours of outside preparation each week.

Undergraduate Courses - Associate and Bachelor's Level

Courses in National University's Undergraduate programs are predominantly lecture-based 4.5 quarter units/3 semester credit hours or laboratory 1.5 quarter units/1 semester credit hours. Students should refer to the University catalog to verify course classification, award type, award amount, contact, and non-contact information. Please see the table below for assistance with semester credit hours and quarter unit conversions for undergraduate courses.

Graduate Courses - Master's Level

Courses in National University's Master's programs are predominantly lecture-based, seminar, or capstone 4.5 quarter units/3 semester credit hours or laboratory 1.5 quarter units/1 semester credit hours. Students should refer to the University catalog to verify course classification, award type, award amount, contact, and non-contact information. Please see the table below for assistance with semester credit hours and quarter unit conversions for graduate courses.

Graduate Courses - Doctoral Level (other than PsyD)

Courses in National University's doctoral programs are predominantly categorized as core, foundation, or dissertation 4.5 quarter units/3 semester credit hours. Students should refer to the University catalog to verify course classification, award type, award amount, contact, and non-contact information. Please see the table below for assistance with semester credit hours and quarter unit conversions for doctoral courses.

Quarter Units	Semester Credit Hours	Quarter Units	Semester Credit Hours	Quarter Units	Semester Credit Hours
.5	.3	**4.5**	3.0	**8.5**	5.7
1.0	.7	**5.0**	3.3	**9.0**	6.0
1.5	1.0	**5.5**	3.7	**9.5**	6.3
2.0	1.3	**6.0**	4.0	**10.0**	6.7
2.5	1.7	**6.5**	4.3	**10.5**	7.0
3.0	2.0	**7.0**	4.7	**11.0**	7.3
3.5	2.3	**7.5**	5.0	**11.5**	7.7
4.0	2.7	**8.0**	5.3	**12.0**	8.0

Fieldwork, Internship, and Practicum Courses

Typically, at least 40 hours of internship work are assigned throughout the course of one term. However, depending on the academic program, the number of required hours may be governed or regulated by that particular program's board of accreditation (e.g., American Bar Association, American Psychological Association, Board of Registered Nursing, Department of Education, Council on Social Work Education, Commission on Accreditation for Marriage and Family Therapy Education, State Bar of California, etc.).

Practical training courses may take the form of internship, practicum, or residencies, depending on the academic discipline in which a student is enrolled. This training may be accomplished in University facilities, or approved off-campus locations, depending on the specialty being pursued. Practical training experiences require significantly more time than a regular course.

Note: Please see program for specific requirements regarding the Independent or Guided Study Programs.

One unit of credit is assigned to a minimum of 30 hours of work for an undergraduate course and 36 hours for a graduate course, including discussion with faculty, time studying and doing homework or research per week throughout a four-week term. The academic reasons justifying why the subject must be pursued in the course of Independent Study must be approved by the faculty lead, the department chair, and the dean.

Students in guided study courses work independently under the guidance of an instructor, and units vary based on individualized coursework. Guided study courses that are listed for variable units must specify how unit value will be assigned. Requirements should be clearly delineated for each unit value offered.

JFK School of Law at National University Credit Information

The JFK School of Law at National University awards credit earned based on semester credit hours. Most required courses carry 3-semester credit hours. Consistent with the Rules and Guidelines of the Committee of Bar Examiners of the State of California: A "semester unit" includes at least 15 hours of verifiable academic engagement and a total of 45 hours of engagement.

Students in the JFK School of Law at National University may earn credit for verifiable academic engagement via the D2L Learning Management System, including, but not limited to, any of the following:

1. Participating in a synchronous class session;
2. Viewing and listening to recorded classes or lectures;
3. Participating in a live or recorded webinar offered by the law school;
4. Participating in any synchronous or asynchronous academic assignment in any class monitored by a faculty member;
5. Taking an examination, quiz, or timed writing assignment;
6. Completing an interactive tutorial or computer-assisted instruction;
7. Conducting legal research assigned as part of the curriculum in any class; and
8. Participating in any portion of an approved clinical or experiential class or activity offered through distance learning technology totaling no more than 12.5 percent of the hours required for graduation; and/or
9. Student participation in an experiential or clinical program where the student's participation is pre-approved, a faculty member reviews the student participation to ensure educational objectives are achieved, the amount of credit is commensurate with the time spent, and the total credit does not exceed 12.5 percent of the total hours required for graduation.

It is expected that a student taking a 3-credit course will need to spend approximately 135 to 144 hours on verifiable academic engagement and independent work/academic engagement, including reading and study; research; faculty-student interaction; demonstration of defined learning outcomes through assignments, papers, and projects; examinations; outlining; case briefing; doing practice hypotheticals and any other work necessary to ensure meeting the learning objectives. For more information on specific program requirements, please see the Juris Doctor Catalog.

Periodic Review of Standard Courses and Other Academic Activities

A number of processes under the purview of the Office of the Provost contribute to the periodic review of the credit hour assignments to ensure that they are accurate and reliable:

- Course development (and re-development) checklist – a review of the credit hour policy against course syllabi and online course shells in the Learning Management Systems (LMS) (when in the online or hybrid format) is completed as part of the course development and re-development process.
- Each course provides students with a general statement of student expectations based on the degree level and modality of the course and information on specific activities required to be completed during that course.
- Five-Year Program Review – built into the Five-Year Review is a review of all course syllabi against the credit hour policy to ensure accuracy and reliability.

Accelerated Study

Students with a superior academic record and a compelling, demonstrated need may petition the National University dean for an accelerated study allowing them to be enrolled in more than 7.5 quarter units in the same 4-week session. The granting of an accelerated study is wholly at the National University School Dean’s discretion. Applications for accelerated study must be approved at least a month in advance. Accelerated study cannot violate progression or prerequisite requirements of the program or university. To be eligible, students must have:

- Successfully completed at least 13.5 quarter units at National University prior to the request.
- Maintained a 3.5 Grade Point Average (GPA) for undergraduate students or a 3.7 GPA for graduate students.

- Completed all prior coursework with no outstanding grades of “Incomplete”.
- Maintain a current account balance, i.e., the balance should not exceed the current month’s tuition.
    - **Note**: This requirement can be waived if the student has an approved financial aid packet in the Financial Aid Office or an approved military/company reimbursement plan on file in the Student Accounts Office.
- Demonstrated a compelling, exceptional need.

Students who believe that they meet the above requirements should submit their e-form well in advance of the anticipated course start date since processing time is approximately six (6) to eight (8) weeks.

Approval to take more than 18 units in a quarter requires approval from the National University Dean of the student’s program. Students are not approved to accelerate their studies every month or to take more than two classes in one month.

If students meet all of the above conditions, they should complete an Accelerated Study Request, available as an e-form on the student portal, or contact their academic advisor for assistance. The e-form must include justification of the special circumstances that necessitate an accelerated study.

University Course Numbering System

Group-Based Numbering System

- 0- to 99-Level Courses: Remedial courses that do not grant collegiate credit.
- 100- to 200-Level Courses: Lower-Division courses applicable to associate degrees.
- 300- to 400-Level Courses: Upper-Division courses applicable to bachelor degrees.
- 500-Level Courses: Courses which may be applicable as advanced Upper-Division credit or as graduate credit, as specified by the requirements of each program.
- 600-Level Courses: Graduate-level courses.
- 800-Level Courses: Doctoral-level courses.

John F. Kennedy School of Psychology PSYD Program Numbering System

- 5000 to 5999 Graduate-level courses.
- 6000 to 6999 Post-Master-level courses.
- 7000 to 7999 Doctoral-level courses
- 9000 to 9999 Non-Credit, Field Placement, and Workshops

Note: All courses are 3 semester credit hours unless otherwise specified.

Individual-Based Numbering System

- 100 to 880: Juris Doctor Level Courses
- 1000-4999: Undergraduate Level Courses
- 5000-6999: Masters Level Courses
- 7000-9700: Doctoral Level Courses
- 9100A-D to 9914A-D: Dissertation Level Courses

Grades

National University awards letter grades for classes in recognition of academic performance. Students not in compliance with the University’s attendance policy cannot be awarded a letter or satisfactory grade.

For more information on Grades, please see the Academic Information for Undergraduate Degrees and the Academic Information for Graduate Degrees and Credentials sections of the catalog.

Grade Changes

All grades are final. Students are not allowed to complete additional work after the final grade has been assigned or to repeat examinations in order to improve a grade. Students may request a review of their records if the possibility of a clerical or computational error exists. Additional information is available in the Grade Appeals section below.

Grade Appeals

Faculty members are vested with the authority to establish course requirements and standards of performance. It is the responsibility of faculty to articulate and communicate course requirements and standards of performance to students at the beginning of each course and apply all grading criteria uniformly and in a timely manner. Final grades submitted by faculty to the Office of the Registrar are presumed to be accurate and final. A student who has questions about a grade received in a course should seek to resolve the issue by first consulting with the instructor. If the issue has not been resolved after consultation, and the student believes there are grounds for appealing the grade, the student may invoke the grade-appeal procedure outlined below.

Grounds for a Grade Appeal: Students can appeal a grade only when they can document that one or more of the following has occurred:

An error in calculating the grade.
Failure of the instructor to notify students clearly and promptly of the criteria for grade determination.
Assignment of a grade based on reasons other than the announced criteria and standards.
Concerns with academic integrity violation and/or cheating.

Grade Appeal Process

When students believe that they have grounds for appealing a grade issued by an instructor because of an occurrence of one or more of the above mentioned circumstances, the following procedures must be followed:

The student must submit an e-form through the student portal to the school dean within 45 days of grade posting for the course. The student must attach to the e-form clear substantiating documentation that demonstrates the occurrence of one or more of the above-listed grounds for appeal. Documentation may be in the form of e-mail correspondence, graded assignments, proof of timely submission, etc. The student must also attach documentary evidence of the level of achievement in support of the particular grade that the student believes he/she should have been awarded. If the evidence meets the criteria, the school dean forwards the student's e-form to the instructor for a response, which the instructor must provide within 15 days. The dean then refers all documentation to the grade appeals committee.

Grade Appeals Committee

A standing committee within each school, the Grade Appeals Committee consists of three or more faculty members (full-time or associate) appointed by the appropriate School Dean. The Grade Appeals Committee considers the documentation and may decide either to change or uphold the grade.

The Grade Appeals Committee will render a decision within 30 days of receiving the grade appeal e-form information from the School Dean. The office of the school dean will notify all of the following: the student, the instructor, and the Office of the Registrar.

Grade Reporting

All grades are reported electronically. Students can access their official grades as posted to their record via the student portal on the University's website. Students who need an official printed copy of a grade report can request one through the student portal. Grades are not given over the telephone or via e-mail. All grades are due from instructors within ten (10) calendar days. Grades are only reported for students who are officially enrolled in a class. Students should direct questions regarding the accuracy of a grade to their instructor.

Repetition of Courses

Students are not obligated to repeat a failed course unless it is a course required for graduation. Students may repeat, at the prevailing cost per quarter unit, any course to improve cumulative GPA. Only courses completed in residence may be repeated to improve cumulative GPA. In the case of Topics courses, the Topics must be the same.
National University courses may be repeated a maximum of two times, for a total of three attempts. All grades earned remain part of the student's permanent record, but only the most recent grade, regardless of grade earned, is considered in computing cumulative Grade Point Average. Credit is only given once for repeated courses. Grades earned at National University remain counted in the student's Grade Point Average if the course is repeated at another institution.

Students receiving veteran benefits may not be eligible for benefits when repeating courses. Additional information may be obtained from the National University Veterans Affairs' Department.

Interruption of Study Due to Excessive Incomplete Grades

Students who have two (2) concurrent "Incomplete" grades will be prohibited from taking any further courses until all "Incomplete" grades have been removed. They will be allowed to resume their program once final grades have been received for all "Incomplete" grades. In the event that these "Incomplete" grades become permanent grades of "F," the student's Academic Standing may be retroactively affected.

Satisfactory Academic Progress (SAP) Policy

For More information on the Satisfactory Academic Process Policy, please see the Financial Aid and Scholarship section.

Changing Degree Programs

Students who wish to change their academic program may contact their Academic and Finance Counselor to begin the application process. Student and Financial Services will complete an evaluation of the student's record to determine any impact changing degree programs will have on federal financial aid eligibility and disbursements. In some cases, a program change will result in a return of federal aid per the withdrawal from the initial program and the immediate re-packaging of federal aid that will apply towards the new program. The Office of the Registrar will determine if any previously completed classes apply to the new program. Classes that were completed but do not apply to the new program will still appear on the transcript and be counted in the cumulative Grade Point Average (CGPA) but will not be counted for Satisfactory Academic Progress (SAP).

Students who are on probation or disqualified from their current program will need to submit a policy exception request before applying for a change of program.

If an undergraduate student requests to change their degree/program, concentration, or minor a third time (after having already changed two times), the dean's office of the program being sought must review and approve the request.

Any request to change a master's or doctoral degree/program, specialization, or concentration must be reviewed and approved by the dean's office of the program being sought.

National University must be authorized to offer the new program in the state where the student resides. State authorization verification is required before the program change can be processed by the Registrar's Office.

If the request to change programs in approved, students are subject to the catalog policies, program requirements, and SAP maximum timeframes in place at the time of enrollment.

Please see the Program Availability policy, Substantial Program Change Policy, and Satisfactory Academic Progress (SAP) policy for more information on program changes.

Program Discontinuation

The University regularly reviews academic programs to ensure that there is adequate student and workplace demand. On occasion, the University may determine that a program or specialization is no longer viable. In that case, the program or specialization may be discontinued.

Students who are enrolled in a discontinued program or specialization and continue to meet attendance requirements will be afforded the opportunity to complete their program.

Leave of Absence

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

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

Non-Term Students

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

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

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

Semester or Subscription-Based Student

The University can only approve Semester or Subscription-Based students for an LOA when they are between Semesters or Subscription Periods without additional documentation. Students will need to utilize the Intent to Return (ITR) process outlined below for any desired break within a Semester or Subscription Period.

Students who have utilized an Intent to Return (ITR) break period of up to 60 days for non-term programs and (45 days for Semester-based programs) may request an LOA if they have utilized all available time and are unable to return to class as scheduled. ITR days will not count toward approved LOA days. LOA requests must be submitted before the student's scheduled return date to be considered. Students who have not requested an LOA by their

scheduled return date and do not return to class as scheduled will be administratively withdrawn from the University and an R2T4 calculation may be performed.

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

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

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

LOA Request Process

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 Academic and Finance Counselor.

Students requesting a LOA must:

1. Timely inform their Academic and Finance Counselor 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:
    1. Beginning and ending dates of the LOA requested
    2. 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.

Required Documentation

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

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

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

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

Access to University Resources During Leave

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

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

Financial Aid Implications for Students Requesting a Leave of Absence

Financial aid students must contact their Academic and Finance Counselor 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.

Students who wish to dispute the interpretation of a University financial policy, or who seek special consideration regarding a financial matter, can appeal their case to the Finance Committee.

Requests must be submitted in writing through the Student Accounts Office and must contain all pertinent information to support the appeal. All financial disputes must be submitted within one year of occurrence. Each case is decided upon its own merits. The decision of the committee is final and not subject to appeal, unless there is information pertinent to the outcome which was not available at the time of the initial request.

Return from Leave

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

If a student does not return to the University by the end of an approved LOA, the student is administratively discontinued from their program and a Return to Title IV Calculation will be performed.

To avoid being discontinued, the student must complete an Academic-Related Activity within the first nine (9) days and vest in a class upon their LOA return date. The return class will be scheduled at the time of the LOA request and approval. It is the responsibility of the student to work with their Academic and Finance Counselor to begin a class on or before the date specified as the date of return from leave. The student's withdrawal date is retroactive to the student's last day of attendance (LDA).

Please see our Attendance Procedures for information on Academic-Related Activities.

Intent to Return (ITR) Policy

The Intent to Return (ITR) process enables students to take an approved break from their studies without the risk of being withdrawn due to non-attendance. This policy applies when students plan to be absent for 30-60 days from their Last Date of Attendance. Students in a Semester-based program can request an ITR with a maximum length of 45 days.

Process for Requesting an ITR

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

1. Start Date: The proposed start date of the absence, which may be the same day or a future date. Retroactive requests are only accepted under documented emergency circumstances.
2. End Date: The intended return date, which must fall within 30-60 days from the requested start date for non-term students and between 30-45 days for Semester-based students. The end date must be set for the day before the next scheduled course begins and can be no later than 60 days after the student's Last Date of Attendance (45 days for Semester-based programs).

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

Requirements for Return or Additional Leave

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

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

Student Withdrawal from the University

Students are required to satisfy all registration, code of conduct, attendance, Academic Integrity and enrollment policies required by the program and University at all times. Students who wish to withdraw permanently from National University must take one of two actions:

1. Complete a "University Withdrawal Form" available at each campus and online through the University's website, or via the student web portal by submitting a University Withdrawal eForm; or
2. Contact their Academic Advisor who will verify student information and submit the request in writing on behalf of the student to the Office of the Registrar.

Students taking one of the two above actions will be withdrawn from the University and all future classes will be deleted from their schedules. Students should be aware that the current term's classes remain subject to the official drop and withdrawal deadlines as published in this Catalog. Federal student aid recipients should refer to the "Financial Aid Refund Policy" in this catalog, as withdrawal from any courses and/or periods of enrollment can have financial consequences and may require the University to return financial aid.

Administrative Withdrawal

Students will be administratively withdrawn from any or all courses if they fail to meet all applicable registration, code of conduct, attendance, academic integrity, and enrollment policies or requirements at all times. Any withdrawals may impact a student's financial aid awards, academic progress, military funding, residential status, and/ or student visa status.

Administrative withdrawal from the University may occur for the following reasons:

1. Failure to pay required fees,
2. Failure to provide documents or meet credit requirements to be enrolled,
3. Failure to attend,
4. Violation of University or program-specific policies, or
5. Emergency administrative withdrawal.

Term-Based Programs Offered in Modules Exceptions:

A student will not be considered administratively withdrawn if any of the following conditions apply:

- The student has successfully completed at least 50% of the credits required to maintain full-time status for the term; or
- The student has successfully completed 49% or more of the scheduled instructional time for the term, as evidenced by passing grades; or
- The student's break in attendance was planned and approved prior to the start of the term.

Financial Obligations and Release of Records

The University awards diplomas only after a student satisfies all financial obligations to the University. Some services are withheld from students who have any outstanding financial obligations to the University or who have defaulted on federal Perkins or NU Institution Loans.

Degree Conferral

To be eligible for degree conferral, all degree-seeking students must complete their degree program within the maximum time limits specified in the University's catalog under the Time Limits for Degree Completion policy.

Application for Degree Conferral

Degrees and certificates are not awarded automatically upon completion of academic requirements. To be considered a candidate for a degree or certificate, students must submit a diploma/graduation application via their student portal.

Submitting a diploma/graduation application triggers a final degree audit. The audit process confirms that the student has met all academic and programmatic requirements.

The conferral date will be listed as the date the Office of the Registrar determines the student has successfully completed all degree requirements. This date will be used as the student's degree conferral and diploma date.

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

Diplomas are mailed out up to eight weeks following the degree conferral date. Students will be mailed one physical diploma and will receive one electronic diploma sent to their primary email address. Additional copies of diplomas may be purchased. For more information, please see the Tuition and Fees section.

Additional Information regarding commencement ceremonies can be found on the University website.

Degree Conferral Requirements

Each degree has been structured to delineate the program prerequisites, foundations, core requirements, area(s) of specialization, and electives that constitute the requirements for the degree.

For information on specific degree conferral requirements, please see the Academic Information for Undergraduate Degrees and the Academic Information for Graduate Degrees and Credentials sections of the catalog.

Honors and With Distinction

Undergraduate

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

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

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

Master's

Students in a master's program whose grade point average (GPA) is 3.85 or higher will graduate "With Distinction." Prerequisites completed at the undergraduate level are not included in the calculation of the GPA for graduation with distinction. In the calculation of eligibility, the official cumulative GPA is truncated to two decimal places.

Earned distinctions are noted on diplomas and official University transcripts.

Students must have earned at least 40.5 quarter units/27semester credit hours with letter grades (A through F) at NU for master's distinction to be determined.

Juris Doctor

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

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

Academic honors will be posted on the students' transcript and diploma. Please see the Juris Doctor Catalog for more information.

Doctoral

Students completing Doctoral programs are not eligible for Graduation with Distinction.

Commencement Ceremony

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

Students may order regalia and announcements from the University's third-party vendors. The third-party vendor's website and contact information are published on https://www.nu.edu/grad-events/.

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

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

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

Dissertation of the Year Award

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

Poster of the Year Award

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

National University Dean's List

At National University, we believe it is important to recognize academic success in many forms. We realize our students have many demands across many roles in their lives. While Cum Laude and other graduation honors are awarded in recognition of achievement sustained across the student journey, the Dean's List recognizes students in their shorter sprints toward ultimate success.

The Dean's List at National University is a quarterly recognition of undergraduate and graduate students who have demonstrated exceptional academic performance. Students eligible for the honor must complete a minimum amount of coursework (9 quarter units/6 semester credit hours) with a three-month GPA of at least 3.5 (undergraduate) or 3.7 (graduate).

In determining student eligibility, we use the following criteria:

- Completed a minimum of 9 quarter units/6 semester credit hours). These units are calculated on the end date of the course. For instance, a student completing an 8-week course with 4 weeks completed prior to the quarter and 4 weeks completed during the assessment period would be granted unit and GPA credit for the whole course.
- Quarter GPA of at least 3.5 (undergraduate) or 3.7 (graduate). These minimum GPAs are only calculated with the courses completed during the assessment period. Therefore, a student may have a cumulative GPA of 3.3, receive two A's during courses completed in the quarter, and will be eligible for the honor of Dean's List.
- Exceptions: Dissertation courses and some clinically-focused coursework are excluded in the calculation of eligibility, and those students in the Juris Doctor program have different eligibility criteria based on program accreditation requirements as outlined in the Juris Doctor Catalog.

The Dean's List is calculated and awarded quarterly in February, May, August, and November for the three months preceding. Students are notified via their student email address and also receive a confirmation when their certificate is issued. Certificates are available electronically through Parchment.

National University President's Circle

National University (NU) is deeply committed to promoting academic and service excellence. In pursuit of this objective, National University takes great pride in annually acknowledging and honoring students' outstanding academic achievements through the President's Circle.

Nomination Process:

Graduating students are nominated annually by the Dean of their respective schools for consideration to be part of the President's Circle.

Within each school, one student is selected from each degree program, including associate's, bachelor's, master's, and doctoral programs.

The nominated students represent the highest achievers in their respective programs, consistently exceeding expectations while demonstrating exceptional dedication.

The following criteria are used to determine the selection of each student:

- Attainment of consistently high academic performance
- For graduate students, sustained performance at a distinguished scholarly level
- Active participation in various student groups, such as University activities, the Student Advisory Council, or Honor Societies
- Demonstration of a strong commitment to improving the lives of others through their education
- Belief in their capacity to effect positive change in their communities

Students chosen to join the President's Circle are invited to attend the President's Circle Breakfast or Luncheon, which occurs before the commencement ceremony annually. Students will have the opportunity to interact with NU leadership and their school Deans during this event. They will also be publicly recognized for their outstanding achievements and receive an appreciation certificate and specialized honor cords. Subsequent to recognition, academic-year classes of President's Circle members will be invited to stay engaged as premiere NU academic ambassadors with students, alumni, and the broader community.

National University Memorial Degree

National University wishes to recognize the academic achievements of students enrolled at the University at the time of their passing. In the event of an untimely death of a National University student, they might be eligible to receive an honorary posthumous degree to commemorate those achievements for the benefit of the family. Diplomas awarded posthumously will indicate the honorary posthumous designation. A family member may contact the Office of the Registrar at 858.642.8260 or registrar@nu.edu for more information about the process and eligibility. In the event of a student death prior to completion of degree requirements, the family may request that the Board of Trustees award posthumously a memorial degree in the field of the student's area and level of study, as long as the student was in good standing at the University. A family member may contact the University Registrar at 858.642.8260 or registrar@nu.edu.

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

Honor Societies

The University's schools hold membership in honorary societies. Acceptance into these programs is based on academic excellence.

All Schools

Golden Key International Honor Society (GK) (Undergraduate and Graduate Students)

Golden Key is the world's largest collegiate honor society for undergraduate and graduate students. Participation in the society is open to all academic disciplines. Membership is by invitation only and is sent to eligible students on a periodic basis.

For more information about Golden Key, visit www.goldenkey.org. Students who have not received a membership invitation but believe they meet the University's academic eligibility criteria can submit an online application at https://goldenkey.org/golden-key-eligibility for review.

Honors Fellows for Social Change (Undergraduate and Graduate Students)

The Honors Fellows for Social Change is a highly selective honors program comprised of students who show the potential to utilize their degree to make positive social change in their communities of choice. Students are admitted to the program based on a rigorous application process that includes video testimonials and writing samples that illustrate the student's capacity to connect their educational goals to further advancing the public good.

National Society of Leadership Success (NSLS) (Undergraduate and Graduate Students)

The National Society of Leadership and Success is the nation's largest leadership honor society. Candidacy is a nationally recognized achievement of honorable distinction. Participation in the society is open to all undergraduate and graduate level majors based on GPA and number of courses completed. Lifetime membership benefits include: an accredited leadership development program, free admission to live broadcasts of speakers from leading organizations as well as a presidential series, opportunities for scholarships and building a professional network, access to a job bank, letter of recommendation, and more.

For more information about National Society of Leadership Success, visit: http://www.nsls.org.

Phi Chapter Omega Nu Lambda Honor Society (Undergraduate and Graduate Students)

Phi Chapter Omega Nu Lambda (ONL) is the only national collegiate honor society exclusive to online students. ONL strives to help make online education a better experience by acknowledging academic achievement, rewarding online experience by offering scholarship opportunities, and creating environments that promote connectivity among other ONL members throughout the United States.

For more information about Phi Chapter Omega Nu Lambda, visit https://www.omeganulambda.org or contact ONL@nu.edu.

SALUTE Veterans National Honor Society (Undergraduate and Graduate Students)

SALUTE is a national academic honor society recognizing the service and scholastic achievements of student veterans and active-duty military in higher education.

For more information about SALUTE, please contact the Veteran Center at veterancenter@nu.edu.

Sanford College of Education

Pi Lambda Theta Honor Society (Undergraduate and Graduate Students)

Pi Lambda Theta is the international honor society and professional association for students in the field of education. The dean of the Sanford College of Education nominates students to Pi Lambda Theta who have met rigorous requirements. Membership in this honor society offers students access to scholarships, research grants, career support, and leadership conferences, as well as support from the National Board of Professional Teacher Standards. A gold cord worn during commencement exercises designates Pi Lambda Theta graduates.

For more information about Pi Lambda Theta, visit https://pilambda.org/.

School of Business and Economics

Sigma Beta Delta Honor Society (Undergraduate and Graduate Students)

Sigma Beta Delta is an honor society for students of business, management, or administration who are pursuing bachelor's or master's degrees. The society characterizes itself by three principles; wisdom, honor, and the pursuit of meaningful aspirations. It recognizes these qualities as being important for success in the academic realm as well as providing guidelines which lead to a fulfilling personal and professional life and a life distinguished by honorable service to humankind.

For more information about Sigma Beta Delta, visit: https://sigmabetadelta.org/.

School of Health Professions

Delta Omega Honor Society (Graduate Students)

Delta Omega is a national honorary society comprised of CEPH-accredited programs and schools of public health. Delta Omega exists to encourage research and scholarship among graduate students of public health and to recognize attainment and achievement in the field of public health. With over 50 active chapters, Delta Omega and its members are dedicated to ensuring the quality of the field of public health and to the protection and advancement of the health of all people. National University founded the Gamma Psi chapter of Delta Omega in 2013 and has inducted 125 graduates, alumni, faculty, and community members.

For more information about Delta Omega, visit; https://deltaomega.org/.

Sigma Theta Tau International (STTI) Omega Omega Chapter 574 (Undergraduate and Graduate Students)

The mission is to develop nurses' leaders to improve healthcare everywhere. Students who qualify from Undergraduate and Graduate level Nursing Programs are invited to join this international community of nurses. These nurse leaders are dedicated to the advancement of knowledge, teaching, learning, and service through the cultivation of communities of practice, education, and research.

For more information about Sigma Theta Tau International Omega Omega, visit; https://www.sigmanursing.org/.

Upsilon Phi Delta (UPD) (Undergraduate and Graduate Students)

Applicable for students enrolled in the Bachelor of Science in Healthcare Administration (BSHA) and the Master of Health Administration (MHA) Program in the School of Health Professions. Upsilon Phi Delta is an honor society only open to programs who hold membership with the Association of University Programs in Health Administration (AUPHA). Invitation to the student is offered by the School of Health Professions. Membership Benefits include lifetime recognition of outstanding academic achievement, scholarship program, lifetime contact through national networking, and other benefits.

For more information about Upsilon Phi Delta, visit; http://www.aupha.org/main/resourcecenter/currentstudents/honorsociety.

JFK School of Psychology and Social Science

Delta Kappa International (Graduate Students)

Delta Kappa, is the official honor society for the field of MFT, serves to further and complement the fine work being done by the American Association for Marriage and Family Therapy, the American Family Therapy Academy, and the International Family Therapy Association. An installation ceremony is held twice e a year – one at graduation and a virtual ceremony.

Membership benefits include a lifetime recognition of outstanding academic achievement, resume enhancement, scholarship program, lifetime contact through national newsletter, and other benefits.

For more information about Delta Kappa International, please visit: https://www.deltakappamft.org/Home.

Phi Alpha Honor Society (Graduate Students)

The purpose of Phi Alpha Honor Society is to provide a closer bond among students of social work and promote humanitarian goals and ideas. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work.

For more information about Phi Alpha Honor Society, please visit: https://phialpha.org/.

School of Arts, Letters, and Sciences

Alpha Kappa Delta International Sociology Honor Society (Undergraduate Students)

Alpha Kappa Delta seeks to acknowledge and promote excellence in scholarship in the study of sociology, the research of social problems, and such other social and intellectual activities as will lead to improvement in the human condition. Alpha Kappa Delta is a non-secret, democratic, international society of scholars dedicated to the ideal of Athropon Katamannthanein

Diakonesin or "to investigate humanity for the purpose of service." At commencement, membership in Alpha Kappa Delta is signified by the wearing of a teal honor cord.

For more information about Alpha Kappa Delta, visit: https://alphakappadelta.org/.

Psi Chi Honor Society (Undergraduate and Graduate Students)

Psi Chi is an international honor society whose purpose is to encourage, stimulate, and maintain excellence in scholarship of the individual members in all fields, particularly in psychology, and to advance the science of psychology. Undergraduate and graduate students accepted for membership in Psi Chi are recognized for their academic achievement and devotion to the field of psychology. Psi Chi is a member of the Association of College Honor Societies and is an affiliate of the American Psychological Association (APA) and the Association for Psychological Science (APS). Nominees can be identified by the platinum and blue cord they wear during the ceremony.

For more information about Psi Chi, please visit: https://www.psichi.org/.

Sigma Tau Delta, International English Honor Society (Undergraduate and Graduate Students)

Sigma Tau Delta, the International English Honor Society, was established in 1924 to confer distinction for high achievement in English language, literature, and writing, and the organization is dedicated to fostering literacy and all aspects of the discipline of English. With over 900 active chapters located in the United States and abroad, there are more than 1,000 Faculty Advisors, and approximately 9,000 members are inducted annually.

For more information about Sigma Tau Delta, visit: https://www.english.org.

JFK School of Law at National University

Alpha Phi Sigma (APS) (Undergraduate and Graduate Students)

The Mission of Alpha Phi Sigma is to promote analytical thinking, rigorous scholarship, and lifelong learning; to keep abreast of the advances in scientific research; to elevate the ethical standards of the criminal justice profession and to sustain in the public mind the benefit and necessity of education and professional training.

Alpha Phi Sigma recognizes academic excellence of undergraduate and graduate students of Criminal Justice and related disciplines. Alpha Phi Sigma is the only Criminal Justice Honor Society that is a certified member of the Association of College Honor Societies and is affiliated with the Academy of Criminal Justice Sciences.

For more information about Alpha Phi Sigma, visit; https://alphaphisigma.org/.

Lambda Epsilon Chi Honor Society (Undergraduate and Graduate Students)

Lambda Epsilon Chi (LEX) is a National Honor Society for students of Paralegal Studies/Legal Studies. The purpose of the JFK School of Law at National University Chapter of LEX is to recognize persons who have demonstrated superior academic performance in an established program of paralegal studies/legal studies in which they earn a Paralegal Certificate.

Order of the Sword and Shield Honor Society (Undergraduate and Graduate Students)

The Order of the Sword and Shield is the first and only academic and professional honor society dedicated exclusively to homeland security, intelligence, emergency management, cyber and information security, and all protective security disciplines. The mission of the Society shall be to promote critical thinking, high scholarship and professional development; to further enhance the ethical standards of the protective security professions; and to cultivate a high order of personal living.

For more information about the Order of the Sword and Shield, visit; https://www.securityhonorsociety.org/.

Phi Alpha Delta Fraternity (Graduate Students)

The mission of Phi Alpha Delta is to better both the legal profession and the community through its devotion to the ideals of compassion, courage, diversity, innovation, integrity, professionalism, and service. Undergraduate Pre-Law and Paralegal student members with a 3.5 GPA and Juris Doctor student members in the top one-third of their class are eligible to join Phi Alpha Delta's Society of Scholars.

For more information about Phi Alpha Delta, visit; https://www.pad.org/page/SocietyOfScholars.

Licensure and Certification

Professional organizations, societies, states, and licensing jurisdictions have specific requirements for membership, certification, or licensure. Students intending to seek licensure of any type must acknowledge their degree program at National meets the licensing requirements of the intended state, school districts, professional associations, or agencies where they intend to seek licensure. A student who changes their state of residence while enrolled in a program may become ineligible for Title IV Higher Education Act funding if the change in residence results in a student participating in a program in a state in which NU does not meet licensure or certification requirements in that new state of residence.

Some programs offered at National University may not provide all the educational requirements necessary for professional licensure or certification in a student's state. Prospective and current students should review the University's Licensure Disclosures for more information related to these programs. Individuals considering a program that leads to a professional license/certification should be aware that requirements for professional licensure can vary drastically by state, and these requirements can change frequently and often without notice. While a program may originally meet the educational requirements for licensure, changes in requirements could impact the program's ability to meet any new educational requirements. Students considering a program that leads to a professional license are highly encouraged to contact the appropriate licensing agency and organization(s) in that state to seek information and additional guidance before beginning the program; students should also continually monitor changes throughout the program as licensure requirements may change over time. 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), pre and post-degree internship/practicum hours, and other requirements determined by the respective state board.

National University is not responsible and cannot be held liable if the student is unable to qualify for licensure or certification in any jurisdiction or cannot obtain a practicum/internship location post-degree. National University can provide state licensure/certification requirements to a student. However, NU cannot provide interpretation regarding state licensure/certification requirements.

Ethical Standards and Practices

National University Chosen Name Policy

1. Overview

This policy provides updated guidance regarding the use of Chosen Names for students in attendance at National University. Chosen Names (also referred to as Preferred Names, Lived Names, and Names in Use) may include but are not limited to nicknames, names reflecting a cultural, personal, religious, or familial preference/practice, Americanized names, and names that accurately reflect a person's gender identity or relationship status.

A student is hereby defined to mean any person who is or has attended National University.

2. Name Types

- **Legal Name**: Students are required to provide their legal names on their applications for admission. After enrollment, students may process official name changes or corrections with the Office of the Registrar. A legal form of identification will be required for a name change.
- **Chosen Name**: Students may request a first, middle, and last name other than their legal name for use by staff, faculty, and other students. The University reserves the right to remove a preferred name if it is used inappropriately or for misrepresentation. The University Registrar has final authority for determining an appropriate preferred name.

- **Diploma Name**: Students may request a name other than their legal name to appear on their diploma when they apply for graduation.
    - **Diploma**: printed diploma with conferred degree
    - **Commencement Program**: if a student has not requested non-disclosure of personally identifiable directory information, the chosen name may be requested.

Disclaimer: The chosen name will be used in lieu of the legal name when it is not necessary for the legal name to be used. It will be used across the University where available.

Student Code of Conduct

Student Code of Conduct

Preface

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

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

Core Values of Student Conduct at National University

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

National University students are solely responsible for having knowledge of information, policies and procedures outlined within this policy. The Office of Student Conduct (OSC) reserves the right to change this code as deemed necessary; posted changes are effective immediately.

Students are encouraged to check online at https://www.nu.edu/student-services/student-conduct/ for the most current version of all policies and procedures.

Conflict Resolution Options

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

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

Section 1: Mission and Philosophy Statements

1.1 Mission Statement

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

1.2 Philosophy Statement

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

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

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

Section 2: Policy Administration and Designations

2.1 Interpretation and Revision

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

2.2 University as Convener

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

2.3 Group Violations

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

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

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

2.4 Amnesty

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

2.4.1 For Victims

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

2.4.2 For Those Who Offer Assistance

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

2.4.3 For Those Who Report Serious Violations

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

Section 3: Jurisdiction

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

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

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

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

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

The Student Code of Conduct may be applied to behavior conducted online, via email, social media and all other types of electronic medium. Students should also be aware that online postings such as blogs, web postings, chats and social networking sites are in the public sphere and are not private. These postings can subject a student to allegations of conduct violations if evidence of policy violations is posted online. However, most online speech by

students not involving National University networks or technology will be protected as free expression and not subject to this Code, with two notable exceptions:

- A true threat, defined as a threat that a reasonable person would interpret as a serious expression of intent to inflict bodily harm upon specific individuals.
- Speech posted online about National University or its community members that causes a significant on campus disruption.

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

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

Section 4: Violation of the Law

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

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

- The responding student must comply with all campus investigative efforts that will not prejudice their defense in the criminal trial;
- The responding student must comply with all interim actions and/or restrictions imposed during the leave of absence;
- The responding student must agree that, in order to be reinstated to active student status, they must first be subject to, and fully cooperate with, the campus conduct process and must comply with all sanctions that are imposed; and
- This Leave of Absence will not prevent enrollment status from being reported as scheduled. Students receiving Financial Aid should contact the Financial Aid department to help determine impact of voluntary LOA.

Section 5: The Rules

5.1 Core Values and Behavioral Expectations

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

have committed or to have attempted to commit the following misconduct is subject to the sanctions outlined in the student conduct process.

5.2 General Standards of Conduct for Online Students

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

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

5.2.1 Integrity

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

5.2.1.1 Academic Dishonesty

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

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

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

Scope of Academic Dishonesty Policy

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

- Discussion postings
- Exams
- Signature assignments
- Course papers
- Comprehensive portfolio/prospectus
- Written assignments using outside source information

- Dissertation documents (dissertation chapters, concept papers, proposals and final reports)

Examples of Academic Dishonesty and Plagiarism

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

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

Re-using or Re-purposing Prior Work

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

Exceptions

1. Previously attempted course - A student may submit prior work for the same course when re-taking a course that was previously attempted. Students must notify their faculty that they previously attempted the course and are re-using prior work. This exception notwithstanding, refining prior work before submission to best reflect the student's current scholarly abilities and achieve the best chance for a passing grade on the re-take is always prudent.
2. Research methods courses and dissertation research - Doctoral research is an ongoing process and these courses represent a continuing sequence where it is expected that students refine their prior work. Therefore, the submission of prior work is acceptable. Students must notify their professors that they are continuing their research from a prior course. This exception notwithstanding, refining prior work before submission to best reflect the student's current scholarly abilities and take advantage of prior faculty feedback is always prudent.
3. Comprehensive portfolios/prospectus - The comprehensive portfolio and prospectus are the student's opportunity to showcase and prove knowledge already attained. Therefore, the submission of prior work is acceptable. This exception notwithstanding, students must revise the prior work before submission as part of the portfolio to best reflect the student's current scholarly abilities and submit both the original and the revised versions.

4. When instructed to do so by the faculty or assignment instructions - re-submission of prior work or revised work is permitted.

Office of Student Conduct Points/Sanctions

Sanction points for academic dishonesty are as follows:

- 1 Point = Written Warning
- 2 Points = Educational Sanction (ex. paper on academic dishonesty/ethics)
- 3 Points = Educational and Disciplinary Sanctions (ex. paper and disciplinary probation and/or suspension)
- 4 Points = Separation Proceedings

5.2.1.2 Unauthorized Access

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

5.2.1.3 Collusion

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

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

5.2.1.4 Trust

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

5.2.1.5 Election Tampering

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

5.2.1.6 Taking of Property

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

5.2.1.7 Stolen Property

Knowingly taking or maintaining possession of stolen property.

5.2.2 Community

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

5.2.2.1 Disruptive Behavior

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

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

Minimum

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

Examples include, but are not limited to:

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

Significant

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

Examples include, but are not limited to:

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

5.2.2.2 Disorderly Assembly

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

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

5.2.2.3Unauthorized Entry

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

5.2.2.4Forgery/Fraud

Altering University documents or knowingly providing false information.

5.2.2.5Damage and Destruction

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

5.2.2.6IT and Acceptable Use

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

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

5.2.2.7 Gambling

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

5.2.2.8 Weapons

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

5.2.2.9 Smoking or Tobacco

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

5.2.2.10 Fire Safety

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

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

5.2.2.11 Ineligible Pledging or Association

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

5.2.2.12 Animals

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

5.2.2.13 Wheeled Devices

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

5.2.3 Social Justice

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

5.2.3.1 Discrimination

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

5.2.3.2 Unwelcome Harassment

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

- **1.0** Hostile Environment

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

5.2.3.3 Retaliatory Discrimination or Harassment

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

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

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

5.2.3.4 Bystanding

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

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

5.2.3.5 Abuse of Conduct Process

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

- **1.0** Falsification, distortion, or misrepresentation of information
- **1.1** Failure to provide, destroying or concealing information during an investigation of an alleged policy violation
- **1.2** Attempting to discourage an individual's proper participation in, or use of, the campus conduct system

- **1.3** Harassment (verbal or physical) and/or intimidation of a member of a campus conduct body prior to, during, and/or following a campus conduct proceeding
- **1.4** Failure to comply with the sanction(s) imposed by the campus conduct system
- **1.5** Influencing, or attempting to influence, another person to commit an abuse of the campus conduct system

5.2.4 Respect

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

5.2.4.1 Harm to Persons

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

5.2.4.2 Threatening Behaviors

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

- **1.0** Threat
  - Written or verbal conduct that causes a reasonable expectation of injury to the physical health, mental health, or safety of any person or damage to any property.
- **1.1** Intimidation
  - Intimidation defined as implied threats or acts that cause a reasonable fear of emotional, mental or physical harm in another.

5.2.4.3 Bullying and Cyberbullying

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

5.2.4.4 Hazing

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

5.2.4.5 Intimate Partner/ Relationship Violence

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

5.2.4.6 Stalking

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

5.2.4.7 Sexual Misconduct

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

5.2.4.8 Public Exposure

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

5.2.5 Responsibility

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

5.2.5.1 Alcohol

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

5.2.5.2 Illegal Drugs

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

5.2.5.3 Prescription Medications

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

5.2.5.4 Failure to Comply

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

5.2.5.5 Financial Responsibilities

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

5.2.5.6 Arrest

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

5.2.5.7 Other Policies

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

5.2.5.8 Health and Safety

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

5.2.5.9 Violations of Law

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

Section 6: Overview of the Conduct Process

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

6.1 Notice of Alleged Violation

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

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

allegation or notice of misconduct on its own behalf and to serve as convener of the subsequent campus conduct process.

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

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

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

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

6.3 STEP 2: Educational Conference (EC)

When an EC is held, the possible outcomes include:

- A decision not to pursue the allegation based on a lack of or insufficient evidence. The matter should be closed, and records should so indicate.
- A decision on the allegation, also known as a resolution to an allegation. If necessary, additional investigation and/or ECs may be held prior to closing the investigation and recommending sanction(s). If a decision on the allegation is made and the finding is that the responding student is not responsible for violating the Code, the process will end. If/when the CO conducting the EC determines that it is more likely than not that the responding student is in violation, the CO will close the investigation and recommend final sanction(s) to the OSC.

6.4 STEP 3: Review and Finalize Sanction(s)

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

6.5 Conduct Sanctions

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

- **1.0** Warning - An official written notice that the student has violated University policies and/or rules and that more severe conduct action will result should the student be involved in any other violations while the student is enrolled at the University.
- **1.1** Restitution - Compensation for damage caused to the University or any person's property. This could also include situations such as failure to return a reserved space to proper condition – labor costs and expenses. This is not a fine but, rather, a repayment for labor costs and/or the value of property destroyed, damaged, consumed, or stolen.
- **1.2** Community/University Service Requirements - For a student or organization to complete a specific supervised community or University service.
- **1.3** Loss of Privileges - The student will be denied specified privileges for a designated period of time.
- **1.4** Confiscation of Prohibited Property - Items whose presence is in violation of University policy will be confiscated and will become the property of the University. Prohibited items may be returned to the owner at the discretion of the OSC and/or Campus Security.
- **1.5** Behavioral Requirement - This includes required activities including, but not limited to, seeking academic counseling or substance abuse counseling, writing a letter of apology, etc.
- **1.6** Educational Program - Requirement to attend, present and/or participate in a program related to the violation. It may also be a requirement to sponsor or assist with a program for others on campus to aid them

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

- **1.7** University Probation - The student is placed on official notice that, should further violations of University policies occur during a specified probationary period, the student may face suspension or expulsion. Regular probationary meetings may also be imposed.
- **1.8** Eligibility Restriction - The student is deemed "not in good standing" with the University for a specified period of time. Specific limitations or exceptions may be granted by the OSC and terms of this conduct sanction may include, but are not limited to, the following:
    - Ineligibility to hold any office in any student organization recognized by the University or hold an elected or appointed office at the University; or
    - Ineligibility to represent the University to anyone outside the University community in any way including: participating in a study tour or study abroad program, attending conferences, or representing the University at an official function, event or competition as a competitor, manager or student coach, etc.
- **1.9** Records, Enrollment, and/or Graduation Hold - A hold may be placed on the student's ability to re-enroll and/ or obtain official transcripts and/or graduate, and all sanctions must be satisfied prior to release of records, re-enrollment, or graduation/degree conferral.
- **1.10** University Suspension - Separation from the University for a specified minimum period, after which the student is eligible to return. Eligibility may be contingent upon satisfaction of specific conditions noted in the Decision Letter at the time of suspension. During the suspension period, the student is banned from all university property, functions, events, activities, online classes and/or NU Commons Facebook activity without prior written approval from the OSC (or designee). This sanction may be enforced with a trespass action as necessary.
- **1.11** University Expulsion - Permanent separation from the University. The student is banned from all University property and the student's presence at any University-sponsored activity or event (including alumni events) is prohibited. This action may be enforced with a trespass action as necessary.
- **1.12** Revocation of Degree - In the event of serious misconduct committed while still enrolled but reported after the responding student has graduated, National University may invoke student conduct procedures and should the former student be found responsible, the University may revoke that student's degree.
- **1.13** Other Sanctions - Additional or alternate sanctions may be created and designed as deemed appropriate to the offense with the approval of the OSC or designee. The following sanctions may be imposed upon groups or organizations found to have violated the Student Code of Conduct:
    - One or more of the sanctions listed above; and/or
    - Deactivation, de-recognition, loss of all privileges (including status as a University-registered group/ organization), for a specified period.

6.6 Parental Notification

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

6.7 Notification of Outcomes

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

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

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

6.8 Failure to Complete Conduct Sanctions

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

Section 7: The Appeal Review Process

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

7.1 Grounds for Appeal Requests

Appeals requests are limited to the following grounds:

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

7.2 Appeal Process

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

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

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

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

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

Section 8: Disciplinary Records

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

Pregnancy and Parenting

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

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

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

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

In situations such as clinical rotations, performances, labs, and group work, the institution will work with the student to devise an alternative path to completion, if possible. In progressive curricular and/or cohort-model programs, medically necessary leaves are sufficient cause to permit the student to shift course order, substitute similar courses, or join a subsequent cohort when returning from leave.

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

Scope of Policy

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

Title IX Coordinator
Heather Tyrrell
9388 Lightwave Ave.
San Diego, CA 92123
Telephone: (858) 640-8087
Email: htyrrell@nu.edu

EGP Officer
Michelle Vandenbergh Senior HRBP; Human Resources
9388 Lightwave Ave.
San Diego, CA 92123
Telephone: (619) 372-0712
Email: mvandenbergh@nu.edu

EGP Officer
Sara Kelly, Ed.D. Professor; School of Arts, Letters and Sciences
Telephone: (619) 573-0384
Email: skelly@nu.edu

EGP Officer
J.B. Robinson, Ph.D. Dean of Students
Telephone: (858) 226-1369
Email: jrobinson2@nu.edu

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

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

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

Definitions

- **Caretaking**: caring for and providing for the needs of a child.
- **Medical Necessity:** a determination made by a health care provider (of the NU community member's choosing) that a certain course of action is in the patient's best health interests.
- **Parenting**: the raising of a child by the child's parents in the reasonably immediate post-partum period.
- **Pregnancy and Pregnancy-Related Conditions**: include (but are not limited to) pregnancy, childbirth, false pregnancy, termination of pregnancy, conditions arising in connection with pregnancy, and recovery from any of these conditions.
- **Pregnancy Discrimination**: includes treating an individual affected by pregnancy or a pregnancy-related condition less favorably than similar individuals not so affected and includes a failure to provide legally mandated leave or accommodations.
- **Pregnant/Birth-Parent:** refers to the NU community member who is or was pregnant. This policy and its pregnancy-related protections apply to all pregnant persons, regardless of gender identity or expression.
- **Reasonable Accommodations**: (for the purposes of this policy) changes in the academic or typical operations that enables pregnant students of the NU community or those with pregnancy-related conditions to continue to pursue their studies and enjoy equal benefits of National University

Reasonable Accommodation of Students Affected by Pregnancy, childbirth, or Related Conditions

1. National University and its faculty, staff, and other employees will not require students to limit their studies as the result of pregnancy or pregnancy-related conditions.

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

Reasonable accommodations may include, but are not limited to:

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

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

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

Modified Academic Responsibilities Policy for Parenting Students

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

Leave of Absence – Academic

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

Leave of Absence – Students Receiving Financial Aid or Scholarships

1. To avoid a disruption of financial aid funding, please review the National University leave of absence policy in the General Catalog.
    - A student will need to apply for a leave of absence through the Office of the Registrar to avoid cancelation of future financial aid disbursements and/or a return of Title IV funds due to a break of over 35 days.
    - Students utilizing federal financial aid may be subject to a Return to Title IV calculation once the student exceeds 180 days on an Approved Leave of Absence in a rolling calendar year.
    - If a student is no longer meeting Satisfactory Academic Progress (SAP) due to a break or breaks in attendance, they will be required to submit an appeal and provide supporting documentation to reinstate their eligibility.
2. Continuation of students' scholarship, fellowship, or similar external sponsored funding during the leave term will depend on the students' registration status and the policies of the specific funding program regarding registration status.
3. Students will not be negatively impacted by or forfeit their future eligibility for their scholarship, fellowship, or similar National University-supported funding by exercising their rights under this policy.
4. The Title IX Coordinator or designee can and will advocate for students with respect to financial aid agencies and external scholarship providers in the event that a leave of absence places eligibility into question.

Employee – Leave of Absence

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

Student – Employee Leave of Absence

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

Retaliation and Harassment

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

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

Dissemination of the Policy and Training

A copy of this policy will be published in the General Catalog and posted on the National University, Title IX website. All new members of the National University community will be made aware of this policy and the location of this policy during the enrollment and/or new hire process. All students and employees will be provided with a copy annually. The Office of Diversity,

Equity and Inclusion will make additional educational materials available to all members of the National University community to promote compliance with this policy and familiarity with its procedures.

Institutional Statement on Artificial Intelligence (AI) Use

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

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

Avoiding Plagiarism

Students are responsible for the work they submit and must give credit for any information that is not either the result of original research or common knowledge. For example, it would be necessary to give credit to an author who provided an argument about the strategic importance of the Emancipation Proclamation in the American Civil War. Conversely, major historical facts, such as the dates of the American Civil War, are considered common knowledge and do not require that credit be given to a particular author.

If a student borrows ideas or information from another author, he/she must acknowledge the author in the body of the text and on the reference page. If a student borrows the words of another author, they must be careful to use the author's exact words, enclose them in quotation marks, and cite the source in the body of the text and also on the reference page. If students are unsure whether or not they should cite, they are encouraged to cite. They are also encouraged to ask their instructors for guidance on this issue. Students might also consult writing handbooks such as the Essential Little Brown Handbook, and for formatting questions refer to manuals such as The MLA Handbook for the Humanities, The Publication Manual of the APA for social sciences and business, and The CBE Style Manual for natural and applied sciences.

Additional information and resources regarding plagiarism, including videos and tutorials, are available on the National University Library web pages. Visit http://nu.libguides.com/citations/plagiarism and input plagiarism in the search field.

Acceptable Use of Information Technology and Password Standards

Purpose:

National University provides access to class rooms, messaging systems, and other Library and academic resources. The University also provides computers along with network, Internet, Intranet, and email access for team members and faculty for performance of their job functions. This access carries certain responsibilities and obligations as to what constitutes acceptable use of the institution's network.

Scope:

This policy applies to all students, alumni, team members, faculty members, leased workers, independent contractors, or service providers who abuse the privilege of National University facilitated access to student or faculty information systems, email, or the Internet. Violation of this policy may be denied access to said systems and, if appropriate, be subjected to disciplinary action, up to and including termination or dismissal from the University. Questions on what constitutes acceptable use should be directed to the user's team leader, instructor, Academic Finance Counselor, NU leadership, or NU Compliance and Policy Management.

Restrictions and Prohibitions on Use and Access:

- Communications and Internet access should be conducted in a responsible and professional manner reflecting the University's commitment to honest, ethical, and non-discriminatory practices. In furtherance of these goals and to ensure the security of institutional, faculty, and student information, the following restrictions and prohibitions apply:
- Never share your logon ID and/or password with any other person. No internal department or team member, including IT and HR, should ask for a user's logon ID credentials (username / password).
- Do not reveal NU network or system access passwords to others, including family, friends, or other members of the household when working from home or remote locations.
- Do not access a computer account that belongs to another team member, faculty member, student or department.
- Use only your assigned logon ID and password; you are responsible for all activity under your logon ID.
- Report any known or suspected compromise of your logon ID to the NU Information Technology Department.
- Anytime team members leave their desks/work area, they shall lock their desktop/PCs (in windows cntrl+alt+delete and press enter).
- Unauthorized attempts to circumvent data security schemes; identify or exploit security vulnerabilities; or decrypt secure data are prohibited.
- Attempting to monitor, read, copy, change, delete or tamper with another user's electronic communications, email, files or software is prohibited.
- Knowingly or recklessly running or installing (or causing another to run or install) a program (such as a "worm" or "virus") intended to damage or place an excessive load on a computer system or network is prohibited.
- Forging the source of electronic communications, altering system data used to identify the source of messages or otherwise obscuring the origination of communications is prohibited.
- Any use that violates federal, state, or local law or regulation is expressly prohibited.
- Knowing or reckless interfering with the normal operation of computers, peripherals or networks is prohibited.
- Deliberately wasting computer resources, including bandwidth, disk space, and printer paper, or running or installing games or other unauthorized software on institutional computers is prohibited.
- Using the institution network to gain unauthorized access to any computer system is prohibited.
- Downloading NU information, especially NU confidential information, onto any external hard drive, disk, or other storage device is prohibited, unless specifically for work purposes.
- Performing any of the following is prohibited: port scanning, security scanning, network sniffing, keystroke logging, or other IT information gathering techniques when not part of user's job function.
- Any use of the NU Websites for product advertisement, except those endorsed by the University, is prohibited.
- Any use of the NU Websites for political lobbying is prohibited.
- All communications accessible via the NU Web sites, such as the Bulletin Board, Discussion Forums and any other communication tools, will reflect professionalism, respect for others and appropriate language.

Password Standards:

Students must have valid login and password credentials to access National University's student information systems. Passwords for student accounts must be a minimum length of ten (10) characters and meet three of the following conditions:

- English uppercase characters (A through Z)

- English lowercase characters (a through z)
- Base 10 digits (0 through 9)
- Non-alphanumeric characters: ~!@#$%^&*_-+=`|\(){}[]:;"'<>,.?/

Note: For greater security, passwords should not be based on personal information (e.g., names of family, birthdates, etc.). Passwords expire every 180 days, and the new password cannot be the same as any of the previous 24 passwords. Students with expired passwords will not be granted access to NU's systems until they have successfully reset their password. Instructions for updating account passwords are available through the login/password reset feature.

Fair Use of Copyrighted Material

The University Library is committed to compliance with intellectual property law and the preservation of the rights of copyright owners and users of copyrighted materials. The Library strives to inform all its constituencies of the rights and responsibilities under the fair use provisions of the Copyright Act (17 U.S.C. Section 107).

- Fair use applies to the digital environment without regard to the medium of the original work
- Fair use does not supersede licensed resources, unless the terms of controlling agreements specifically defer to U.S. Copyright Act 17 U.S.C. Section 107
- Fair use depends on a case-by-case examination of facts surrounding each case, and the four factors identified in U.S. Copyright Act 17 U.S.C. Section 107:
    1. The purpose or character of the use; including whether such use is of a commercial nature or for nonprofit educational purposes
    2. The nature of the copyrighted work used
    3. The amount and substantially of the work being used
    4. The effect of the use on the market for or value of the original work

The Library works to comply with the Fair Use Guidelines and the U.S. Copyright Law (Title 17, U.S. Code) regarding photocopied materials. The copyright law of the United States governs the making of photocopies or other reproductions of copyrighted materials. Under certain conditions specified by the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specified conditions is that the photocopy or reproduction is not to be "used for any purpose other than private study, scholarship or research." If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement. The University reserves the right to refuse to accept a copying order if, in its judgment, fulfillment of the order would involve violation of copyright law.

Students should refer to the Acceptable Use of Information Technology policy for additional policies and procedures related to copyright infringement – including Peer-to-Peer (P2P) file sharing – institutional sanctions for student misconduct, and violations and penalties for copyright infringement under federal law.

Institutional Review Board

Scope

Applies to all research involving human subjects conducted at or under the auspices of National University.

Purpose

To ensure the protection of human subjects in research through compliance with federal regulations and ethical standards.

Institutional Commitment

National University is committed to protecting the rights and welfare of human subjects in research. All research involving human participants follows the ethical principles of the Belmont Report and applicable federal regulations, including 45 CFR 46 (Common Rule) and, when applicable, FDA, HIPAA, and Department of Defense regulations.

Federalwide Assurance (FWA)

National University maintains an active FWA with the Office for Human Research Protections (OHRP), ensuring compliance with federal regulations.

Authority of the IRB

The IRB has the authority to:

- Review, approve, require modifications, or disapprove research involving human subjects.
- Assess the risk level of studies and ensure appropriate protections are in place.
- Suspend or terminate research not conducted in accordance with IRB requirements.
- Monitor ongoing research for compliance.
- Require reporting of unanticipated problems and noncompliance.
- Activities Subject to IRB Review
- All research involving human subjects conducted by National University faculty, staff, or students requires IRB approval before initiation.

Researcher Responsibilities

Researchers must:

- Complete Collaborative Institutional Training Initiative (CITI) training before conducting human subjects research.
- Obtain IRB approval before data collection.
- Submit modifications for IRB review before implementing changes.
- Report adverse events or noncompliance to the IRB within 24 hours.
- Ensure compliance with local, state, and federal regulations.

IRB Administration Responsibilities

The IRB is responsible for:

- Ensuring compliance with federal regulations.
- Maintaining IRB membership and oversight procedures.
- Conducting reviews, monitoring research, and enforcing policies.
- Reporting serious noncompliance to institutional officials and federal agencies as required.

IRB Membership & Independence

IRB members are appointed by the Institutional Official and serve independently, free from undue influence. The IRB reports directly to the Institutional Official.

Appeals & Violations

Researchers may appeal IRB decisions by submitting a formal appeal to the Institutional Official. Suspected policy violations will be investigated, and corrective actions may include increased monitoring, suspension of research, or institutional sanctions.

For questions, contact irb@nu.edu.

Student Complaints and Grievances Policy

For all non-discriminatory student concerns with the University regarding an interaction with a staff or faculty member, policy/procedure preferences, or other concerns about their experience, the student may start the process with the Office of Student Affairs (OSA). Other resources to report a concern can be found on the Report an Incident or Concern page including any concerns around civil rights and discriminatory treatment, see Title IX.

Note: Appeals of final grades must use the appeal process defined in "Grade Appeals" in the University Catalog. Review carefully the directives on appeals as often the decisions of Deans in these matters are not grieve-able. Other appeals include but are not limited to: SAP, academic dismissal, administrative dismissal, and re-admission. Students should refer to the catalog for details on advancing these types of appeals.

California Bureau for Private Postsecondary Education (BPPE)

The BPPE exists to promote and protect the interests of students and consumers in California. Students may file a complaint with the California Bureau for Private Postsecondary Education. A complaint may be filed by writing (Complaint Form) or calling the Bureau's Enforcement Section at the following address and telephone number:

Bureau for Private Postsecondary Education
2535 Capitol Oaks Drive, Suite 400
Sacramento, CA 95833

Telephone: (916) 431-6959
FAX: (916) 263-1897
Website: www.bppe.ca.gov

Student Complaint - State Contact Information

National University works with higher education authorities in U.S. states and jurisdictions to ensure compliance with state and federal requirements, including complaint processes. Institutions of higher education are required to provide prospective and current students with contact information for relevant external entities tasked with complaint oversight.

National University strives to give all our students the best experience possible, which is why the university offers a wide range of services to support students from enrollment through graduation. If a prospective or current student has a complaint, we encourage you to resolve them informally or formally through Student Services before submitting a complaint to an external entity.

Students can also reach out to the Ombudsman Office for assistance in addressing concerns. The Ombudsman's Office is an informal, impartial, independent, neutral and confidential place for community members to address concerns. This office strives for fairness of process and healthy conflict resolution; the Ombudsman can provide unbiased assistance and guidance in resolving any complaints or concerns.

Email: ombuds@nu.edu
Website: https://www.nu.edu/our-university/the-university/office-of-the-ombudsman/

However, if an issue cannot be resolved internally, students can file a complaint with their state of residence or the University's accrediting organization. Each of the relevant state higher education regulatory agencies and the University's accrediting organization are listed below with their contact information.

Students who wish to file a complaint based upon discriminatory treatment should review The Civil Rights/Title IX information located on the website and in the General Catalog. Students who wish to file a complaint with the University's accrediting agency should contact WSCUC (information below).

Alabama Commission on Higher Education (ACHE)
100 North Union Street
Montgomery, AL 36104
Phone: 334.242.1998
Website: www.ache.edu

Alabama Community College System (ACCS)
P.O. Box 302130
Montgomery, AL 36130
Phone: 334.293.4500
Website: www.accs.edu

Street Address
135 S. Union Street
Montgomery, AL 36104-4310

Alabama Student Grievance Information: https://www.accs.edu/about-accs/private-school-licensure/complaints/

Alabama Student Grievance Form: https://psl.asc.edu/External/Complaints.aspx

Alaska Commission on Postsecondary Education
P.O. Box 110505
Juneau, AK 99811-0505
Phone: 800.441.2962
Website: https://acpe.alaska.gov/

Alaska Disclosure: Whereas National University does not have a physical presence in the state of Alaska, the institution is exempt from authorization under "AS 14.48" and this chapter because all programs are offered online, and distance delivered.

Alaska Student Grievance Information: https://acpe.alaska.gov/ConsumerProtection

Arizona State Board for Private Postsecondary Education
1740 W. Adams Street, #3008
Phoenix, AZ 85007
Phone: 602.542.5709
Website: www.azppse.gov

Arizona Disclosure: If the student complaint cannot be resolved after exhausting the Institution's grievance procedure, the student may file a complaint with the Arizona State Board for Private Post-Secondary Education. The student must contact the State Board for further details.

Arizona Student Grievance Information: https://ppse.az.gov/resources/student-complaint

Arizona Student Grievance Form: https://ppse.az.gov/sites/default/files/2022-09/Student%20Complaint%20Form%20%281%29.pdf

Arkansas Higher Education Coordinating Board
423 Main Street, Suite 400
Little Rock, AR 72201
Phone: 501.371.2000
Website: www.adhe.edu

Arkansas Disclosure: Arkansas Higher Education Coordinating Board Certification does not constitute endorsement of any institution or degree program. Such certification merely indicates that certain criteria have been met under the rules and regulations of institutional and program certification as defined in Arkansas Code §6-61-301. The student should be aware that these degree programs may not transfer. The transfer of course/degree credit is determined by the receiving institution.

Arkansas Student Grievance Information: https://adhe.edu/resources/students

Arkansas Student Grievance Form: https://sbpce.wufoo.com/forms/form-8040-complaint-form/

California Bureau for Private Postsecondary Education

Mailing Address:
P.O. Box 98018
West Sacramento, CA 95798-0818
Phone: 916.431.6959
Website: www.bppe.ca.gov

Physical Address:
2535 Capital Oaks Drive, Suite 400
Sacramento, CA 95833

California Student Grievance Information: https://www.bppe.ca.gov/enforcement/complaint.shtml

California Student Grievance Form: https://www.bppe.ca.gov/forms_pubs/complaint.pdf

Colorado Department of Higher Education
1600 Broadway, Suite 2200
Denver, CO 80202
Phone: 303.862.3001
Website:https://highered.colorado.gov

Colorado Student Grievance Information: https://highered.colorado.gov/students/how-do-i/file-a-student-complaint

Colorado Student Grievance Form: https://highered.colorado.gov/Academics/Complaints/FileComplaint.aspx

Connecticut Office of Higher Education
450 Columbus Boulevard, Suite 707
Hartford, CT 06103
Phone: 860.947.1824
Email: Emily.Bjornberg@ct.gov

Connecticut Student Grievance Information: https://portal.ct.gov/DCP/Complaint-Center/Consumers---Complaint-Center

Connecticut Student Grievance Form: https://veoci.com/v/p/181953/workflow/gjrt4qhrrvkv

Delaware Department of Education
401 Federal Street, Suite 2
Dover, DE 19901
Phone: 302.735.400
Website: https://education.delaware.gov/

Delaware Student Grievance Form: https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/Domain/158/PBTS%20Complaint%20Form.pdf

District of Columbia Higher Education Licensure Commission (HELC)
Office of the State Superintendent of Education
1050 First Street, NE, 5th Floor
Washington, DC 20002
Phone: 202.727.6436
Website: www.helc.osse.dc.gov

District of Columbia Disclaimer: National University has an account for student indemnification in the manner of surety bond, which may be used to indemnify a student or enrollee who has suffered damage as a result of discontinuance of operation or violation by the institution of any provision of NRS 394.383 to 394.560.

District of Columbia Student Grievance Information: https://helc.osse.dc.gov/topic/helcadmin/community-stakeholders/public-complaints

District of Columbia Student Grievance Form: https://helc.osse.dc.gov/HELCAdmin/HELCAdmin/media/0kmobb5o/helc-complaint-form-english.docx

Florida Department of Education
Commission for Independent Education
325 W. Gaines Street, Suite 1414
Tallahassee, FL 32399-0400
Phone: 850.245.3212
Website: www.fldoe.org

Florida Student Grievance Information: https://www.fldoe.org/about-us/office-of-the-inspector-general/file-a-complaint.stml

Florida Student Grievance Form: https://web01.fldoe.org/IGComplaintSSO/ComplaintForm.aspx

Georgia Nonpublic Postsecondary Education Commission
2082 E Exchange Place, Suite 220
Tucker, GA 30084-4113
Phone: 770.414.3300
Website: https://gnpec.georgia.gov/

Georgia Student Grievance Information: https://gnpec.georgia.gov/student-resources/complaints-against-institution

Georgia Student Grievance Form: https://gnpec.georgia.gov/complaint-forms

Hawaii Post-Secondary Education Authorization Program Department of Commerce and Consumer Affairs
P.O. Box 541
Honolulu, Hawaii 96809
Phone: 808.586.7327
Website: www.cca.hawaii.gov/hpeap

Hawaii Student Grievance Information: https://cca.hawaii.gov/hpeap/student-complaint-process/

Hawaii Student Grievance Form: https://cca.hawaii.gov/hpeap/files/2013/08/Student-Complaint-Form.pdf

Idaho State Board of Education
650 W. State Street, 3rd Floor
Boise, ID 83720-0037
Phone: 208.334.2270
Website: www.boardofed.idaho.gov

Idaho Student Grievance Information: https://boardofed.idaho.gov/higher-education-private/proprietary-schools-non-degree-granting/student-complaint-procedures/

Idaho Student Grievance Form: https://boardofed.idaho.gov/wp-content/uploads/2020/07/Student-Complaint-Form-7-2020.docx

Illinois Board of Higher Education
1 North Old State Capital Plaza, Suite 333
Springfield, IL 62701-1377
Phone: 217.782.2551
Website: www.ibhe.org

Illinois Student Grievance Information: https://complaints.ibhe.org/

Illinois Student Grievance Form: https://complaints.ibhe.org/register.aspx

Indiana Commission on Higher Education
101 W. Ohio Street, Suite 300
Indianapolis, IN 46204-4206
Phone: 317.464.4400
Website: www.in.gov/che

Indiana Student Grievance Information: https://www.in.gov/che/student-complaints/

Indiana Student Grievance Form: https://www.in.gov/che/files/161116_ICHE_StudentComplaintForm.pdf

Iowa Department of Education - Bureau of Iowa College Aid
4400 E. 14th Street
Des Moines, IA 50319
Phone: 877.272.4456
Website: https://educate.iowa.gov/higher-ed/student-complaints

Iowa Disclosure: A registered school must comply with the requirements of Iowa Code 261.9(1)(g). This law requires schools to adopt a military tuition and fee refund policy for a student who is a member (or the spouse of a member if the member has a dependent child), of the Iowa national guard or reserve forces of the United States and who is ordered to national guard duty or federal active duty.

This policy should allow the student to:

1. Withdraw from the student's entire registration and receive a full refund of tuition and mandatory fees.
2. Make arrangements with the student's instructors for course grades or for incompletes that shall be completed by the student at a later date. If such arrangements are made, the student's registration shall remain intact and tuition and mandatory fees shall be assessed for the courses in full.
3. Make arrangements with only some of the student's instructors for grades, or for incompletes that shall be completed by the student at a later date. If such arrangements are made, the registration for those courses shall remain intact and tuition and mandatory fees shall be assessed for those courses. Any course for which arrangements cannot be made for grades or incompletes shall be considered dropped and the tuition and mandatory fees for the course refunded.

Iowa Student Grievance Information: https://iowacollegeaid.gov/StudentComplaintForm

Iowa Student Grievance Form: https://iowacollegeaid.co1.qualtrics.com/jfe/form/SV_9Br0hqNMto1FItT

Kansas Board of Regents
1000 S.W. Jackson Street, Suite 520
Topeka, KS 66612-1368
Phone: 785.430.4240
Website: www.kansasregents.org

Kansas Disclosure: National University is authorized to operate in Kansas with Certificate of Approval from the Kansas Board of Regents.

The University catalog outlines the process for filing and resolution of student complaints. If the student grievance cannot be resolved after exhausting the University's grievance procedure, Kansas residents may file a complaint with the Kansas Board of Regents. The Board's address is 1000 S.W. Jackson, Ste. 520, Topeka, KS 66612.

Kansas Student Grievance Information: https://www.kansasregents.org/academic_affairs/private_out_of_state/complaint_process

Kentucky Council on Postsecondary Education
100 Airport Road, Third Floor
Frankfort, KY 40601
Phone: 502.573.1555
Website: www.cpe.ky.gov

Kentucky Student Grievance Information: http://cpe.ky.gov/campuses/consumer_complaint.html

Kentucky Student Grievance Form: http://cpe.ky.gov/campuses/complaintform

Louisiana Board of Regents
1201 N 3rd Street, Suite 6
Baton Rouge, LA 70802
Phone: 225.342.4253
Website: www.regents.la.gov

Louisiana Disclosure: National University is currently licensed by the Board of Regents of the State of Louisiana. Licenses are renewed by the State Board of Regents every two years. Licensed institutions have met minimal operational standards set forth by the state, but licensure does not constitute accreditation, guarantee the transferability of credits, nor signify that programs are certifiable by any professional agency or organization.

Louisiana Student Grievance Information: https://www.laregents.edu/regents-resources/#studentparent

Maine Department of Education
23 State House Station
Augusta, ME 04333
Phone: 207.624.6600
Website: www.maine.gov/doe/home

Maine Student Grievance Form: https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-files/sara-complaint-form.pdf

Maryland Higher Education Commission (MHEC)
217 East Redwood Street, Suite 2100
Baltimore MD 21202
Phone: 401.767.3300
Email: collegiatecomplaint.mhec@maryland.gov
Website: https://mhec.maryland.gov/Pages/default.aspx

Maryland Disclosure: National University is registered with the Maryland Higher Education Commission (MHEC). If a prospective or current student is not satisfied with the outcome of the institution's internal complaint resolution process, the complaint may then be brought to the MHEC or Maryland's Office of the Attorney General.

Maryland Student Grievance Information: https://mhec.maryland.gov/institutions_training/Pages/career/pcs/complaint.aspx

Maryland Student Grievance Form: https://onestop.md.gov/forms/student-complaints-mhec-5f74bfc0ab0f9d00fc796766

Maryland Office of the Attorney General Student Grievance Information: https://www.marylandattorneygeneral.gov/Pages/CPD/Complaint.aspx

Massachusetts Department of Higher Education
1 Ashburton Place, Room 1401
Boston, MA 02108
Phone: 617.994.6950
Website: https://www.mass.gov/orgs/department-of-higher-education

Massachusetts Student Grievance Form: https://www.mass.edu/forstufam/complaints/complaintform.asp

Michigan Department of Licensing and Regulatory Affairs
611 W. Ottawa
P.O. Box 30004
Lansing, MI 48909
Phone: 517.355.9700
Website: www.michigan.gov/lara

Michigan Student Grievance Information: https://www.michigan.gov/lara/bureau-list/cscl/complaints

Michigan Student Grievance Form: https://www.michigan.gov/leo/-/media/Project/Websites/leo/Documents/WD/WD_PROGRAMS_SERVICES/PSS/Post-Secondary_Complaint_Instructions_FINAL_032020_685912_7-(34).pdf?rev=d9354bf5247548a6bd9751a8aa4e178d

Minnesota Office of Higher Education
1450 Energy Park Drive, Suite 350
St. Paul, MN 55108-5227
Phone: 651.642.0567
Website: www.ohe.state.mn.us

Minnesota Disclosure: National University is registered with the Minnesota Office of Higher Education pursuant to Minnesota Statutes section 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits Earned at the institution may not transfer to all other institutions.

Minnesota residents interested in enrolling in the Bachelor of Science in Criminal Justice program should made note that the state of Minnesota licenses police officers and there are specific educational requirements. In addition, additional training (a skills-based course) is also required before being eligible for licensure as a police officer in the state of Minnesota.

ILR 260 is not recognized as an English or communication class in Minnesota. Minnesota residents must be required to complete the other English or Communications classes to satisfy the Minnesota Degree Standards.

Minnesota Student Grievance Information: https://www.ohe.state.mn.us/mPg.cfm?pageID=1078

Minnesota Student Grievance Form: https://www.ohe.state.mn.us/pdf/ComplaintForm.pdf

Mississippi Commission on College Accreditation
3825 Ridgewood Road
Jackson, MS 39211-6453
Phone: 601.432.6372
Website: http://www.mississippi.edu/mcca/

Mississippi Disclosure: Effective January 30, 2025, National University (NU) discontinued operations in Mississippi and is no longer offering educational programs to students located in the state. NU is not accepting new enrollments from Mississippi residents. Mississippi residents who are currently enrolled in National University programs may continue in their programs through completion. However, if a student withdraws or takes a break in enrollment, it may affect their ability to return or re-enroll if they continue to reside in Mississippi.

Mississippi Student Grievance Information: http://www.mississippi.edu/mcca/student_complaint_process.asp

Mississippi Student Grievance Form: http://www.mississippi.edu/mcca/downloads/mccastudentcomplaintform.pdf

Missouri Department of Higher Education & Workforce Development
P.O. Box 1469
Jefferson City, MO 65101
Phone: 573.751.2361
Website: http://www.dhewd.mo.gov/

Missouri Student Grievance Information: https://ago.mo.gov/civil-division/consumer/consumer-complaints

Missouri Student Grievance Form: https://ago.mo.gov/app/consumercomplaint

Montana Board of Regents
2500 Broadway Street
P.O. Box 203201
Helena, MT 59620-3201
Phone: 406.444.6570
Website: http://www.mus.edu/board

Montana Student Grievance Information: https://mus.edu/MUS-Statement-of-Complaint-Process.html

Montana Student Grievance Form: https://dojmt.gov/consumer/consumer-complaints/

Nebraska Coordinating Commission for Postsecondary Education
P.O. Box 95005
Lincoln, NE 68509-5005

Phone: 402.471.2847
Website: http://www.ccpe.nebraska.gov/

Physical Address
140 N. 8th Street, Suite 300
Lincoln, NE 68508

Nebraska Student Grievance Information: https://ccpe.nebraska.gov/student-complaints-against-postsecondary-institutions

Nebraska Student Grievance Form: https://www.education.ne.gov/wp-content/uploads/2017/07/PPCS_Complaint-form.pdf

Nevada Commission on Postsecondary Education Commission
2800 E. St. Louis
Las Vegas, NV 89104
Phone: 702.486.7330
Website: http://www.cpe.nv.gov

Nevada Disclosure: National University has an account for student indemnification in the manner of a surety bond, which may be used to indemnify a student or enrollee who has suffered damage as a result of discontinuance of operation or violation by the institution of any provision of NRS 394.383 to 394.560.

Nevada Student Grievance Information: https://cpe.nv.gov/Students/Students_Home/

Nevada Student Grievance Form: https://cpe.nv.gov/uploadedFiles/cpenvgov/content/Students/Complaint%20Form%20Initial%202021.pdf

New Hampshire Department of Education
25 Hall Street
Concord, NH 03301-3860
Phone: 603.271.3494
Website: https://www.education.nh.gov/

New Hampshire Student Grievance Form: https://my.doe.nh.gov/ESSWEB/HigherEducation/Complaint.aspx

New Jersey Commission on Higher Education
20 W. State Street
P.O. Box 542
Trenton, NJ 08625
Phone: 609.292.7225
Website: https://www.state.nj.us/highereducation/

New Jersey Student Grievance Information: https://www.state.nj.us/highereducation/OSHEComplaintInstructions.shtml

New Jersey Student Grievance Form: https://www.state.nj.us/highereducation/documents/pdf/OSHEComplaintForm.pdf

New Mexico Higher Education Department
2044 Galisteo Street, Suite 4
Santa Fe, NM 87505
Phone: 505.476.8400
Website: https://hed.nm.gov/

New Mexico Disclosure: If the student grievance cannot be resolved after exhausting the Institution's grievance procedure, New Mexico residents may file a complaint with the New Mexico Higher Education Department. The Department's address is: 2048 Galisteo Street, Santa Fe, NM 87505-2100, Telephone: (505) 476-8400

New Mexico Student Grievance Information: https://ppsd.smapply.io/

New Mexico Student Grievance Form: https://ppsd.smapply.io/protected/resource/eyJoZnJlIjogOTg0NzgxODUsICJ2cSI6IDE2ODUxMH0/

New York Office of College and University Evaluation
New York State Education Building
89 Washing Avenue
Albany, NY 12234
Phone: 518.486.3633
Website: http://www.nysed.gov/college-university-evaluation

New York Student Grievance Information: http://www.nysed.gov/college-university-evaluation/complaints

The University of North Carolina System Board of Governors
223 S. West Street, Suite 1800
Raleigh, NC 27603
Phone: 919.962.100
Website: http://www.northcarolina.edu/offices-and-services/academic-affairs/licensure-department

North Carolina Student Grievance Information: https://www.northcarolina.edu/post-secondary-education-complaints/

North Carolina Student Grievance Form: https://studentcomplaints.northcarolina.edu/form

North Dakota University System
10th Floor, State Capitol
600 E. Boulevard Ave. Dept. 215
Bismarck, ND 58505-0230
Phone: 701.328.2960
Website: http://www.ndus.edu

North Dakota Student Grievance Information: https://ndus.edu/state-authorization-sara/

Ohio Board of Regent
25 South Front Street
Columbus, OH 43215
Phone: 614.466.6000
Website: http://www.ohiohighered.org

Ohio Student Grievance Information: https://highered.ohio.gov/students/current-college-students/student-complaints/student-complaints

Ohio Student Grievance Form: https://highered.ohio.gov/students/current-college-students/student-complaints/submit-complaint

Oklahoma State Regents for Higher Education
655 Research Parkway, Suite 200
Oklahoma City, OK 73104
Phone: 405.225.9100
Website: http://www.okhighered.org

Oklahoma Student Grievance Form: https://www.okhighered.org/resources/Student-Complaint-Form/

Oregon Higher Education Coordinating Commission
3225 25th Street SE
Salem, OR 97302

Phone: 503.373.0003
Website: http://www.oregon.gov/highered/institutions-programs/private/Pages/office-degree-authorization.aspx

Oregon Disclosure: Students should attempt to resolve any grievances they may have with their school first. Should attempts to resolve these problems with appropriate school officials fail, or should the student be dissatisfied with the final outcome of the college complaint process, then the Higher Education Coordinating Commission (HECC), can respond to a formal complaint. Students may contact the Higher Education Coordinating Commission at the below address or by sending an email to complaints@hecc.oregon.gov.

Oregon Student Grievance Information: https://www.oregon.gov/highered/about/Pages/complaints.aspx

Pennsylvania Department of Higher Education
333 Market Street
Harrisburg, PA 17126
Phone: 717.783.6788
Website: http://www.education.pa.gov/Pages/default.aspx

Pennsylvania Student Grievance Information: https://www.education.pa.gov/Postsecondary-Adult/CollegeCareer/Pages/State-Authorization-Reciprocity-Agreement-(SARA).aspx

Pennsylvania Student Grievance Form: https://www.education.pa.gov/Documents/Postsecondary-Adult/College%20and%20Career%20Education/Private%20Licensed%20Schools/Student%20Complaint%20Form.pdf

Puerto Rico State Higher Education Agency
Council on Education of Puerto Rico
P.O. Box 19900
Ave. Ponce de Leon 268
Edificio Hato Rey Center Piso 15
Hato Rey, PR 00918
Phone: 787.641.2121
Website: http://www.ce.pr.gov

Puerto Rico Student Grievance Information: https://studentprivacy.ed.gov/file-a-complaint

Rhode Island Board of Governors for Higher Education
560 Jefferson Boulevard, Suite 100
Warwick, RI 02886
Phone: 401.736.1100
Website: https://www.riopc.edu/

Rhode Island Student Grievance Information: https://riopc.edu/policies/student-complaint-procedures/

South Carolina Commission on Higher Education
1122 Lady Street, Suite 300
Columbia, SC 29201
Phone: 803.737.3476
Website: http://www.che.sc.gov

South Carolina Student Grievance Information: https://www.che.sc.gov/students-families-and-military/student-resources

South Carolina Student Grievance Form: https://www.che.sc.gov/sites/che/files/Documents/Licensing%20updates/Complaint_Procedures_and_Form.pdf

South Dakota Board of Regents
306 E. Capitol Avenue, Suite 200
Pierre, SD 57501

Phone: 605.773.3455
Website: https://www.sdbor.edu/administrative-offices/academics/SD-SARA/Pages/default.aspx

South Dakota Student Grievance Information: https://www.sdbor.edu/administrative-offices/academics/SD-SARA/Pages/default.aspx

South Dakota Student Grievance Form: https://www.sdbor.edu/administrative-offices/academics/SD-SARA/Documents/Complaint%20Form%20-%20SD-SARA.pdf

Tennessee Higher Education Commission
312 Rosa Parks Ave, 9th Floor
Nashville, TN 37243
Phone: 615.741.3605
Website: http://www.tn.gov/thec.html

Tennessee Disclosure: Any authorizations must be renewed each year and is based on an evaluation by minimum standards concerning quality of education, ethical business practices, heath and safety, and fiscal responsibility.

Tennessee Residents: Any grievance not resolved on the institutional level may be forwarded to the Tennessee Higher Education Commission, Nashville TN 37243-0830, (615)741-5293

Tennessee Student Grievance Information: https://www.tn.gov/thec/bureaus/student-aid-and-compliance/postsecondary-state-authorization/request-for-complaint-review.html

Tennessee Student Grievance Form: https://www.tn.gov/content/dam/tn/thec/bureau/student_aid_and_compliance/dpsa/links-and-forms/Complaint%20Form.pdf

Texas Higher Education Coordinating Board
Mailing Address:
P.O. Box 12788
Austin TX 78711
Phone: 512.427.6223
Website: https://www.highered.texas.gov/

Delivery Address:
1801 N. Congress Avenue, Suite 12.200
Austin TX 78711

Texas Disclosure: National University has permission to operate in the state of Texas and has been regionally accredited by the WASC Senior College and University Commission since 1977. The Texas State Board of Accountancy's new regulation precludes National University graduates from being qualified applicants for the CPA exam in Texas.

Texas Student Grievance Information: https://www.highered.texas.gov/student-complaints/

Texas Student Grievance Form: https://www.txhigheredaccountability.org/CfratInquiry/Home/Create

Texas Workforce Commission Career Schools and Colleges
101 East 15th Street
Austin, TX 78778-001
Phone: 512.463.2222
Website: www.twc.texas.gov

Texas Disclosure: Exemption status means National University is not approved or regulated by the Texas Workforce Commission. This means the Texas Workforce Commission has not approved the curriculum, classrooms, teachers, or any other matters related to National University. On-site visits will not be conducted at National University. Furthermore, the exemption status does not constitute approval, accreditation, or licensure of any courses under Texas law.

Texas Workforce Commission Student Grievance Form: https://www.twc.texas.gov/files/jobseekers/csc-401a-student-complaint-form-twc.pdf

Utah Division of Consumer Protection
160 East 300 South, Second Floor
Salt Lake City, UT 84114
Phone: 801.530.6601
Website: http://www.consumerprotection.utah.gov

Utah Student Grievance Information: http://www.consumerprotection.utah.gov/complaints.html?f=c

Vermont Agency of Education
1 National Life Drive, Davis 5
Montpelier, VT 05620-2501
Phone: 802.828.1130

Vermont Student Grievance Information: https://education.vermont.gov/documents/postsecondary-program-complaint-resolution

Virginia State Council of Higher Education for Virginia
101 N. 14th St., 10th Floor
James Monroe Building
Richmond, VA 23219-3659
Phone: 804.225.2600
Website: http://www.schev.edu

Virginia Student Grievance Information: https://www.schev.edu/students/resources/student-complaints

Virginia Student Grievance Form: https://www.surveymonkey.com/r/StudentComplaintForm

Washington Student Achievement Council
917 Lakeridge Way, SW
Olympia, WA 98504-3430
Phone: 360.753.7800
Website: www.wsac.wa.gov

Washington Disclosure: "National University is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes National University to offer field placement components for specific degree programs. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council or the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the Council at P.O. Box 43430, Olympic, WA 98504-3430 or by email at degree authorization@wsac.wa.gov."

"The transferability of credits earned at National University is at the discretion of the receiving college, university, or other educational institution. Students considering transferring to any institution should not assume that credits earned in any program of student at National University will be accepted by the receiving institution. Similarly, the ability of a degree, certificate, diploma or other academic credential earned at National University to satisfy an admission requirement of another institution is at the discretion of the receiving institution. Accreditation does not guarantee credentials or credited earned at National University will be accepted by or transferred to another institution. To minimize the risk of having to repeat coursework, students should contact the receiving institution in advance for evaluation and determination of transferability of credits and/or acceptability of degrees, diplomas or certificates earned".

"For Washington State residents seeking information and resources about student loan repayment or seeking to submit a complaint relating to your student loans or student loan servicer, please visit www.wsac.wa.gov/loan-advocacy or contact the Student Loan Advocate at loanadvocate@wsac.wa.gov."

Washington Student Grievance Information: https://wsac.wa.gov/student-complaints

Washington Student Grievance Form: https://www.studentcomplaints.wa.gov/hc/en-us

West Virginia Higher Education Policy Commission
1018 Kanawha Blvd. East, Suite 700
Charleston, WV 25301-2800
Phone: 304.558.2101
Website: http://www.wvhepc.edu

West Virginia Student Grievance Form: https://www.wvhepc.edu/wp-content/uploads/2021/10/Student-Complaint-Process.pdf

Wisconsin Educational Approval Board
Mailing Address:
P.O. Box 8666
4822 Madison Yards Way
Madison, WI 53705-8366
Website: www.dsps.wi.gov/pages/programs/educationalapproval/default.aspx

Wisconsin Disclosure: Students must submit an enrollment agreement before beginning classes at National University. The agreement includes topic pertaining to tuition and fees, billing, attendance, financial assistance, payment options, and other matters of enrollment. Contact an enrollment advisor for further information. The student may cancel enrollment during a 3-business-day period by delivering or mailing a signed written notice to the school at the address set forth in the notice of cancellation privilege. Saturdays, Sundays and holidays are not business days. The school shall, within 10 business days after receiving notice of cancellation from the student, make any refund owing as a result of the cancellation and arrange for a termination of the student's obligation to pay any sum. This cancellation privilege does not apply to any program for which the total cost is less than $150 and which is offered in less than 6 class days, provided that the program is not one of a sequence.

Wisconsin Student Grievance Information: https://dsps.wi.gov/Pages/Programs/EducationalApproval/EAPFileAComplaint.aspx

Wisconsin Student Grievance Form: https://dsps.wi.gov/Documents/EAComplaintForm3.01.doc

Wyoming Department of Education
2300 Capitol Avenue
Hathaway Building, 2nd Floor
Cheyenne, WY 82002-0050
Phone: 307.777.7690
Website: http://www.edu.wyoming.gov

Wyoming Student Grievance Form: https://form.jotform.com/212505034743043

WASC Senior College and University Commission (WSCUC)
985 Atlantic Avenue, Suite 100
Alameda, CA 94501
Phone: 510.748.9001
Email: wascsr@wascsenior.org

Registering a Complaint with National University's Accrediting Organization Western Association of Schools and Colleges (WASC) Senior College and University Commission (WSCUC):

Students may file a complaint with the University's institutional accrediting body by contacting the Western Association of Schools and Colleges (WASC) Senior College and University Commission at wascsr@wascsenior.org. Any student desiring to file a complaint must satisfy specific criteria as published in the official Complaint and Third-Party Comment Policy and must submit the required Complaint Form. The policy and form are available for download on the WASC Document List.

YUMA Military Installation

The following information pertains only to students attending courses at the Yuma Military Base

Process for Student Grievance/Complaint

Student Grievance Process

In the event that a student has a complaint or dispute with the University regarding the University's application of policies and procedures, its decisions, or judgments, the student has a right to seek a satisfactory resolution through the formal avenues of a grievance.

NU encourages students to attempt to resolve all issues internally with their Academic and Finance Advisor Counselor and/or Faculty members. This procedure supports timeliness, quality, accountability, and ensures that the appropriate institutional levels are involved and resolve matters in an efficient and effective manner. Additionally, it allows those closest to the problem the ability to extend the highest levels of support services.

Academic and Finance Counselors will coordinate and collaborate with required team members, department, and/or Schools in pursuit of a student's required response. This ensures that the process is in accordance with policy and reviewed by the necessary parties required to properly address the issue at the appropriate institutional level.

Expected Escalation Levels for Resolution

- First level - Academic and Finance Counselor/ Faculty
- Second level - Team Lead and/or Associate Director of Student and Financial Services
- Third level - Sr. Director of Student and Financial Services/ Dean or designee
- Fourth level - VP Operations - Student and Financial Services/ Office of the Provost (depending on the nature of the issue)
- Fifth level - Grievance

Note: Dissertation Students are required to work through problems and concerns with their Committee Chair. If a student is unable to resolve an issue with the Chair regarding dissertation protocols, then the student may use these resolution methods.

Grievance

A grievance is a formal complaint that has not been resolved at other levels within the University. Resolution is viewed as being afforded due diligence and has been evaluated in accordance with ethics, academic integrity, policies, regulations, and laws. A grievance is not another channel of escalation in the case a decision was not made in the student's favor.

Grievance Evaluation

Formal grievances are reviewed by the Provost and are considered final. Students can file a grievance through their Academic and Finance Counselor if all other steps noted above have been attempted without appropriate resolution.

Note: Students may not grieve the stated or published policy of NU.

Student Complaint

Resources

National University works with higher education authorities in U.S. states and jurisdictions to ensure compliance with state and federal requirements, including complaint processes. Institutions of higher education are required

to provide prospective and current students with contact information for relevant external entities tasked with complaint oversight.

National University strives to give all our students the best experience possible, which is why the university offers a wide range of services to support students from enrollment through graduation. If a prospective or current student has a complaint, we encourage you to resolve them informally or formally through Student Services before submitting a complaint to an external entity.

Students can also reach out to the Ombudsman Office for assistance in addressing concerns. The Ombudsman's Office is an informal, impartial, independent, neutral and confidential place for community members to address concerns. This office strives for fairness of process and healthy conflict resolution; the Ombudsman can provide unbiased assistance and guidance in resolving any complaints or concerns.

Email: ombuds@nu.edu
Website: https://www.nu.edu/our-university/the-university/office-of-the-ombudsman/

However, if an issue cannot be resolved internally, students can file a complaint with their state of residence or the University's accrediting organization. Each of the relevant state higher education regulatory agencies and the University's accrediting organization are listed below with their contact information.

Students who wish to file a complaint based upon discriminatory treatment should review The Civil Rights/Title IX information located on the website and in the General Catalog. Students who wish to file a complaint with the University's accrediting agency should contact WSCUC.

WASC Senior College and University Commission (WSCUC)
985 Atlantic Avenue, Suite 100
Alameda, CA 94501

Phone: 510.748.9001
Email: wascsr@wascsenior.or

For Arizona Residents:

Arizona Disclosure: If the student complaint cannot be resolved after exhausting the Institution's grievance procedure, the student may file a complaint with the Arizona State Board for Private Post-Secondary Education. The student must contact the State Board for further details.

Arizona State Board for Private Postsecondary Education
1740 W. Adams Street, #3008
Phoenix, AZ 85007
Phone: 602.542.5709
Website: https://ppse.az.gov/Arizona Student Grievance Information: https://ppse.az.gov/resources/student-complaint

Arizona Student Grievance Form: https://ppse.az.gov/sites/default/files/2022-09/Student%20Complaint%20Form%20%281%29.pdf

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Pregnancy and Parenting Policy

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

Under the Department of Education's (ED) Title IX regulations, an institution that receives federal funding "shall not discriminate against any student or exclude any student from its education program or activity, including any class or extracurricular activity, on the basis of such student's pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom." According to the ED, appropriate treatment of a pregnant student includes

granting the student leave "for so long a period of time as is deemed medically necessary by the student's physician," and then effectively reinstating the student to the same status as was held when the leave began.

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

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

In situations such as clinical rotations, performances, labs, and group work, the institution will work with the student to devise an alternative path to completion, if possible. In progressive curricular and/or cohort-model programs, medically necessary leaves are sufficient cause to permit the student to shift course order, substitute similar courses, or join a subsequent cohort when returning from leave.

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

Scope of Policy

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

Title IX Coordinator
Heather Tyrrell
9388 Lightwave Ave.
San Diego, CA 92123
Telephone: (858) 640-8087
Email: htyrrell@nu.edu

EGP Officer
Michelle Vandenbergh Senior HRBP; Human Resources
9388 Lightwave Ave.
San Diego, CA 92123
Telephone: (619) 372-0712
Email: mvandenbergh@nu.edu

EGP Officer
Sara Kelly, Ed.D. Professor; School of Arts, Letters and Sciences
Telephone: (619) 573-0384
Email: skelly@nu.edu

EGP Officer
J.B. Robinson, Ph.D. Dean of Students
Telephone: (858) 226-1369
Email: jrobinson2@nu.edu

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

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

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

Definitions

a. Caretaking: caring for and providing for the needs of a child.
b. Medical Necessity: a determination made by a health care provider (of the NU community member's choosing) that a certain course of action is in the patient's best health interests.
c. Parenting: the raising of a child by the child's parents in the reasonably immediate post-partum period.
d. Pregnancy and Pregnancy-Related Conditions: include (but are not limited to) pregnancy, childbirth, false pregnancy, termination of pregnancy, conditions arising in connection with pregnancy, and recovery from any of these conditions.
e. Pregnancy Discrimination: includes treating an individual affected by pregnancy or a pregnancy-related condition less favorably than similar individuals not so affected and includes a failure to provide legally mandated leave or accommodations.
f. Pregnant/Birth-Parent: refers to the NU community member who is or was pregnant. This policy and its pregnancy-related protections apply to all pregnant persons, regardless of gender identity or expression.
g. Reasonable Accommodations: (for the purposes of this policy) changes in the academic or typical operations that enables pregnant students of the NU community or those with pregnancy-related conditions to continue to pursue their studies and enjoy equal benefits of National University

Reasonable Accommodation of Students Affected by Pregnancy, childbirth, or Related Conditions

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

Reasonable accommodations may include, but are not limited to:

1. Providing accommodations requested by a pregnant student to protect the health and safety of the individual and/or the pregnancy (such as allowing the individual to maintain a safe distance from hazardous substances);
2. Making modifications to the physical environment (such as accessible seating);
3. Providing mobility support;
4. Extending deadlines and/or allowing the student to make up tests or assignments missed for pregnancy related absences;
5. Offer in remote learning options;
6. Excusing medically-necessary absences (this must be granted, irrespective of classroom attendance requirements set by a faculty member, department, or division);

7. Granting leave per National University's Leave of Absence Policy or implementing incomplete grades for classes that will be resumed at a future date.

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

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

Modified Academic Responsibilities Policy for Parenting Students

Students with child caretaking/parenting responsibilities who wish to remain engaged in their coursework while adjusting their academic responsibilities because of the birth or adoption of a child or placement of a foster child may request an academic modification period up to two (2) quarters during the first six (6) months from the time the child entered the home.Extensions may be granted when additional time is required by medical necessity or extraordinary caretaking/parenting responsibilities.

a. During the modification period, the student's academic requirements will be adjusted and deadlines postponed as appropriate, in collaboration with the Title IX Coordinator or designee, the student's academic advisor, and the appropriate academic department(s).
b. Students seeking a period of modified academic responsibilities may consult with their academic advisor, who will in turn contact the Title IX Coordinator or they may contact the Office of Diversity, Equity & Inclusion directly. The Title IX Coordinator or designee, will coordinate accommodation-related efforts with the advisors unless the students specifically requests that their advisors be excluded. Students are provided with a letter that details out approved accommodations and students are encouraged to work with their advisors and/or faculty members to reschedule course assignments, lab hours, examinations, or other requirements, and/or to reduce their overall course load, as appropriate, once authorization is received from the Title IX Coordinator or designee. If, for any reason, caretaking/parenting students are not able to work with their advisors/faculty members to obtain appropriate modifications, students should alert the Title IX Coordinator or designee, as soon as possible, who will help facilitate needed accommodations and modifications.
c. In timed degree, certification or credentialing programs, students who seek modifications upon the birth or placement of their child will be allowed an extension of up to twelve (12) months to prepare for and take preliminary and qualifying examinations, and an extension of up to twelve (12) months toward normative time to degree while in candidacy, to the extent those deadlines are controlled by National University. Longer extensions may be granted in extenuating circumstances.
d. Students can request modified academic responsibilities under this policy regardless of whether they elect to take a leave of absence.
e. While receiving academic modifications, students will remain registered and retain educational benefits accordingly.

Leave of Absence – Academic

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

f. To the extent possible, National University will take reasonable steps to ensure that upon return from leave, students will be reinstated to their program of study, in the same status as when the leave began.

Leave of Absence – Students Receiving Financial Aid or Scholarships

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

b. Continuation of students' scholarship, fellowship, or similar external sponsored funding during the leave term will depend on the students' registration status and the policies of the specific funding program regarding registration status.
c. Students will not be negatively impacted by or forfeit their future eligibility for their scholarship, fellowship, or similar National University-supported funding by exercising their rights under this policy.
d. The Title IX Coordinator or designee can and will advocate for students with respect to financial aid agencies and external scholarship providers in the event that a leave of absence places eligibility into question.

Employee – Leave of Absence

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

Student – Employee Leave of Absence

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

Retaliation and Harassment

a. Harassment of any member of National University community based on sex, gender identity, gender expression, pregnancy, or parental status is prohibited.
b. Faculty, staff, and other National University employees are prohibited from interfering with any member of the National University community's right to take leave, seek reasonable accommodation, or otherwise exercise their rights under this policy.
c. Faculty, staff, and other National University employees are prohibited from retaliating against any member of National University for exercising the rights articulated by this policy, including imposing or threatening to impose negative educational outcomes because a member of National University requests leave or accommodation, file a complaint, or otherwise exercise their rights under this policy (Please see National University's Equal Opportunity, Harassment and Nondiscrimination Policy for more details).

Dissemination of the Policy and Training

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

Refund Policy

Students are accepted and enrolled in classes with the understanding they will attend the entire course. Students may drop a course prior to midnight Pacific Standard Time (PST) of the ninth (9th) day of the session by emailing their academic advisor at advisor@nu.edu. The student is responsible for ensuring that the drop or withdrawal is reflected in their record appropriately by viewing their schedule on the student web portal.

To accurately count session days, note that the first day of a session—and not the actual day a student attends class—counts as day one. The University counts calendar days rather than business days for determining refunds. As such, if the first day of the session is a Monday, the student would need to drop prior to midnight (PST) of the following Tuesday, the ninth day of that session.

If a student does not complete a course, tuition refunds are made according to the schedule below. The refund policy is the same for on-site and online classes. Students who drop or withdraw from a course:

- Prior to midnight (PST) of the ninth (9th) day of the session, receive a 100 percent refund;
- Prior to midnight (PST) of the tenth (10th) day of the session, receive a 50 percent refund; and
- After midnight (PST) of the tenth (10th) day, receive no refund.

Students must have a credit balance on their account to receive a refund. Most refunds are processed and directly deposited via BankMobile within fourteen (14) days from the receipt of the request depending on the verification of funds. Financial Aid funds are reviewed for refunds within fourteen (14) days of disbursement to the student account, and excess funds are automatically refunded to the student. If payment was made by credit card, refund requests made within 90 days will be issued back to the original credit card used and as provided on the credit card refund form. Credit card refunds requested after 90 days may be issued back to the original credit card or directly deposited via BankMobile. Credit card refund forms can be obtained by contacting the assigned Academic Finance Counselor.

Refund percentage may vary based on state of residence and state regulatory requirements.

Program Information

Bachelor of Business Administration (BBA)

Academic Program Director: Brian P. Simpson; bsimpson@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.

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.

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

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

Course	Course Title	Credits
MNS 205	Intro to Quantitative Methods*	4.50
MTH 210	Probability and Statistics* **Prerequisite:** 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 **Prerequisite**: 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)

Course	Course Title	Credits
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 **Prerequisite:** ACC 201	4.50
MGT 400	Ethics in Law, Business & Mgmt	4.50
MNS 407	Management Science* **Prerequisite**: MNS 205 and MTH 210	4.50

MGT 451	Production & Ops Management **Prerequisite:** MNS 407	4.50
IBU 430	Survey of Global Business **Prerequisite**: ECO 203 and ECO 204	4.50
BUS 485A	Capstone Strat Bus Policy I **Prerequisite**: MNS 205; MTH 210; MTH 215, or MTH 220 and ECO 203; 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 **Prerequisite:** BUS 485A with a minimum grade of C. C is the minimum satisfactory grade to complete the first part of the capstone. Students need to have the business scanning complete in order to create business strategies for the next five years in the second part of the capstone.	4.50

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

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

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

Recommended Electives

Course	Course Title	Credits
BAN 300	Intro to Business Analytics **Prerequisite**: MNS 205 and MTH 210	4.50
FIN 446	International Financial Mgmt **Prerequisite**: FIN 310	4.50
FIN 440	Financial Institutions **Prerequisite**: 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 **Prerequisite**: LAW 204	4.50
MGT 422	Team Bldg, Interpers Dynamics	4.50
MKT 430	Intro to Global Marketing **Prerequisite**: MKT 302A	4.50
MKT 434	Marketing Research & Analytics **Prerequisite**: MKT 302A	4.50

Concentration in Accounting

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

This concentration is designed for those majoring in business administration with its broad base of business-related disciplines, but who also wish to gain the 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; 27 quarter units)

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.

Course	Course Title	Credits
ACC 410A	Intermediate Accounting I **Prerequisite**: ACC 201	4.50
ACC 410B	Intermediate Accounting II **Prerequisite**: ACC 410A	4.50
ACC 410C	Intermediate Accounting III **Prerequisite**: ACC 410B	4.50
ACC 432A	Taxation-Individual **Prerequisite**: ACC 201	4.50
ACC 433	Managerial Accounting **Prerequisite**: ACC 202	4.50
ACC 434	Government and Nonprofit Acct **Prerequisite**: ACC 201	4.50

Concentration in Business Analytics

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

Designed for working professionals interested in data-driven skills and analytical methods in business. These skills and knowledge are key to creating value, improving data-based decision-making processes, and support strategic management. Coursework focuses on cutting-edge analytics and data science, including statistical methods, data management, and visualizing and communicating data.

Program Learning Outcomes:

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

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

Degree Requirements:

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

Requirements for Concentration (5 courses; 22.5 quarter units)

Course	Course Title	Credits

BAN 300	Intro to Business Analytics ***Prerequisite:*** *MNS 205 and MTH 210*	4.50
BAN 400	Business Data Visualization ***Prerequisite:*** *BAN 300*	4.50
BAN 405	Regression and Forecasting ***Prerequisite:*** *BAN 300*	4.50
BAN 410	Data Mining for Bus Analytics ***Prerequisite:*** *BAN 405 and BAN 300*	4.50
BAN 415	Mgmt Models and Simulations ***Prerequisite:*** *MNS 407 and BAN 300*	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; 4.5 quarter units)

Course	Course Title	Credits
LAW 204	Legal Aspects of Business I	4.50

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

Choose six courses from the following:

Course	Course Title	Credits
LAW 305	Legal Aspects of Business II **Prerequisite**: LAW 204	4.50
LAW 400	Current Legal Issues	4.50
LAW 440	Comparative International Law	4.50
LAW 445	Administrative Law for Business	4.50
LAW 455	Public Contracting	4.50

ARD 400	Alternative Dispute Resolution	4.50
ADR 405	Negotiation Fundamentals	4.50

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 work together toward achieving 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 help students succeed in graduate studies in all business disciplines including Finance, Management and Marketing. The concentration will also prepare students for a successful experience in the law school or other professional training.

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

For guidance and recommendations concerning the concentration in Economics, please contact the above-named Faculty.

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; 22.5 quarter units)

Core Requirements (3 courses; 13.5 quarter units)

Course	Course Title	Credits
ECO 301	Intermediate Microeconomics **Prerequisite**: ECO 203; ECO 204	4.50
ECO 302	Intermediate Macroeconomics **Prerequisite**: ECO 204	4.50
ECO 303	Data Analysis	4.50

	Prerequisite: ECO 203; ECO 204

Electives (2 courses; 9 quarter units)

Please select two courses from the following list:

Course	Course Title	Credits
ECO 304	Economic Growth **Prerequisite**: ECO 203; ECO 204	4.50
ECO 410	Seminar on Capitalism **Prerequisite**: ECO 203; ECO 204	4.50
ECO 415	Labor Economics **Prerequisite**: ECO 203 and ECO 204	4.50
ECO 420	International Economics **Prerequisite**: ECO 203 and ECO 204	4.50
ECO 447	Money and Banking **Prerequisite**: ECO 203 and ECO 204	4.50

Concentration in Entrepreneurship

Academic Program Director: Leila Sopko; lsopko@nu.edu

This concentration is designed for those students who seek to gain practical knowledge in starting, managing, or running a business. The concentration is aimed at providing students with the specialized knowledge of entrepreneurship, e-business, small business management, and family business. Entrepreneurship is one of the core concentrations in many schools of business. 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 business and family business. This concentration will enable students to gain knowledge on various aspects of small business and family business including venture capital, risk management, registration of new business, 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; 18 quarter units)

Course	Course Title	Credits
MGT 481	Foundations of Entrepreneurship	4.50
MGT 482	Small Business Management	4.50
MGT 483	E-Business	4.50
MGT 484	Family Business Management	4.50

Concentration in Finance

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

Career opportunities in finance are in three interrelated areas: financial institutions, including banks, insurance companies, credit unions and similar organizations; investments, including the sale of securities or security analysis; and financial management in all types of commercial and not-for-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; 27 quarter units)

Course	Course Title	Credits
FIN 440	Financial Institutions **Prerequisite**: FIN 310	4.50
FIN 442	Investments **Prerequisite**: FIN 310 and FIN 440	4.50
FIN 443	Working Capital Management **Prerequisite**: FIN 310	4.50
FIN 444	Risk Management & Insurance **Prerequisite**: FIN 310	4.50
FIN 446	International Financial Mgmt **Prerequisite**: FIN 310	4.50

FIN 447	Financial Planning **Prerequisite**: FIN 310 and FIN 442	4.50

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; 27 quarter units)

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.

Course	Course Title	Credits
HRM 433	Pay & Benefits Administration	4.50
HRM 439	Legal Compliance in HR Mgmt	4.50
ODV 410	Workforce & Talent Management	4.50
HRM 432	Talent Acquisition: Onboarding	4.50
and two Upper-Division Elective courses in the following prefix areas: HRM, LED, ODV.		9.0

Concentration in Logistics and Supply Chain Management

Academic Program Director: Jaime Davis; jdavis5@nu.edu

This concentration prepares students for analytical and managerial roles in organizations that ship goods around town or around the world. The logistics goal is to ensure orders are delivered on time and at a competitive cost, which is the cornerstone to aligning a global supply chain. Focus is on the growing realm 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; 4.5 quarter units)

Course	Course Title	Credits
MNS 407	Management Science **Prerequisite**: MNS 205 and MTH 210	4.50

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

Course	Course Title	Credits
SCM 400	Supply Chain Management **Prerequisite**: MGT 451	4.50
LOG 410	Procurement and Inventory Mgt	4.50
LOG 420	Omni-channel Distribution	4.50
LOG 430	Global Logistics **Prerequisite**: LOG 420	4.50
SCM 440	Cost and Risk in SCM	4.50
SCM 450	Network Modeling **Prerequisite**: MNS 407; SCM 440	4.50

Concentration in Marketing

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 senior executive management, international marketing management, product management, marketing management, marketing research, pricing analysis, pricing manager, promotional management, advertising management, digital marketing management, and emerging position in technology-driven marketing science and channel management/business development.

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 core courses in their program.

Program Learning Outcomes:

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

- Understand the core principles of contemporary and emerging marketing leadership, strategies and technologies.
- Apply traditional and emerging marketing concepts, including promotional strategies, to management decision making.
- Demonstrate a globally diverse mindset in applied marketing, with empathy towards local cultures.

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

Course	Course Title	Credits
MKT 430	Intro to Global Marketing **Prerequisite**: MKT 302A	4.50
MKT 434	Marketing Research & Analytics **Prerequisite**: MKT 302A	4.50
MKT 450	Business Model Innovation **Prerequisite**: MKT 302A	4.50
MKT 458	New Product Management **Prerequisite**: MKT 302A	4.50
MKT 460	Consumer Behavior **Prerequisite**: MKT 302A	4.50
MKT 470	Services Marketing **Prerequisite:** MKT 302A	4.50

Concentration in Project Management

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

This concentration is designed for students who seek specialized knowledge in the field of project management by preparing them for careers in industry. The undergraduate curriculum prepares people who choose a career in the discipline and elect to go on to their professional certification in Project Management and/or their MBA.

Project Management is one of the most emphasized management roles by organizations as a career path. The concentration can position a student to realize job opportunities that increase his or her 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; 27 quarter units)

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; 27 quarter units)

Course	Course Title	Credits
MGT 422	Team Bldg, Interpers Dynamics	4.50
PMB 400	Project Management Essentials	4.50
PMB 410	Project Planning and Control **Prerequisite**: PMB 400	4.50
PMB 420	Program Management **Prerequisite**: PMB 400	4.50
PMB 430	Project Accting Fundamentals **Prerequisite**: PMB 400	4.50
PMB 440	Contract Management **Prerequisite**: PMB 400	4.50

Bachelor of Public Administration

Academic Program Director: Deborah Le Blanc; dleblanc@nu.edu

The Bachelor of Public Administration (BPA) is designed to meet the educational and professional needs of individuals in the public sector who are interested in professional or career advancement. It also prepares individuals for challenging and dynamic careers in government at the local, state, and federal levels. Individuals completing the program are prepared for mid-level positions, teaching, or training assignments, or research in the government and nonprofit organizations.

Program Learning Outcomes:

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

- Synthesize the theories of public administration.
- Analyze the operations and procedures of public management and nonprofits.
- Develop skills in managing a public sector or nonprofit organization.
- Apply the theories and practices in program and resource management.
- Apply the theories and practices of accounting and budgeting in government and nonprofits.
- Evaluate the role of community groups in local government.
- Analyze ethical situations in the public sector.
- Utilize research process to address a current problem in public administration.
- Collect data, conduct a literature review, analyze data, write and explain findings, and present results orally and/or in writing.

Degree Requirements:

To receive a Bachelor of Public Administration, students must complete at least 180 quarter units as described below, 76.5 of which must be completed at the upper-division level, 45 of which must be completed in residence at National University, with a minimum of 69 units of the University General Education requirements. In the absence of transfer credit, students may need to take additional general electives to satisfy the total units for the degree. Refer to the section on undergraduate admission procedures for specific information regarding application and evaluation.

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

Course	Course Title	Credits
MNS 205	Intro to Quantitative Methods	4.50
ECO 203	Principles of Microeconomics	4.50
ACC 201	Financial Accounting Funds	4.50

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

Course	Course Title	Credits
ODV 420	Organizational Behavior	4.50
PAD 400	Intro to Public Administration	4.50
PAD 401	Public Policy Development	4.50
PAD 402	Urban Environments	4.50
MGT 400	Ethics in Law, Business & Mgmt	4.50
PAD 403	Government Relations	4.50
MNS 407	Management Science Prerequisite: MNS 205 and MTH 210	4.50
PAD 404	Nonprofit Management	4.50
ACC 434	Government and Nonprofit Acct Prerequisite: ACC 201	4.50
MGT 422	Team Bldg, Interpers Dynamics	4.50
LED 420	Adaptive Leadership in Change	4.50
PAD 405	Senior Research Project	4.50

Prerequisite: Satisfactory completion of 36qu of BPA major coursework.

Upper-Division Electives (4 courses; 18 quarter units)

Students are encouraged to take any minors or electives in the following prefix areas: CJA, MGT, HRM, ODV, LAW, ACC, FIN, BKM, HUB, LED, and ECO.

BS in Criminal Justice Administration

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

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

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

Program Learning Outcomes:

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

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

Degree Requirements:

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

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

Course	Course Title	Credits
CJA 230	Intro to Criminal Justice	
or	or	4.50
CJA 229	Introduction to Policing	

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

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

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

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

**A two-month course that meets once per week for 3 semester credit hours. (Grading is by H, S, and U only.) Accelerated study is not permitted with CJA 470.

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

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

Course	Course Title	Credits
CJA 337	The Juvenile Offender	4.50
CJA 356	Criminal Evidence	4.50
CJA 400	Gangs in America	4.50

CJA 401	Criminal Intelligence	4.50
CJA 434	Survey of Forensic Sciences	4.50
CJA 441	Organized & White Collar Crime	4.50
CJA 443	Curr Issues in Law Enforcement	4.50
CJA 459	Crime and the Media	4.50
CJA 464	Constitutional Law for CJ	4.50
CJA 465	Practicum in Criminal Justice	4.50
CJA 467	Intl. & Domestic Terrorism	4.50
CJA 528	Critical Issues in CJ	4.50
CJA 541	Comparative CJ Systems	4.50
CJA 570	Violence and Victimization	4.50
CJA 540	International CJA Experience	4.50

My Terms Program Information

The following information only is applicable to students in a My Terms program. For additional information please see the main catalog.

My Terms Tuition and Fees

National University's My Terms programs charge tuition at the start of each My Terms period. A My Terms period is a block of 16 instructional weeks within which students begin courses. Regardless of the number of courses the students begin during the period, students will be charged the same flat rate. The charge for the My Terms period includes tuition, program and course-specific fees, and digital materials. Please note, consumable physical materials such writing utensils, computers, art supplies, etc. are not covered by this flat rate cost even where required for a program or course. However, these costs are eligible to be covered by financial aid.

Undergraduate Tuition rates for the My Terms Programs are effective as of January 1, 2024.

Undergraduate Full-Time Rates
$5,500 per My Terms period (16 instructional weeks)

Graduate Tuition rates for the My Terms PSYD Program are effective as of September 29, 2025. Graduate Tuition rates for the My Terms DNAP Program are effective as of January 2026.

	Graduate Full-Time Rates
Doctor of Psychology (PSYD)	$9,500 per My Terms period (16 instructional weeks)
Doctor of Nurse Anesthesia Practice (DNAP)	$13,600 per My Terms period (16 instructional weeks)

Tuition is due and payable prior to the first class session of each My Terms period unless other arrangements have been made with the institution. Some students may qualify for National University Payment Plans. If a tuition payment check is returned due to insufficient funds, the University reserves the right to drop all current and future classes for that student. Students will be notified of this action and assessed a return check charge. The University may require students who have written multiple insufficient-fund checks to make all future payments by cashier's check, cash, or money order.

The University reserves the right to modify tuition and fees at any time. Students whose employers have entered into a contractual agreement with the University may be eligible for reduced tuition.

General Fees

Fees are non-refundable. All records and services are withheld from students who have any outstanding financial obligations to the University or have defaulted on a Title IV loan at the University. Effective May 1, 2011 National University began reporting student account defaults to credit reporting agencies.

Fee	Cost
International Student Orientation Fee	$50.00

Transcript Fee	$10.00 (Per copy fee for each electronic transcript) $12.75 (Per copy fee for each paper transcript)
Returned Check Charge	$20.00
Credit by Examination Fee	$100.00 (Per examination, per course)
Challenge Examination Fee	$50.00 (Per examination charge, course waiver, no credit)

My Terms Policies and Procedures

Refund Policy

Students are accepted and enrolled in classes with the understanding they will attend the entire My Terms period. Students may withdraw from a My Terms period prior to 11:59 pm Pacific Standard Time (PST) of the seventh (7th) day of the session by emailing their Academic Finance Counselor at advisor@nu.edu. The student is responsible for ensuring that the withdrawal is reflected in their record appropriately by viewing their schedule on the student web portal.

To accurately count session days, note that the first day of a session—and not the actual day a student attends class—counts as day one. The University counts calendar days rather than business days for determining refunds. As such, if the first day of the session is a Monday, the student would need to withdraw prior to 11:59 pm (PST) of the seventh day of that My Terms period.

If a student does not complete a My Terms period, tuition refunds are made according to the schedule below. The refund policy is the same for on-site and online classes.

Students who withdraw from a My Terms period before midnight of the:

- Seventh (7th) day of the session will receive a 100 percent refund
- Fifty-sixth (56th) day of the session will receive a 50 percent refund
- Eighty-fourth (84th) day of the session will receive a 25 percent refund
- Students who withdraw from a course after midnight of the Eighty-fourth (84th) of the session will not receive a refund.

Students must have a credit balance on their account to receive a refund. Most refunds are processed and directly deposited via BankMobile within fourteen (14) days from the receipt of the request depending on the verification of funds. Financial Aid funds are reviewed for refunds within fourteen (14) days of disbursement to the student account, and excess funds are automatically refunded to the student. If payment was made by credit card, refund requests made within 90 days will be issued back to the original credit card used and as provided on the credit card refund form. Credit card refunds requested after 90 days may be issued back to the original credit card or directly deposited via BankMobile. Credit card refund forms can be obtained by contacting the assigned Academic Finance Counselor.

Refund percentage may vary based on state of residence and state regulatory requirements. For state refund policy please see the main catalog's Policies and Procedures section.

Please Note: Students who withdraw from the My Terms period after the 7th day and remain active are fully responsible for the tuition and fees.

Accelerated Study

National University acknowledges the diverse academic requirements of its student body, which often vary due to external commitments. For undergraduates, the institution recommends a minimum enrollment of 12 semester credit hours per My Terms period, defined as 16 instructional weeks, to maintain full-time student status. For graduate students, the institution recommends a minimum enrollment of 3 semester credit hours per My Terms period, defined as 16 instructional weeks, to maintain full-time student status.

For undergraduate students who wish to expedite their academic journey, the University permits concurrent enrollment in courses amounting to a maximum of 6 semester credit hours. This is subject to programmatic specific requirements, course availability, the successful completion of any prerequisite courses, and any programmatic accreditation limitations. See your program in the catalog for programmatic specific requirements that may impact your ability to accelerate your study. Additionally, students desiring to enroll in the maximum of 6 semester credit hours must:

- Be currently classified in good academic standing according to NU's Satisfactory Academic Progress (SAP) Policy. Should a student fail to meet the satisfactory academic progress criteria, the University reserves the right to rescind said approval.
- Have successfully completed at least 9 quarter credit hours, or 6 semester credit hours, at National University prior to their enrollment in concurrent courses.
- Have completed all prior coursework with no outstanding grades of "Incomplete".
- Acknowledge through a signed disclosure the expected workload of course/curricular engagement at an accelerated pace. This acceleration policy is not subject to Dean's review unless an exception to the requirements above is necessary.

Academic Leave of Absence Policy

1. Purpose
    - This policy outlines the conditions and procedures for students requesting a Leave of Absence (LOA) or an Intent to Return (ITR). The policy aims to provide clarity on the usage and timing of these options to ensure seamless transitions and maintain continuity in participation.
2. Definitions
    - Leave of Absence (LOA): A formal request for a temporary break from academic responsibilities or studies, used between semesters.
    - Intent to Return (ITR): A formal declaration of intent to resume academic responsibilities or studies after a temporary break, used within semesters.
3. Leave of Absence (LOA)
    - Eligibility:
        - LOAs are available to individuals who require a temporary break from their academic responsibilities or studies. An LOA, together with any additional Leaves of Absence, must not exceed a total of 180 days in a rolling 12-month period. There must be a reasonable expectation that the student will return from the LOA. This break can only be scheduled between semesters to minimize disruption. Exceptions may be made for military students under certain circumstances.
    - Duration:
        - The duration of an LOA can vary but must be a minimum of 14 days and should not exceed one semester unless otherwise approved. All LOAs must end the Sunday before a scheduled course. Students who have federal Title IV loans must be aware that failure to return from an LOA may impact loan repayment terms, including the expiration of the grace period.
    - Procedure:
        - Students must submit a University Leave of Absence request and include the following information:
            - Start Date: This can be the same day or a future date. Requests cannot be backdated without documented emergency circumstances.
            - End Date: This must be at least 14 days from the requested start date and must be the day before the start of the next scheduled course.
            - Reason for LOA: This can be any reason the student would like a leave, and no documentation is needed for approval.
        - The request will be reviewed and approved in accordance with the university's policy, ensuring a reasonable expectation that the individual will return from the LOA.

        - Upon returning from an approved LOA, the student will resume their coursework at the same point in the academic program that they began the LOA.

    - Continuation:
        - Students will have nine days from the end date to return and post attendance in their new course or request additional time off through an additional LOA. Students who do not successfully return to class or request another leave within the nine-day grace period will be administratively withdrawn for failure to return.

    - General Information:
        - The university will not assess any additional institutional charges during the LOA, and the student will not be eligible for additional Title IV aid.
        - The school will report the student's status as "A" (approved leave of absence) in NSLDS Enrollment Reporting. If the student fails to return within 180 days, the school must report the student as withdrawn.
        - Students who have utilized an Intent to Return (ITR) break period of up to 60 days may request an LOA if they have utilized all available time and are unable to return to class as scheduled. ITR days will not count toward approved LOA days. LOA requests must be submitted before the student's scheduled return date to be considered. Students who have not requested an LOA by their scheduled return date and do not return to class as scheduled will be administratively withdrawn from the University and an R2T4 calculation will be performed.

4. Intent to Return (ITR)
    - Eligibility:
        - ITRs are applicable for individuals who need a short-term break within an active semester, with the intent to return within the same period. They must have a scheduled course to begin immediately after their break ends.

    - Duration:
        - The duration of an ITR is between 1-45 days from the requested start date and must end the day before the start of the next scheduled course. An ITR cannot be scheduled to go beyond the end of the semester. Students wishing for a break to continue beyond the end of the semester can request an LOA to begin the day after the ITR ends, following the requirements and process outlined in the LOA policy above.

    - Procedure:
        - Request an Intent to Return in writing to you assigned Academic Finance Counselor, including the expected return date and any adjustments needed upon return.

    - Continuation:
        - Students will have nine days from the end date to return and post attendance in their new course. Students who have utilized an Intent to Return (ITR) break period of up to 60 days may request an LOA if they have utilized all available time and are unable to return to class as scheduled. LOA requests must be submitted before the student's scheduled return date to be considered. Students who do not successfully return to class or request another leave prior to the scheduled end date will be administratively withdrawn for failure to return.

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

Satisfactory Academic Progress (SAP) Policy

Satisfactory Academic Progress (SAP) is the standard by which the University measures students' progress toward completion of a degree or certificate program. The two components of SAP are Grade Point Average (GPA) and Maximum Timeframe. If at any time, a student is not meeting the minimum requirements for SAP, they will receive an email notification to the address on file. 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

Program Grade Point Average (GPA) - A Cumulative Program GPA is calculated using only grades earned at the university for the student's current program of study. The minimum GPA requirement for undergraduate students is 2.0. The minimum GPA requirement for graduate students is 3.0.

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. See the Time Limits for Degree Completion section for the SAP Maximum Time to Completion breakdown.
Maximum Timeframe resets for SAP only if there has been a substantial change in degree program. Refer to the substantial change definition in the Re-entry policy for more information. 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

Course Repetitions - Only the most recent grade for a repeated course is counted in the Program GPA. All attempted courses are counted toward the SAP Maximum Timeframe for program completion. Courses in progress at the end of a My Terms Period - Courses that are in progress at the time of SAP assessment shall be removed from the calculation as they will be captured upon completion.

Dropped Courses - Courses dropped before the end of the drop period are not included in SAP calculations. Courses from which the student withdraws due to an approved Military Leave of Absence or for which an "NG" (No Grade) is granted are treated as dropped courses and are also excluded from SAP calculations.

Applied/Migrated Credits Within the University - All credits earned at the University that are accepted into the student's current program of study 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. See the Re-entry policy for further information.

Transfer Credits From Another Institution - 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 drop period receive a "W" on the student's transcript. These courses are counted toward the SAP Maximum Timeframe.

Changing Programs - Students are only permitted to make a substantial program or degree change once per degree level in their tenure with the University. 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, SAP will restart. The substantial change definition remains the same for both re-entry and continuing students who wish to change programs. Refer to the substantial change section in the re-entry policy for more details.

Remedial Coursework – Remedial coursework will count toward all satisfactory academic progress measures that apply to the student based on their program of study.

SAP Evaluation Schedule

My Terms-*based - Programs* – Students enrolled are evaluated for SAP after their completion of their academic year. Students in Academic/Financial Aid Probation status are evaluated after one semester.

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 Academic Probation/Financial Aid Probationary period.

Academic Probation – A student is in a Academic Probation status when they did not meet Good Standing for the SAP evaluation period. Students in a probation status are not eligible for federal student aid unless they successfully appeal for reinstatement. See below for directions on the Appeal process. 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. Failure to return to good standing will result in Academic Probation Two.

Financial Aid Probation – A student is in Financial Aid Probation status only if they were first placed on Academic Probation and received an Appeal approval to reinstate federal financial aid. If SAP is met by the next scheduled evaluation period, the student will regain Good Standing status and will also remain eligible for federal financial aid. Failure to return to Good Standing will result in Academic Probation Two.

Academic Probation Two – A student is in an Academic Probation Two status only if they were placed on an Academic/Financial Aid Probation and failed to regain Good Standing status before the next evaluation point. Students in an academic probation two status are not eligible for federal financial aid. If SAP is met by the next scheduled evaluation period, the student will regain Good Standing status.

Probation: Max Timeframe – A student is placed on Probation: Max Timeframe when it is determined it is mathematically impossible to complete the program within 150% of the program length and the student has successfully appealed to establish a new max timeframe. Students must establish a plan and continue to meet the plan to remain eligible for financial aid. Students requiring a change to the established plan may request one through a subsequent appeal to the SAP Committee.

SAP (Academic) Dismissal – This status indicates a student was in a probationary SAP period and did not regain good standing by the next SAP evaluation. Students may not appeal the dismissal to return to the University. Students who receive approval to return from academic dismissal are subject to the Re-entry policies and procedures. 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 different program. A student is allowed one substantial program change per degree-level without the submission of a SAP appeal.

SAP Right to Appeal

Occasionally, a student's academic progress may be delayed by circumstances beyond their control. A student may appeal:

- For federal financial aid to continue after the student has been placed on Academic Probation, or
- For an extension 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

Students able to regain good standing status who wish to appeal for any of the above reasons should access their SAP Appeal form through their learner portal checklist. The form must be thoroughly completed and include supporting documentation for review by the SAP Appeals Committee. Support is available by emailing student's Academic and Finance Advisor or saphelp@nu.edu. The SAP Appeal Committee comprised of various University leaders who meet on a periodic basis to review student appeals. Committee appeal decisions are made within 15 business days of receipt and are final. Students may not submit a second appeal for the same situation without new information documenting any extenuating circumstances not previously disclosed.

For consideration, students should provide the following:

- An explanation and/or document that they have suffered from extenuating circumstances such as death of a relative, injury, disability, illness or other special circumstances;
- Specific information in the Appeal regarding why they failed to meet SAP;

- An explanation as to what has changed in the student's situation that will allow them to achieve SAP by the next evaluation point.

Note: Please refer to the Student Code of Conduct, and Attendance and Continuous Enrollment policies for information on administrative dismissals due to violation of academic and University policy.

Time Limits for Degree Completion

Students at the University are held to two standards regarding time to degree completion: Satisfactory Academic Progress and Academic Maximum Time Frame.

Satisfactory Academic Progress (SAP) is a standard by which the University measures students' progress toward completion of a degree or certificate program. The two components of SAP are Grade Point Average (GPA) and SAP Maximum Time Frame. For Academic Maximum Time Frame, the University sets the deadline in calendar years from the first date of attendance in the degree program. SAP Maximum Time Frame rules will supersede Academic Maximum Time Frame when it comes to financial aid eligibility.

SAP Maximum Time to Completion

The SAP Maximum Time Frame to complete a program cannot exceed 150% of the published length of the students' active program and is measured in credit hours, this applies to graduate and undergraduate programs. For example, if a program consists of 120 semester credit hours, the student must successfully complete the program after attempting no more than 180 semester credit hours.

Students who are unable to complete his/her program within the SAP maximum time limits and need more time to complete his/her program may file a Satisfactory Academic Progress (SAP) appeal by following the procedures given in the Satisfactory Academic Progress (SAP) policy. SAP Maximum Timeframe extensions are determined on a case-by-case basis.

Academic Maximum Time to Completion

The University requires students to complete all degree or certificate program requirements within specific time limits as outlined in the Catalog to be eligible for graduation. Students who do not complete their degree or certificate program within the required time limits may be academically dismissed from the University. The program completion guidelines outline the maximum time frames allotted to students and do not supersede the obligation to maintain satisfactory academic progress through the student's program of study. Program completion deadlines are calculated based on the first date of attendance in the student's program. In extenuating circumstances, with accompanying documentation, Deans may approve an extension to the academic maximum time frame. Approved extensions may not exceed the requirements to maintain satisfactory academic progress.

Program Type	Academic Maximum Time Frame
Bachelor's Degrees	270 attempted quarter units/ 180 attempted semester credit hours
Certificate	2 years
Master's Degrees- 36 credit hours or less	5 years
Master's Degrees - More than 36 credit hours	6 years
Education Specialist Degree (EdS)	5 years
Doctoral Degrees - 60 credits hours or less	7 years
Doctoral Degrees - More than 60 credit hours	8 years

Student Loan Deferment

Federally subsidized Direct Loan borrowers are eligible for a federal interest subsidy whereby the federal government, rather than the student, pays the interest on a student's outstanding loan during the time the student is in school. During an authorized deferment of repayment, unsubsidized Direct Loan borrowers are eligible for the same deferment as subsidized Direct Loan borrowers. However, a deferment for an unsubsidized Direct Loan borrower only applies to the principal loan amount. Deferments for Grad and Parent PLUS applicants vary. See the Financial Aid Guide at www.nu.edu for details.

Loan Deferment Procedures

Once a month, the University submits student enrollment data to the National Student Clearinghouse, which reduces the number of deferment forms students need to complete. Students who receive a letter, statement, or a deferment form from a servicer must complete and submit the form as instructed. To be eligible for loan deferment, students must be in attendance at least half-time and meet one of the following:

- Have completed at least the first class in their enrollment OR
- Be in attendance in the first class of their enrollment and the ninth day of the session must have passed.

Deferment forms cannot be processed until students have started their program of study. The University cannot accommodate students who request deferment forms prior to beginning their program.

Deferment forms are only certified for the official class dates of enrollment and are based on unit load per quarter, regardless of the length of the class. The University provides servicers with data on student status but does not grant or deny deferment. The Clearinghouse only reports enrollment status to the National Student Loan Data System (NSLDS) for Direct/PLUS borrowers. This reporting does not apply to NU-HELP borrowers, who should file paper deferment forms to notify the University of their loan status.

My Terms Degree Programs

General Education Requirements

My Terms Class-Based

General Education for Bachelor Degrees

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

The general education program promotes the intellectual growth of all students in National University's undergraduate degree programs. The general education curriculum assumes that undergraduates will not concentrate on a major field of study until they have completed a thorough general education program that is writing-intensive and addresses the cultural diversity of contemporary society.

Students in the general education program are advised to focus on writing and speech communication first. Students are then counseled to explore mathematical and other formal systems to develop abstract reasoning abilities and are required to take a course in informational literacy and report writing. Finally, all students are

required to have a significant exposure to the natural sciences, the humanities and fine arts, and the social and behavioral sciences and modern language. Many of these courses include an examination of the human condition in a multicultural society.

The general education curriculum emphasizes communications, mathematics and sciences, humanities and social/behavioral sciences. Thus, the curriculum provides coherence to undergraduate education, affording the student the opportunity to:

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

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

Degree Requirements:

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

Diversity Requirement

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

CSU General Education Certifications and IGETC

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

General Education Program Requirements

The general education program consists of a minimum of 69 quarter units. Of the 69 quarter units, students must complete at least 4.5 units at the upper-division level and 4.5 units in diversity enriched coursework. All undergraduate students working toward any associate or bachelor's degree must meet the University's diversity requirement. A maximum of 13.5 upper-division units may be utilized to meet G.E. requirements. Students enrolled in a Bachelor of Arts and residing in Oregon must complete 18 quarter units/12 semester credits of Foreign Language to satisfy state requirements.

AREA A: ENGLISH COMMUNICATION (Minimum 13.5 quarter units)

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

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

MTH 204	Mathematics Non-STEM Majors ***Prerequisite:*** *MTH 12A and MTH 12B or equivalent, or Accuplacer test placement into College Level Math*	4.50
MTH 209A	Fundamentals of Mathematics I ***Prerequisite:*** *MTH 12A and MTH 12B*	4.50
MTH 210	Probability and Statistics ***Prerequisite:*** *MTH 12A and MTH 12B, or Accuplacer test placement evaluation*	4.50
MTH 215	College Algebra & Trigonometry ***Prerequisite:*** *MTH 12A and MTH 12B, or Accuplacer test placement evaluation*	4.50
MTH 220	Calculus I ***Prerequisite:*** *MTH 215, or Accuplacer test placement*	4.50
MTH 221	Calculus II ***Prerequisite:*** *MTH 220*	4.50
MTH 301	Fundamentals of Mathematics II ***Prerequisite:*** *MTH 209A*	4.50
CSC 208	Calculus for Comp. Science I ***Prerequisite:*** *MTH 215*	4.50
MNS 205	Intro to Quantitative Methods	4.50
BST 322	Intro to Biomedical Statistics	4.50

AREA C: INFORMATION LITERACY (Minimum 4.5 quarter units)

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

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

ARTS		
ART 225	Introduction to Art History ***Prerequisite:*** *ENG 102*	4.50
ART 110	Visual Arts	4.50
MUL 201	Intro to Graphic Design ***Prerequisite:*** *ENG 102*	4.50
MUS 100	Music History & Appreciation	4.50
MUS 300	Film Music	4.50

	Recommended Preparation: *MUS 100;* ***Prerequisite:*** *ENG 102*	
MUS 327	World Music+ ***Prerequisite:*** *ENG 102*	4.50
THR 200	Theater Arts	4.50
HUMANITIES		
ACEX 2101X	Philosophy of Coaching	4.50
HIS 233	World Civilizations I ***Prerequisite:*** *ENG 102*	4.50
HIS 234	World Civilizations II ***Prerequisite:*** *ENG 102*	4.50
LIT 100	Introduction to Literature ***Prerequisite:*** *ENG 102*	4.50
LIT 345	Mythology ***Prerequisite:*** *ENG 240 and LIT 100*	4.50
PHL 100	Introduction to Philosophy ***Prerequisite:*** *ENG 102*	4.50
PHL 238	Logical & Critical Thinking ***Prerequisite:*** *ENG 102*	4.50
PHL 336	Science, Technology & Humanity ***Prerequisite:*** *ENG 102*	4.50
PHL 337	Ethics ***Prerequisite:*** *ENG 102*	4.50
LANGUAGES		
ASL 120	American Sign Language I	4.50
ASL 130	American Sign Language II ***Prerequisite:*** *ASL 120*	4.50
SPN 100	Beginning Spanish I	4.50
SPN 101	Beginning Spanish II ***Prerequisite:*** *SPN 100*	4.50
SPN 200	Intermediate Spanish I ***Prerequisite:*** *SPN 101*	4.50
Students may also satisfy Area D Foreign Language requirements with 9 quarter units of computer languages:		
CSC 242	Intro to Programming Concepts ***Prerequisite:*** *MTH 215*	4.50
CSC 252	Programming in C++ ***Prerequisite:*** *CSC 242*	4.50
CSC 262	Programming in JAVA ***Prerequisite:*** *MTH 215*	4.50

+Diversity Enriched Offerings

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

ACEX 2100X	History of Sport	4.50
COM 100	Intro to Mass Communication	4.50
COM 220	Media Literacy	4.50
COM 380	Democracy in the Info. Age+ ***Prerequisite:*** *ENG 102*	4.50
ECO 203	Principles of Microeconomics	4.50
ECO 204	Principles of Macroeconomics	4.50
ETH 100	Intr to Social Justice Studies	4.50
HIS 220A	United States History I+	4.50

	Prerequisite: *ENG 102*	
HIS 220B	United States History II[+] ***Prerequisite:*** *ENG 102*	4.50
POL 100	Introduction to Politics ***Prerequisite:*** *ENG 102*	4.50
POL 201	American Politics ***Prerequisite:*** *ENG 102*	4.50
PSYC 100	Introduction to Psychology	4.50
SOC 100	Principles of Sociology[+]	4.50
SOC 260	Cultural Anthropology ***Prerequisite:*** *ENG 102*	4.50
SOC 350	Cultural Diversity[+] ***Prerequisite:*** *ENG 102*	4.50

[+]Diversity Enriched Offering.

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

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

BIO 100	Survey of Bioscience	4.50
BIO 100A	Survey of Bioscience Lab ***Prerequisite:*** *BIO 100 for non-science majors (GE), or BIO 163 for science majors*	1.50
BIO 161	General Biology 1	4.50
BIO 162	General Biology 2 ***Prerequisite:*** *BIO 161*	4.50
BIO 163	General Biology 3 ***Prerequisite:*** *BIO 161; BIO 162*	4.50
BIO 169A	General Biology Lab ***Prerequisite:*** *BIO 161; BIO 162; BIO 163*	1.50
BIO 201	Human Anatomy and Physiol I ***Corequisite:*** *BIO 191A, or BIO 201A;* ***Recommended: Prior completion of:*** *BIO 100; BIO 100A; CHE 101; CHE 101A*	4.50
BIO 191A	Online Hum Anat and Phys I Lab ***Corequisite:*** *BIO 201;* ***Recommended: Prior completion of:*** *BIO 100; BIO 100A; CHE 101; CHE 101A*	1.50
OR BIO 201A	Human Anatomy and Physiol Lab ***Corequisite:*** *BIO 201;* ***Recommended: Prior completion of:*** *BIO 100; BIO 100A; CHE 101; CHE 101A or equivalent courses.*	1.50
BIO 202	Human Anatomy and Physiol II ***Corequisite:*** *BIO 202A, or BIO 192A;* ***Prerequisite:*** *BIO 201 and BIO 201A*	4.50
BIO 192A	Online Anat and Phys II Lab ***Corequisite:*** *BIO 202;* ***Prerequisite:*** *BIO 191A with a minimum grade of C-. Passing grade required; BIO 201 with a minimum grade of C-. Passing grade required*	1.50

OR BIO 202A	Human Antmy andPhysiol LabII ***Corequisite:*** *BIO 202;* ***Prerequisite:*** *BIO 201; BIO 201A*	1.50
BIO 203	Introductory Microbiology ***Corequisite:*** *BIO 193A; BIO 203A Students should take both lecture and lab courses concurrently and with the same instructor to ensure a consistent learning experience. Students who are retaking one of the two courses or present special circumstances should petition for exception to this requisite.;* ***Recommended: Prior completion of:*** *BIO 100 and BIO 100A; CHE 101 and CHE 101A or equivalent courses; BIO 201 and BIO 201A; BIO 202 and BIO 202A*	4.50
BIO 193A	Online Microbiology Lab ***Corequisite:*** *BIO 203;* ***Recommended: Prior completion of:*** *BIO 191A; BIO 201; CHE 101; CHE 101A*	1.50
OR BIO 203A	Introductory Microbiology Lab ***Corequisite:*** *BIO 203;* ***Recommended: Prior completion of:*** *BIO 100; BIO 100A; CHE 101; CHE 101A; BIO 201 and BIO 201A; BIO 202 and BIO 202A*	1.50
BIO 205A	Pre-health laboratory skills ***Prerequisite:*** *BIO 191A with a minimum grade of C-. A passing grade is required in this prerequisite lab course.; BIO 192A with a minimum grade of C-. A passing grade is required in this prerequisite lab course.; BIO 193A with a minimum grade of C-. A passing grade is required in this prerequisite lab course.*	1.50
CHE 101	Introductory Chemistry ***Recommended Preparation:*** *MTH 204*	4.50
CHE 101A	Introductory Chemistry Lab ***Prerequisite:*** *CHE 101, or CHE 141 for Science Majors.*	1.50
CHE 141	General Chemistry 1 ***Prerequisite:*** *MTH 204; MTH 215*	4.50
CHE 142	General Chemistry 2 ***Prerequisite:*** *CHE 141*	4.50
CHE 143	General Chemistry 3 ***Corequisite:*** *CHE 149A;* ***Prerequisite:*** *CHE 142*	4.50
CHE 149A	General Chemistry Laboratory ***Corequisite:*** *CHE 143*	1.50
CHE 150	Introductory Organic Chemistry ***Prerequisite:*** *CHE 101 and CHE 101A, or CHE 141 and CHE 142 and CHE 143 and CHE 149A; Prerequisites for this course are NOT required for BSCLS students.*	4.50
CHE 150A	Introductory Organic Chem Lab ***Prerequisite:*** *CHE 150 with a minimum grade of C-. A student must have passed the lecture to take the lab.*	1.50
EES 103	Fundamentals of Geology	4.50
EES 103A	Fundamentals of Geology Lab ***Prerequisite:*** *EES 103*	1.50
PHS 104	Introductory Physics ***Prerequisite:*** *MTH 204, or MTH 215*	4.50
PHS 104A	Introductory Physics Lab ***Prerequisite:*** *PHS 104, or PHS 171 for Science Majors.*	1.50
PHS 171	General Physics 1	4.50

	Prerequisite: *MTH 215*	
PHS 172	General Physics 2 ***Prerequisite:*** *PHS 171*	4.50
PHS 173	General Physics 3 ***Corequisite:*** *PHS 179A;* ***Prerequisite:*** *PHS 171; PHS 172*	4.50
PHS 179A	General Physics Lab ***Prerequisite:*** *PHS 171 and PHS 172 and* ***Corequisite:*** *PHS 173*	1.50
PHS 231	Calculus-based Physics 1 ***Prerequisite:*** *PHS 104 and MTH 220, or CSC 208 and MTH 221, or CSC 209*	4.50
PHS 232	Calculus-based Physics 2 ***Prerequisite:*** *PHS 104 and PHS 231; MTH 220, or CSC 208; MTH 221, or CSC 209*	4.50
SCI 200	Earth and Space Sciences	4.50
SCI 200A	Earth and Space Sciences Lab ***Prerequisite:*** *SCI 200 with a minimum grade of C-. A student must have passed the lecture course in order to take the lab course.*	1.50

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

ANA 210	Applied Ethics for AI	4.50
ANA 240	Introduction to AI	4.50
ART 250	Self-Reflection via Visual Art ***Recommended Preparation:*** *ART 225; ART 110*	4.50
COH 100	Personal Health	4.50
COH 317	Public Health Nutrition ***Prerequisite:*** *ENG 102;* ***Recommended Preparation:*** *COH 100*	4.50
COH 318	Drug Use and Abuse ***Prerequisite:*** *ENG 102;* ***Recommended Preparation:*** *COH 100*	4.50
COH 319	Human Sexuality ***Prerequisite:*** *ENG 102;* ***Recommended Preparation:*** *COH 100*	4.50
CRS 300	Conflict Resolution Studies ***Recommended Preparation:*** *ENG 102 with a minimum grade of C. Satisfactory English skills are needed to understand the subject matter and to communicate in this class. The prerequisite is recommended*	4.50
ENG 150	Intro to Creative Writing	4.50
ENG 201	Fiction Writing I ***Prerequisite:*** *ENG 102*	4.50
ENG 202	Poetry Writing I ***Prerequisite:*** *ENG 102*	4.50
ENG 203	Screenwriting I ***Prerequisite:*** *ENG 102*	4.50
ENG 375	Nature Writing ***Prerequisite:*** *ENG 102; ENG 240, or ENG 334A*	4.50
FFL 100	Foundation to Academic Success	4.50
GLS 150	Global Issues and Trends	4.50
MUL 203	Intro to Visual Storytelling ***Prerequisite:*** *ENG 102*	4.50
MUS 200	Music Composition ***Recommended Preparation:*** *MUS 100, or MUS 326, or MUS 327*	4.50

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

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

ART 315	Film as Art ***Prerequisite:*** *ENG 102*	4.50
ART 329	World Art+ ***Prerequisite:*** *ENG 102*	4.50
BAN 300	Intro to Business Analytics ***Prerequisite:*** *MNS 205 and MTH 210*	4.50
COM 360	Representation in the Media+ ***Prerequisite:*** *ENG 102*	4.50
COM 380	Democracy in the Info. Age ***Prerequisite:*** *ENG 102*	4.50
CSC 350	Computer Ethics	4.50
EES 322	Oceanography	4.50
LIT 311	British Literature I ***Prerequisite:*** *ENG 240 and LIT 100*	4.50
LIT 312	British Literature II ***Prerequisite:*** *ENG 240 and LIT 100*	4.50
LIT 321	American Literature I ***Prerequisite:*** *ENG 240 and LIT 100*	4.50
LIT 322	American Literature II ***Prerequisite:*** *ENG 240 and LIT 100*	4.50
MUS 326	American Music+ ***Prerequisite:*** *ENG 102*	4.50
PHL 320	World Religions+ ***Prerequisite:*** *ENG 102*	4.50
PHL 375	Environmental Ethics ***Prerequisite:*** *ENG 102*	4.50
PHS 102	Survey of Physical Science	4.50
PSY 300	Social Psychology of Sport ***Prerequisite:*** *ENG 102; PSYC 100*	4.50
PSYC 301	Child Development ***Prerequisite:*** *ENG 102*	4.50
SCI 300	Geography+	4.50
SOC 325	Popular Culture ***Prerequisite:*** *ENG 102*	4.50
HIS 336	American Film and Society+ ***Prerequisite:*** *ENG 102*	4.50
SOC 344	Love, Sex, and the Family ***Prerequisite:*** *ENG 102*	4.50
SOC 350	Cultural Diversity ***Prerequisite:*** *ENG 102*	4.50

+Diversity Enriched Offering.

Bachelor of Arts in Digital Media Design

Academic Program Director: Scott Campbell; scampbell@nu.edu

The Bachelor of Arts in Digital Media Design consists of courses that prepare students for a broad range of positions requiring a background in digital graphic design, web design, video and audio production and post-production, video gaming, and virtual and augmented reality. Students receive hands-on training from highly qualified instructors, many of which are working in the field, using leading software applications. Successful completion of the program will enable graduates to compete for employment in many areas of digital content creation because they possess a wide range relevant combination of skills and knowledge vital to today's workplace. Students also complete two project-oriented courses on a subject (or subjects) of their choosing. Upon completion of the program, students will have created a professional portfolio of their work.

A graduate with a BA in Digital Media Design will obtain skills and competencies to excel in various fields including, but not limited to, video gaming, video and audio production, motion graphics, and web. Job opportunities may include Art Director, Web Designer, Game Designer, Video Editor, Journalist, Photographer, Educational and Instructional Designer and Social Media Specialist.

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

- Develop a personal vision in the creation of original multimedia content.
- Apply the principles of graphic and information design in the generation of digital media projects.
- Demonstrate oral, visual, and written communication skills with clients, project managers, and media production team members.
- Successfully complete all phases of a media production, from the initial planning to the final delivery.
- Explain the cultural and sociological impacts related to media production and distribution.
- Create active and interactive content with graphics and text.
- Complete all phases of an audio/video production.

Degree Requirements:

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

It is recommended that students take courses in the following order: MUL 201, MUL 203, MUL 308, MUL 312, MUL 316, MUL 390, MUL 345, MUL 353, MUL 309, MUL 365, MUL 461, MUL 465, MUL 462, MUL 372, MUL 375, MUL 356, MUL 483, MUL 485, MUL 487.

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

MUL 201	Intro to Graphic Design ***Prerequisite:*** *ENG 102*	4.50
MUL 203	Intro to Visual Storytelling ***Prerequisite:*** *ENG 102*	4.50

Students must complete all prep for major courses.

Requirements for the Major (14 courses; 63 quarter units)

MUL 308	Vector Graphics ***Prerequisite:*** *ENG 102; MUL 201; MUL 203*	4.50
MUL 312	Digital Image Compositing ***Prerequisite:*** *ENG 102; MUL 201; MUL 203;* ***Recommended: Prior completion of:*** *MUL 308*	4.50

MUL 316	Applied Graphic Design ***Prerequisite:*** *ENG 102; MUL 201 and MUL 203;* ***Recommended: Prior completion of:*** *MUL 308; MUL 312*	4.50
MUL 390	User Interface Design ***Prerequisite:*** *ENG 102; MUL 201; MUL 203;* ***Recommended: Prior completion of:*** *MUL 308; MUL 312; MUL 316*	4.50
MUL 345	Applied Web Design ***Prerequisite:*** *ENG 102; MUL 201; MUL 203;* ***Recommended: Prior completion of:*** *MUL 308; MUL 312; MUL 316; MUL 390*	4.50
MUL 353	2-D Design & Interactivity ***Prerequisite:*** *ENG 102; MUL 201 and MUL 203;* ***Recommended: Prior completion of:*** *MUL 308; MUL 312; MUL 316; MUL 390; MUL 345*	4.50
MUL 309	Camera and Image ***Prerequisite:*** *ENG 102; MUL 201; MUL 203;* ***Recommended: Prior completion of:*** *MUL 308; MUL 312; MUL 316; MUL 390; MUL 345; MUL 353*	4.50
MUL 365	Digital Video Editing ***Prerequisite:*** *ENG 102; MUL 201 and MUL 203;* ***Recommended: Prior completion of:*** *MUL 308; MUL 312; MUL 316; MUL 390; MUL 345; MUL 353; MUL 309*	4.50
MUL 461	Motion Graphics Vis. Effects I ***Prerequisite:*** *ENG 102; MUL 201; MUL 203; MUL 365*	4.50
MUL 465	Motion Graphics Vis Effects II ***Prerequisite:*** *ENG 102; MUL 201; MUL 203; MUL 365; MUL 461*	4.50
MUL 462	Digital Audio Creation ***Prerequisite:*** *ENG 102; MUL 201; MUL 203;* ***Recommended: Prior completion of:*** *MUL 308; MUL 312; MUL 316; MUL 390; MUL 345; MUL 353; MUL 309; MUL 365; MUL 461; MUL 465*	4.50
MUL 372	Foundations of 3D ***Prerequisite:*** *ENG 102; MUL 201; MUL 203; MUL 312;* ***Recommended: Prior completion of:*** *MUL 308; MUL 316; MUL 390; MUL 345; MUL 353; MUL 309; MUL 365; MUL 461; MUL 465; MUL 462*	4.50
MUL 375	3D Modeling for Game Art ***Prerequisite:*** *ENG 102; MUL 201; MUL 203; MUL 312; MUL 372*	4.50
MUL 356	Video Gaming AR/VR ***Prerequisite:*** *ENG 102; MUL 201; MUL 203; MUL 312; MUL 372; MUL 375*	4.50

Final Project for the Major (2 courses; 9 quarter units)

Prior to beginning the Final Project sequence, students must have completed and passed all requirements for the Major.

MUL 483	Final Project I ***Prerequisite:*** *ENG 102; MUL 201; MUL 203; MUL 308; MUL 309; MUL 312; MUL 316; MUL 345; MUL 353; MUL 356; MUL 365; MUL 372; MUL 375; MUL 390; MUL 461; MUL 462; MUL 465*	4.50
MUL 485	Final Project II ***Prerequisite:*** *MUL 483*	4.50

Thesis Course (1 course; 4.5 quarter units)

Prior to beginning the Thesis Course, students must have completed and passed all requirements for the Major, as well as MUL 483 and MUL 485.

MUL 487	Dig Med Dsgn Portfolio, Thesis ***Prerequisite:*** *MUL 485*	4.50

Bachelor of Arts in Integrated Marketing Communication

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

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

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

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

Degree Requirements:

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

Prerequisites for the Major (2 courses; 9.0 quarter units)		**Units:** 9.00
ENG 102	Effective College English	4.50
MKT 302A	Marketing Fundamentals	4.50

Core Requirements (16 courses; 72 quarter units)		**Units:** 72.00
MKT 452	Marketing Law and Ethics ***Recommended Preparation:*** *MKT 302A*	4.50
MKT 456	Sales Management ***Prerequisite:*** *MKT 302A*	4.50
MKT 445	Digital Marketing ***Prerequisite:*** *MKT 302A*	4.50
COM 305	Intercultural Communication ***Prerequisite:*** *ENG 102*	4.50
COM 402	Communication Technologies ***Prerequisite:*** *ENG 102*	4.50
COM 365	Integrated Marketing Comm ***Prerequisite:*** *ENG 102; COM 402 and MKT 302A, or COM 315*	4.50
MKT 430	Intro to Global Marketing ***Prerequisite:*** *MKT 302A*	4.50
MKT 434	Marketing Research & Analytics ***Prerequisite:*** *MKT 302A*	4.50
MKT 450	Business Model Innovation ***Prerequisite:*** *MKT 302A*	4.50
MKT 460	Consumer Behavior ***Prerequisite:*** *MKT 302A*	4.50
MKT 462	Brand Management ***Prerequisite:*** *MKT 302A*	4.50
MKT 464	Advertising Management ***Prerequisite:*** *MKT 302A*	4.50
MKT 470	Services Marketing ***Prerequisite:*** *MKT 302A*	4.50
COM 441	Communication Strategies ***Prerequisite:*** *COM 334*	4.50
COM 442	Communication Campaigns ***Prerequisite:*** *COM 441*	4.50
MKT 494	Digital Marketing Capstone ***Prerequisite:*** *MKT 460; MKT 462; MKT 470; MKT 430; MKT 434; MKT 450; MKT 452*	4.50

Doctor of Nurse Anesthesia Practice (DNAP)

Academic Program Director: Joseph Martin; jmartin2@nu.edu

The Doctor of Nurse Anesthesia Practice (DNAP) degree is an entry-into-practice clinical practice doctoral degree awarded to students who enter the nurse anesthesia program with a bachelors degree, and subsequently complete the three year doctoral curriculum of study. The DNAP curriculum prepares graduates in the art and science of anesthesia care delivery, and to sit for the National Certification Exam (NCE) to become a board certified - Certified Registered Nurse Anesthetist (CRNA). In addition, graduates will be educated to assume leadership positions in nurse anesthesia administration and education, with focused course work in health

organizations and systems analysis, quality assessment and improvement, leadership, policy analysis, and the implementation of evidence based practice initiatives.

The hybrid curriculum is a combination of eight on-line synchronous and asynchronous delivered courses, nineteen onsite courses, and seven clinical courses, structured in a 36 month course of study. The program will involve the completion of 138 quarter units. During the first week of the program, students engage in an intensive orientation where they are introduced to the overall curriculum, Program and University Policies.

Clinical Training:
Seven clinical practicum courses are provided in the proposed entry into practice DNAP program, which stress the application of relevant science and research to anesthesia practice while engaging in the art and science of anesthesia care delivery.

Throughout the clinical practicum coursework, students will be afforded the opportunity to plan for, and administer, all types of currently accepted general and regional anesthesia techniques, to a variety of patients ranging in medical and surgical acuity. Graduate students will be assigned to various anesthetizing locations within selected affiliate hospitals. At all times while in the clinical environment, students will be directly supervised, instructed, and counseled by a CRNA and/or physician anesthesiologist clinical preceptor. The course faculty member will supervise student progression, required case attainment, clinical work hours, and mid quarter and end of quarter evaluations.

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

- Analyze physiologic, safety, and organizational theories to promote patient safety, enhance quality care, and improve nurse anesthesia practice.
- Synthesize relevant scientific literature and apply results to improve nurse anesthesia practice and patient care outcomes in a culturally sensitive manner.
- Develop effective communication strategies for working with complex patients, families, administrators, and other health professionals.
- Develop effective strategies for managing ethical dilemmas inherent in anesthesia patient care and the workplace.
- Demonstrate leadership skills to meet the challenges of complex health care and educational environments.
- Demonstrate doctoral level scholarship in nurse anesthesia through presentations, publications, leadership activities, and collaboration with other disciplines.
- Utilize technology and information systems to analyze, manage, and present data.
- Analyze complex patient comorbidities to formulate and implement an anesthesia plan of care.

Degree Requirements:

Nurse Anesthesia Application Procedure and Requirements

Admission Requirements:

1. Successful admission to National University.
2. Bachelor of Science in Nursing (BSN) from a NLNAC or CCNE accredited College or University or Bachelor of Science in a related physical science with licensure as a registered nurse.
3. Current unrestricted/unencumbered (clear/active) license as a registered nurse in one of the states of the United States, with eligibility for licensure throughout all states in the United States.
4. A cumulative grade point average (GPA) of 3.0 on all undergraduate courses or 3.25 on the last 60 hours of undergraduate courses on a 4.0 scale.
5. Science GPA of 3.0 or greater.
6. Successful completion of the following prerequisite courses:
    a. Pharmacology
    b. Anatomy with Lab
    c. Physiology
    d. General Chemistry (with lab)
    e. Undergraduate statistics
7. A minimum of one full year of critical care experience in an intensive care unit within the past three years as a registered nurse. Emergency department and other experiences will be considered on an individual basis. Operating room, OB, and PACU experience is not accepted as critical care experience.
8. Three favorable evaluations/recommendations from:
    a. Current clinical supervisor
    b. Fellow critical care nursing peer or anesthesia provider
    c. Academic faculty or clinical educator familiar with your academic performance
9. Professional certification in any of the following preferred: CCRN, CEN, or CFRN.
10. Current ACLS and PALS certification
11. Shadow experience in the OR with a CRNA or Anesthesiologist
12. Successful personal interview
13. Ability and willingness to travel for clinical rotation assignments, and to be flexible when required to change clinical sites at short notice.
14. Ability to meet the didactic and clinical requirements of the curriculum.

Didactic and clinical professional and physical competency standards include:

- **Ability to observe and communicate.** Nurse anesthetists must be able to observe, hear, and understand evidence about a patient's status quickly and accurately as well as communicate rapidly and clearly with patients, members of the healthcare team, and others.
- **Physical capabilities and motor skills.** Nurse anesthetists are required to move, transfer, and position patients and to locate and arrange equipment as needed; to be sufficiently mobile to provide care to several patients at a time, and to have sufficient dexterity, hand/eye coordination, and stamina to operate complicated instruments and perform procedures for prolonged periods.
- **Cognitive skills and intellectual capacities.** Nurse anesthetists are able to understand complex medical information related to patient needs and care; to transcribe and communicate that information quickly and accurately; and to distinguish standard from nonstandard patterns of patient behaviors and responses.
- **Decision-making skills.** Nurse anesthetists are expected to demonstrate the capacity to gather, organize, assess, prioritize, make decisions, and then act on information appropriately so as to facilitate the prompt and timely delivery of patient care.
- **Behavioral and social attributes.** Nurse anesthetists should exhibit professionally appropriate behaviors at all times with patients, members of the healthcare delivery team, and the public. These behaviors include capacities to establish rapport and trust including respect for team roles and norms; to preserve confidentiality; to communicate clearly with patients, other health care providers and the public; to complete work in a timely manner; and to demonstrate commitment to ensuring the quality of and upgrade the practice of nurse anesthesia.

Program Requirement (34 courses; 138 quarter units)

Students must take all of the DNAP courses in the set sequence. The program utilizes a cohort model.

ANE 800	Advanced Principles of EBP	4.50
ANE 810	Advanced Pharmacology Concepts ***Prerequisite:*** *Admission to the Nurse Anesthesia Program or prior approval from Academic Program Director*	4.50
ANE 815	Adv Human Anatomy for Anesth ***Prerequisite:*** *Admission to the Nurse Anesthesia Program or approval from Academic Program Director.*	4.50
AND ANE 816	Advanced Human Anatomy Lab	1.50
	Prerequisite: *Admission to the Nurse Anesthesia Program or prior approval from Academic Program Director.*	
ANE 820	Nurse Anesthesia Physiology I	4.50
ANE 824	Principles of Anesthesia I	4.50
ANE 825	Advanced HiFi Sim I ***Corequisite:*** *ANE 824 with a minimum grade of B-. minimum passing grade for the nurse anesthesia program is a B-.*	1.50
ANE 818	Anesthesia Pharmacology I ***Corequisite:*** *ANE 824 with a minimum grade of B-. All nurse anesthesia courses must be completed with a B- or greater for continued program matriculation.*	4.50
ANE 821	Nurse Anesthesia Physiology II	4.50
ANE 826	Principles of Anesthesia II ***Prerequisite:*** *ANE 824 with a minimum grade of B-. Required grade for metriculation minimum passing grade is B-*	4.50
ANE 827	Advanced HiFi Sim II	1.50
ANE 819	Anesthesia Pharmacology II	4.50
ANE 828	Principles of Anesthesia III	4.50
ANE 829	Advanced HiFi Sim III ***Corequisite:*** *ANE 828 (Lab component of the Principles of Anesthesia III lecture course.)*	1.50
ANE 822	Anesthesia Physiology III ***Prerequisite:*** *ANE 821 with a minimum grade of B-. B- grades are required for program progression*	4.50
ANE 823	Anesthesia Physical Assessment	4.50
ANE 830	Principles of Anesthesia IV ***Prerequisite:*** *ANE 824 with a minimum grade of B-. Minimum course grade for any anesthesia course is a B-, Curriculum in a cohort, lock-step model*	4.50
ANE 831	Advanced HiFi Sim IV ***Corequisite:*** *ANE 830 with a minimum grade of B-. B- is the minimum allowable grade for matriculation in the program*	1.50
ANE 840	Anesth Professional Aspects	4.50
ANE 801	Biostat for Nurse Anesthesia	4.50
ANE 850	Clinical and Seminar I ***Prerequisite:*** *Satisfactory completion of the didactic phase of the program.*	4.50

ANE 851	Implementing EBP in Anesthesia ***Prerequisite:*** *ANE 800 with a minimum grade of B-. Program policy for matriculation*	4.50
ANE 855	Clinical and Seminar II	4.50
ANE 856	Health Policy and Advocacy	4.50
ANE 860	Clinical and Seminar III	4.50
ANE 861	Systems Analysis-Communication	4.50
ANE 865	Clinical Rotation- Seminar IV	4.50
ANE 866	Epidemiology-Population Health ***Prerequisite:*** *ANE 801 with a minimum grade of B-. B- required for matriculation in the program*	4.50
ANE 870	Clinical Rotation-Seminar V ***Corequisite:*** *ANE 865 with a minimum grade of B-. Minimum allowable grade for matriculation*	4.50
ANE 871	Healthcare Economics - Finance	4.50
ANE 875	Clinical Rotation-Seminar VI ***Prerequisite:*** *ANE 870 with a minimum grade of B-. Minimum required for program progression*	4.50
ANE 876	Capstone Project	4.50
ANE 880	Clinical Specialization ***Prerequisite:*** *ANE 870 with a minimum grade of B-. Minimum grade for matriculation*	4.50
ANE 881	DNAP Role - Healthcare Impact	4.50

Doctor of Psychology (PsyD)

Academic Program Director: Sarah Carroll; scarroll2@nu.edu,Jamie Franco; jfrancozamudio@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 for 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 and Social Sciences, a dedicated faculty of practitioner-scholars offers a student-faculty ratio of approximately 10:1. 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 program operates on a traditional academic quarter system (11 weeks), and all classes are held in person at the JFK SOPSS campus, in Pleasant Hill, CA. 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 doctoral internship. Students are also required to complete a clinical dissertation project. All students must meet the residency requirement of at least 36 units within a 12-month period, typically earned during their first four quarters in the program.

Admissions Requirements
The PsyD program accepts applications from November through mid-August. Applicants are accepted into the program once a year in the Fall quarter.

Degree and Grade Point Average (GPA) Requirement. Applicants must have a minimum GPA of 3.0 from an accredited undergraduate institution or a 3.5 from an accredited graduate institution.

Prerequisites. Four prerequisite courses taken *within the past ten years* at an institution with regional accreditation or other recognized accreditation are required for admission. The courses must be completed before starting the program with a grade of B- or better or a Credit in Credit/No Credit classes.

1. Introductory Psychology or Developmental Psychology/Human Development
2. Theories of Personality or Abnormal Psychology (undergraduate level)/Psychopathology (graduate level)
3. Statistics
4. A Diversity-related course: This course does not have to be a Psychology course. For example, it may be an overview course such as Psychology of Diversity, Cultural Anthropology, or Introduction to Social Justice/ Forensics. It can also be a course on a specific subject, such as immigrants and refugee health, feminism, or diverse populations.

Admission of applicants will be conditional until completion of any unfinished prerequisites before the fall classes begin.

Application Requirements. All application materials for the PsyD program are made through the PSYCAS portal psycas.liaisoncas.com

1. Official transcripts
2. Personal Statement (2-4 pages): The personal statement is one of the most important selection criteria and carries a similar weight to the admission interview. This statement, along with the other required documents, will be reviewed by the Admission Committee as part of the admission process to determine interview eligibility.
3. Resume/Curriculum Vitae
4. Three letters of recommendation: Preference for letters is from academic instructors and clinical supervisors.
5. Sample Academic Paper: Maximum 10 pages, not including references or cover page.

Clinically Relevant Experience: Preference is given to applicants with clinically relevant experience (e.g., working in a suicide prevention center or crisis support services agency, case management, behavioral therapy 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 1) 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/ diverse 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/ diverse 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 doctoral 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.

Doctoral Internship
Trainees apply for doctoral internships 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 the dissertation proposal successfully defended, before going to internship.

PsyD trainees are encouraged to apply for internship programs that are accredited by APA through the APPIC consortia. 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 2/Beginning Practicum. In order to sit for this exam, students must pass the following first-year courses: IPS 1, Psychopathology I & II, Clinical Interviewing Skills, Human Development, and Law & Ethics. The exam consists of 150 multiple-choice questions.

Clinical Proficiency Examination
In the Spring of Year 3, 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.

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 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, 7304, or 7308 (as directed by the dissertation chair) 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 a minimum of 30 1-hour-long sessions of individual or group psychotherapy over the course of 20 months during the time they are enrolled in the PsyD program. 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 their internship.

Licensure
Completion of the 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 of 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) 574-7720
Toll Free: (866) 503-3221
E-mail: bopmail@dca.ca.gov
Website: www.psychology.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 the ability to integrate at least two of affective, biological, cognitive, social, and/or developmental aspects of behavior.

DSK 4. Research Methods

- 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

- Demonstrate the substantially independent ability to formulate 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.
- Conduct research or other scholarly activities.
- Disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.
- Demonstrate the ability to evaluate and apply professional literature in the context of specific clinically relevant questions.

PWC 2. Ethical and Legal Standards

- 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 Values, Attitudes, and Behaviors

- 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 and Interpersonal Skills

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

PWC 9. Consultation and Interprofessional/Interdisciplinary Skills

- Demonstrate knowledge of and respect for the roles and perspectives of other professions.
- Demonstrate knowledge of consultation models and practices.
- Demonstrate the 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. Courses eligible for transfer credit must have been taken within the last eight years.

When transfer credit is granted for a course completed at another institution, regardless of whether the course earned quarter units or semester units, 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 and Social Sciences.

Transfer credit will only be awarded after the NU transfer credit evaluation process has been successfully completed. Whether the units are transferred as "content only" or "content plus units" will be based on whether the previously earned units are from a conferred degree or not. The number of transferred credits permitted is at the discretion of the program. Transfer credit will not be included as part of the cumulative University GPA.

Students matriculating into the PsyD program may transfer a maximum of 30 quarter units towards the required PsyD courses. Up to 18 of those units can be from a previous Master's program, and all or part of the total units can be from a previous Doctoral program.

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 PsyD Integrated Professional Seminar (IPS 1, 2 & 3).

Accreditation
The JFK School of Psychology – PsyD Program is accredited by the Commission on Accreditation of the APA.

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
Website: www.apa.org/ed/accreditation

Program Disclosure Information

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 and Social Sciences at National University Doctoral Program in Clinical Psychology (PsyD) **meets** the educational degree completion requirement for licensure in the state of California as a Licensed Psychologist.

Since many states have unique licensing requirements, the JFK School of Psychology and Social Sciences at National University cannot confirm whether its PsyD program 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 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.

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:

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
Website: 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.

The JFK School of Psychology and Social Sciences at National University PsyD 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

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

- Research. Develop expertise in the integration of science and Health Service Psychology practice.
- Ethics. Manage ethical issues in accordance with APA Ethical Principles, applicable laws, and relevant Health Service Psychology standards and guidelines.

- Individual and Cultural Diversity. Integrate awareness and knowledge of individual and cultural diversity in the conduct of Health Service Psychology roles.
- Professional Attitudes, Values, and Behavior. Cultivate professional values, attitudes and behaviors that are consistent with Health Service Psychology standards.
- Communication. Support effective interpersonal communication through written and oral Health Service Psychology language and concepts.
- Assessment. Develop competence in conducting evidence-based and contextually appropriate assessment consistent with the scope of Health Service Psychology.
- Intervention. Implement evidence-based and contextually appropriate interventions consistent with the scope of Health Service Psychology.
- Supervision. Incorporate Health Service Psychology supervision models and practices in professional situations.
- Consultation and Interdisciplinary Skills. Incorporate Health Service Psychology consultation models and practices in interaction with clients and other stakeholders.
- Discipline-specific Knowledge. Integrate understanding of the history, foundational science, and research principles that underlie the field of Health Service Psychology.

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.
- Thirty sessions 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 at least 3.0 must be achieved in all work for the PsyD program; All program requirements must be completed within eight calendar years of matriculation.
- Candidates for doctoral degrees are required to apply for graduation in or before the quarter in which they expect to complete all degree requirements.

Total Degree Requirement (180 quarter units)

Core Requirements Year One (14 courses; 46 quarter units)		**Units:** 46.00
PSD 7009	Group Clinical Skills	2.00
PSD 7011	Clinical Interviewing Skills	4.00
PSD 7015	Psychopathology I	3.00
PSD 7016	Psychopathology II ***Prerequisite:*** *PSD 7015 with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.*	3.00
PSD 7036	IPS 1 Multicult. Foundations	5.00
PSD 7037	IPS 1 Multicult. Integration	5.00
PSD 7038	IPS 1 Multicult. Tx Approaches	5.00
PSD 7050	The Developing Psychologist	1.00
PSD 7114	Psychometrics:Psych Assessment	2.00
PSD 7122	Psychodynamic Theory & Applic	3.00
PSD 7123	Cognitive Behavioral Theory	3.00
PSD 7124	Family Systems Theory & Applic	3.00
PSD 7141	Ethical & Legal Issues Psych	3.00
PSD 7227	Human Development	4.00

Core Requirements Year Two (12 courses; 42 quarter units) **Units:** 42.00

PSD 7107	Biological Bases of Behavior	3.00
PSD 7108	Cognitive & Affective Bases	3.00
PSD 7115	Assessment I: Intellect/Cognit ***Prerequisite:*** *PSD 7114 with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.*	4.00
PSD 7116	Assessment II: Personality I ***Prerequisite:*** *PSD 7115 with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.*	4.00
PSD 7117	Assessment III: Personality II	4.00
PSD 7131	Psych & Treatment Subst Abuse	3.00
PSD 7136	IPS 2 Applied Diagnosis	4.00
PSD 7137	IPS 2 Case Formulation	4.00
PSD 7138	IPS 2 Informed Tx Planning	4.00
PSD 7151	Research Methods & Stats I	3.00
PSD 7250	Research Methods & Stats II ***Prerequisite:*** *PSD 7151 with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.*	3.00
PSD 7251	Qualitative Rsch: Critical Rev	3.00

Core Requirements Year Three (11 courses; 29 quarter units) **Units:** 29.00

PSD 7104	Social & Cultural Bases Behavr	3.00
PSD 7110	Integrated Foundationl Science ***Prerequisite:*** *PSD 7104 with a minimum grade of B-. ; PSD 7107 with a minimum grade of B-. ; PSD 7108 with a minimum grade of B-. ; PSD 7227 with a minimum grade of B-. ; PSD 7160 with a minimum grade of B-. B- is the lowest passing grade for JFK-SOP PsyD courses.*	2.00
PSD 7160	Psychopharmacology ***Prerequisite:*** *PSD 7107 with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.*	3.00
PSD 7180	Psychology of Trauma	3.00
PSD 7236	IPS 3 Int Case Concept/Tx Plan	4.00
PSD 7237	IPS 3 Clinical Communication	4.00
PSD 7238	IPS 3 Prof Dev/Lifelong Learn	4.00
PSD 7252	Clinical Dissertation Prop I ***Prerequisite:*** *PSD 7251 with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.*	2.00
PSD 7253	Clinical Dissertation Prop II ***Recommended: Prior completion of:*** *PSD 7252*	2.00
PSD 7254	Clinical Dissertation Prop III ***Recommended: Prior completion of:*** *PSD 7253; Online training module for IRB / human participants should be completed prior to the beginning of this course.*	1.00
PSD 7601	Psych Career Skills Building ***Prerequisite:*** *PSD 7273 with a minimum grade of CR. This is the lowest passing grade for JFK-SOP PsyD courses.*	1.00

Core Requirements Year Four (3 courses; 9 quarter units) **Units:** 9.00

PSD 7003	History & Systems of Psych	3.00
PSD 7215	Foundations Prof Consultation	3.00
PSD 7230	Fundamentals Clinical Supervsn	3.00

Core Requirements Year Five (4-8 courses; 36 quarter units) **Units:** 36.00

Students must repeat any combination of the following two courses for a total of at least 36 quarter units.

PSD 7400	Full-Time Internship ***Recommended: Prior completion of:*** *Completion of all other coursework and permission of Training Director.*	9.00
PSD 7401	Part-Time Internship ***Recommended: Prior completion of:*** *Completion of all other coursework and permission of Training Director.*	4.50

Electives (18 quarter units)

Students select a minimum of 18 total quarter units comprised of any combination of elective courses. Some courses are repeatable but have a maximum number of quarter units that can count toward the 18 elective quarter units / 180 total quarter units needed for graduation.

General Electives (all are repeatable)		
PSD 7303	Dissertation Completion ***Recommended: Prior completion of:*** *PSD 7254*	0.00
PSD 7308	Diss Study - Supplemental ***Recommended: Prior completion of:*** *PSD 7254*	5.00
PSD 7309A	Topics in Doctoral Psychology	1.00
PSD 7309B	Topics in Doctoral Psychology	2.00
PSD 7309C	Topics in Doctoral Psychology	3.00
PSD 7330	Externship-Concurrent w/IPS ***Recommended: Prior completion of:*** *all year one coursework; a minimum of 6 months clinical experience. Training office approval required.*	0.00
PSD 7331	Externship ***Prerequisite:*** *PSD 7138 with a minimum grade of CR. This is the lowest passing grade for JFK-SOP PsyD courses.*	1.00
PSD 7332	Externship - Assessment ***Prerequisite:*** *PSD 7720 with a minimum grade of B-. Course must be passed, and minimum passing grade is B-*	2.00
PSD 7335	Externship - Supplemental ***Prerequisite:*** *PSD 7331 with a minimum grade of CR. Students must have successfully completed the PSD 7331 course four times in order to enroll in this class.*	1.00
PSD 7336	Externship - Assessment Suppl ***Prerequisite:*** *PSD 7332 with a minimum grade of CR. Students must have successfully completed the PSD 7332 course two times in order to enroll in this class.*	2.00
PSD 7402	Internship - Supplemental ***Prerequisite:*** *PSD 7400 with a minimum grade of CR. Students must have successfully completed the PSD 7400 course four times in order to enroll in this class.*	9.00
PSD 7529	Externship - Integrated Health	1.00
PSD 7539	Externship-Forensic/Correction	1.00
PSD 7550	Clinical Topics in Sport Psych	3.00
PSD 7559	Externship - Sport	1.00
PSD 7602	Summer Field Placement ***Recommended Preparation:*** *Take when instructed by Training Office.*	0.00
General Electives (not repeatable)		

PSD 7170A	Functional Neuroanatomy ***Prerequisite:*** *PSD 7107 with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.*	2.00
PSD 7170B	Neuropathology ***Prerequisite:*** *PSD 7170A with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.*	3.00
PSD 7170C	Neuropsychological Principles ***Prerequisite:*** *PSD 7170B with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.*	3.00
PSD 7171	Neuropsychological Rehab ***Recommended: Prior completion of:*** *PSD7107 (Biological Bases), and PSD7170A-B-C (foundational neuropsychology courses) are strongly recommended.*	1.00
PSD 7173	Overview of Pediatric Assessmt ***Recommended: Prior completion of:*** *PSD7107 (Biological Bases), and PSD7170A-B-C (foundational neuropsychology courses) are strongly recommended.*	1.00
PSD 7174	Neuropsychology of Aging	1.00
PSD 7178	Multicultural Issues in Assess ***Prerequisite:*** *PSD 7116 with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.*	1.00
PSD 7304	Pre-Internship Diss Study ***Recommended: Prior completion of:*** *PSD 7254*	4.00
PSD 7521	Fndmntls Integrated Healthcare	1.00
PSD 7522	Health Psychology	2.00
PSD 7523	Motivational Interviewing	1.00
PSD 7524	Behav Health in Primary Care	1.00
PSD 7525	Neurobiology of Trauma	2.00
PSD 7526	Communication in Healthcare	1.00
PSD 7527	Bariatric Psychology	1.00
PSD 7530	Corr Psych/Cultural Awareness	2.00
PSD 7531	Forensic Psych/Multicultural	2.00
PSD 7533	Forensic/Correctional Assess. ***Prerequisite:*** *PSD 7116 with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.*	3.00
PSD 7535	Exprt Tstmny/Advncd Rprt Wrtng	2.00
PSD 7561	Vicarious Trauma & Self-Care	1.00
PSD 7562	Trauma Assessment & Tx	2.00
PSD 7563	Socio-Cult Issues of Trauma	2.00
PSD 7564	Trauma Tx and Intervention	2.00
PSD 7710	Tx of Trauma via Psychodrama	1.00
PSD 7711	Art Therapy & Trauma	1.00
PSD 7712	Somatic Tx of Trauma	1.00
PSD 7713	Systemic & Historical Trauma	2.00
PSD 7720	Assessment Integration ***Prerequisite:*** *PSD 7115 with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.; PSD 7116 with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.*	2.00

Courses Required for Licensure		
PSD 7701	Spousal/IPV Abuse Prev Assess	2.00
PSD 7702	Child Abuse Assessmt/Reporting	1.00

PSD 7703	Aging and Long-Term Care	1.00
PSD 7704	Suicide Prevention and Assess	1.00
PSD 7705	Human Sexuality	1.00

Concentration in Correctional and Forensic Psychology

Academic Program Director: Sharon Christensen; schristensen@nu.edu

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 the Academic Program Director for the concentration.

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

- Demonstrate the ability to apply current knowledge of diagnostic classification systems to client difficulties. Plan and implement formal assessment of referred clients, considering their diagnostic situation and intersecting cultural identities. Integrate data from multiple sources and communicate findings in a clear and accurate way.

Concentration Requirements (4 courses, 9 quarter units)

In order to obtain permission to enroll in the concentration, candidates must contact the Academic Program Director prior to enrolling.

PSD 7530	Corr Psych/Cultural Awareness	2.00
PSD 7531	Forensic Psych/Multicultural	2.00
PSD 7533	Forensic/Correctional Assess. ***Prerequisite:*** *PSD 7116 with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.*	3.00
PSD 7535	Exprt Tstmny/Advncd Rprt Wrtng	2.00

Concentration in Integrated Healthcare

Academic Program Director: Pilar Corcoran - Lozano; pilar.corcoran-lozano@natuniv.edu

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 setting utilizing an integrated healthcare approach to managing acute and chronic illnesses. Students have the opportunity to train in a team setting with medical, nursing, and social work

professionals. 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 to enroll in this concentration, please contact the Academic Program Director for the concentration.

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

- Establish effective therapeutic relationships, gather and integrate clinically relevant information, conceptualize cases, develop treatment plans, implement evidence-based and contextually appropriate interventions, and evaluate intervention effectiveness.

Concentration Requirements (5 courses: 7 units)

In order to obtain permission to enroll in the concentration, candidates must contact the Academic Program Director prior to enrolling.

PSD 7521	Fndmntls Integrated Healthcare	1.00
PSD 7522	Health Psychology	2.00
PSD 7523	Motivational Interviewing	1.00
PSD 7524	Behav Health in Primary Care	1.00
PSD 7525	Neurobiology of Trauma	2.00

Students may enroll in additional elective courses if desired.

Optional Electives

PSD 7526	Communication in Healthcare	1.00
PSD 7527	Bariatric Psychology	1.00

Concentration in Neuropsychology

Academic Program Director: Peter Van Oot; pvanoot@nu.edu

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 contact the Academic Program Director for the concentration.

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

- Demonstrate the ability to apply current knowledge of diagnostic classification systems to client difficulties. Plan and implement formal assessment of referred clients, considering their diagnostic situation and intersecting cultural identities. Integrate data from multiple sources and communicate findings in a clear and accurate way.

Concentration Requirements (7 courses; 12 quarter units)

In order to obtain permission to enroll in the concentration, candidates must contact the Academic Program Director prior to enrolling.

PSD 7170A	Functional Neuroanatomy ***Prerequisite:*** *PSD 7107 with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.*	2.00
PSD 7170B	Neuropathology ***Prerequisite:*** *PSD 7170A with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.*	3.00
PSD 7170C	Neuropsychological Principles ***Prerequisite:*** *PSD 7170B with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.*	3.00
PSD 7171	Neuropsychological Rehab ***Recommended: Prior completion of:*** *PSD7107 (Biological Bases), and PSD7170A-B-C (foundational neuropsychology courses) are strongly recommended.*	1.00
PSD 7173	Overview of Pediatric Assessmt ***Recommended: Prior completion of:*** *PSD7107 (Biological Bases), and PSD7170A-B-C (foundational neuropsychology courses) are strongly recommended.*	1.00
PSD 7174	Neuropsychology of Aging	1.00
PSD 7178	Multicultural Issues in Assess ***Prerequisite:*** *PSD 7116 with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.*	1.00

Concentration in Trauma Psychology

Academic Program Director: Matthew Mock; mmock@nu.edu

The Trauma Concentration provides education and training for students who are interested in working with individuals and communities impacted by trauma. Coursework in this concentration offers didactic and experiential training in the utilization of trauma-informed approaches to assess and treat clients. Students have an opportunity to learn about multiple aspects of trauma, including adverse childhood experiences (ACE), historical and intergenerational trauma, crisis trauma, racial trauma, vicarious trauma, and more. Classroom learning has applications to subsequent clinical settings.

The training in this concentration references the New Haven Competencies for Trauma Psychology (2014) and policies described in "Guidelines on Trauma Competencies for Education and Training" approved by the APA Council of Representatives, 2015.

This concentration trains students in mental health assessment, diagnosis, and intervention for individuals, including adults who have experienced traumas. The experiences of traumas and their impact on psychological functioning will be studied. Upon completion of this concentration, students will be prepared to work in a wide range of settings, including community-based clinics, hospitals and VA settings, health centers, colleges and universities, and other clinical practice settings.

The concentration is also designed to facilitate student entrance into APA - accredited internships serving those impacted by trauma. For the specific requirements to enroll in this concentration, please contact the Academic Program Director for the concentration.

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

- Implement evidence-based and contextually appropriate interventions consistent with the scope of Health Service Psychology.

Concentration Requirements (5 courses; 9 quarter units)

PSD 7525	Neurobiology of Trauma	2.00
PSD 7561	Vicarious Trauma & Self-Care	1.00
PSD 7562	Trauma Assessment & Tx	2.00
PSD 7563	Socio-Cult Issues of Trauma	2.00
PSD 7564	Trauma Tx and Intervention	2.00

Students may complete additional optional units if desired.

Optional Electives

PSD 7710	Tx of Trauma via Psychodrama	1.00
PSD 7711	Art Therapy & Trauma	1.00
PSD 7712	Somatic Tx of Trauma	1.00
PSD 7713	Systemic & Historical Trauma	2.00

Academic Information for Undergraduate Degrees and Credentials

Admissions Advising

National University offers year-round admission. Applicants are interviewed by an enrollment advisor, who discusses the applicant's specific requirements for admission at the initial interview. All registered students receive a unique nine-digit student number

Faculty Advising

Upon admission to the University, students may contact a faculty advisor to assist them in making appropriate decisions about educational and career-related issues. Faculty advisors, who are listed under each degree program within this catalog, provide students the benefit of experience in professional practice and insight gathered from years of formal study in higher education. Students should direct requests for information about curriculum content, course requirements, proficiency examinations, and program goals to their faculty advisor as well. Faculty advisors help students meet University academic regulations and standards.

Acceptance Requirements

As of 3/1/2023 the Acceptance Policy has been updated. Student enrolling prior to March 1st, can contact the Registrar for the previous policy.

Program acceptance requirements vary by degree-level, School, and program of study. Minimum requirements for acceptance are outlined below. Please refer to School and program sections for additional, program-specific admissions, evaluation, and application requirements or procedures. Students must meet Basis for Admissions prior to the start of the first class.

Undergraduate Applicants

Applicants for admission to an undergraduate program must meet the following requirements:

- Have graduated from a regionally or nationally accredited high school, passed a high school level proficiency test, or have documented home school completion (please see Basis for Admissions policy for more information about home school documentation).

Undergraduate Basis for Admissions

As of 3/1/2023 the Basis for Admissions Policy has been updated. Student enrolling prior to March 1st, can contact the Registrar for the previous policy.

NU accepts students on a continual basis. Application for admission can be submitted online any time during the calendar year via www.nu.edu. The Office of the Registrar reviews each applicant file to ensure that the students meet the institutional and program-specific basis for admission requirements. Please refer to School and program sections of this catalog for program-specific admissions requirements and procedures.

All prospective students must provide the following documentation to meet basis for admission to the University:

- Official transcripts from a regionally or nationally accredited high school, high school level proficiency test, or have documented home school completion.

-OR-

- Official Associate of Arts or Associate of Science degree from a regionally or nationally accredited institution posted transcript that can be degree-verified through the National Student Clearinghouse (NSC). Except where prohibited by accreditation.

Note: Students that intend to use VA funding must submit Official transcripts from all regionally or nationally accredited institutions attended.

Official transcripts submitted for basis of admissions to NU must include the following information at a minimum:

- Student's full name

- Name of school
- Course and/or term dates
- Earned and attempted credit totals
- Grade point average (GPA)
- Name of degree
- Degree conferral date (if applicable)
- All pages of the transcript

Students who completed Home School instruction must also include:

- List and description of courses completed by grade level
- Grades earned for the courses completed
- Number of credits earned for each course
- Names of textbooks utilized in courses
- Signed by person who administered curriculum
- A letter from their state Department of Education or local school district confirming home school registration.

To be considered official, transcripts must be submitted to the Office of the Registrar in a sealed envelope from the institution via mail or electronically through a third-party transcript processor (e.g.,Parchment or National Student Clearinghouse).

Note: Degree audit reports and grade reports are not considered unofficial transcripts. All prospective students who wish to receive transfer credit from coursework completed outside the United States must provide official transcripts and official evaluations from an approved agency as needed for official evaluation. Once a student is considered officially admitted, they may receive financial aid.

Note: Students who provide an attestation of conferral for a degree conferral date that has not yet occurred are not permitted to attend courses until official documentation is received. Degree conferral dates must be within six months from the date of application to NU.

International Basis for Admissions

All prospective students with internationally awarded degrees must provide the following documentation to meet basis for admission to the University:

- English proficiency
- An official credential evaluation that meets the following requirements:
- Evaluation completed by an approved credential evaluation agency
- Submitted to NU in a sealed envelope from the agency or via secure email delivery to transcripts@nu.edu
- Degree level
- Program of study or major and U.S. equivalency statement
- Degree conferral date
- With information that matches that of the prospective student (e.g., birthdate, name, passport, etc.)

Note: Name change documentation is required if a prospective student's name differs from the name that is listed on official documentation from approved credential evaluation agency.

Mathematics Evaluation

It is strongly recommended that all entering undergraduate students take the Accuplacer Mathematics evaluation as part of the admissions process. The results of the evaluation are printed immediately and a copy is provided to students.
First-time undergraduate students can take the Accuplacer evaluation tests once at no charge. Subsequent examinations can be repeated after 14 days for a $5 fee. The Accuplacer may be repeated a maximum of three (3) times.

Mathematics Placement

Students may request transfer credit for lower-division college-level mathematics classes completed elsewhere with a grade of “C-” or better. Remedial-level classes will not transfer or count for credit. It is recommended that students without transferable mathematics credits complete the pre-collegiate mathematics sequence, MTH 12A

and MTH 12B, prior to starting college-level mathematics. Students may test out of one or both of these classes through successful placement by Accuplacer.

MTH 12A and MTH 12B are remedial-level classes and do not grant collegiate credit. Grading for these classes is Satisfactory/Unsatisfactory only.

Transcript Requests of Other Institutions

For more information on Transcript Requests of Other Institutions, please see the General Information section of the catalog.

Evaluations

For more information on Evaluations, please see the General Information section of the catalog.

Transfer Credit Policy

As of 3/1/2023 the Transfer Credit Policy has been updated. Student enrolling prior to March 1st, can contact the Registrar for the previous policy.

National University accepts credits from regionally and nationally accredited institutions. It may also accept credits from institutions that are accredited by an agency which is a member of Council for Higher Education Accreditation (CHEA) or from collegiate institutions which are accredited by non-CHEA member agencies provided they are recognized by the Department of Education. Transfer credits from institutions that are accredited by an agency which is a member of CHEA are only accepted provided that the academic quality of the institutions can be verified and the credits otherwise comply with National University guidelines. Transfer credits from agencies which are not CHEA members are subject to additional scrutiny to validate that their academic programs adhere to the standards of institutions accredited by CHEA members.

Students will undergo a transfer credit evaluation as part of the enrollment application process. All official transcripts and necessary documentation must be submitted and reviewed prior to the start of the first class. Requests by the student for consideration of additional transfer credit can be made at any time after the initial evaluation and prior to degree conferral provided the maximum number of transfer credits permissible has not already been accepted by the University.

The Office of the Registrar, School Dean, or designee must approve all requests for transfer credit. Transfer credits are evaluated for currency and relevancy to NU degree programs, and whether they meet academic standards. The Admissions and Evaluation team will document which credits are accepted in transfer and which University requirements are satisfied.

Any credits to be considered for transfer into a National University academic program must:

- Have been completed at a regionally or nationally accredited academic institution, an institution accredited by an agency which is a member of CHEA, or from a collegiate institution accredited by a non-CHEA member agency provided it is recognized by the Department of Education;
- Be equivalent to the degree program requirements, including specified electives;
- Appear on an official transcript from the institution where they were earned;
- Meet required minimum grade requirements for transfer credit eligibility outlined by degree or program-level (remedial college credits are not accepted as transfer credit);
- Have been completed within the specified number of years for transfer credit eligibility outlined by degree or program-level.

Note: If a student submits a transcript that has pending classwork or no grades assigned, it will not be evaluated for transfer credit until an official transcript is submitted with final grades. NU is not responsible for duplication of transferable credits/classes that the student may have taken at a prior institution.

Undergraduate Transfer Credit Eligibility

The School Dean or designee uses the following criteria to evaluate proposed transfer credits at the undergraduate level:

The School Dean or designee uses the following criteria to evaluate proposed transfer credits at the undergraduate level:

- Completed at regionally or nationally accredited post-secondary institution
- Do not exceed a maximum of 60 lower and upper division semester credit hours or 90 lower and upper division quarter credits unless programmatic accreditation requires otherwise.
- Earned with a grade of "C-" or better unless otherwise indicated by program or accreditation.

The following chart shows the maximum number of credits that are allowed to transfer in an NU undergraduate program by type of credit.

Type of Credits	Maximum number of credits allowed in an NU Undergraduate program
Lower Division (towards an Associate Degree)	58.5 quarter credits (39 semester credit hours)
Lower Division (towards a Bachelor's Degree)	103.5 quarter credits (69 semester credit hours)
Upper Division	40.5 quarter credits (27 semester credit hours)
Extension division from a regionally accredited institution	36 quarter credits (24 semester credit hours)
Vocational/Technical Courses	18 quarter credits (12 semester credit hours)
Physical Education Courses	9 quarter credits (6 semester credit hours)

Paralegal Transfer Credit Policy

Students may receive credit for up to thirty percent (30%) of their legal specialty courses by transferring in coursework taken at another college or university, if approved by the Program Director or a qualified faculty member. Students transferring from American Bar Association (ABA) approved programs for which there is an existing articulation agreement may receive credit for up to fifty percent (50%) of their legal specialty coursework. Approval can be obtained by:

- An articulation agreement established through National University and the student's prior school or university, or
- Submission of a petition for transfer credit by the student to the Office of the Registrar, which will include:
    - Name of prior school or university,
    - Whether or not the prior program is ABA approved, and
    - For each course taken in the prior program for which credit is sought:
        - Name of course,
        - Course description,
        - Syllabus,
        - Documentation of the number of hours, if any, the course was offered in synchronous or asynchronous format, if not included in the syllabus, and
        - Certification of grade in the course (typically via a transcript from the prior institution).

Petitions will be reviewed by the Program Director or a qualified faculty member. Credit will only be granted if the course is equivalent in content, length, and nature to a National University course, the student has earned a grade of C or better, and the course was taken within the last ten (10) years. Additionally, students must still complete at least nine (9) semester credit hours or the equivalent of legal specialty courses through synchronous instruction and may be further limited in transfer credits to satisfy this requirement.

Undergraduate Credit from Foreign Institutions

The University may accept transfer or waive credit if an official course-by-course evaluation report from an approved evaluation agency is supplied. NU will accept course-by-course evaluation reports from evaluation agencies accredited by the National Association of Credential Evaluation Services (NACES) or agencies approved by the California Commission on Teacher Credentialing (CCTC) at the time of enrollment.

Credit for Prior Learning

National University recognizes knowledge is acquired in many settings beyond the traditional classroom. Mastery of college-level knowledge and skills may occur as a result of experiences such as employment, military training, noncollegiate training programs, advanced high school classes, and self-directed study. Through Credit for Prior Learning (CPL), NU evaluates and awards academic credit for documented, measurable competencies that align with its curriculum.

CPL offers students an opportunity to accelerate their education by earning credit for verified learning achievements. Credit is awarded based on demonstrated knowledge, skills, and competencies, not solely on experience. Each CPL request is evaluated individually to ensure alignment with NU's academic standards and class outcomes.

Student Eligibility

To be eligible to request CPL credit, students must:

- Be admitted to National University
- Declare an official program of study
- Be able to provide complete and accurate official documentation of their prior learning experience

The maximum number of credits awarded through CPL varies based on the source of the credit. The credits may be from the following sources:

1. A maximum of 15 semester credit hours may be earned for:
    - Excelsior College Examinations.
    - Council for Adult Experiential Learning (CAEL) Portfolio.
    - Departmental examinations at National University (Credit by Examination)
2. A maximum of 45 semester credit hours may be earned by:
    - College Level Examination Program (CLEP) examinations at the lower-division.
3. A maximum of 30 semester credit hours may be earned by:
    - Advanced Placement Examinations (AP) at the lower-division level.
    - International Baccalaureate Examinations (IB) at the lower-division level.
    - Defense Activity for Non-Traditional Education Support (DANTES) & DANTES Subject Standardized Tests (DSST).
    - Credit recommended in the ACE National Guide for Non-Collegiate credit.
4. A maximum of up to 90 semester credit hours may be allowed for:
    - Military experience and military schools that have been evaluated by ACE. An additional 6 semester credit hours of correspondence credit is available to active or veteran Marine Corps students.
    - Local, state, and federal law enforcement training recommended by ACE and such credit as is listed on a transcript from a regionally accredited college.
5. A maximum of 30 semester credit hours of lower-division credit may be allowed for clinical classes for a registered nurse who is a graduate of a three-year hospital nursing school. Up to 15 semester credit hours of additional lower-division credit may be granted for academically equivalent classwork.

More information on testing sites and preparation for CLEP or Excelsior College exams can be found at http://www.nu.edu/testingservices. Students can also contact the Testing Center at 858.541.7951 or email testingservices@nu.edu.

Credit for Prior Learning Pathways

The University awards credit for:

1. **Industry-Based Credentials**:

a. Credit awarded for certifications, licenses, or credentials recognized by industries and employers for skill validation in employment or advancement.

2. **Military Training and Classes**
   a. Credit awarded for military training and experience evaluated by the American Council on Education (ACE) or through internal faculty review when ACE recommendations do not apply.

3. **Credit by Examination:** NU Testing
   a. Undergraduate students may earn class credit by passing NU-approved departmental examinations that assess subject-specific knowledge. Click here for more information about Credit for Exams.

4. **Alternative Online Training Programs**: Credit may be awarded through partnerships with recognized online learning platforms:
   a. StraighterLine: Offers more than 70 online classes eligible for transfer as CPL credit. www.Straighterline.com
   b. SOPHIA Learning: Provides more than 60 college-level classes eligible for CPL credit. www.sophia.org
   c. Excelsior College Examinations: Credit for successful completion of an Excelsior College Examination can be applied toward general education, preparation for the major, or general lower-division elective credit. Online Classes | Excelsior University

5. **International Baccalaureate (IB)**: www.ibo.org
   a. Credit awarded to students who complete Higher Level (HL) examinations with a qualifying score of 5 or higher, applicable toward degree requirements. No credit is awarded for IB standard-level passes. An official transcript must be received to award credit.

6. **National Standardized Examinations**

   Recognized exams that assess college-level learning, including:

   a. College Level Examination Program (CLEP): www.collegeboard.com/clep
      - Credit for passing scores on over 30 subject-specific exams.

   b. DANTES Subject Standardized Tests (DSST): http://getcollegecredit.com
      - The DANTES code for National University is 7858.
      - Credit for passing scores on exams across disciplines such as Social Sciences, Math, Business, and Humanities.

   c. Advanced Placement (AP): www.collegeboard.com
      - The AP Code for National University is 0470.
      - Credit for qualifying scores on Advanced Placement exams, applicable toward general education or major requirements.

CPL provides a structured pathway for students to receive academic credit for prior learning, helping them achieve their educational goals more efficiently.

For detailed information regarding eligibility, application procedures, and maximum credit allowances, students should refer to the Credit for Prior Learning Manual or contact their Academic and Finance Counselor.

Credit for Prior Learning Equivalency Chart

Please visit the National University Class Equivalency Site for more information on the minimum score requirements, credit amounts, and applicable uses of credit at NU, categorized by specific prior learning credit types.

Credit for Prior Learning Articulations and Crosswalks

NU has several partnerships with schools and organizations that allow students to satisfy program requirements with credit awarded for certifications, licenses, or credentials recognized by industries and employers for skill validation in employment or advancement.

To learn more about the specific partnerships and requirements necessary to receive transfer credit, please see the Credit for Prior Learning Manual.

Military Transfer Credits

As recommended by the American Council on Education (ACE), United States military training, testing, and other appropriate academic experience may be considered for transfer into a National University degree program. Except for military training classes specifically designated by ACE as equivalent to graduate classwork, military transfer credit will be limited to undergraduate programs.

NU will accept the minimum semester credits, levels of study, and subject areas recommended by the American Council on Education (ACE) on all military training classes, selected Military Occupation Specialties (MOS) and Ratings.

The maximum amount of transfer credit granted for military education is 135 quarter units (90 semester credit hours). An additional nine (9) credits of correspondence classwork may be granted for active or veteran students who served in the Marine Corps.

Acceptable Transcripts and Credits

Military training and experience must be documented on an official military transcript system supported by ACE credit recommendations. These include JST (Joint Services Transcripts), CCAF (Community College of the Air Force), USCGI (United States Coast Guard Institute), or similar.

College transcripts sent directly to the Army National Guard Institute or other partnership agency and forwarded to NU with the original envelope showing that it was not received by the student may be accepted as official transcripts.

The recommended ACE credit must appear on an official transcript from the institution where they were earned. Work that is not documented on an official military transcript system may be considered on an individual basis when proper military documentation of military course completion is presented to NU for assessment.

Classwork Credits

Transfer credit for military or veteran applicants at the undergraduate level toward bachelor's degrees are accepted by NU on the following basis:

Undergraduate credits must be completed at a regionally or nationally accredited post-secondary institution and must be earned with a grade of "C-" or better

Military training or classwork must have been evaluated by an outside agency (i.e. ACE, institutions of higher learning) for academic content and semester credit hour equivalency

Classes accepted in transfer must relate to the program and degree being pursued and must be equivalent to the degree program requirements, including specified electives

Military Experience Credits

Credit for military experience may be awarded based on Army MOS, Navy Ratings, Marine Corps MOS, and/or Coast Guard Ratings. The School Dean or designee shall determine the equivalency and transfer credit for each MOS or rating matched to a bachelor's degree program or concentration.

Credit awarded based on a rating or MOS may not duplicate any credits given for military training.

Transcript Evaluation for Students Using VA Education Benefits

In addition to transcripts needed to meet basis for admissions requirements, for students electing to use VA Educational Benefits, such as GI Bill®, NU will inquire about all previous education and training, and request transcripts from students for all prior institutions. This includes transcripts for military training, traditional college classwork, and vocational training. A copy of an unofficial transcript is sufficient for the purpose of an initial

evaluation. Transcripts for education and training from prior institutions will be evaluated and credit will be granted, as appropriate, per the University's Transfer Credit Policy.

Veteran Readiness and Employment (VR&E)

VR&E is a VA Chapter 31 benefit.

Prospective students eligible for VR&E benefits must work with an Advisor to prepare the documents required below. The Advisor will submit a VR pre-evaluation request with the following information to the Military Evaluations Team.

1. Student name
2. DOB
3. Program of interest
4. Name and contact information of the Vocational Rehabilitation Counselor assigned to the student
5. For Undergraduate programs: Official or unofficial transcripts from all previously attended postsecondary institutions, including any military transcripts such as a JST. For Graduate programs: Official or unofficial transcript from degree-granting institution.

Once eligibility is determined, a letter will be sent to the Vocational Rehabilitation Counselor (VRC) listing the classes that the recipient still needs to complete for the requested degree program. This letter, which will be submitted on letterhead and emailed to the VRC, will furnish a cost estimate. National University will provide up to three different program estimates for each recipient. Students must have a pre-evaluation and Vocational Rehabilitation sponsor approval before enrolling in any classes. The recipient will have exactly one year from the date of the pre-evaluation to take advantage of this contract and retain the catalog rights as stated in the contract. For questions or additional information, please contact militaryevaluations@nu.edu.

Undergraduate Course Waivers

Students may request to waive a course based on previous training or experience. If the student can demonstrate mastery of a subject, the department chair must submit a recommendation to allow the student to waive the particular course. If the course in question has an available Credit by Examination (or other approved test) then the student must pass the examination and may not request for a waiver.

A course waived exempts a student from that course. Units are not awarded for a waived course, so the student may need to take a different course such as an elective in order to meet the overall unit requirements for the degree. Approval of a course waiver does not reduce the total number of credits required for the awarding of the degree, but allows the student to take another approved course for the same number of credits. Waiver requests must be submitted at least four (4) weeks prior to the class' scheduled start date.

Language Proficiency Testing

National University offers competency proficiency testing through an agreement with the University of Pennsylvania Penn Language Center for students who need foreign language proficiency verification. National University will allow students, who have met the Intermediate level of foreign language proficiency through this test, to waive the Area D language requirement in General Education. This service is made available to the students at a reasonable cost.

Note: Students will need to meet the overall unit requirement for General Education.

The foreign language competency test consists of four components which measure a student's ability to communicate, read and write in a foreign language. The duration of the test varies depending on the language, and could take approximately 1.5–2 hours. The test contains an oral interview between test candidate and the tester, a reading comprehension assignment, and a writing sample.

University of Pennsylvania Penn Language Center will keep a permanent record of the results of the competency testing. Credit by Examination is not available. Website: www.pls.sas.upenn.edu/testing.

Approval For the Training of Veterans

National University is approved for the training of veterans under Title 38 of the U.S. Code, Chapters 30, 31, 32, 34, and 35. The University is also authorized for active duty tuition assistance.

Questions regarding pre-evaluations and degree progress audits of military students may be submitted to student's academic advisor or the Military Evaluations Team (militaryevaluations@nu.edu or 858.642.8047).

Course Applicability For Veteran Students Using VA Benefits

(Applies to all GI Bill Educational Programs)

U.S. Department of Veterans Affairs pays GI Bill benefits for students in pursuit of one educational degree at a time. Only classes that satisfy the minimum requirements outlined by the curriculum guide or graduation evaluation form can be certified for VA purposes. A curriculum guide or graduation evaluation form should be kept in the student's file. When a student takes a course that does not fulfill a program requirement, it cannot be certified for VA purposes. Excessive free electives, for example, cannot be certified.

National University students are responsible for notifying the Veterans Affairs Department of any change of status, class schedule changes, or unsatisfactory progress.

Second Bachelor's Degree from National University

A second bachelor's degree from National University can be granted if all class and residency requirements for the second degree have been met. Completion of an additional minor within the same degree major or completion of a dual specialization does not qualify for a second bachelor's degree.

The number of credits required for a second bachelor's degree varies based on the program. No more than 50 percent of the credit hour requirement for the second bachelor's degree can be applied from a previously conferred degree at NU.

Students who enroll in a second bachelor's degree are still held to the 150% maximum time frame rule. However, only the credit hours from the first degree which apply to the second bachelor's degree will be counted as attempted hours.

Grades and Grading System

Students who have more than three absences, excused or unexcused, cannot be awarded a letter or satisfactory grade.

Definition of Grades

A	Outstanding Achievement	Significantly Exceeds Standards
B	Commendable Achievement	Exceeds Standards
C	Acceptable Achievement	Meets Standards
D	Marginal Achievement	Below Standards
F	Failure	Courses in which a grade of “F” is earned will not count toward degree requirements and may require repetition of course.
I	Incomplete	A grade of “I” may only be issued when a student has attended at least two-thirds of the class sessions and is unable to complete the requirements due to uncontrollable and unforeseen circumstances. Students must communicate these circumstances (in writing) to the instructor prior to the final day of the course. If an instructor decides that an “Incomplete” is warranted, he/she issues a grade of “I” and notates the conditions for removal of the “Incomplete” in the student’s record. Students receive notification via e-mail about the assignment of an “Incomplete,” including the conditions for its removal. This information remains in place until the “Incomplete” is satisfied or the time limit for removal has passed. An “Incomplete” is not issued when the only way the student can make up the work is to attend a major portion of the class the next time it is offered. Students must resolve “Incomplete” grades no later than six months after the official course end date or earlier if specified by the instructor. The Office of the Registrar sends a courtesy e-mail reminder regarding the “Incomplete” on record when four months have elapsed since the course end date, provided the instructor has not specified a shorter end date. An “Incomplete” that is not removed within the stipulated time becomes an “F” or a “U” based on the grading criteria of the course. No grade points are assigned. The “F” is calculated in the Grade Point Average.

S	Satisfactory	Credit is granted but no grade points are assigned.
U	Unsatisfactory	A permanent grade indicating that a credit attempt was not acceptable. An “Unsatisfactory” grade merits no grade points and is not computed in the Grade Point Average.
W	Withdrawal	Signifies that a student has withdrawn from a course after midnight of the ninth day of the class session. A “Withdrawal” is not allowed after the 21st day of the session. This is a permanent mark with no grade points assigned.
IP	In Progress	A designation representing a project course that allows up to 12 months from course start date for completion. No grade points are assigned for the “IP” grade.
NG	No Grade	The Registrar is authorized to apply an “NG” course code to address administrative errors or specific modifications as approved by leadership. The “NG” course code remains permanently on the University records but does not appear on the student’s transcripts.

The following grades are assigned for selected project/practicum courses identified in the course description section of this catalog:

H	Honors	Signifies Outstanding Achievement. No grade points are assigned.
S	Satisfactory	Signifies Acceptable Achievement. No grade points are assigned.
U	Unsatisfactory	Signifies Unacceptable Achievement. No credit is granted and no grade points are assigned.

Plus/Minus Grading

National University uses a plus/minus grading system. The grade of A+ is not issued. In the plus/minus system, the grade points per credit used in the calculation of the Grade Point Average are specified below.

Computing Grade Point Averages

To compute a student’s Grade Point Average, the total number of credit units is divided into the total number of grade points. Course units count only once toward graduation requirements. “I,” “W,” “U,” “IP,” “H,” and “S” designations carry no grade points and are not considered when computing Grade Point Average. When a course is repeated, all grades remain part of the permanent record but only the most recent grade is calculated in the Grade Point Average. If an undergraduate student changes their plan of study, all completed coursework will be utilized to calculate cumulative Grade Point Average regardless of applicability to current program of study. GPA is truncated to two decimal places. Only courses completed in residence are utilized in calculating GPA.

Grade Points Awarded

Grade	Grade Point

A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
F	0.0

Academic Standing

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

Academic Warning 1

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

Academic Warning 2

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

Academic Probation

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

Academic Suspension

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

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

Academic Appeal

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

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

Catalog Rights

For more information on Catalog Rights, please see the General Information section of the catalog.

Degree Conferral Requirements

Associate degree Unit and GPA Requirements / Total Number of Units

The minimum number of credits required to earn an associate degree is 60 semester credit hours/90 quarter units.

Bachelor degree Unit and GPA Requirements / Total Number of Units

The minimum number of credits required to earn a bachelor degree is 120 semester credit hours/180 quarter units. Students may be required to complete more than the required credits depending upon their program of study.

Upper-Division Units

The total number of upper-division units required for a bachelor degree is 51 semester credit hours/76.5 quarter units.

Students must meet the following requirements for their degree:

1. Minimum overall cumulative Grade Point Average of 2.0 (letter grade of "C") for core coursework
2. Minimum overall cumulative Grade Point Average of 2.0 (letter grade of "C") for coursework leading to a minor or concentration
3. Official documents on file for basis for admission from a regionally or nationally accredited academic institution
4. Official transcripts on file for all transfer credit hours accepted by the University
5. Completion of all degree program credit requirements
6. All financial obligations to the University have been satisfied

Please see the specific program for additional degree requirements.

Residency Requirements

Students must meet the established University residency requirements. Programs may have additional requirements. Please see the specific program page for more information on residency and transfer credit eligibility.

Associate:

- A minimum of 31.5 quarter units/21 semester credit hours completed at National University
- At least two-thirds of the courses/units required for the minor or concentration as applicable

Baccalaureate (bachelor's):

To qualify for a baccalaureate degree, students must complete each of the following requirements at National University:

- A minimum of 45 quarter units/30 semester credit hours, at least 36 quarter units/24 semester credit hours of which must be in upper- division courses (numbered 300–599).
- At least half of the upper-division credits required for the major.
- At least two-thirds of the upper-division credits required for the minor or concentration, if a student has selected a minor or concentration, or if a concentration is required as part of the degree requirements.

Courses taken through credit by examination and credits students transfer to the University do not apply toward residency requirements

Sanford College of Education Credential Programs

Credential candidates must complete a minimum of 31.5/21 semester credit hours in residence at National University to be recommended for a credential to the Commission on Teacher Credentialing.

For more information, please see the specific program page as well as the Sanford College of Education Credential Information section of the catalog.

GPA Requirements

Students must meet the following GPA requirements for their degree:

- Minimum overall cumulative Grade Point Average of 2.0
- Minimum cumulative Grade Point Average of a 2.0 within their major or core coursework (unless otherwise specified)
- Minimum cumulative Grade Point Average of 2.0 within their minor or concentration coursework (unless otherwise specified).

General Education Requirements

National University has general education requirements in the following areas including but not limited to: English Communication, Mathematical Concepts and Quantitative Reasoning, Information Literacy, Arts, Humanities and Languages, Social and Behavioral Sciences, Physical and Biological Sciences, and Lifelong Learning and Self Development. Students enrolled in a Bachelor of Arts and residing in Oregon must complete 18 quarter units/ 12 semester credits of Foreign Language to satisfy state requirements. For specific requirements please refer to the program.

CSU General Education Certifications and IGETC

National University will accept the following General Education certifications: California State University (CSU) General Education Breadth Certification and the Inter-Segmental General Education Transfer Curriculum (IGETC). All requirements for CSU General Education and IGETC must be completed and certified prior to transfer to National University. The University will not accept partial certifications. Students must provide an official transcript with the signed certification included or a separate certification form from the community college attended.

National University has general education requirements in the following areas: English Communication, Mathematical Concepts and Quantitative Reasoning, Information Literacy, Arts, Humanities and Languages, Social and Behavioral Sciences, Physical and Biological Sciences, and Lifelong Learning and Self Development.

The required number of units in each section can be found in the General Education section of this catalog.

Courses taken to achieve minimum collegiate-level competency in the areas of writing and mathematical concepts and systems do not satisfy any portion of the general education requirement.

Major, Minor, and Concentration Requirements

Preparation for the Major

Some majors require a set of introductory and/or skills courses designed to prepare students for upper-division study. Many courses taken for this purpose can also be used to satisfy general education requirements.

Major

Students must complete a departmental major for any bachelor's degree. Most majors consist of an integrated area of specialized study at the upper-division level and contain at least nine courses, which total at least 40.5 quarter units or 27 semester credit hours.

Coursework taken to meet major requirements cannot be used to meet general education requirements. At least half of the required upper-division courses for the major must be completed in residence.

Minor

Completion of a minor is not required. A minor consists of a minimum of at least 27 quarter units or 18 semester credit hours unless otherwise specified. Courses in the minor can be used to satisfy preparation for the major and

general education requirements as appropriate. Two-thirds of the coursework for courses used to achieve a minor must be unduplicated. At least two-thirds of the units in the minor must be completed in residence.

Students may take any minor with any bachelor's degree program. Students must verify, prior to requesting a change of degree, that the particular combination being requested has not been duplicated by the major or specifically prohibited by the bachelor's program. Students must also meet any entry requirements and prerequisites for the requested minor.

Concentration

A concentration may be required by the degree program or an optional choice for the student. A concentration is an area of specialization related to the major that allows students to delve deeper into a focused study area. Unless otherwise specified, completion of a concentration is not required. Courses in the concentration cannot be used to meet major requirements.

Courses in the concentration can be used to satisfy preparation for the major and general education requirements as appropriate. Two-thirds of the coursework for courses used to achieve a concentration must be unduplicated. At least two-thirds of the units in the concentration must be completed in residence.

Honors

For more information on Honors, please see the Policies and Procedure section of the catalog.

National University Dean's List

For more information on the National University Dean's List and Eligibility, please see the Policies and Procedure section of the catalog.

National University President's Circle

For more information on the National University Presidents' Circle and Eligibility, please see the Policies and Procedure section of the catalog.

National University Memorial Degree

For more information on the National University Memorial Degree, please see the Policies and Procedures section of the catalog.

Honor Societies

The University's schools hold membership in honorary societies. Acceptance into these programs is based on academic excellence.

For more information on Honor Societies and Eligibility, please see the Policies and Procedure section of the catalog.

Academic Information for Graduate Degrees and Credentials

Admissions Advising

National University offers year-round admission. Persons seeking admission to graduate and credential studies at National University are unique in their specific circumstances and needs. Applicants are interviewed by an enrollment advisor, who discusses applicants' specific requirements for admission at the initial interview. All registered students receive a unique nine-digit student number.

Faculty Advising

Upon admission to the University, students may contact a faculty advisor to assist them in making appropriate decisions about educational and career-related issues. Faculty advisors, who are listed under each degree program within this catalog, provide students the benefit of experience in professional practice and insight gathered from years of formal study in higher education. Students should direct requests for information about curriculum content, course requirements, profit examinations, and program goals to their faculty advisor as well. Faculty advisors help students meet University academic regulations and standards.

Acceptance Requirements

Program acceptance requirements vary by degree-level, School, and program of study. Minimum requirements for acceptance are outlined below. Please refer to School and program sections for additional, program-specific admissions, evaluation, and application requirements or procedures.

Post-Baccalaureate Certificate Applicants

Applicants for admission to a post-baccalaureate program must meet the following requirements:

- Hold a bachelor's level or higher degree from a regionally or nationally accredited academic institution.

Graduate Applicants

Applicants for admission to a graduate program, must meet the following requirements:

- Hold a bachelor's degree or higher from an institutional accreditor approved by the US Department of Education.

Post-Master's Certificate Applicants

Applicants for admission to a post-master's program, must meet the following requirements:

- Hold a master's degree or higher from an institutional accreditor approved by the US Department of Education.

Doctoral Applicants

Applicants for admission to a graduate or post-baccalaureate program, other than the Doctor of Nursing Practice and Juris Doctor, must meet the following requirements:

- Hold a master's degree or higher from an institutional accreditor approved by the US Department of Education.

Graduate Basis for Admissions

NU accepts students on a continual basis. Application for admission can be submitted online any time during the calendar year via www.nu.edu. The Office of the Registrar reviews each applicant file to ensure that the students meet the institutional and program-specific basis for admission requirements. Please refer to School and program sections of this catalog for program-specific admissions requirements and procedures.

All prospective students must provide the following documentation to meet basis for admission to the University:

- An unofficial degree transcript that can be degree-verified through the National Student Clearinghouse (NSC). Except where prohibited by accreditation.

-IF-
An unofficial transcript is unable to be verified through NSC, an official degree posted transcript is required.

-OR-
A signed attestation of conferral and an unofficial transcript that can be degree-verified through the National Student Clearinghouse (NSC)

Note: Some programs at National University require degrees conferred from regionally accredited institutions. Please refer to program pages for program specific basis for admissions requirements.

Note: Students that intend to use VA funding must submit Official transcripts from all regionally or nationally accredited institutions attended.

Official transcripts submitted for basis of admissions to NU must include the following information at a minimum:

- Student's full name
- Name of school
- Course and/or term dates
- Earned and attempted credit totals
- Grade point average (GPA)
- Name of degree
- Degree conferral date (if applicable)
- All pages of the transcript

To be considered official, transcripts must be submitted to the Office of the Registrar in a sealed envelope from the institution via mail or electronically through a third-party transcript processor (e.g.,Parchment or National Student Clearinghouse).

Note: Degree audit reports and grade reports are not considered unofficial transcripts. All prospective students who wish to receive transfer credit from coursework completed outside the United States must provide official transcripts and official evaluations from an approved agency as needed for official evaluation. Once a student is considered officially admitted, they may receive financial aid.

Note: Students who provide an attestation of conferral for a degree conferral date that has not yet occurred are not permitted to attend courses until official documentation is received. Degree conferral dates must be within six months from the date of application to NU.

International Basis for Admissions

All prospective students with internationally awarded degrees must provide the following documentation to meet basis for admission to the University:

- English proficiency
- An official credential evaluation that meets the following requirements:
- Evaluation completed by an approved credential evaluation agency
    - NU will accept credential evaluations from evaluation agencies accredited by the National Association of Credential Evaluation Services (NACES), or agencies approved by the California Commission on Teacher Credentialing (CCTC).
- Submitted to NU in a sealed envelope from the agency or via secure email delivery to transcripts@nu.edu
- Degree level
- Program of study or major and U.S. equivalency statement
- Degree conferral date
- With information that matches that of the prospective student (e.g., birthdate, name, passport, etc.)

Note: Name change documentation is required if a prospective student's name differs from the name that is listed on official documentation from approved credential evaluation agency.

Transcript Requests of Other Institutions

For more information on Transcript Requests of Other Institutions, please see the General Information section of the catalog.

Evaluations

For more information on Evaluations, please see the General Information section of the catalog.

Transfer Credit Policy

As of 3/1/2023 the Transfer Credit Policy has been updated. Student enrolling prior to March 1st, can contact the Registrar for the previous policy.

National University accepts credits from regionally and nationally accredited institutions. It may also accept credits from institutions that are accredited by an agency which is a member of Council for Higher Education Accreditation (CHEA) or from collegiate institutions which are accredited by non-CHEA member agencies provided they are recognized by the Department of Education. Transfer credits from institutions that are accredited by an agency which is a member of CHEA are only accepted provided that the academic quality of the institutions can be verified and the credits otherwise comply with National University guidelines. Transfer credits from agencies which are not CHEA members are subject to additional scrutiny to validate that their academic programs adhere to the standards of institutions accredited by CHEA members.

Students will undergo a transfer credit evaluation as part of the enrollment application process. All official transcripts and necessary documentation must be submitted and reviewed prior to the start of the first class. Requests by the student for consideration of additional transfer credit can be made at any time after the initial evaluation and prior to degree conferral provided the maximum number of transfer credits permissible has not already been accepted by the University.

The Office of the Registrar, School Dean, or designee must approve all requests for transfer credit. Transfer credits are evaluated for currency and relevancy to NU degree programs, and whether they meet academic standards. The Admissions and Evaluation team will document which credits are accepted in transfer and which University requirements are satisfied.

Any credits to be considered for transfer into a National University academic program must:

- Have been completed at a regionally or nationally accredited academic institution, an institution accredited by an agency which is a member of CHEA, or from a collegiate institution accredited by a non-CHEA member agency provided it is recognized by the Department of Education;
- Be equivalent to the degree program requirements, including specified electives;
- Appear on an official transcript from the institution where they were earned;
- Meet required minimum grade requirements for transfer credit eligibility outlined by degree or program-level (remedial college credits are not accepted as transfer credit);
- Have been completed within the specified number of years for transfer credit eligibility outlined by degree or program-level.

Note: If a student submits a transcript for basis for admission and the transcript has pending coursework or grades not posted to courses, those courses will not be evaluated for transfer credit until an official transcript is submitted with final grades for those courses. NU is not responsible for duplication of transferable courses that the student may have taken and received credit from a prior institution.

Post-Baccalaureate Certificate Programs Transfer Credit Eligibility

The School Dean or designee uses the following criteria to evaluate proposed transfer credits at the graduate-level:

- Completed within five (5) years prior to acceptance at the University, while enrolled at a regionally or nationally accredited institution
- Credits must be earned with a grade of “B” or better or an equivalent satisfactory grade
- A maximum of three (3) semester credit hours four and a half (4.5) quarter units may be transferred from a graduate-level program to NU’s Post-Baccalaureate certificate programs
- Must be equivalent to coursework as demonstrated by the transfer course description

Note: The Applied Behavior Analysis (ABA) Post-Baccalaureate Certificate may accept a maximum of 12 semester credit hours in transfer credit toward the certificate program for graduate coursework completed toward graduate degree at an accredited college or university with a grade of “B” or better. Transfer credit is only awarded for

course work that is evaluated to be substantially equivalent in content to the required course work in the Applied Behavior Analysis (ABA) Post-Baccalaureate Certificate.

Note: Credits earned at the University have the same time limits stated above for migration and application to current programs and degree progress audits, based on the date the corresponding course grade was posted.

Master's Programs Transfer Credit Eligibility

The School Dean or designee uses the following criteria to evaluate proposed transfer credits at the graduate level; exceptions may be made at the Dean's discretion:

- Completed within seven (7) years prior to acceptance at NU unless programmatic accreditation requires otherwise.
- Credits must be earned with a grade of "B" or better or an equivalent satisfactory grade unless otherwise indicated by program or accreditation.
- A maximum of twelve (12) semester credit hours or eighteen (18) quarter units may be transferred from a graduate-level program. Many graduate programs have lower transfer limits. Please consult program description for program specific transfer limits.
- No more than nine (9) semester credit hours or thirteen and a half (13.5) quarter units can be applied to specialization courses. Many graduate programs have lower transfer limits. Please consult program description for program specific transfer limits.
- Must be equivalent to content in the required NU course as demonstrated by the transfer course description and/or syllabus

Post-Master's Certificate Programs Transfer Credit Eligibility

The School Dean or designee uses the following criteria to evaluate proposed transfer credits at the doctoral-level:

- Completed within seven (7) years prior to acceptance at NU unless programmatic accreditation requires otherwise.
- Credits must be earned with a grade of "B" or better or an equivalent satisfactory grade unless otherwise indicated by program or accreditation.
- A maximum of three (3) semester credit hours or four and a half (4.5) quarter units may be transferred from a doctoral-level program. Please consult program description for program specific transfer limits.
- Must be equivalent to content in the required NU course as demonstrated by the transfer course description and/or syllabus

Note: Credits earned at NU have the same time limits stated above for migration and application to current programs and degree progress audits, based on the date the corresponding course grade was posted.

Juris Doctor Program Transfer Credit Eligibility

For information about the Juris Doctor program's transfer credit limits please see the Juris Doctor Catalog.

Educational Specialist Programs Transfer Credit Eligibility

The School Dean or designee uses the following criteria to evaluate transfer credits at the Education Specialist level:

- Completed within seven (7) years prior to acceptance at NU unless programmatic accreditation requires otherwise.
- Credits must be earned with a grade of "B" or better or an equivalent satisfactory grade unless otherwise indicated by program or accreditation.
- A maximum of twelve (12) semester credit hours or eighteen (18) quarter units may be transferred from an advanced graduate or doctoral-level program. Please consult program description for program specific transfer limits.
- No more than nine (9) semester credit hours or thirteen and a half (13.5) quarter units can be applied to specialization courses. Please consult program description for program specific transfer limits.
- Must be equivalent to content in the required NU course as demonstrated by the transfer course description and/or syllabus

Note: Credits earned at NU have the same time limits stated above for migration and application to current programs and degree progress audits, based on the date the corresponding course grade was posted.

Note: Students who complete NU's EdS program may be eligible to apply up to 30 credits from the EdS program to NU Sanford College of Education Doctoral programs. School Dean (or their designee) approval is required to determine number of applicable credit credits from EdS to the selected doctoral program.

Doctoral Programs Transfer Credit Eligibility

The School Dean or designee uses the following criteria to evaluate transfer credits at the doctoral level; exceptions may be made at the Dean's discretion:

- Completed within seven (7) years prior to acceptance at NU unless programmatic accreditation requires otherwise.
- Credits must be earned with a grade of "B" or better or an equivalent satisfactory grade unless otherwise indicated by program or accreditation.
- A maximum of twelve (12) semester credit hours or eighteen (18) quarter units may be transferred from a doctoral-level program. Please consult program description for program specific transfer limits.
- No more than nine (9) semester credit hours or thirteen and a half (13.5) quarter units can be applied to specialization courses. Please consult program description for program specific transfer limits.
- Must be equivalent to content in the required NU course as demonstrated by the transfer course description and/or syllabus

Note: Credits earned at NU have the same time limits stated above for migration and application to current programs and degree progress audits, based on the date the corresponding course grade was posted.

Note: Students enrolled in the Dissertation Completion Pathway (DCP) will be eligible to transfer in all doctoral coursework as long as it aligns to the chosen program of study, culminated in doctoral candidacy, and the student was not dismissed for academic reasons. The DCP leadership will conduct a transcript review to ensure program alignment and students have achieved doctoral candidacy at a previous institution for a degree program and specialization offered at NU to determine transfer of credit applicability.

Note: Students who complete a Master's degree program at NU may be eligible to satisfy a maximum of 6 doctoral credits in their doctoral program using credits from their conferred Master's degree. Students must receive written verification from the School Dean (or their designee) at the time of application to their doctoral program that courses from the conferred Master's degree meet requirements for the doctoral program.

Example: MBA-5102 could be used to satisfy BTM-7101.

Graduate Credit from Foreign Institutions

The University may accept transfer or waive credit if an official course-by-course evaluation from an approved credential evaluation agency is supplied. NU will accept credential evaluations through any evaluation agency accredited by the National Association of Credential Evaluation Services (NACES). In addition, credential evaluations by the American Association of Collegiate Registrars and Admissions Officers (AACRAO) are also accepted.

Credit for Prior Learning

National University recognizes knowledge is acquired in many settings beyond the traditional classroom. Mastery of college-level knowledge and skills may occur as a result of experiences such as employment, military training, noncollegiate training programs, advanced high school classes, and self-directed study. Through Credit for Prior Learning (CPL), NU evaluates and awards academic credit for documented, measurable competencies that align with its curriculum.

CPL offers students an opportunity to accelerate their education by earning credit for verified learning achievements. Credit is awarded based on demonstrated knowledge, skills, and competencies, not solely on experience. Each CPL request is evaluated individually to ensure alignment with NU's academic standards and class outcomes.

Student Eligibility

To be eligible to request CPL credit, students must:

- Be admitted to National University
- Declare an official program of study
- Be able to provide complete and accurate official documentation of their prior learning experience

Credit for Prior Learning Pathways

The University awards credit for:

1. **Industry-Based Credentials**:
    a. Credit awarded for certifications, licenses, or credentials recognized by industries and employers for skill validation in employment or advancement.

2. **Challenge Examinations: Nu Testing**
    a. Graduate students may waive certain class requirements by demonstrating subject proficiency through NU-approved departmental examinations. Click here for more information about Challenge Exams.

Credit for Prior Learning Equivalency Chart

Please visit the National University Class Equivalency Site for more information on the minimum score requirements, credit amounts, and applicable uses of credit at NU, categorized by specific prior learning credit types.

Credit for Prior Learning Articulations and Crosswalks

NU has several partnerships with schools and organizations that allow students to satisfy program requirements with credit awarded for certifications, licenses, or credentials recognized by industries and employers for skill validation in employment or advancement.

To learn more about the specific partnerships and requirements necessary to receive transfer credit, please see the Credit for Prior Learning Manual.

Military Transfer Credits

As recommended by the American Council on Education (ACE), United States military training, testing, and other appropriate academic experience may be considered for transfer into a National University degree program. Except for military training classes specifically designated by ACE as equivalent to graduate classwork, military transfer credit will be limited to undergraduate programs.

NU will accept the minimum semester credits, levels of study, and subject areas recommended by the American Council on Education (ACE) on all military training classes, selected Military Occupation Specialties (MOS) and Ratings.

The maximum amount of transfer credit granted for military education is 135 quarter units (90 semester credit hours). An additional nine (9) credits of correspondence classwork may be granted for active or veteran students who served in the Marine Corps.

Acceptable Transcripts and Credits

Military training and experience must be documented on an official military transcript system supported by ACE credit recommendations. These include AARTS (Army American Council on Education Registry Transcript System), SMARTS (Sailor Marine American Council of Education Registry Transcript System), CCAF (Community College of the Air Force), USCGI (United States Coast Guard Institute), or similar.

College transcripts sent directly to the Army National Guard Institute or other partnership agency and forwarded to NU with the original envelope showing that it was not received by the student may be accepted as official transcripts.

The recommended ACE credit must appear on an official transcript from the institution where they were earned. Work that is not documented on an official military transcript system may be considered on an individual basis when proper military documentation of military class completion is presented to NU for assessment.

Classwork Credits

Transfer credit for military or veteran applicants at the undergraduate level toward graduate degrees are accepted by NU on the following basis:

- Graduate credits must be completed at a regionally or nationally accredited post-secondary institution and must be earned with a grade of "B" or better
- Military training or classwork must have been evaluated by an outside agency (i.e. ACE, institutions of higher learning) for academic content and semester credit equivalency
- Classes accepted in transfer must relate to the program and degree being pursued and must be equivalent to the degree program requirements, including specified electives

Military Experience Credits

Credit for military experience may be awarded based on Army MOS, Navy Ratings, Marine Corps MOS, and/or Coast Guard Ratings. The School Dean or designee shall determine the equivalency and transfer credit for each MOS or rating matched to a graduate degree program or concentration.

Credit awarded based on a rating or MOS may not duplicate any credits given for military training. Credit awarded is limited to primary ratings and duty ratings with a minimum of one-year experience. Credit for Army MOS will be limited to levels 30-50 and will not include secondary MOS. Similar levels will be effective for other services.

Transcript Evaluation for Students Using VA Education Benefits

In addition to transcripts needed to meet basis for admissions requirements, for students electing to use VA Educational Benefits, such as GI Bill®, NU will inquire about all previous education and training, and request transcripts from students for all prior institutions. This includes transcripts for military training, traditional college classwork, and vocational training. A copy of an unofficial transcript is sufficient for the purpose of an initial evaluation. Transcripts for education and training from prior institutions will be evaluated and credit will be granted, as appropriate, per the University's Transfer Credit Policy.

Graduate Prerequisite Waiver

Some graduate and doctoral level programs require prerequisite classes at a lower degree level. If students believe they have completed the lower-level requirements, they must provide an official transcript to the Office of the Registrar for evaluation. If the Office of the Registrar determines that the class content satisfies the prerequisite class, the class will be noted as satisfied on the degree progress audit.

Grades and Grading System

Students who have more than three absences, excused or unexcused, cannot be given a satisfactory grade.

Definition of Grades

A	Outstanding Achievement	
B	Commendable Achievement	
C	Acceptable Achievement	
D	Marginal Achievement	
F	Failure	Courses in which a grade of "D" or "F" is earned will not count toward degree requirements and may require repetition of course.
I	Incomplete	A grade of "I" may only be issued when a student has attended at least two-thirds of the class sessions and is unable to complete the requirements due to uncontrollable and unforeseen circumstances. Students must communicate these circumstances (in writing) to the instructor prior to the final day of the course. If an instructor decides that an "Incomplete" is warranted, he/she issues a grade of "I" and notates the conditions for removal of the "Incomplete" in the student's record. Students receive notification via e-mail about the assignment of an "Incomplete," including the conditions for its removal. The information remains in place until the "Incomplete" is satisfied or the time limit for removal has passed. An "Incomplete" is not issued when the only way the student can make up the work is to attend a major portion of the class the next time it is offered. Students must resolve "Incomplete" grades no later than six months after the official course end date or earlier if specified by the instructor. The Office of the Registrar sends a courtesy e-mail reminder regarding the "Incomplete" on record when four months have lapsed since the course end date, provided the instructor has not specified a shorter end date. An "I" that is not removed within the stipulated time becomes an "F" or a "U" based on the grading criteria of the course. No grade points are assigned. The "F" is calculated in the Grade Point Average.
S	Satisfactory	Credit is granted and no grade points are assigned. This is a grade assigned for satisfactory work in practicum, residencies, and field experience courses.
U	Unsatisfactory	A permanent grade given indicating that a credit attempt was not acceptable. An "Unsatisfactory" grade merits no grade points and is not computed in the Grade Point Average.
W	Withdrawal	Signifies that a student has withdrawn from a course after midnight of the ninth day of the session. A "Withdrawal" is not allowed after the (21st) day of the session. This is a permanent mark with no grade points assigned.
IP	In Progress	A designation representing a project/thesis/research/practicum/ internship/field study course that allows up to 12 months from class start date for completion. No grade points are assigned for the "IP" grade.
NG	No Grade	The Registrar is authorized to apply an "NG" course code to address administrative errors or specific modifications as approved by leadership. The "NG" course code remains permanently on the University records but does not appear on the student's transcripts. NG's will only be approved within the student's current financial aid academic year.

The following grades are assigned for selected project/practicum courses identified in the course description section of this catalog:

H	Honors	Signifies Outstanding Achievement. No grade points are assigned.
S	Satisfactory	Signifies Acceptable Achievement. No grade points are assigned.
U	Unsatisfactory	Signifies Unacceptable Achievement. No credit is granted and no grade points are assigned.

Plus/Minus Grading

National University uses a plus/minus grading system. The grade of A+ is not issued. In the plus/minus system, the grade points per credit used in the calculation of the Grade Point Average are specified below.

Computing Grade Point Averages

To compute a student's Grade Point Average (GPA), the total number of credit units is divided into the total number of grade points. Course units count only once toward graduation requirements. "H," "I," "IP," "S," "U," and "W" carry no grade points and are not considered in computing the Grade Point Average. When a course is repeated, the original grade is excluded from the GPA calculation but remains part of the permanent record. GPA is truncated to two decimal places.

Grade Points Awarded

Grade	Grade Point
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
F	0.0

Academic Standing

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

Academic Warning 1

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

Academic Warning 2

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

Academic Probation

A student on second warning whose cumulative GPA remains below 3.0 will be placed on academic probation. A registration hold is placed on the student's record. Students may be required to limit the number of classes/units scheduled while on probation. Students must meet with their Academic and Finance Counselor to learn more

about the specific requirements needed in order to remove their registration hold.

Academic Suspension

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

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

Academic Appeal

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

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

Catalog Rights

For more information on Catalog Rights, please see the General Information section of the catalog.

Residency Requirements

Students must meet the established University residency requirements. Programs may have additional requirements. Please see the specific program page for more information on residency and transfer credit eligibility.

Certificate Programs:

Students in a certificate program must complete at least two-thirds of the required coursework at National University and be in good standing.

Sanford College of Education Credential Programs

Credential candidates must complete a minimum of 31.5/21 semester credit hours in residence at National University to be recommended for a credential to the Commission on Teacher Credentialing.

For more information, please see the specific program page as well as the Sanford College of Education Credential Information section of the catalog.

Graduate/Doctoral:

Graduate degrees require the completion of a minimum of 45 quarter units/30 semester credit hours. Students must earn a minimum of 27 quarter units/18 semester credit hours at National University.

For information about residency or transfer eligibility for Doctoral degrees, please see the Degree Requirement section on the program page.

For information regarding residency for the Juris Doctor Program, please see the Juris Doctor Catalog.

Degree Conferral Requirements

Each graduate degree has been structured to delineate the program prerequisites, foundations, core requirements, area(s) of specialization, and electives that constitute the requirements for the degree.

Certificate

Students must meet the following requirements for their certificate:

- Minimum overall cumulative Grade Point Average of 3.0 (letter grade of "B")
- Official documents on file for basis for admission from a regionally or nationally accredited academic institution
- Official transcripts on file for all transfer credit hours accepted by the University
- Completion of all degree program credit requirements
- All financial obligations to the University have been satisfied

Please see the specific program for additional degree requirements

Master's

Students must meet the following requirements for their degree:

- Minimum overall cumulative Grade Point Average of 3.0 (letter grade of "B")
- Official documents on file for basis for admission from a regionally or nationally accredited academic institution
- Official transcripts on file for all transfer credit hours accepted by the University
- Completion of all degree program credit requirements
- All financial obligations to the University have been satisfied

Please see the specific program for additional degree requirements

Doctoral

Students must meet the following requirements for their degree:

- Minimum overall cumulative Grade Point Average of 3.0 (letter grade of "B")
- Official documents on file for basis for admission from a regionally or nationally accredited academic institution
- Official transcripts on file for all transfer credit hours accepted by the University
- Completion of all degree program credit requirements
- University approval of dissertation manuscript and successful completion of dissertation defense for doctoral students
- For Applied Doctoral Experience Program students, University approval of the dissertation research and successful completion of a professional publication or presentation is required.
- All financial obligations to the University have been satisfied

Please see the specific program for additional degree requirements

Juris Doctor

- Successful completion of 82 semester credit hours of study in accordance with the prescribed curriculum and in compliance with the residency requirement of the Committee of Bar Examiners of the State Bar of California including a minimum of 62 units of numerically graded coursework. Successful completion of all required courses.
- The residency requirement is 28 credits completed in the program while enrolled at the University.
- A cumulative grade point average is as follows: Students who entered into the JFK School of Law at National University beginning in Fall 2022 and later must maintain a cumulative GPA of 2.4 or better to be considered in good academic standing. Students who entered into the JFK School of Law at National University prior to Fall 2022 must maintain a cumulative GPA of 2.0 or better.
- All official documents must be on file for the basis for admission from a regionally or nationally accredited academic institution as well as official transcripts on file for all transfer credit hours accepted by the University.
- Students must ensure all financial obligations to the University have been satisfied.

Please see the Juris Doctor Catalog for more information.

Dissertation of the Year Award

For more information on Dissertation of the Year, please see the Policies and Procedure section of the catalog.

Poster of the Year Award

For more information on Poster of the Year, please see the Policies and Procedure section of the catalog.

Graduation With Distinction

For more information on Graduation With Distinction, please see the Policies and Procedure section of the catalog.

National University Dean's List

For more information on the National University Dean's List and Eligibility, please see the Policies and Procedure section of the catalog.

National University President's Circle

For more information on the National University Presidents' Circle and Eligibility, please see the Policies and Procedure section of the catalog.

National University Memorial Degree

For more information on the National University Memorial Degree, please see the Policies and Procedures section of the catalog.

Honor Societies

The University’s schools hold membership in honorary societies. Acceptance into these programs is based on academic excellence.

For more information on Honor Societies and Eligibility, please see the Policies and Procedure section of the catalog.

Sanford College of Education Credential Information

Requirements for SCOE Credential Program Candidates

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

Credential Residency Requirements

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

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

Program Advisement

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

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

Academic and Professional Standards

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

Candidate Assistance Process

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

Candidate Progress Alert

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

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

Candidate Assistance Plan

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

Unsatisfactory Completion of Candidate Assistance Plan

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

National University Policies

National University has Policies and Procedures for Student Discipline, Academic Dishonesty, Civility, Reasons for Probation, Suspension and Dismissal that are described in the Catalog under the Policy and Procedures section. National University also has a process for providing accommodation to students with documented special needs (see Students with Disabilities under the Student Information and Services section of the catalog). Additionally, a Writing Center and Math Tutoring are available to assist students seeking to improve their writing and mathematics skills.
National University has an interest in preserving the integrity of its educational credential programs. It is understood that National University may suspend or terminate the participation of a student in the program, after affording them due process in accordance with the procedure published in the National University catalog, if it determines that:

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

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

Note:

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

Clinical Practice Information

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

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

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

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

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

Recommendation for a California Credential

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

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

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

Internship Early Completion Option (ECO)

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

ECO Eligibility Requirements

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

For Multiple Subjects

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

For Single Subject

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

ECO Recommendation Requirements

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

- Meet Education Technology requirement (EDX 6001X, or an equivalent course/exam).
- Passage of a Literacy Assessment: Reading Instruction Competence Assessment (RICA), Foundations of Reading, or CalTPA Cycle 2 Literacy-Multiple Subject ONLY.

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

Requesting Accommodations

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

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

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

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

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

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

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

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

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

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

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

Degree Information - Group Based

General Education Requirements

Associate of Arts and Associate of Science General Education Requirements

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

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

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

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

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

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

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

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

Degree Requirements:

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

Diversity Requirement

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

General Education Program Requirements

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

AREA A: ENGLISH COMMUNICATION (Minimum 9.0 quarter units)

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

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

MTH 204	Mathematics Non-STEM Majors ***Prerequisite:*** *MTH 12A and MTH 12B or equivalent, or Accuplacer test placement into College Level Math*	4.50
MTH 209A	Fundamentals of Mathematics I ***Prerequisite:*** *MTH 12A and MTH 12B*	4.50
MTH 210	Probability and Statistics ***Prerequisite:*** *MTH 12A and MTH 12B, or Accuplacer test placement evaluation*	4.50
MTH 215	College Algebra & Trigonometry ***Prerequisite:*** *MTH 12A and MTH 12B, or Accuplacer test placement evaluation*	4.50
MTH 220	Calculus I ***Prerequisite:*** *MTH 215, or Accuplacer test placement*	4.50
MTH 221	Calculus II ***Prerequisite:*** *MTH 220*	4.50
MTH 301	Fundamentals of Mathematics II ***Prerequisite:*** *MTH 209A*	4.50
CSC 208	Calculus for Comp. Science I ***Prerequisite:*** *MTH 215*	4.50
MNS 205	Intro to Quantitative Methods	4.50
BST 322	Intro to Biomedical Statistics	4.50

AREA C: INFORMATION LITERACY (Minimum 4.5 quarter units)

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

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

ART 110	Visual Arts	4.50
ART 225	Introduction to Art History ***Prerequisite:*** *ENG 102*	4.50
ASL 120	American Sign Language I	4.50
ASL 130	American Sign Language II	4.50

	Prerequisite: *ASL 120*	
HIS 233	World Civilizations I ***Prerequisite:*** *ENG 102*	4.50
HIS 234	World Civilizations II ***Prerequisite:*** *ENG 102*	4.50
LIT 100	Introduction to Literature ***Prerequisite:*** *ENG 102*	4.50
LIT 345	Mythology ***Prerequisite:*** *ENG 240 and LIT 100*	4.50
MUL 201	Intro to Graphic Design ***Prerequisite:*** *ENG 102*	4.50
MUS 100	Music History & Appreciation	4.50
MUS 300	Film Music ***Recommended Preparation:*** *MUS 100;* ***Prerequisite:*** *ENG 102*	4.50
MUS 327	World Music+ ***Prerequisite:*** *ENG 102*	4.50
ACEX 2101X	Philosophy of Coaching	4.50
PHL 100	Introduction to Philosophy ***Prerequisite:*** *ENG 102*	4.50
PHL 238	Logical & Critical Thinking ***Prerequisite:*** *ENG 102*	4.50
PHL 336	Science, Technology & Humanity ***Prerequisite:*** *ENG 102*	4.50
PHL 337	Ethics ***Prerequisite:*** *ENG 102*	4.50
SPN 100	Beginning Spanish I	4.50
SPN 101	Beginning Spanish II ***Prerequisite:*** *SPN 100*	4.50
SPN 200	Intermediate Spanish I ***Prerequisite:*** *SPN 101*	4.50
THR 200	Theater Arts	4.50

+Diversity Enriched Offerings

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

ACEX 2100X	History of Sport	4.50
COM 100	Intro to Mass Communication	4.50
COM 220	Media Literacy	4.50
COM 380	Democracy in the Info. Age+ ***Prerequisite:*** *ENG 102*	4.50
ECO 203	Principles of Microeconomics	4.50
ECO 204	Principles of Macroeconomics	4.50
ETH 100	Intr to Social Justice Studies+	4.50
HIS 220A	United States History I+ ***Prerequisite:*** *ENG 102*	4.50
HIS 220B	United States History II+ ***Prerequisite:*** *ENG 102*	4.50
POL 100	Introduction to Politics ***Prerequisite:*** *ENG 102*	4.50
POL 201	American Politics ***Prerequisite:*** *ENG 102*	4.50
PSYC 100	Introduction to Psychology	4.50

SOC 100	Principles of Sociology+	4.50
SOC 260	Cultural Anthropology ***Prerequisite:*** *ENG 102*	4.50
SOC 350	Cultural Diversity+ ***Prerequisite:*** *ENG 102*	4.50

+Diversity Enriched Offering

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

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

BIO 100	Survey of Bioscience	4.50
BIO 100A	Survey of Bioscience Lab ***Prerequisite:*** *BIO 100 for non-science majors (GE), or BIO 163 for science majors*	1.50
BIO 161	General Biology 1	4.50
BIO 162	General Biology 2 ***Prerequisite:*** *BIO 161*	4.50
BIO 163	General Biology 3 ***Prerequisite:*** *BIO 161; BIO 162*	4.50
BIO 169A	General Biology Lab ***Prerequisite:*** *BIO 161; BIO 162; BIO 163*	1.50
BIO 201	Human Anatomy and Physiol I ***Corequisite:*** *BIO 191A, or BIO 201A;* ***Recommended: Prior completion of:*** *BIO 100; BIO 100A; CHE 101; CHE 101A*	4.50
BIO 191A	Online Hum Anat and Phys I Lab ***Corequisite:*** *BIO 201;* ***Recommended: Prior completion of:*** *BIO 100; BIO 100A; CHE 101; CHE 101A*	1.50
OR BIO 201A	Human Anatomy and Physiol Lab ***Corequisite:*** *BIO 201;* ***Recommended: Prior completion of:*** *BIO 100; BIO 100A; CHE 101; CHE 101A or equivalent courses.*	1.50
BIO 202	Human Anatomy and Physiol II ***Corequisite:*** *BIO 202A, or BIO 192A;* ***Prerequisite:*** *BIO 201 and BIO 201A*	4.50
BIO 192A	Online Anat and Phys II Lab ***Corequisite:*** *BIO 202;* ***Prerequisite:*** *BIO 191A with a minimum grade of C-. Passing grade required; BIO 201 with a minimum grade of C-. Passing grade required*	1.50
OR BIO 202A	Human Antmy andPhysiol LabII ***Corequisite:*** *BIO 202;* ***Prerequisite:*** *BIO 201; BIO 201A*	1.50
BIO 203	Introductory Microbiology ***Corequisite:*** *BIO 193A; BIO 203A Students should take both lecture and lab courses concurrently and with the same instructor to ensure a consistent learning experience. Students who are retaking one of the two courses or present special circumstances should petition for exception to this requisite.;*	4.50

	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 ***Corequisite:*** *BIO 203;* ***Recommended: Prior completion of:*** *BIO 191A; BIO 201; CHE 101; CHE 101A*	1.50
OR BIO 203A	Introductory Microbiology Lab ***Corequisite:*** *BIO 203;* ***Recommended: Prior completion of:*** *BIO 100; BIO 100A; CHE 101; CHE 101A; BIO 201 and BIO 201A; BIO 202 and BIO 202A*	1.50
BIO 205A	Pre-health laboratory skills ***Prerequisite:*** *BIO 191A with a minimum grade of C-. A passing grade is required in this prerequisite lab course.; BIO 192A with a minimum grade of C-. A passing grade is required in this prerequisite lab course.; BIO 193A with a minimum grade of C-. A passing grade is required in this prerequisite lab course.*	1.50
CHE 101	Introductory Chemistry ***Recommended Preparation:*** *MTH 204*	4.50
CHE 101A	Introductory Chemistry Lab ***Prerequisite:*** *CHE 101, or CHE 141 for Science Majors.*	1.50
CHE 141	General Chemistry 1 ***Prerequisite:*** *MTH 204; MTH 215*	4.50
CHE 142	General Chemistry 2 ***Prerequisite:*** *CHE 141*	4.50
CHE 143	General Chemistry 3 ***Corequisite:*** *CHE 149A;* ***Prerequisite:*** *CHE 142*	4.50
CHE 149A	General Chemistry Laboratory ***Corequisite:*** *CHE 143*	1.50
CHE 150	Introductory Organic Chemistry ***Prerequisite:*** *CHE 101 and CHE 101A, or CHE 141 and CHE 142 and CHE 143 and CHE 149A; Prerequisites for this course are NOT required for BSCLS students.*	4.50
CHE 150A	Introductory Organic Chem Lab ***Prerequisite:*** *CHE 150 with a minimum grade of C-. A student must have passed the lecture to take the lab.*	1.50
EES 103	Fundamentals of Geology	4.50
EES 103A	Fundamentals of Geology Lab ***Prerequisite:*** *EES 103*	1.50
PHS 104	Introductory Physics ***Prerequisite:*** *MTH 204, or MTH 215*	4.50
PHS 104A	Introductory Physics Lab ***Prerequisite:*** *PHS 104, or PHS 171 for Science Majors.*	1.50
PHS 171	General Physics 1 ***Prerequisite:*** *MTH 215*	4.50
PHS 172	General Physics 2 ***Prerequisite:*** *PHS 171*	4.50
PHS 173	General Physics 3 ***Corequisite:*** *PHS 179A;* ***Prerequisite:*** *PHS 171; PHS 172*	4.50
PHS 179A	General Physics Lab ***Prerequisite:*** *PHS 171 and PHS 172 and* ***Corequisite:*** *PHS 173*	1.50
PHS 231	Calculus-based Physics 1 ***Prerequisite:*** *PHS 104 and MTH 220, or CSC 208 and MTH 221, or CSC 209*	4.50

PHS 232	Calculus-based Physics 2 ***Prerequisite:*** *PHS 104 and PHS 231; MTH 220, or CSC 208; MTH 221, or CSC 209*	4.50
SCI 200	Earth and Space Sciences	4.50
SCI 200A	Earth and Space Sciences Lab ***Prerequisite:*** *SCI 200 with a minimum grade of C-. A student must have passed the lecture course in order to take the lab course.*	1.50

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

ANA 210	Applied Ethics for AI	4.50
ANA 240	Introduction to AI	4.50
ART 250	Self-Reflection via Visual Art ***Recommended Preparation:*** *ART 225; ART 110*	4.50
COH 100	Personal Health	4.50
COH 317	Public Health Nutrition ***Prerequisite:*** *ENG 102;* ***Recommended Preparation:*** *COH 100*	4.50
COH 318	Drug Use and Abuse ***Prerequisite:*** *ENG 102;* ***Recommended Preparation:*** *COH 100*	4.50
COH 319	Human Sexuality ***Prerequisite:*** *ENG 102;* ***Recommended Preparation:*** *COH 100*	4.50
CRS 300	Conflict Resolution Studies ***Recommended Preparation:*** *ENG 102 with a minimum grade of C. Satisfactory English skills are needed to understand the subject matter and to communicate in this class. The prerequisite is recommended*	4.50
ENG 201	Fiction Writing I ***Prerequisite:*** *ENG 102*	4.50
ENG 150	Intro to Creative Writing	4.50
ENG 202	Poetry Writing I ***Prerequisite:*** *ENG 102*	4.50
ENG 203	Screenwriting I ***Prerequisite:*** *ENG 102*	4.50
ENG 375	Nature Writing ***Prerequisite:*** *ENG 102; ENG 240, or ENG 334A*	4.50
FFL 100	Foundation to Academic Success	4.50
GLS 150	Global Issues and Trends	4.50
MUS 200	Music Composition ***Recommended Preparation:*** *MUS 100, or MUS 326, or MUS 327*	4.50
MUL 203	Intro to Visual Storytelling ***Prerequisite:*** *ENG 102*	4.50
PHS 102	Survey of Physical Science	4.50

General Education for Bachelor Degrees

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

The general education program promotes the intellectual growth of all students in National University's undergraduate degree programs. The general education curriculum assumes that undergraduates will not concentrate on a major field of study until they have completed a thorough general education program that is writing-intensive and addresses the cultural diversity of contemporary society.

Students in the general education program are advised to focus on writing and speech communication first. Students are then counseled to explore mathematical and other formal systems to develop abstract reasoning abilities and are required to take a course in informational literacy and report writing. Finally, all students are

required to have a significant exposure to the natural sciences, the humanities and fine arts, and the social and behavioral sciences and modern language. Many of these courses include an examination of the human condition in a multicultural society.

The general education curriculum emphasizes communications, mathematics and sciences, humanities and social/behavioral sciences. Thus, the curriculum provides coherence to undergraduate education, affording the student the opportunity to:

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

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

Degree Requirements:

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

Diversity Requirement

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

CSU General Education Certifications and IGETC

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

General Education Program Requirements

The general education program consists of a minimum of 69 quarter units. Of the 69 quarter units, students must complete at least 4.5 units at the upper-division level and 4.5 units in diversity enriched coursework. All undergraduate students working toward any associate or bachelor's degree must meet the University's diversity requirement. A maximum of 13.5 upper-division units may be utilized to meet G.E. requirements. Students enrolled in a Bachelor of Arts and residing in Oregon must complete 18 quarter units/12 semester credits of Foreign Language to satisfy state requirements.

AREA A: ENGLISH COMMUNICATION (Minimum 13.5 quarter units)

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

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

MTH 204	Mathematics Non-STEM Majors ***Prerequisite:*** *MTH 12A and MTH 12B or equivalent, or Accuplacer test placement into College Level Math*	4.50
MTH 209A	Fundamentals of Mathematics I ***Prerequisite:*** *MTH 12A and MTH 12B*	4.50
MTH 210	Probability and Statistics ***Prerequisite:*** *MTH 12A and MTH 12B, or Accuplacer test placement evaluation*	4.50
MTH 215	College Algebra & Trigonometry ***Prerequisite:*** *MTH 12A and MTH 12B, or Accuplacer test placement evaluation*	4.50
MTH 220	Calculus I ***Prerequisite:*** *MTH 215, or Accuplacer test placement*	4.50
MTH 221	Calculus II ***Prerequisite:*** *MTH 220*	4.50
MTH 301	Fundamentals of Mathematics II ***Prerequisite:*** *MTH 209A*	4.50
CSC 208	Calculus for Comp. Science I ***Prerequisite:*** *MTH 215*	4.50
MNS 205	Intro to Quantitative Methods	4.50
BST 322	Intro to Biomedical Statistics	4.50

AREA C: INFORMATION LITERACY (Minimum 4.5 quarter units)

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

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

ARTS		
ART 225	Introduction to Art History ***Prerequisite:*** *ENG 102*	4.50
ART 110	Visual Arts	4.50
MUL 201	Intro to Graphic Design ***Prerequisite:*** *ENG 102*	4.50
MUS 100	Music History & Appreciation	4.50
MUS 300	Film Music	4.50

	Recommended Preparation: *MUS 100;* ***Prerequisite:*** *ENG 102*	
MUS 327	World Music+ ***Prerequisite:*** *ENG 102*	4.50
THR 200	Theater Arts	4.50
HUMANITIES		
ACEX 2101X	Philosophy of Coaching	4.50
HIS 233	World Civilizations I ***Prerequisite:*** *ENG 102*	4.50
HIS 234	World Civilizations II ***Prerequisite:*** *ENG 102*	4.50
LIT 100	Introduction to Literature ***Prerequisite:*** *ENG 102*	4.50
LIT 345	Mythology ***Prerequisite:*** *ENG 240 and LIT 100*	4.50
PHL 100	Introduction to Philosophy ***Prerequisite:*** *ENG 102*	4.50
PHL 238	Logical & Critical Thinking ***Prerequisite:*** *ENG 102*	4.50
PHL 336	Science, Technology & Humanity ***Prerequisite:*** *ENG 102*	4.50
PHL 337	Ethics ***Prerequisite:*** *ENG 102*	4.50
LANGUAGES		
ASL 120	American Sign Language I	4.50
ASL 130	American Sign Language II ***Prerequisite:*** *ASL 120*	4.50
SPN 100	Beginning Spanish I	4.50
SPN 101	Beginning Spanish II ***Prerequisite:*** *SPN 100*	4.50
SPN 200	Intermediate Spanish I ***Prerequisite:*** *SPN 101*	4.50
Students may also satisfy Area D Foreign Language requirements with 9 quarter units of computer languages:		
CSC 242	Intro to Programming Concepts ***Prerequisite:*** *MTH 215*	4.50
CSC 252	Programming in C++ ***Prerequisite:*** *CSC 242*	4.50
CSC 262	Programming in JAVA ***Prerequisite:*** *MTH 215*	4.50

+Diversity Enriched Offerings

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

ACEX 2100X	History of Sport	4.50
COM 100	Intro to Mass Communication	4.50
COM 220	Media Literacy	4.50
COM 380	Democracy in the Info. Age+ ***Prerequisite:*** *ENG 102*	4.50
ECO 203	Principles of Microeconomics	4.50
ECO 204	Principles of Macroeconomics	4.50
ETH 100	Intr to Social Justice Studies+	4.50
HIS 220A	United States History I+	4.50

	Prerequisite: *ENG 102*	
HIS 220B	United States History II[+] ***Prerequisite:*** *ENG 102*	4.50
POL 100	Introduction to Politics ***Prerequisite:*** *ENG 102*	4.50
POL 201	American Politics ***Prerequisite:*** *ENG 102*	4.50
PSYC 100	Introduction to Psychology	4.50
SOC 100	Principles of Sociology[+]	4.50
SOC 260	Cultural Anthropology ***Prerequisite:*** *ENG 102*	4.50
SOC 350	Cultural Diversity[+] ***Prerequisite:*** *ENG 102*	4.50

[+]Diversity Enriched Offering.

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

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

BIO 100	Survey of Bioscience	4.50
BIO 100A	Survey of Bioscience Lab ***Prerequisite:*** *BIO 100 for non-science majors (GE), or BIO 163 for science majors*	1.50
BIO 161	General Biology 1	4.50
BIO 162	General Biology 2 ***Prerequisite:*** *BIO 161*	4.50
BIO 163	General Biology 3 ***Prerequisite:*** *BIO 161; BIO 162*	4.50
BIO 169A	General Biology Lab ***Prerequisite:*** *BIO 161; BIO 162; BIO 163*	1.50
BIO 201	Human Anatomy and Physiol I ***Corequisite:*** *BIO 191A, or BIO 201A;* ***Recommended: Prior completion of:*** *BIO 100; BIO 100A; CHE 101; CHE 101A*	4.50
BIO 191A	Online Hum Anat and Phys I Lab ***Corequisite:*** *BIO 201;* ***Recommended: Prior completion of:*** *BIO 100; BIO 100A; CHE 101; CHE 101A*	1.50
OR BIO 201A	Human Anatomy and Physiol Lab ***Corequisite:*** *BIO 201;* ***Recommended: Prior completion of:*** *BIO 100; BIO 100A; CHE 101; CHE 101A or equivalent courses.*	1.50
BIO 202	Human Anatomy and Physiol II ***Corequisite:*** *BIO 202A, or BIO 192A;* ***Prerequisite:*** *BIO 201 and BIO 201A*	4.50
BIO 192A	Online Anat and Phys II Lab ***Corequisite:*** *BIO 202;* ***Prerequisite:*** *BIO 191A with a minimum grade of C-. Passing grade required; BIO 201 with a minimum grade of C-. Passing grade required*	1.50

OR BIO 202A	Human Antmy andPhysiol LabII ***Corequisite:*** *BIO 202;* ***Prerequisite:*** *BIO 201; BIO 201A*	1.50
BIO 203	Introductory Microbiology ***Corequisite:*** *BIO 193A; BIO 203A Students should take both lecture and lab courses concurrently and with the same instructor to ensure a consistent learning experience. Students who are retaking one of the two courses or present special circumstances should petition for exception to this requisite.;* ***Recommended: Prior completion of:*** *BIO 100 and BIO 100A; CHE 101 and CHE 101A or equivalent courses; BIO 201 and BIO 201A; BIO 202 and BIO 202A*	4.50
BIO 193A	Online Microbiology Lab ***Corequisite:*** *BIO 203;* ***Recommended: Prior completion of:*** *BIO 191A; BIO 201; CHE 101; CHE 101A*	1.50
OR BIO 203A	Introductory Microbiology Lab ***Corequisite:*** *BIO 203;* ***Recommended: Prior completion of:*** *BIO 100; BIO 100A; CHE 101; CHE 101A; BIO 201 and BIO 201A; BIO 202 and BIO 202A*	1.50
BIO 205A	Pre-health laboratory skills ***Prerequisite:*** *BIO 191A with a minimum grade of C-. A passing grade is required in this prerequisite lab course.; BIO 192A with a minimum grade of C-. A passing grade is required in this prerequisite lab course.; BIO 193A with a minimum grade of C-. A passing grade is required in this prerequisite lab course.*	1.50
CHE 101	Introductory Chemistry ***Recommended Preparation:*** *MTH 204*	4.50
CHE 101A	Introductory Chemistry Lab ***Prerequisite:*** *CHE 101, or CHE 141 for Science Majors.*	1.50
CHE 141	General Chemistry 1 ***Prerequisite:*** *MTH 204; MTH 215*	4.50
CHE 142	General Chemistry 2 ***Prerequisite:*** *CHE 141*	4.50
CHE 143	General Chemistry 3 ***Corequisite:*** *CHE 149A;* ***Prerequisite:*** *CHE 142*	4.50
CHE 149A	General Chemistry Laboratory ***Corequisite:*** *CHE 143*	1.50
CHE 150	Introductory Organic Chemistry ***Prerequisite:*** *CHE 101 and CHE 101A, or CHE 141 and CHE 142 and CHE 143 and CHE 149A; Prerequisites for this course are NOT required for BSCLS students.*	4.50
CHE 150A	Introductory Organic Chem Lab ***Prerequisite:*** *CHE 150 with a minimum grade of C-. A student must have passed the lecture to take the lab.*	1.50
EES 103	Fundamentals of Geology	4.50
EES 103A	Fundamentals of Geology Lab ***Prerequisite:*** *EES 103*	1.50
PHS 104	Introductory Physics ***Prerequisite:*** *MTH 204, or MTH 215*	4.50
PHS 104A	Introductory Physics Lab ***Prerequisite:*** *PHS 104, or PHS 171 for Science Majors.*	1.50
PHS 171	General Physics 1	4.50

	Prerequisite: *MTH 215*	
PHS 172	General Physics 2 ***Prerequisite:*** *PHS 171*	4.50
PHS 173	General Physics 3 ***Corequisite:*** *PHS 179A;* ***Prerequisite:*** *PHS 171; PHS 172*	4.50
PHS 179A	General Physics Lab ***Prerequisite:*** *PHS 171 and PHS 172 and* ***Corequisite:*** *PHS 173*	1.50
PHS 231	Calculus-based Physics 1 ***Prerequisite:*** *PHS 104 and MTH 220, or CSC 208 and MTH 221, or CSC 209*	4.50
PHS 232	Calculus-based Physics 2 ***Prerequisite:*** *PHS 104 and PHS 231; MTH 220, or CSC 208; MTH 221, or CSC 209*	4.50
SCI 200	Earth and Space Sciences	4.50
SCI 200A	Earth and Space Sciences Lab ***Prerequisite:*** *SCI 200 with a minimum grade of C-. A student must have passed the lecture course in order to take the lab course.*	1.50

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

ANA 210	Applied Ethics for AI	4.50
ANA 240	Introduction to AI	4.50
ART 250	Self-Reflection via Visual Art ***Recommended Preparation:*** *ART 225; ART 110*	4.50
COH 100	Personal Health	4.50
COH 317	Public Health Nutrition ***Prerequisite:*** *ENG 102;* ***Recommended Preparation:*** *COH 100*	4.50
COH 318	Drug Use and Abuse ***Prerequisite:*** *ENG 102;* ***Recommended Preparation:*** *COH 100*	4.50
COH 319	Human Sexuality ***Prerequisite:*** *ENG 102;* ***Recommended Preparation:*** *COH 100*	4.50
CRS 300	Conflict Resolution Studies ***Recommended Preparation:*** *ENG 102 with a minimum grade of C. Satisfactory English skills are needed to understand the subject matter and to communicate in this class. The prerequisite is recommended*	4.50
ENG 150	Intro to Creative Writing	4.50
ENG 201	Fiction Writing I ***Prerequisite:*** *ENG 102*	4.50
ENG 202	Poetry Writing I ***Prerequisite:*** *ENG 102*	4.50
ENG 203	Screenwriting I ***Prerequisite:*** *ENG 102*	4.50
ENG 375	Nature Writing ***Prerequisite:*** *ENG 102; ENG 240, or ENG 334A*	4.50
FFL 100	Foundation to Academic Success	4.50
GLS 150	Global Issues and Trends	4.50
MUL 203	Intro to Visual Storytelling ***Prerequisite:*** *ENG 102*	4.50
MUS 200	Music Composition ***Recommended Preparation:*** *MUS 100, or MUS 326, or MUS 327*	4.50

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

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

ART 315	Film as Art ***Prerequisite:*** *ENG 102*	4.50
ART 329	World Art+ ***Prerequisite:*** *ENG 102*	4.50
BAN 300	Intro to Business Analytics ***Prerequisite:*** *MNS 205 and MTH 210*	4.50
COM 360	Representation in the Media+ ***Prerequisite:*** *ENG 102*	4.50
COM 380	Democracy in the Info. Age ***Prerequisite:*** *ENG 102*	4.50
CSC 350	Computer Ethics	4.50
EES 322	Oceanography	4.50
LIT 311	British Literature I ***Prerequisite:*** *ENG 240 and LIT 100*	4.50
LIT 312	British Literature II ***Prerequisite:*** *ENG 240 and LIT 100*	4.50
LIT 321	American Literature I ***Prerequisite:*** *ENG 240 and LIT 100*	4.50
LIT 322	American Literature II ***Prerequisite:*** *ENG 240 and LIT 100*	4.50
MUS 326	American Music+ ***Prerequisite:*** *ENG 102*	4.50
PHL 320	World Religions+ ***Prerequisite:*** *ENG 102*	4.50
PHL 375	Environmental Ethics ***Prerequisite:*** *ENG 102*	4.50
PHS 102	Survey of Physical Science	4.50
PSY 300	Social Psychology of Sport ***Prerequisite:*** *ENG 102; PSYC 100*	4.50
PSYC 301	Child Development ***Prerequisite:*** *ENG 102*	4.50
SCI 300	Geography+	4.50
SOC 325	Popular Culture ***Prerequisite:*** *ENG 102*	4.50
HIS 336	American Film and Society+ ***Prerequisite:*** *ENG 102*	4.50
SOC 344	Love, Sex, and the Family ***Prerequisite:*** *ENG 102*	4.50
SOC 350	Cultural Diversity ***Prerequisite:*** *ENG 102*	4.50

+Diversity Enriched Offering.

Undergraduate Degrees - Group Based

Associate of Arts in General Education

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; 36 quarter units)

MNS 205	Intro to Quantitative Methods	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. ***Prerequisite:*** *ACC 201*	4.50
FIN 310	Business Finance ***Prerequisite:*** *ACC 201*	4.50
LAW 204	Legal Aspects of Business I	4.50
MGT 309	Prin. of Mgmt & Organizations	4.50

Concentration in Criminal Justice Administration

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 230	Intro to Criminal Justice	4.50
CJA 340	Corrections	4.50
CJA 457	Minorities/Crime/Soc. Justice	4.50

CJA 351	Courts & the Judicial Process	4.50
CJA 352	Criminal Law and Procedure	4.50
CJA 356	Criminal Evidence	4.50

Concentration in Psychology

Academic Program Director: Allyson Washburn; awashburn@nu.edu,Tom Steiner; tsteiner@nu.edu

The Psychology Concentration provides students with foundational knowledge in psychological theories, human development, personality, and social behavior. This concentration is ideal for students interested in exploring the principles of psychology as they apply to mental health, human interactions, and societal structures. Students completing this concentration will be prepared for further study in psychology or related fields, as well as careers in social services, counseling support roles, and human resources.

Concentration also provides an opportunity for enlisted personnel in Military Mental and Behavioral Health Services (i.e., active, Reserve, National Guard, and veterans) to apply their advanced technical training, completed after basic training, toward academic credit in psychology-related coursework. Eligible programs include the following:

· **US Army:** 302-68X10 Behavioral Health Specialist (MOS 68X10)

· **US Navy:** B-302-0046 Behavioral Health Technician (NEC HM-8485)

· **US Air Force:** L5ABJ4C031 01AA Mental Health Service Apprentice (AFSC 4C031)

Military Mental and Behavioral Health Professionals - Credit for Prior Learning (CPL)

Military Mental and Behavioral Health Professionals may receive CPL for **PSYC 430 (Introduction to Psychopathology)** and **PSYC 431 (Psychological Testing)** based on their training and experience. The remaining three courses must be completed as part of the degree program.

Additional Certification Opportunity

Students interested in applied behavioral health may also consider pursuing National University's **Registered Behavior Technician (RBT) certification**. This credential requires additional specialized training and documented experience hours prior to taking the certification exam. The **training and credentialing exam** may be funded through **Army Credentialing Assistance (CA)** or **Air Force and Navy COOL** programs for eligible service members.

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

- Articulate major theories, concepts, and historical trends in psychology.
- Explain behavior, cognition, and emotion from multiple schools of thought and multicultural perspectives.
- Perform information searches relevant to psychology and organize and evaluate the soundness of the information.

Preparation for the Concentration (2 courses; 9 quarter units) **Units:** 9.00

ENG 102	Effective College English	4.50
PSYC 100	Introduction to Psychology	4.50

Program Requirements (5 courses; 22.5 quarter units) **Units:** 22.50

PSYC 428	Developmental Psychology ***Prerequisite:*** *ENG 102; PSYC 100*	4.50
PSYC 429	Intro to Personality Theory ***Prerequisite:*** *ENG 102; PSYC 100*	4.50

PSYC 430	Intro to Psychopathology ***Prerequisite:*** *ENG 102; PSYC 100*	4.50
PSYC 431	Psychological Testing ***Prerequisite:*** *ENG 102; PSYC 100*	4.50
PSYC 432	Social Psychology ***Prerequisite:*** *ENG 102; PSYC 100*	4.50

Concentration in Spanish

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

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

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

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

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

Degree Requirements:

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

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

Total Requirements for the Concentration (4 courses; 18 quarter units)
Requirements for the Concentration (2 courses; 9 quarter units) **Units:** 9.00

SPN 303	Virtual Study Abroad ***Prerequisite:*** *SPN 200 Prerequisite can be waived through prior coursework, testing options as described in the NU catalog, or an oral interview with SoALS faculty.*	4.50
SPN 304	Spanish for Professional Comm ***Prerequisite:*** *SPN 200 Prerequisite can be waived through prior coursework, testing options as described in the NU catalog, or an oral interview with SoALS faculty.*	4.50

Elective Courses in Spanish (1 course; 4.5 quarter units)

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

SPN 350	Film and Culture ***Prerequisite:*** *SPN 303; SPN 304*	4.50
SPN 340A	Spanish for the Work Place	4.50

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

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

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

Associate of Science in General Education

Academic Program Director: Huda Makhluf; hmakhluf@nu.edu

The Associate of Science (AS) 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 AS degree in General Education, students must complete at least 90 quarter units, 12 of which must be taken in residence at National University. Of the 90 quarter units, 78 quarter units 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.

The General Education Program consists of a minimum of 78 quarter units. Of the 78 quarter units, students must complete at least 4.5 quarter units at the upper-division level and 4.5 quarter 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.

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 quarter units, students must complete at least 4.5 quarter units at the upper-division level and 4.5 quarter 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 9 quarter units)
AREA C: INFORMATION LITERACY (Minimum 4.5 quarter units)
AREA D: ARTS, HUMANITIES, and LANGUAGE (Minimum 9 quarter units over at least 2 areas)

AREA E: SOCIAL AND BEHAVIORAL SCIENCES (Minimum 13.5 quarter units)
AREA F: PHYSICAL AND BIOLOGICAL SCIENCES (Minimum 18 quarter units required)

Note: One 1.5 quarter units 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 Spanish

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

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

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

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

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

Degree Requirements:

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

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

Total Requirements for the Concentration (4 courses; 18 quarter units)
Requirements for the Concentration (2 courses; 9 quarter units)

SPN 303	Virtual Study Abroad ***Prerequisite:*** *SPN 200 Prerequisite can be waived through prior coursework, testing options as described in the NU catalog, or an oral interview with SoALS faculty.*	4.50
SPN 304	Spanish for Professional Comm	4.50

	Prerequisite: *SPN 200 Prerequisite can be waived through prior coursework, testing options as described in the NU catalog, or an oral interview with SoALS faculty.*	

Elective Courses in Spanish (1 course; 4.5 quarter units)

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

SPN 350	Film and Culture ***Prerequisite:*** *SPN 303; SPN 304*	4.50
SPN 340A	Spanish for the Work Place	4.50

Elective Courses in English (1 course; 4.5 quarter units)

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

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

Associate of Science in Business

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

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

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

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

Degree Requirements:

To receive an Associate of Science in Business degree, students must complete at least 90 quarter units consisting of all courses as articulated below along with the required minimum 37.5 units of the Associate of Science General Education. In the absence of transfer credit, students may need to take additional general electives to satisfy total units for the degree. Refer to the section on undergraduate admission procedures for specific information regarding application and evaluation.

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

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

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

MNS 205	Intro to Quantitative Methods*	4.50
OR		
MTH 220	Calculus I ***Prerequisite:*** *MTH 215, or Accuplacer test placement*	4.50
MTH 210	Probability and Statistics ***Prerequisite:*** *MTH 12A and MTH 12B, or Accuplacer test placement evaluation*	4.50

* May be used to meet General Education requirements

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

Foundation Courses		
ECO 203	Principles of Microeconomics	4.50
ECO 204	Principles of Macroeconomics	4.50
ACC 201	Financial Accounting Funds.	4.50
ACC 202	Managerial Accounting Funds. ***Prerequisite:*** *ACC 201*	4.50
Core Courses		
LAW 204	Legal Aspects of Business I	4.50
MKT 302A	Marketing Fundamentals	4.50
FIN 310	Business Finance ***Prerequisite:*** *ACC 201*	4.50
MGT 309	Prin. of Mgmt & Organizations	4.50

Associate of Science in Human Biology

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

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

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

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

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

Degree Requirements:

To receive the Associate in Human Biology degree, students must complete at least 90 quarter units, 18 of which must be taken in residence at National University. Of the 90 units required, 40.5 must fall into the areas of general education listed below. Students must complete 4.5 quarter units in diversity-enriched coursework. A plus (+) indicates a diversity-enriched offering. All undergraduate students working toward the AS HB must meet the university diversity requirement. The other 49.5 units can be comprised of elective courses and/or specific major program preparatory courses.

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

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

ENG 102	Effective College English	4.50
COM 103	Public Speaking	4.50
ILR 260	Academic Information Literacy ***Prerequisite:*** *ENG 102*	4.50

CHE 101	Introductory Chemistry ***Recommended Preparation:*** *MTH 204*	4.50
CHE 101A	Introductory Chemistry Lab ***Prerequisite:*** *CHE 101, or CHE 141 for Science Majors.*	1.50
MTH 204	Mathematics Non-STEM Majors ***Prerequisite:*** *MTH 12A and MTH 12B or equivalent, or Accuplacer test placement into College Level Math*	4.50
OR MTH 215	College Algebra & Trigonometry ***Prerequisite:*** *MTH 12A and MTH 12B, or Accuplacer test placement evaluation*	4.50

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

BIO 193A	Online Microbiology Lab* ***Corequisite:*** *BIO 203;* ***Recommended: Prior completion of:*** *BIO 191A; BIO 201; CHE 101; CHE 101A*	1.50
OR		
BIO 203A	Introductory Microbiology Lab ***Corequisite:*** *BIO 203;* ***Recommended: Prior completion of:*** *BIO 100; BIO 100A; CHE 101; CHE 101A; BIO 201 and BIO 201A; BIO 202 and BIO 202A*	1.50
BST 322	Intro to Biomedical Statistics	4.50

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

Concentration in Spanish

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

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

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

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

Degree Requirements:
The Concentration in Spanish requires four courses at and above the 300-level for a total of 12 semester credit hours. Required courses include SPN 303 and SPN 304. Students then choose two electives, one of which must be in Spanish.

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

Total Requirements for the Concentration (4 courses; 12 semester credit hours)
Requirements for the Concentration (2 courses; 6 semester credit hours)

SPN 303		4.50
	Prerequisite: *SPN 200 Prerequisite can be waived through prior coursework, testing options as described in the NU catalog, or an oral interview with SoALS faculty.*	
SPN 304	Spanish for Professional Comm ***Prerequisite:*** *SPN 200 Prerequisite can be waived through prior coursework, testing options as described in the NU catalog, or an oral interview with SoALS faculty.*	4.50

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

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

SPN 350	Film and Culture ***Prerequisite:*** *SPN 303; SPN 304*	4.50
SPN 340A	Spanish for the Work Place	4.50

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

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

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

Associate of Science in Paralegal Studies

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

The Associate of Science degree in Paralegal Studies is approved by the American Bar Association. The Associate of Science in Paralegal Studies degree is an online degree designed to provide students with a solid foundation of professional legal studies leading to a career as a paralegal or legal assistant. The course work and accompanying credits in this program may be transferred to the Bachelor of Science or a professional certificate in Paralegal Studies if all other requirements for admission are met.

Program Disclosure Information

This program is not intended for students to practice law. The coursework taken in this program is not transferable to law school. Paralegals are not lawyers and are not licensed to practice law. Paralegals may not provide legal services directly to the public, except as permitted by law. Paralegals have a limited scope practice depending on the State. Please check local, state and federal laws as these restrictions vary. Students must take at least nine (9) semester credits or the equivalent of legal specialty courses through synchronous instruction to complete the program or receive a degree.

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

- Describe the role of the paralegal in the American legal system.
- Analyze the basic issues of a legal problem.
- Develop paralegal skills in investigation, legal research, and client and witness interviews.
- Identify common paralegal tasks in substantive areas of the law.

- Develop written and oral communication skills in a legal environment.
- Explain how ethical standards generally apply to paralegals in the practice of law.

Degree Requirements:

To receive an Associate of Science degree in Paralegal Studies, students must complete at least 91.5 quarter units, including 49.5 quarter units of legal specialty courses, one 4.5 quarter unit course of English for Professionals, and the required minimum of 37.5 units of the Associate of Science General Education as specified in the University catalog. Please note a minimum of 27 quarter units of general education course work (across at least three disciplines such as social science, natural science, mathematics, humanities, foreign language and English) is required by the American Bar Association.

All lower division general education courses must be completed at National University or another regionally-accredited institution. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree.

All students receiving an undergraduate degree in Nevada are required by State Law to complete a course in Nevada Constitution.

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

PLA 210	Legal Theory & Ethics	4.50
PLA 211	English for Professionals	4.50
PLA 212	Torts	4.50
PLA 214	Contracts	4.50
PLA 213	Leg Res Writg Brfg/Analysis	4.50
PLA 215	Leg Res Wrtg-Legal Memo	4.50
PLA 216	Computers and the Law	4.50
PLA 217	Property	4.50
PLA 218	Leg Res Wrtg-Persuasive Wrtg.	4.50
PLA 303	Law Office Administration	4.50
PLA 318	Remedies & Dispute Resolution ***Prerequisite:*** *PLA 212 and PLA 214; PLA 217*	4.50
PLA 325	Litigation I	4.50

Paralegals may not provide legal services directly to the public, except as permitted by law. Students must take at least nine semester credits or the equivalent of legal specialty courses through synchronous instruction.

Bachelor of Arts in Communication

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

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

The Communication BA offers a unique blend of human and professional communication theory and skills so students learn to communicate appropriately and effectively in interpersonal, intercultural, organizational, and mediated settings. Graduates can apply the strategic thinking and message creation skills they acquire to work in most industries.

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

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

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

- Develop communication campaign messaging strategies.
- Apply persuasion theory to communication campaigns and media messages.
- Develop multi-platform, multi-public message dissemination plans.
- Identify communication settings and apply appropriate theoretical precepts and practical skills to formulating messages.

Degree Requirements:

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

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

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

* May be used to satisfy general education requirements.

Core Requirements (9 courses; 40.5 units) **Units:** 40.50

COM 300	Interpersonal Communication ***Prerequisite:*** *ENG 102*	4.50
COM 305	Intercultural Communication ***Prerequisite:*** *ENG 102*	4.50
COM 310	Communication Theory ***Prerequisite:*** *ENG 102*	4.50
COM 315	Communication Research Methods ***Prerequisite:*** *ENG 102*	4.50
COM 334	Persuasion ***Prerequisite:*** *ENG 102*	4.50
COM 344	Organizational Communication ***Prerequisite:*** *ENG 102*	4.50
COM 394	Strategic Writing ***Prerequisite:*** *ENG 102*	4.50
COM 400	Mediated Messaging ***Prerequisite:*** *COM 385, or COM 394*	4.50
COM 499	Communication Program Capstone ***Prerequisite:*** *COM 300; COM 305; COM 310; COM 315; COM 334; COM 344; COM 394; COM 400; Students also must complete one of the four-course concentrations, Strategic Communication (COM 404, COM 441, COM 442, COM 443) or Creative Communication (four choices from COM 402, ENG 301, ENG 302, ENG 367, ENG 369, ENG 375, MUL 345, MUL 365, MUL 390).*	4.50

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

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

Concentration in Creative Communication

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

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

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

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

Degree Requirements:

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

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

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

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

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

Requirements for Concentration (4 courses; 18 quarter units) **Units:** 18.00

Students select FOUR courses from:

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

Concentration in Strategic Communication

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

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

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

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

Degree Requirements:

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

Requirements for Concentration (4 courses; 18 quarter units)		**Units:** 18.00
COM 404	Media Management ***Prerequisite:*** *COM 400*	4.50
COM 441	Communication Strategies ***Prerequisite:*** *COM 334*	4.50
COM 442	Communication Campaigns ***Prerequisite:*** *COM 441*	4.50
COM 443	Interactive & Mobile Campaigns ***Prerequisite:*** *COM 442*	4.50

Bachelor of Arts in Digital Media Design

Academic Program Director: Scott Campbell; scampbell@nu.edu

The Bachelor of Arts in Digital Media Design consists of courses that prepare students for a broad range of positions requiring a background in digital graphic design, web design, video and audio production and post-production, video gaming, and virtual and augmented reality. Students receive hands-on training from highly qualified instructors, many of which are working in the field, using leading software applications. Successful completion of the program will enable graduates to compete for employment in many areas of digital content creation because they possess a wide range relevant combination of skills and knowledge vital to today's workplace. Students also complete two project-oriented courses on a subject (or subjects) of their choosing. Upon completion of the program, students will have created a professional portfolio of their work.

A graduate with a BA in Digital Media Design will obtain skills and competencies to excel in various fields including, but not limited to, video gaming, video and audio production, motion graphics, and web. Job opportunities may include Art Director, Web Designer, Game Designer, Video Editor, Journalist, Photographer, Educational and Instructional Designer and Social Media Specialist.

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

- Develop a personal vision in the creation of original multimedia content.
- Apply the principles of graphic and information design in the generation of digital media projects.
- Demonstrate oral, visual, and written communication skills with clients, project managers, and media production team members.
- Successfully complete all phases of a media production, from the initial planning to the final delivery.
- Explain the cultural and sociological impacts related to media production and distribution.
- Create active and interactive content with graphics and text.
- Complete all phases of an audio/video production.

Degree Requirements:

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

It is recommended that students take courses in the following order: MUL 201, MUL 203, MUL 308, MUL 312, MUL 316, MUL 390, MUL 345, MUL 353, MUL 309, MUL 365, MUL 461, MUL 465, MUL 462, MUL 372, MUL 375, MUL 356, MUL 483, MUL 485, MUL 487.

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

MUL 201	Intro to Graphic Design ***Prerequisite:*** *ENG 102*	4.50
MUL 203	Intro to Visual Storytelling ***Prerequisite:*** *ENG 102*	4.50

Students must complete all prep for major courses.

Requirements for the Major (14 courses; 63 quarter units)

MUL 308	Vector Graphics ***Prerequisite:*** *ENG 102; MUL 201; MUL 203*	4.50
MUL 312	Digital Image Compositing ***Prerequisite:*** *ENG 102; MUL 201; MUL 203;* ***Recommended: Prior completion of:*** *MUL 308*	4.50
MUL 316	Applied Graphic Design ***Prerequisite:*** *ENG 102; MUL 201 and MUL 203;* ***Recommended: Prior completion of:*** *MUL 308; MUL 312*	4.50
MUL 390	User Interface Design ***Prerequisite:*** *ENG 102; MUL 201; MUL 203;* ***Recommended: Prior completion of:*** *MUL 308; MUL 312; MUL 316*	4.50
MUL 345	Applied Web Design ***Prerequisite:*** *ENG 102; MUL 201; MUL 203;* ***Recommended: Prior completion of:*** *MUL 308; MUL 312; MUL 316; MUL 390*	4.50
MUL 353	2-D Design & Interactivity ***Prerequisite:*** *ENG 102; MUL 201 and MUL 203;* ***Recommended: Prior completion of:*** *MUL 308; MUL 312; MUL 316; MUL 390; MUL 345*	4.50
MUL 309	Camera and Image ***Prerequisite:*** *ENG 102; MUL 201; MUL 203;* ***Recommended: Prior completion of:*** *MUL 308; MUL 312; MUL 316; MUL 390; MUL 345; MUL 353*	4.50
MUL 365	Digital Video Editing ***Prerequisite:*** *ENG 102; MUL 201 and MUL 203;* ***Recommended: Prior completion of:*** *MUL 308; MUL 312; MUL 316; MUL 390; MUL 345; MUL 353; MUL 309*	4.50
MUL 461	Motion Graphics Vis. Effects I ***Prerequisite:*** *ENG 102; MUL 201; MUL 203; MUL 365*	4.50
MUL 465	Motion Graphics Vis Effects II ***Prerequisite:*** *ENG 102; MUL 201; MUL 203; MUL 365; MUL 461*	4.50
MUL 462	Digital Audio Creation	4.50

	Prerequisite: *ENG 102; MUL 201; MUL 203;* ***Recommended: Prior completion of:*** *MUL 308; MUL 312; MUL 316; MUL 390; MUL 345; MUL 353; MUL 309; MUL 365; MUL 461; MUL 465*	
MUL 372	Foundations of 3D ***Prerequisite:*** *ENG 102; MUL 201; MUL 203; MUL 312;* ***Recommended: Prior completion of:*** *MUL 308; MUL 316; MUL 390; MUL 345; MUL 353; MUL 309; MUL 365; MUL 461; MUL 465; MUL 462*	4.50
MUL 375	3D Modeling for Game Art ***Prerequisite:*** *ENG 102; MUL 201; MUL 203; MUL 312; MUL 372*	4.50
MUL 356	Video Gaming AR/VR ***Prerequisite:*** *ENG 102; MUL 201; MUL 203; MUL 312; MUL 372; MUL 375*	4.50

Final Project for the Major (2 courses; 9 quarter units)

Prior to beginning the Final Project sequence, students must have completed and passed all requirements for the Major.

MUL 483	Final Project I ***Prerequisite:*** *ENG 102; MUL 201; MUL 203; MUL 308; MUL 309; MUL 312; MUL 316; MUL 345; MUL 353; MUL 356; MUL 365; MUL 372; MUL 375; MUL 390; MUL 461; MUL 462; MUL 465*	4.50
MUL 485	Final Project II ***Prerequisite:*** *MUL 483*	4.50

Thesis Course (1 course; 4.5 quarter units)

Prior to beginning the Thesis Course, students must have completed and passed all requirements for the Major, as well as MUL 483 and MUL 485.

MUL 487	Dig Med Dsgn Portfolio, Thesis ***Prerequisite:*** *MUL 485*	4.50

Bachelor of Arts in Early Childhood Development with an Inspired Teaching and Learning Preliminary Multiple Subject Teaching Credential

Academic Program Director: Jessica Alvarado; jalvarado@nu.edu

The Bachelor of Arts in Early Childhood Development with a California Inspired Teaching and Learning Preliminary Multiple Subject Teaching Credential provides a broad, rigorous education that prepares candidates for a career as a teacher at early elementary grades. Candidates are introduced to essential knowledge, strategies, techniques and connections across the disciplines as applied to young children. Focus is on an enriched and thought-provoking curriculum incorporating content across subject areas, specific educational methodology courses and preparation for professional work as multiple subject teachers in elementary grades. All candidates must demonstrate subject-matter competency through a state-approved examination (CSET), appropriate degree or major in matching authorization area.

The credential is designed for teacher candidates who will be dedicated to inspiring K6 learners by ensuring for them: social-emotional thriving, meaningful academic achievement and an equitable and inclusive learning community

Background Check
Agencies/schools collaborating with the Sanford College of Education to provide field experience, often require a background check and TB clearance prior to acceptance of a student into their facility. Candidates who do not have a Certificate of Clearance will not be able to attend the field experience component of the course and, therefore, will be unable to complete their program of study. Any fee or cost associated with background checks and TB testing is the responsibility of the student.

Note: ALL ECE prefix courses require a field experience in an approved setting. An approved setting is working with children from Birth to Age 5 in a general education, inclusive setting. Recommended sites are Early Head Start, Head Start, CA State Preschools and NAEYC accredited sites.

Students may be required to provide proof of current DTAP, MMR, and Flu vaccinations in order to complete their field work per SB792. Any fee or cost associated with this requirement is the responsibility of the student.

Please Note: To avoid interruption to program progress and/or financial aid arrangements, students need to satisfy/pass the Subject Matter Competency Requirements (e.g., CSET) **PRIOR** to starting the multiple credential area method courses.

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

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

- Identify essential concepts, inquiry tools, structure of content areas and resources for early childhood education.
- Develop oral, written, and technological skills for communicating with families and very young children.
- Create environments that are healthy, respectful, supportive, and challenging for all children.
- Use systematic observations, documentation, and other assessment strategies in partnership with families and professionals to positively influence children’s development and learning.

Degree Requirements:

To receive a Bachelor of Arts in Early Childhood Development with a California Inspired Teaching and Learning Preliminary Multiple Subject Teaching Credential, 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 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. Candidates should refer to the section on undergraduate admission procedures for specific information on admission and evaluation.

Credential Admissions Requirements:

You will be required to submit the Initial Requirements e-form providing evidence/ proof of the following:

- Proof of Fingerprint Clearance through the CTC.
- Negative Tuberculosis (TB) Results-Valid within four years Or Tuberculosis Risk Assessment with Certificate of Completion- Valid within four years
- Subject Matter Competency attempt, registration or passage. Passage is required prior to starting the multiple subject credential methods courses.

We highly encourage students to submit the Initial Requirements e-form prior to enrollment in their first course. Students will not be able to proceed beyond the first course until an approved Initial Requirements (Credential Packet) is on file.

Credential Recommendation Requirements

- Verification of Meeting U.S. Constitution requirement
- Possess a minimum of 3.0 GPA in Credential Coursework (D, F, and U grades are not accepted)
- Valid Adult, Child and Infant CPR
- Passage of CalTPA Cycles 1 and 2

Your credential recommendation request will be reviewed by National University Credential Technicians who process the application, confirm credential eligibility, and submit a recommendation to the state. You will receive an email notification to go online and pay for the credential. After payment is confirmed, you will receive e-mail confirmation from the CTC that your document has been granted. You can look up your credential document on the CTC website at: www.ctc.ca.gov

Preparation for Major (4 courses; 18 quarter units)

ECE 201	The Growing Child: Zero to 8	4.50
ECE 210	Child, Family, School and Comm	4.50
ECE 211	Diversity: Development & Ed.	4.50
HED 220	Health, Nutrition and Safety	4.50

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

Early Childhood Education Core Requirements

ECE 464	Ethical and Legal Issues	4.50
ECE 330	Early Cognition ***Prerequisite:*** *ECE 201; ECE 210; HED 220 and ECE 211*	4.50
ECE 410	Early Language and Literacy ***Prerequisite:*** *ECE 330*	4.50
ECE 415	Designing Emergent Curriculum ***Prerequisite:*** *ECE 330*	4.50
ECE 420	Nature, Numbers and Technology ***Prerequisite:*** *ECE 330*	4.50
ECE 430	Play as Pedagogy ***Prerequisite:*** *ECE 330*	4.50
ECE 440	Observing, Assessing & Plannin ***Prerequisite:*** *ECE 330*	4.50
ECE 443	Children with Special Needs ***Prerequisite:*** *ECE 330*	4.50
ECE 445	Strategies: Guiding Behaviors ***Prerequisite:*** *ECE 330*	4.50

All Early Childhood Education coursework has field experience component.

Undergraduate Credential Inspired Teaching and Learning Preliminary Multiple Subject Teaching Credential

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

Students are required to take the courses in this sequence.

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

Each credential course (ITL) includes a required 4-hour field experience in one or more K6 classrooms representing diverse student populations. The field experience is not associated with any clinical practice courses.

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

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

- Integrate the knowledge needed for engaging/supporting all K-12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for creating/maintaining effective learning environments for all K-12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for making subject matter comprehensible for all K-12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for designing/planning learning experiences for all K-12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for assessing all K-12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for being a legal, ethical, and professional educator for all K-12 learners, including those with diverse learning needs.
- Reflect critically about the application of the inspired teaching and learning principles.

Degree Requirements:

To receive the Multiple Subject Teaching Credential students must complete 14 courses, 58.5 quarter units.

Credential Admissions Requirements:
You will be required to submit the Initial Requirements e-form providing evidence/ proof of the following:

- Proof of Fingerprint Clearance through the CTC.
- Negative Tuberculosis (TB) Results-Valid within four years Or Tuberculosis Risk Assessment with Certificate of Completion- Valid within four years

We highly encourage students to submit the Initial Requirements e-form prior to enrollment in their first course. Students will not be able to proceed beyond the first course until an approved Initial Requirements (Credential Packet) is on file.

Credential Recommendation Requirements

- Verification of Meeting U.S. Constitution requirement
- Possess a minimum of 3.0 GPA in Credential Coursework (D, F, and U grades are not accepted)
- Valid Adult, Child and Infant CPR
- Passage of CalTPA Cycles 1 and 2<

Your credential recommendation request will be reviewed by National University Credential Technicians who process the application, confirm credential eligibility, and submit a recommendation to the state. You will receive an email notification to go online and pay for the credential. After payment is confirmed, you will receive e-mail

confirmation from the CTC that your document has been granted. You can look up your credential document on the CTC website at: www.ctc.ca.gov

Introductory Core Requirement (1 course; 4.5 quarter units)

ITL 400	Becoming a Teacher	4.50

Students must complete ITL 400 and Credential Packet prior to beginning ITL 400.

Foundation Courses (4 courses; 18 quarter units)

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

Multiple Subject Credential Methods (5 courses; 22.5 quarter units)

PRIOR to beginning any of the Multiple Subject Credential Area Method courses below, the candidate must successfully complete all Foundation courses and meet any other related program requirements. This coursework will not transfer as graduate level credit to National University or any other University as it is part of an undergraduate degree program. Grades earned in graduate level courses will be calculated as part of the student's undergraduate grade point average.

ITL 516	Mathematics Integrative Design ***Prerequisite:*** *SED605 is a prerequisite for students enrolled in special education programs only*	4.50
ITL 518	Science Integrative Design ***Prerequisite:*** *ITL 516*	4.50
ITL 510	Language-Literacy: Foundations ***Prerequisite:*** *ITL 518*	4.50
ITL 512	Language/Literacy: Strategies ***Prerequisite:*** *ITL 510*	4.50
ITL 530	Optimized Learning Community	4.50

Student Teaching Requirements (4 courses; 13.5 quarter units)

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

ITL 550A	Student Teaching A ***Corequisite:*** *ITL 551A*	4.50
ITL 551A	ITL Seminar A	2.25

	Corequisite: *ITL 550A, or ITL 650A*	
ITL 550B	Student Teaching B ***Corequisite:*** *ITL 551B;* ***Prerequisite:*** *ITL 550A*	4.50
ITL 551B	ITL Seminar B ***Prerequisite:*** *ITL 551A;* ***Corequisite:*** *ITL 550B, or ITL 650B*	2.25

Bachelor of Arts in Early Childhood Education

Academic Program Director: Susan Gilbert; sgilbert@nu.edu

The Bachelor of Arts degree in Early Childhood Education (BAECE) has been designed to include the competencies and guidelines as established by the National Association for the Education of Young Children (NAEYC) and meets the requirements of the State of California Child Development Permits.

Non-residents of California; military personnel or their dependents; and international students should contact the Department of Education of the state in which they reside or intend to reside, or the Ministry of Education of the country in which they live, to determine specific requirements for employment. State or country specific coursework, in addition to the BAECE degree program, may be required to obtain a permit, license or credential necessary for employment. Candidates assume the responsibility for determining and meeting these requirements.

The program is based on a conceptual framework of current theory, contemporary perspectives and sound research findings. Focus is on knowledge, attitudes, skills, practice, reflection and field experiences needed to become efficient, competent, and effective professionals in the field of early childhood education. Emphasis is on designing appropriate learning environments, individual and adaptive curricula, and instructional strategies and techniques to maximize learning outcomes. Topics demonstrated, both in writing and discussion, provide a broad-based foundation of child development in the areas of familial and socio-cultural influences on learning and brain development, parent empowerment, peer cooperation and collaboration, early cognition, emerging literacy (listening, speaking, reading and writing), ongoing participant observation and appropriate developmental screening assessments, child advocacy, law and ethics, and, most important, play as pedagogy.

Background Check
Agencies/schools collaborating with the Sanford College of Education to provide field experience often require a background check and TB clearance prior to acceptance of a student into their facility. Candidates who do not have a Certificate of Clearance will not be able to attend the field experience component of the course and, therefore, will be unable to complete their program of study. Any fee or cost associated with background checks and TB testing is the responsibility of the student.

Note: ALL ECE prefix courses require field experience in an approved setting. An approved setting is working with children from birth to Age 5 in a general educational, inclusive setting. Recommended sites are Early Head Start, Head Start, CA State Preschools and NAEYC accredited sites.

Students may be required to provide proof of current DTAP, MMR, and Flu vaccinations in order to complete their field work per SB792. Any fee or cost associated with this requirement is the responsibility of the student.

National Head Start Agency (NHSA) students may ONLY participate in a Certificate Pathway to the BA ECE. The pathway consists of 5 certificates that couple ECE courses with appropriate GE courses.

See the Certificate section of the catalog for more detailed information. Note: NHSA students that have been awarded the CDA Credential will be eligible for credit for the following lower division, preparation for the major courses: ECE 201, ECE 210, and HED 220.

Arkansas Bachelor of Arts in Early Childhood Education Disclosure
Enrollment in the Bachelor of Arts in Early Childhood Education offered by National University may require Arkansas applicants/students to pursue teacher/administrator licensure in California and then earn an Arkansas educator or school administrator license by reciprocity. The State of Arkansas has additional course requirements in order to earn an Arkansas license in the program area or a similar program area, and Arkansas applicants/students must check the website for information on Arkansas reciprocity: http://www.arkansased.gov/divisions/educator%20effectiveness/educator-licensure.

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

- Identify essential concepts, inquiry tools, and structure of content areas and resources for Early Childhood Education.
- Develop oral, written and technological skills for communicating with families and very young children.
- Create environments that are healthy, respectful, supportive, and challenging for young children.
- Use systematic observations, documentation, and other assessment strategies in partnership with families and professionals to positively influence children's development and learning.
- Implement a curriculum that promotes development and learning outcomes for diverse young children.
- Demonstrate ethical, legal, and professional standards in Early Childhood Education.
- Create positive relationships and supportive interactions with young children.

Degree Requirements:

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

Preparation for the Major (4 courses; 18 quarter units)

ECE 201	The Growing Child: Zero to 8	4.50
ECE 210	Child, Family, School and Comm	4.50
ECE 211	Diversity: Development & Ed.	4.50
HED 220	Health, Nutrition and Safety	4.50

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

ECE 464	Ethical and Legal Issues	4.50
ECE 330	Early Cognition ***Prerequisite:*** *ECE 201; ECE 210; HED 220 and ECE 211*	4.50

ECE 312	Infant and Toddler Care ***Prerequisite:*** *ECE 330*	4.50
ECE 410	Early Language and Literacy ***Prerequisite:*** *ECE 330*	4.50
ECE 415	Designing Emergent Curriculum ***Prerequisite:*** *ECE 330*	4.50
ECE 420	Nature, Numbers and Technology ***Prerequisite:*** *ECE 330*	4.50
ECE 430	Play as Pedagogy ***Prerequisite:*** *ECE 330*	4.50
ECE 440	Observing, Assessing & Plannin ***Prerequisite:*** *ECE 330*	4.50
ECE 443	Children with Special Needs ***Prerequisite:*** *ECE 330*	4.50
ECE 445	Strategies: Guiding Behaviors ***Prerequisite:*** *ECE 330*	4.50
ECE 452	Partnering With Families ***Prerequisite:*** *ECE 330*	4.50
ECE 450	Academic Seminar/Field Experie ***Prerequisite:*** *Satisfactory completion of all core courses with an average grade of "C" (2.0) or better in the core.*	4.50

Upper-Division Electives (4 courses; 18 quarter units)

Candidates must choose four (4) elective courses from the following:

ECE 435	Music, Movement, Drama, Dance	4.50
ECE 446	Literature and Young Children	4.50
ECE 451	Infant/Toddler Observe/Assess	4.50
ECE 453	Infant/Toddler Curriculum	4.50
ECE 454	Infant/Toddler Experiences	4.50
ECE 460	Program Administration	4.50
ECE 461	Leadership and Supervision	4.50
ECE 462	Financial Mgmt & Resources	4.50
ECE 465	Trauma-Informed Practice	4.50
ECE 466	Planning Physical Environments	4.50

National Head Start Agency (NHSA) students may ONLY participate in a Certificate Pathway to the BA ECE. **Units:** 181.50

The pathway consists of 5 certificates that couple ECE courses with appropriate GE courses. See the Certificate section of the catalog for more detailed information. Note: NHSA students that have been awarded the CDA Credential will be eligible for credit for the following lower division, preparation for the major courses: ECE 201, ECE 210, and HED 220.

Certificate 1 - Early Childhood Foundations (8 courses; 36 quarter units)	36.00

ECE 201	The Growing Child: Zero to 8	4.50
ECE 210	Child, Family, School and Comm	4.50
ECE 211	Diversity: Development & Ed.	4.50
HED 220	Health, Nutrition and Safety	4.50
ECE 330	Early Cognition ***Prerequisite:*** *ECE 201; ECE 210; HED 220 and ECE 211*	4.50
ECE 464	Ethical and Legal Issues	4.50
ECE 465	Trauma-Informed Practice	4.50
COM 120	Intro to Interpersonal Comm	4.50
Certificate 2 - Early Childhood Social Advocacy (8 courses; 36 quarter units)		36.00
ENG 102	Effective College English	4.50
ECE 410	Early Language and Literacy ***Prerequisite:*** *ECE 330*	4.50
SOC 100	Principles of Sociology	4.50
ECE 446	Literature and Young Children	4.50
SPN 100	Beginning Spanish I	4.50
SPN 101	Beginning Spanish II ***Prerequisite:*** *SPN 100*	4.50
ECE 222	Head Start History	4.50
ECE 220	Children Experiencing Poverty	4.50
Certificate 3 - ECE Curriculum Connections (8 courses; 36 quarter units)		36.00
ECE 312	Infant and Toddler Care ***Prerequisite:*** *ECE 330*	4.50
ECE 415	Designing Emergent Curriculum ***Prerequisite:*** *ECE 330*	4.50
PSYC 100	Introduction to Psychology	4.50
ENG 240	Advanced Composition ***Prerequisite:*** *ENG 102*	4.50
ECE 430	Play as Pedagogy ***Prerequisite:*** *ECE 330*	4.50
ECE 440	Observing, Assessing & Plannin ***Prerequisite:*** *ECE 330*	4.50
ECE 452	Partnering With Families ***Prerequisite:*** *ECE 330*	4.50
ILR 260	Academic Information Literacy ***Prerequisite:*** *ENG 102*	4.50
Certificate 4 - ECE STEAM Integration (9 courses; 37.5 quarter units)		37.50
ECE 420	Nature, Numbers and Technology ***Prerequisite:*** *ECE 330*	4.50
MTH 209A	Fundamentals of Mathematics I ***Prerequisite:*** *MTH 12A and MTH 12B*	4.50
BIO 100	Survey of Bioscience	4.50
BIO 100A	Survey of Bioscience Lab ***Prerequisite:*** *BIO 100 for non-science majors (GE), or BIO 163 for science majors*	1.50
COH 100	Personal Health	4.50
ECE 435	Music, Movement, Drama, Dance	4.50
MUS 327	World Music ***Prerequisite:*** *ENG 102*	4.50
THR 200	Theater Arts	4.50

ART 110	Visual Arts	4.50
Certificate 5 - Fostering ECE Leaders (8 courses; 36 quarter units)		36.00
ECE 445	Strategies: Guiding Behaviors ***Prerequisite:*** *ECE 330*	4.50
PSYC 301	Child Development ***Prerequisite:*** *ENG 102*	4.50
SOC 350	Cultural Diversity ***Prerequisite:*** *ENG 102*	4.50
ECE 443	Children with Special Needs ***Prerequisite:*** *ECE 330*	4.50
ECE 460	Program Administration	4.50
ECE 461	Leadership and Supervision	4.50
ECE 466	Planning Physical Environments	4.50
ECE 450	Academic Seminar/Field Experie ***Prerequisite:*** *Satisfactory completion of all core courses with an average grade of "C" (2.0) or better in the core.*	4.50

Bachelor of Arts in English

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

The Bachelor of Arts in English provides a strong background in the study of English. The program stresses literary analysis, diversity, critical thinking, and written and oral communication skills through a rigorous curriculum of literature, composition, language and linguistics, and communication studies. It is excellent preparation for careers in teaching, media, advertising, writing, and publishing; for graduate or professional studies in English, communications, or law; and for advancement in any field in which communication skills are important. Students complete eight core requirements, including a capstone project course, and one of three four-course Concentrations in either Literary Studies, Creative Writing, or Written Communication.

Note: Students interested in teaching English or Language Arts in middle or secondary schools may want to consider enrolling in the Bachelor of Arts in English with Inspired Teaching and Learning Preliminary Single Subject Teaching Credential (California).

BA English/MA English Transition Program

Students enrolled in the BA English program who have a cumulative GPA of at least 3.0 and are within six courses of completing the BA program may register for the BA English/MA English transition program. Students wishing to enroll in the transition program should contact their academic advisor.

Students in the BA English/MA English transition program may take one MA English class (4.5 quarter units), excluding ENG 697 and ENG 699, as an upper division elective for the BA English, reducing the total required number of courses for the MA English from ten to nine.

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:

- Contribute informed perspectives to peer discussion of the major writers, works, movements, and periods of the British and American literary traditions.
- Apply close reading skills to analyze literary and other texts.
- Examine critically 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.
- Evaluate critically the assumptions and implications of major critical approaches to literature.
- Analyze the significance of genre conventions to the meanings and effects of literary works.
- Demonstrate their own criteria for evaluating works of literature.
- Collaborate with others to develop more complicated interpretations or arguments.
- Compose sophisticated written arguments about works of literature, incorporating appropriate close reading, research, and writing skills.

Degree Requirements:

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

The following courses are specific degree requirements. Students should refer to the section on undergraduate admission procedures for specific information on admission and evaluation.

Total Requirements for the Major (12 courses; 54 quarter units)
Preparation for the Major (1 course; 4.5 quarter units) **Units:** 4.50

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

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

LIT 301	Writing for the English Major ***Prerequisite:*** *LIT 100; ENG 240*	4.50
TWO of the following four survey courses. Must include either LIT 311 or LIT 321.		
LIT 311	British Literature I ***Prerequisite:*** *ENG 240 and LIT 100*	4.50
OR LIT 312	British Literature II ***Prerequisite:*** *ENG 240 and LIT 100*	4.50
OR LIT 321	American Literature I ***Prerequisite:*** *ENG 240 and LIT 100*	4.50
OR LIT 322	American Literature II ***Prerequisite:*** *ENG 240 and LIT 100*	4.50
LIT 338	Shakespeare ***Prerequisite:*** *ENG 240 and LIT 100*	4.50
ONE of the following two courses:		
LIT 360	History of Literary Theory ***Prerequisite:*** *ENG 240 and LIT 100*	4.50
OR LIT 365	Contemporary Literary Theory ***Prerequisite:*** *ENG 240 and LIT 100*	4.50
ONE of the following three courses:		
LIT 410	African American Literature ***Prerequisite:*** *ENG 240 and LIT 100*	4.50
OR LIT 420	U.S. Latino Literature ***Prerequisite:*** *ENG 240 and LIT 100*	4.50
OR LIT 460	Gender and Literature ***Prerequisite:*** *ENG 240 and LIT 100*	4.50
Any ONE additional upper division LIT course.		
AND		
LIT 498	English Capstone Course ***Prerequisite:*** *Satisfactory completion of 8 upper-division ENG or LIT courses*	4.50

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

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

Concentration in Creative Writing

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

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

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

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

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

Students will take either:

ENG 150	Intro to Creative Writing	4.50
Or both of the following ENG courses:		
ENG 201	Fiction Writing I ***Prerequisite:*** *ENG 102*	4.50
AND ENG 202	Poetry Writing I ***Prerequisite:*** *ENG 102*	4.50

Concentration Requirements (4 courses, 18 quarter units) **Units:** 18.00

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

Concentration in Literary Studies

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

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

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

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

- Collaborate with others to develop more complicated interpretations or arguments.
- Compose sophisticated written arguments about works of literature, incorporating appropriate close reading, research, and writing skills.

Total Requirements for Concentration in Literary Studies (4 courses, 18 quarter units) **Units:** 18.00

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

LIT 345	Mythology ***Prerequisite:*** *ENG 240 and LIT 100*	4.50
LIT 401	Contemporary Fiction ***Prerequisite:*** *ENG 240 and LIT 100*	4.50
LIT 402	Contemporary Poetry ***Prerequisite:*** *ENG 240 and LIT 100*	4.50
LIT 430	Children's Literature ***Prerequisite:*** *ENG 240 and LIT 100*	4.50
LIT 443	World of the Short Story ***Prerequisite:*** *ENG 240 and LIT 100*	4.50
LIT 446	Studies in Poetry ***Prerequisite:*** *ENG 240 and LIT 100*	4.50
LIT 450	Studies in the Novel ***Prerequisite:*** *ENG 240 and LIT 100*	4.50
LIT 456	Studies in Drama ***Prerequisite:*** *ENG 240 and LIT 100*	4.50
LIT 463	Contemporary World Literature ***Prerequisite:*** *ENG 240 and LIT 100*	4.50
LIT 480	Literature of the Americas ***Prerequisite:*** *ENG 240 and LIT 100*	4.50
LIT 490	Guided Study (variable units) ***Prerequisite:*** *ENG 240 and LIT 100 and Completion of at least one upper division LIT course with a grade of C or better.*	1.50

Concentration in Written Communication

Academic Program Director: Luis Acebal; lacebal@nu.edu,John Miller; jmiller@nu.edu

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

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

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

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

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

COM 334	Persuasion ***Prerequisite:*** *ENG 102*	4.50
COM 394	Strategic Writing ***Prerequisite:*** *ENG 102*	4.50
COM 400	Mediated Messaging ***Prerequisite:*** *COM 385, or COM 394*	4.50
ENG 310	English Grammar ***Prerequisite:*** *ENG 102*	4.50
ENG 315	Prose Style ***Prerequisite:*** *ENG 240*	4.50
ENG 334A	Technical Writing ***Prerequisite:*** *ENG 102; (Only Business, Engineering and Nursing majors may fulfill the requirement by taking ENG 334A)*	4.50
ENG 367	Editing ***Prerequisite:*** *ENG 240*	4.50
ENG 368	Writing Technologies ***Prerequisite:*** *ENG 240*	4.50
ENG 375	Nature Writing ***Prerequisite:*** *ENG 102; ENG 240, or ENG 334A*	4.50

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

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

The Bachelor of Arts in English with Inspired Teaching and Learning Preliminary Single Subject Credential provides a rigorous education preparing candidates for a career as a teacher of English at the middle and secondary school levels. The program stresses literary analysis, diversity, 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.

Credential Admissions Requirements:

You will be required to submit the Initial Requirements e-form providing evidence/ proof of the following:

- Proof of Fingerprint Clearance through the CTC.
- Negative Tuberculosis (TB) Results-Valid within four years Or Tuberculosis Risk Assessment with Certificate of Completion- Valid within four years

We highly encourage students to submit the Initial Requirements e-form prior to enrollment in their first course. Students will not be able to proceed beyond the first course until an approved Initial Requirements (Credential Packet) is on file.

Credential Recommendation Requirements

- Verification of Meeting U.S. Constitution requirement
- Possess a minimum of 3.0 GPA in Credential Coursework (D, F, and U grades are not accepted)
- Valid Adult, Child and Infant CPR
- Passage of CalTPA Cycles 1 and 2

Your credential recommendation request will be reviewed by National University Credential Technicians who process the application, confirm credential eligibility, and submit a recommendation to the state. You will receive an email notification to go online and pay for the credential. After payment is confirmed, you will receive e-mail confirmation from the CTC that your document has been granted. You can look up your credential document on the CTC website at: www.ctc.ca.gov

Total Requirements for the Major (11 courses; 49.5 quarter units)
Preparation for the Major (1 courses; 4.5 quarter units)

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

*May also be used to satisfy General Education requirements.

English Requirements (11 courses; 49.5 quarter units)

LIT 301	Writing for the English Major ***Prerequisite:*** *LIT 100; ENG 240*	4.50
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 ***Prerequisite:*** *ENG 240 and LIT 100*	4.50
OR LIT 312	British Literature II ***Prerequisite:*** *ENG 240 and LIT 100*	4.50
OR LIT 321	American Literature I ***Prerequisite:*** *ENG 240 and LIT 100*	4.50
OR LIT 322	American Literature II ***Prerequisite:*** *ENG 240 and LIT 100*	4.50
LIT 338	Shakespeare ***Prerequisite:*** *ENG 240 and LIT 100*	4.50
AND LIT 365	Contemporary Literary Theory ***Prerequisite:*** *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 ***Prerequisite:*** *ENG 240 and LIT 100*	4.50
OR LIT 420	U.S. Latino Literature ***Prerequisite:*** *ENG 240 and LIT 100*	4.50
OR LIT 460	Gender and Literature ***Prerequisite:*** *ENG 240 and LIT 100*	4.50

Any THREE of the following:

COM 360	Representation in the Media ***Prerequisite:*** *ENG 102*	4.50
OR ENG 301	Fiction Writing II ***Prerequisite:*** *ENG 150, or ENG 201*	4.50
OR ENG 302	Poetry Writing II ***Prerequisite:*** *ENG 150, or ENG 202*	4.50
OR ENG 310	English Grammar ***Prerequisite:*** *ENG 102*	4.50
OR ENG 350	Fundamentals of Linguistics ***Prerequisite:*** *ENG 102*	4.50
OR ENG 375	Nature Writing ***Prerequisite:*** *ENG 102; ENG 240, or ENG 334A*	4.50
OR LIT 345	Mythology ***Prerequisite:*** *ENG 240 and LIT 100*	4.50
OR LIT 430	Children's Literature ***Prerequisite:*** *ENG 240 and LIT 100*	4.50
OR LIT 463	Contemporary World Literature ***Prerequisite:*** *ENG 240 and LIT 100*	4.50

Capstone Requirement

LIT 498	English Capstone Course ***Prerequisite:*** *Satisfactory completion of 8 upper-division ENG or LIT courses*	4.50

Undergraduate Credential Inspired Teaching and Learning Preliminary Single Subject Teaching Credential

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

Students are required to take the courses in this sequence.

You will be required to submit the Initial Requirements e-form. This e-form 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.

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.

Credential Admissions Requirements:

You will be required to submit the Initial Requirements e-form providing evidence/ proof of the following:

- Proof of Fingerprint Clearance through the CTC.
- Negative Tuberculosis (TB) Results-Valid within four years Or Tuberculosis Risk Assessment with Certificate of Completion- Valid within four years

We highly encourage students to submit the Initial Requirements e-form prior to enrollment in their first course. Students will not be able to proceed beyond the first course until an approved Initial Requirements (Credential Packet) is on file.

Additional Resources:

- **Complete the Credential Course Compass** to understand the program structure and course sequence. Link provided in Welcome Letter from NU.
- **Attend Inspired Teaching and Learning Companion Hours**, held every third Monday at 5 PM, to learn more about program-specific topics and connect with fellow students. These sessions are highly recommended.

Credential Recommendation Requirements

- Verification of Meeting U.S. Constitution requirement
- Possess a minimum of 3.0 GPA in Credential Coursework (D, F, and U grades are not accepted)
- Valid Adult, Child and Infant CPR

- Passage of CalTPA Cycles 1 and 2

Your credential recommendation request will be reviewed by National University Credential Technicians who process the application, confirm credential eligibility, and submit a recommendation to the state. You will receive an email notification to go online and pay for the credential. After payment is confirmed, you will receive e-mail confirmation from the CTC that your document has been granted. You can look up your credential document on the CTC website at: www.ctc.ca.gov

Introductory Core Requirement (1 course; 4.5 quarter units)

ITL 400	Becoming a Teacher	4.50

We highly encourage students to submit the Initial Requirements e-form prior to enrollment in their first course. Students will not be able to proceed beyond the first course until an approved Initial Requirements (Credential Packet) is on file.

Foundation Courses (4 courses; 18 quarter units)

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

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 and meet any other related program requirements.

ITL 526	SS Integrated Design I	4.50
ITL 528	SS Integrated Design II ***Prerequisite:*** *ITL 526*	4.50
ITL 520	Academic Language & Literacy ***Prerequisite:*** *ITL 528*	4.50
ITL 522	Content Area Literacy ***Prerequisite:*** *ITL 520*	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, 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 ***Corequisite:*** *ITL 551A*	4.50
ITL 551A	ITL Seminar A	2.25

	Corequisite: *ITL 550A, or ITL 650A*	
ITL 550B	Student Teaching B ***Corequisite:*** *ITL 551B;* ***Prerequisite:*** *ITL 550A*	4.50
ITL 551B	ITL Seminar B ***Prerequisite:*** *ITL 551A;* ***Corequisite:*** *ITL 550B, or ITL 650B*	2.25

Bachelor of Arts in General Studies

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

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

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

- Develop a holistic appreciation of General Studies as a progressive and advantageous career path.
- Analyze career options available to generalists.
- Write a reflective narrative that integrates and articulates the value of the student education experience in the Bachelor of Arts in General Studies program.
- Research, synthesize and write a strategic plan to assess potential skills areas that need to be strengthened.
- Create a professional digital e-portfolio leveraging networking platforms.

Degree Requirements:

To receive a Bachelor of Arts in General Studies degree, students must complete at least 180 quarter units, 45 quarter units of which must be completed in residence at National University and 51 quarter units of which must be at the upper-division level (300 and above). National University students also complete a minimum of 69 quarter units of University General Education requirements. In the absence of transfer credit, additional general electives may be necessary to satisfy total credit hours for the degree. The following courses are specific degree requirements.

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

Required Major Courses (2 courses; 9 quarter units)

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

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

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

Arts and Sciences (5 courses; 22.5 quarter units)

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

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

Applied Studies Discipline (5 courses of same prefix; 22.5 quarter units) OR

Second Arts and Sciences Depth Area (5 courses of any Arts and Sciences prefix(es); 22.5 quarter units)

Bachelor of Arts in History

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

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

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

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

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

- Assess the significance of major trends in World History.
- Assess the significance of major trends in U.S. History.
- Analyze a variety of primary sources to corroborate events, understand points of view, or expose structural forces that shaped their creation.
- Analyze secondary sources for their arguments and use of supporting evidence.
- Discuss current concerns, new theories, new evidence, and issues that shape interpretation in history and the social sciences.
- Conduct research in history and the social sciences supported by appropriate primary and secondary source materials.

Degree Requirements:

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

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

ENG 102	Effective College English*	4.50
HIS 220A	United States History I*	4.50

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

*May be used to satisfy general education requirements

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

The core sequence of the History major includes ten courses, taken across three categories:

World History (select 4 courses). At least one of these courses must cover pre-modern topics, indicated with **.

HIS 320	Culture of Global Capitalism ***Prerequisite:*** *ENG 102*	4.50
HIS 321	Gender in World History ***Prerequisite:*** *ENG 102; HIS 234*	4.50
HIS 322	Science in World History** ***Prerequisite:*** *ENG 102*	4.50
HIS 335	States & Empires World History** ***Prerequisite:*** *ENG 102; HIS 233; HIS 234*	4.50
HIS 340	Global Environmental History** ***Prerequisite:*** *ENG 102; HIS 233; HIS 234*	4.50
HIS 431	The Ancient World** ***Prerequisite:*** *ENG 102; HIS 233*	4.50
HIS 432	The Classical World** ***Prerequisite:*** *ENG 102; HIS 233*	4.50
HIS 433	The Post-Classical World** ***Prerequisite:*** *ENG 102; HIS 233*	4.50
HIS 434	Modern World, 1500 to Present ***Prerequisite:*** *ENG 102; HIS 234*	4.50
U.S. History (select 4 courses)		
HIS 336	American Film and Society ***Prerequisite:*** *ENG 102*	4.50
HIS 338	US Environmental History ***Prerequisite:*** *ENG 102*	4.50
HIS 360	American Colonial Experience ***Prerequisite:*** *ENG 102; HIS 220A*	4.50
HIS 361	Making and Sundering of Union ***Prerequisite:*** *ENG 102; HIS 220A*	4.50
HIS 362	U.S. Between Wars, 1865-1917 ***Prerequisite:*** *ENG 102; HIS 220B*	4.50
HIS 363	U.S. Since World War I ***Prerequisite:*** *ENG 102; HIS 220B*	4.50
HIS 410	California History ***Prerequisite:*** *ENG 102*	4.50
HIS 420	The Civil War ***Prerequisite:*** *ENG 102*	4.50
SOC 400	Race & Ethnicity in the U.S.	4.50

	Prerequisite: *ENG 102*	
Methods and Writing (2 required)		
HIS 400	Historical Theories & Methods ***Prerequisite:*** *ENG 102; Completion of at least two upper-division HIS courses*	4.50
HIS 499	Capstone Research Project ***Prerequisite:*** *HIS 400 and completion of 21 semester credit hours of core courses in the major*	4.50

Upper Division Electives (6 courses; 27 quarter units)

To complete the major, students must also complete six additional courses at or above the 300 level. At least three courses must contain the HIS prefix and can be drawn from the lists of options above, provided they are not also used to satisfy a core program requirement, or from the list below. The remaining three electives can be chosen from courses with SOC and/or LIT prefixes, at or above the 300 level.

HIS 325	Modern World Migration ***Prerequisite:*** *ENG 102*	4.50
HIS 342	History of Modern Middle East ***Prerequisite:*** *ENG 102*	4.50
HIS 345	Latin American Studies ***Prerequisite:*** *ENG 102*	4.50
HIS 348	Asian Studies ***Prerequisite:*** *ENG 102*	4.50
HIS 349	African Studies ***Prerequisite:*** *ENG 102*	4.50
HIS 490	Guided Study	1.50

*May be used to satisfy general education requirements

Bachelor of Arts in Integrated Marketing Communication

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

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

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

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

Degree Requirements:

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

Prerequisites for the Major (2 courses; 9.0 quarter units)		**Units:** 9.00
ENG 102	Effective College English	4.50
MKT 302A	Marketing Fundamentals	4.50

Core Requirements (16 courses; 72 quarter units)		**Units:** 72.00
MKT 452	Marketing Law and Ethics ***Recommended Preparation:*** *MKT 302A*	4.50
MKT 456	Sales Management ***Prerequisite:*** *MKT 302A*	4.50
MKT 445	Digital Marketing ***Prerequisite:*** *MKT 302A*	4.50
COM 305	Intercultural Communication ***Prerequisite:*** *ENG 102*	4.50
COM 402	Communication Technologies ***Prerequisite:*** *ENG 102*	4.50
COM 365	Integrated Marketing Comm ***Prerequisite:*** *ENG 102; COM 402 and MKT 302A, or COM 315*	4.50
MKT 430	Intro to Global Marketing ***Prerequisite:*** *MKT 302A*	4.50
MKT 434	Marketing Research & Analytics ***Prerequisite:*** *MKT 302A*	4.50
MKT 450	Business Model Innovation ***Prerequisite:*** *MKT 302A*	4.50
MKT 460	Consumer Behavior ***Prerequisite:*** *MKT 302A*	4.50
MKT 462	Brand Management ***Prerequisite:*** *MKT 302A*	4.50
MKT 464	Advertising Management ***Prerequisite:*** *MKT 302A*	4.50

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

Bachelor of Arts in Integrative Psychology

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

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

MA Transition Programs from the BA Integrative Psychology

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

Academic Program Directors: BA in Integrative Psychology: Renee Barragan; rbarragan@nu.edu; **MA in Consciousness, Psychology and Transformation:** Craig Chalquist; cchalquist@nu.edu

The BA Integrative Psychology to MA in Consciousness, Psychology, and Transformation allows students to take up to three MACNS classes as electives for the BAIP. Students may choose from the following courses: CNS 5010, CNS 5012, CNS 5013, CNS 5015, CNS 5030, CNS 5275, CNS 5017, CNS 5037, or CNS 5230. Any prerequisite for these courses must be completed as part of the pre-approved 13 quarter units.

To enroll in the Transition Program, students must:

- Have a cumulative grade point average of at least 3.0
- Be within six classes of completion of the undergraduate program
- Submit a Personal Statement of 6–8 pages describing formative life experiences
- Interview for and receive preliminary acceptance into the Master of Arts in Consciousness, Psychology, and Transformation Program

To maintain eligibility for the waiver, students must:

- Earn a grade of B or better in graduate-level coursework taken as part of the BA in Integrative Psychology degree
- Apply for and begin the MA in Consciousness, Psychology, and Transformation program within 6 months of the conferral date of their BA Integrative Psychology degree
- Complete their MA in Consciousness, Psychology, and Transformation program within 4 years with no break in enrollment exceeding 12 months

Once graduate courses are taken as electives to complete the BA Integrative Psychology degree, they become part of the undergraduate degree record. Graduate-level coursework taken as part of the undergraduate degree will not count as graduate-level credit within National University and may not transfer as graduate credit to other institutions. Grades earned in graduate level courses while student is classified as an undergraduate will be calculated as part of the undergraduate grade point average. A complete description of Transition Program requirements can be found in the Policies and Procedures section of this Catalog.

Bachelor of Arts in Integrative Psychology to Master of Arts in Counseling Psychology Transition Program

Academic Program Directors: BA in Integrative Psychology: Renee Barragan; rbarragan@nu.edu; **MA in Counseling Psychology:** Monica Wilson; mwilson2@nu.edu

The BA Integrative Psychology to MA in Counseling Psychology Transition Program allows students to take, as electives for the BA Integrative Psychology degree, two MA Counseling Psychology Program courses, PSY 605: Lifespan and Sexual Development and PSY 637: Cultural and Social Justice Issues.

To enroll in the Transition Program, students must:

- Reside in California
- Have a cumulative grade point average of at least 3.0
- Be within six classes of completion of the undergraduate program
- Interview for and receive preliminary acceptance into the Master of Arts in Counseling Psychology Program

To maintain eligibility for the waiver, students must:

- Earn a grade of B or better in PSY 605 and PSY 637
- Apply for and begin the MA Counseling Psychology program within 6 months of the conferral date of their BA Integrative Psychology degree
- Complete their MA Counseling Psychology program within 4 years with no break in enrollment exceeding 12 months

For students who complete the Transition Program, the number of courses required to earn the MA Counseling Psychology degree is reduced from 20 to as few as 18 courses.

Please note that the MA Counseling Psychology degree meets the academic requirements to be eligible for licensing as a marriage and family therapist 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.

Once PSY605 and PSY637 are taken as electives to complete the BA Integrative Psychology degree, they become part of the undergraduate degree record. Graduate-level coursework taken as part of the undergraduate degree will not count as graduate-level credit within National University and may not transfer as graduate credit to other institutions. Grades earned in graduate level courses while student is classified as an undergraduate will be calculated as part of the undergraduate grade point average. A complete description of Transition Program requirements can be found in the Policies and Procedures section of this Catalog.

To meet California Board of Behavioral Sciences unit requirements, students who complete the transition program and seek licensing with the BBS should request a letter from the National University registrar transferring PSY605 and PSY637 to the Master's degree.

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

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

Degree Requirements:

To receive a Bachelor of Arts in Integrative Psychology degree, students must complete at least 180 quarter units as articulated below, 76.5 units of which must be completed at the upper-division level, 45 units which must be completed in residence at National University and a minimum 69 units of the University General Education requirements. The following courses are specific degree requirements. In the absence of transfer credit, students

may need to take additional general electives to satisfy the total units for the degree. Students should refer to the section on undergraduate admission procedures for specific information on admission and evaluation.

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

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

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

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

Electives Area 1 (4 courses; 18 quarter units)

Students must select four courses from area 1.

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

Electives Area 2 (1 course; 4.5 quarter units)

Students must select one course from area 2.

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

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

Electives Area 3 (1 course; 4.5 quarter units)

Students must select one course from area 3.

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

Bachelor of Arts in Interdisciplinary Studies in Education

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

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

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

Program Learning Outcomes:

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

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

Degree Requirements:

To receive a Bachelor of Arts in Interdisciplinary Studies in Education, students must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University, 76.5 of which must be completed at the upper-division level, and a minimum of 70.5 units of the University General Education requirements. In the absence of transfer credit, additional general electives maybe necessary to satisfy the total units for the degree. The following courses are specific degree requirements. Refer to the section on undergraduate admission procedures for specific information regarding admission and evaluation.

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

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

ENG 102	Effective College English	4.50
SOC 350	Cultural Diversity ***Prerequisite:*** *ENG 102*	4.50

ENG 102 is a prerequisite for PSYC 301.

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

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

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

ENG 102 is a requirement.

Concentration in Coaching and Physical Education

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

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

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

- Identify essential concepts, strategies, and processes utilized in the educational environment to include those for children with special needs.

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

Degree Requirements:

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

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

ACEX 2101X	Philosophy of Coaching	4.50
BIO 386	Exercise Physiology	4.50
ISE 472	Ethics in Coaching and Sport	4.50
BIO 385	Biomechanics of Sport	4.50
ISE 471	Performance Eval in Sport	4.50
ISE 470	Coaching Psychology	4.50

Concentration in Elementary Education

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

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

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

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

Degree Requirements:

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

Concentration Requirements (6 courses, 27 quarter units) **Units:** 27.00

ITL 400	Becoming a Teacher	4.50
ITL 402	Context: Education in the U.S.	4.50

	Prerequisite: *ITL 400 and Students must complete the credential packet.*	
ITL 404	Learners and Learning I ***Prerequisite:*** *ITL 402*	4.50
ITL 406	Learners and Learning II ***Prerequisite:*** *ITL 404*	4.50
ITL 408	Design and Process of Teaching ***Prerequisite:*** *ITL 406*	4.50
ITL 530	Optimized Learning Community	4.50

Concentration in Special Education

Academic Program Director: Susan Johnson; sjohnson13@nu.edu

This concentration provides candidates with the critical skills needed to teach in inclusive classrooms, providing children with disabilities with extensive support. The program is designed to provide candidates with the critical skills needed to teach in inclusive classrooms serving children with disabilities. The program provides candidates with the opportunity to gain professional understanding, integrate research-based teaching practices with appropriate assessment of student work, meet the needs of diverse learners, and learn and apply the principles of specially designed instruction in the 21st-century classroom and global learning community. The program provides candidates with critical skills in laws and policies, positive behavior management, and assessment needed to teach in inclusive classroom settings.

Program Learning Outcomes:

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

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

Degree Requirements:

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

Concentration Requirements (7 courses; 31.5 quarter units)		**Units:** 31.50
SED 415	Special Education Law ***Prerequisite:*** *ISE 443*	4.50
SED 410	Adv. Behavioral Supports & SEL ***Prerequisite:*** *SED 415*	4.50
SED 407	Language/Literacy Basics ***Prerequisite:*** *SED 410*	4.50
SED 409	Lang & Lit Case Studies ***Prerequisite:*** *SED 407*	4.50
MMS 417	Intro Assm, Collab, & Instrt ***Prerequisite:*** *SED 409*	4.50

MMS 420	Assmnt, Differentiation M/M ***Prerequisite:*** *MMS 417*	4.50
MMS 423	Collaboration & Case Mgmt ***Prerequisite:*** *MMS 420*	4.50

Bachelor of Arts in Liberal Arts

Academic Program Director: Daniel Thorburn; dthorbur@nu.edu

The Bachelor of Arts in Liberal Arts (BALA) provides a broad, rigorous education that introduces students to essential knowledge and connections across the disciplines and application of knowledge to life beyond the University. This degree gives students an enriched and provocative curriculum that prepares them for professional work in a changing cultural and economic environment.

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

- Demonstrate an understanding of interdisciplinary theory and the practice of critical thinking for the collection, validation, analysis, and synthesis of historical data and new information.
- Explain the integration of knowledge in a global context and engage in collaborative research across disciplines.
- Identify and appreciate the cultural perspectives of diverse world views.
- Use information communication technology for knowledge sharing and the interdisciplinary approach.
- Demonstrate a deep and flexible understanding of subject matter.

Degree Requirements:

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

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

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

Select one of the following:		
HIS 220A	United States History I ***Prerequisite:*** *ENG 102*	4.50
OR HIS 220B	United States History II ***Prerequisite:*** *ENG 102*	4.50
OR HIS 233	World Civilizations I ***Prerequisite:*** *ENG 102*	4.50
OR HIS 234	World Civilizations II ***Prerequisite:*** *ENG 102*	4.50

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

COM 380	Democracy in the Info. Age ***Prerequisite:*** *ENG 102*	4.50
SOC 350	Cultural Diversity ***Prerequisite:*** *ENG 102*	4.50
BIS 301	Intro to Interdisc. Studies	4.50
BIS 400	Interdis. Research Methods ***Prerequisite:*** *BIS 301 with a minimum grade of C-. Students that cannot pass BIS301 with a C- or better will be unlikely to succeed in this course.*	4.50
Capstone course		
BIS 499	Interdisciplinary Studies Proj ***Prerequisite:*** *BIS 301; BIS 400 and Any other FIVE program courses*	4.50
Select one 4.5 quarter unit course in literature (LIT)		
The following are recommended:		
LIT 321	American Literature I ***Prerequisite:*** *ENG 240 and LIT 100*	4.50
LIT 322	American Literature II ***Prerequisite:*** *ENG 240 and LIT 100*	4.50
LIT 338	Shakespeare ***Prerequisite:*** *ENG 240 and LIT 100*	4.50
LIT 345	Mythology ***Prerequisite:*** *ENG 240 and LIT 100*	4.50
LIT 430	Children's Literature ***Prerequisite:*** *ENG 240 and LIT 100*	4.50
LIT 446	Studies in Poetry ***Prerequisite:*** *ENG 240 and LIT 100*	4.50
LIT 450	Studies in the Novel ***Prerequisite:*** *ENG 240 and LIT 100*	4.50
LIT 460	Gender and Literature ***Prerequisite:*** *ENG 240 and LIT 100*	4.50
Select one 4.5 quarter unit course in social sciences (HIS, POL, SOC)		
The following are recommended:		
BIS 401	Interdisciplinary Practice: In ***Prerequisite:*** *BIS 301 and four additional courses from the major*	4.50
HIS 320	Culture of Global Capitalism ***Prerequisite:*** *ENG 102*	4.50
HIS 336	American Film and Society ***Prerequisite:*** *ENG 102*	4.50
HIS 340	Global Environmental History	4.50

	Prerequisite: *ENG 240; HIS 233; HIS 234*	
HIS 410	California History ***Prerequisite:*** *ENG 102*	4.50
SOC 325	Popular Culture ***Prerequisite:*** *ENG 102*	4.50
SOC 344	Love, Sex, and the Family ***Prerequisite:*** *ENG 102*	4.50
SOC 445	Contemporary Social Problems ***Prerequisite:*** *ENG 102*	4.50
SOC 440	Power and Social Change ***Prerequisite:*** *ENG 102*	4.50
Select one 4.5 quarter unit course in behavioral sciences (HUB, PSYC).		
The following are recommended:		
HUB 420	Human Communication ***Prerequisite:*** *ENG 102; PSYC 100*	4.50
HUB 440	Organizational Development ***Prerequisite:*** *ENG 102; PSYC 100*	4.50
PSYC 301	Child Development ***Prerequisite:*** *ENG 102*	4.50
PSYC 426	History and Philosophy Psych ***Prerequisite:*** *ENG 102; PSYC 100*	4.50
PSYC 427	Biological Psychology ***Prerequisite:*** *ENG 102; PSYC 100*	4.50
PSYC 428	Developmental Psychology ***Prerequisite:*** *ENG 102; PSYC 100*	4.50
PSYC 429	Intro to Personality Theory ***Prerequisite:*** *ENG 102; PSYC 100*	4.50
PSYC 432	Social Psychology ***Prerequisite:*** *ENG 102; PSYC 100*	4.50
PSYC 433	Cognitive Psychology ***Prerequisite:*** *ENG 102; PSYC 100*	4.50
Students should choose no fewer than 4.5 quarter units in natural science and 4.5 quarter units in mathematics. A third 4.5 quarter unit course (either SCI, BIO, EES, or MTH) must also be selected. Some of the mathematics courses may have more than one prerequisite.		
The following are recommended:		
SCI 300	Geography	4.50
BIO 330	Ecology ***Prerequisite:*** *BIO 161; BIO 162; BIO 163; BIO 169A; CHE 141; CHE 142; CHE 143; CHE 149A*	4.50
BIO 302	Biodiversity ***Prerequisite:*** *BIO 100 and BIO 100A or equivalent*	4.50
BIO 450	Natural History of California ***Prerequisite:*** *BIO 100 and BIO 100A, or BIO 161; BIO 162; BIO 163 and BIO 169A*	4.50
BIS 405	Interdisciplinary Sciences ***Prerequisite:*** *BIS 301;* ***Recommended: Prior completion of:*** *MTH 204, or MTH 215*	4.50
MTH 301	Fundamentals of Mathematics II ***Prerequisite:*** *MTH 209A*	4.50
MTH 317	Mathematical Modeling ***Prerequisite:*** *MTH 210; MTH 215*	4.50
MTH 410	Technology in Math Education ***Prerequisite:*** *MTH 215, or MTH 301*	4.50

MTH 411	Number Theory ***Prerequisite:*** *MTH 215; MTH 416*	4.50
MTH 412	History of Mathematics ***Prerequisite:*** *MTH 215, or MTH 301*	4.50
MTH 417	Foundations of Geometry ***Prerequisite:*** *MTH 215, or MTH 311*	4.50
MTH 418	Statistical Analysis ***Prerequisite:*** *MTH 210 and MTH 220*	4.50
Select nine (9.0) quarter units from the humanities complex (ART, ENG, HIS, MUS, PHL, SOC, SPN, THR).		
The following are recommended:		
ART 315	Film as Art ***Prerequisite:*** *ENG 102*	4.50
ART 323	Modern Art ***Prerequisite:*** *ENG 102*	4.50
ART 329	World Art ***Prerequisite:*** *ENG 102*	4.50
ENG 375	Nature Writing ***Prerequisite:*** *ENG 102; ENG 240, or ENG 334A*	4.50
HIS 345	Latin American Studies ***Prerequisite:*** *ENG 102*	4.50
HIS 348	Asian Studies ***Prerequisite:*** *ENG 102*	4.50
HIS 349	African Studies ***Prerequisite:*** *ENG 102*	4.50
MUS 326	American Music ***Prerequisite:*** *ENG 102*	4.50
MUS 327	World Music ***Prerequisite:*** *ENG 102*	4.50
PHL 320	World Religions ***Prerequisite:*** *ENG 102*	4.50
PHL 375	Environmental Ethics ***Prerequisite:*** *ENG 102*	4.50
PHL 337	Ethics ***Prerequisite:*** *ENG 102*	4.50
SOC 328	Art, Culture, and Civilization ***Prerequisite:*** *ENG 102*	4.50
SPN 340A	Spanish for the Work Place	4.50

Upper-Division Electives (2 courses; 9 quarter units)

Students should select any two courses from the lists above NOT being used to satisfy another requirement.

Bachelor of Arts in Liberal Arts with an Inspired Teaching and Learning Preliminary Multiple Subject Teaching Credential (California)

Academic Program Director: Daniel Thorburn; dthorbur@nu.edu,Joshua Olsberg; jolsberg@nu.edu

The Bachelor of Arts in Liberal Arts with a California Inspired Teaching Learning Preliminary Multiple Subjects Teaching Credential provides a broad, rigorous education preparing candidates for a teaching career at the elementary level. The program introduces candidates to essential knowledge and connections across the disciplines and applies knowledge of life beyond the University. This degree program gives candidates an enriched and thought-provoking curriculum incorporating content across subjects. This program prepares teacher candidates with the knowledge, skills and dispositions required for entry into California's teaching profession as a

teacher. It is designed for multiple subject teacher candidates who will be dedicated to inspiring all PK12 learners by ensuring for them: social-emotional thriving, meaningful academic achievement, and equitable and inclusive learning communities. The program and courses meet the California Commission on Teacher Credentialing (CTC) requirements for a Preliminary Multiple Subjects Teaching Credential. Completion of the Bachelor of Arts in Liberal Arts satisfies the California Commission on Teacher Credentialing (CTC) requirements for subject matter preparation in Liberal Arts; students who complete the Liberal Arts requirements will not be required to take the CSET exam.

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

Program Disclosure Information
The Bachelor of Arts in Liberal Arts with a California Inspired Teaching and Learning Preliminary Multiple Subjects Teaching Credential Program is currently operating using credential guidelines for California only.

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

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

- Demonstrate an understanding of interdisciplinary theory and the practice of critical thinking for the collection, validation, analysis, and synthesis of historical data and new information.
- Explain the integration of knowledge in a global context and engage in collaborative research across disciplines.
- Identify and appreciate the cultural perspectives of diverse world views.
- Use information communications technology for knowledge sharing and the interdisciplinary approach.

Degree Requirements:

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

Students should refer to the section on undergraduate admission procedures for specific information on admission and evaluation as well as the Sanford College of Education Credential Information section of the catalog.

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

LIT 100	Introduction to Literature ***Prerequisite:*** *ENG 102*	4.50
MTH 209A	Fundamentals of Mathematics I ***Prerequisite:*** *MTH 12A and MTH 12B*	4.50

Interdisciplinary Study Core Requirements (7 courses; 31.5 quarter units)

BIS 301	Intro to Interdisc. Studies	4.50
BIS 400	Interdis. Research Methods ***Prerequisite:*** *BIS 301 with a minimum grade of C-. Students that cannot pass BIS301 with a C- or better will be unlikely to succeed in this course.*	4.50
ENG 350	Fundamentals of Linguistics ***Prerequisite:*** *ENG 102*	4.50
HIS 410	California History	4.50

	Prerequisite: *ENG 102*	
MTH 301	Fundamentals of Mathematics II ***Prerequisite:*** *MTH 209A*	4.50
Choose ONE course in ART:		
ART 323	Modern Art ***Prerequisite:*** *ENG 102*	4.50
OR ART 329	World Art ***Prerequisite:*** *ENG 102*	4.50
OR ART 400	Expressive and Integrative Art	4.50
Capstone		
BIS 499	Interdisciplinary Studies Proj ***Prerequisite:*** *BIS 301; BIS 400 and Any other FIVE program courses*	4.50

Upper Division Electives (4 courses; 18 quarter units)

Choose FOUR of the following:		
BIS 401	Interdisciplinary Practice: In ***Prerequisite:*** *BIS 301 and four additional courses from the major*	4.50
BIS 405	Interdisciplinary Sciences ***Prerequisite:*** *BIS 301;* ***Recommended: Prior completion of:*** *MTH 204, or MTH 215*	4.50
COM 380	Democracy in the Info. Age ***Prerequisite:*** *ENG 102*	4.50
HIS 320	Culture of Global Capitalism ***Prerequisite:*** *ENG 102*	4.50
HIS 340	Global Environmental History ***Prerequisite:*** *ENG 240; HIS 233; HIS 234*	4.50
LIT 430	Children's Literature ***Prerequisite:*** *ENG 240 and LIT 100*	4.50
MTH 410	Technology in Math Education ***Prerequisite:*** *MTH 215, or MTH 301*	4.50
PSYC 301	Child Development ***Prerequisite:*** *ENG 102*	4.50
PSYC 428	Developmental Psychology ***Prerequisite:*** *ENG 102; PSYC 100*	4.50
SCI 300	Geography	4.50

Undergraduate Credential Inspired Teaching and Learning Preliminary Multiple Subject Teaching Credential

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

Students are required to take the courses in this sequence.

PRIOR to beginning any of the Multiple Subject Credential Area Method courses below, the candidate must successfully complete all Foundation courses and meet any other related program requirements.
There is an application process for applying to student teaching (clinical practice).

Each credential course (ITL) includes a required 4-hour field experience in one or more K6 classrooms representing diverse student populations. The field experience is not associated with any clinical practice courses.

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

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

- Integrate the knowledge needed for engaging/supporting all K-12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for creating/maintaining effective learning environments for all K-12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for making subject matter comprehensible for all K-12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for designing/planning learning experiences for all K-12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for assessing all K-12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for being a legal, ethical, and professional educator for all K-12 learners, including those with diverse learning needs.
- Reflect critically about the application of the inspired teaching and learning principles.

Degree Requirements:

To receive the Multiple Subject Teaching Credential students must complete 14 courses, 58.5 quarter units.

Credential Admissions Requirements:

Prior to enrolling into ITL402, you will be required to submit the Initial Requirements e-form providing evidence/proof of the following:

- Proof of Fingerprint Clearance through the CTC.
- Negative Tuberculosis (TB) Results-Valid within four years Or Tuberculosis Risk Assessment with Certificate of Completion- Valid within four years

Credential Recommendation Requirements

- Verification of Meeting U.S. Constitution requirement
- Possess a minimum of 3.0 GPA in Credential Coursework (D, F, and U grades are not accepted)
- Valid Adult, Child and Infant CPR
- Passage of CalTPA Cycles 1 and 2<

Your credential recommendation request will be reviewed by National University Credential Technicians who process the application, confirm credential eligibility, and submit a recommendation to the state. You will receive an email notification to go online and pay for the credential. After payment is confirmed, you will receive e-mail confirmation from the CTC that your document has been granted. You can look up your credential document on the CTC website at: www.ctc.ca.gov

Introductory Core Requirement (1 course; 4.5 quarter units)

ITL 400	Becoming a Teacher	4.50

We highly encourage students to submit the Initial Requirements e-form prior to enrollment in their first course. Students will not be able to proceed beyond the first course until an approved Initial Requirements (Credential Packet) is on file.

Foundation Courses (4 courses; 18 quarter units)

ITL 402	Context: Education in the U.S. ***Prerequisite:*** *ITL 400 and Students must complete the credential packet.*	4.50
ITL 404	Learners and Learning I	4.50

	Prerequisite: *ITL 402*	
ITL 406	Learners and Learning II ***Prerequisite:*** *ITL 404*	4.50
ITL 408	Design and Process of Teaching ***Prerequisite:*** *ITL 406*	4.50

Multiple Subject Credential Methods (5 courses; 22.5 quarter units)

PRIOR to beginning any of the Multiple Subject Credential Area Method courses below, the candidate must successfully complete all Foundation courses and meet any other related program requirements. This coursework will not transfer as graduate level credit to National University or any other University as it is part of an undergraduate degree program. Grades earned in graduate level courses will be calculated as part of the student's undergraduate grade point average.

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

Student Teaching Requirements (4 courses; 13.5 quarter units)

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

ITL 550A	Student Teaching A ***Corequisite:*** *ITL 551A*	4.50
ITL 551A	ITL Seminar A ***Corequisite:*** *ITL 550A, or ITL 650A*	2.25
ITL 550B	Student Teaching B ***Corequisite:*** *ITL 551B;* ***Prerequisite:*** *ITL 550A*	4.50
ITL 551B	ITL Seminar B ***Prerequisite:*** *ITL 551A;* ***Corequisite:*** *ITL 550B, or ITL 650B*	2.25

Bachelor of Arts in Management

Academic Program Director: Leila Sopko; lsopko@nu.edu

The Bachelor of Arts in Management provides students a business related degree with an emphasis on managing organizations and personnel in a multicultural and global setting. To achieve maximum flexibility, the major in management program minimizes prerequisites, enabling students to take the required courses in any sequence. Students are also offered several areas of concentration.

Bachelor of Arts in Management Transition Programs

Students must complete graduate-level coursework taken as part of the BAM 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 BAM course. Students must complete their Masters program within four years with no break exceeding 12 months.

The Bachelor of Arts in Management/Master of Science in Marketing (BAM/MSMKT) Transition Program
Students in the BAM/MSMKT transition program may take one MSMKT class as an upper-division elective during the BAM. Students may choose MKT 602 (Marketing Management), or any Elective Requirements: MGT 603, 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 class selected and grade earned.

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

- Describe the basic functions of management on the operations of the organization.

- Employ management theories toward planning, organizing, leading and controlling organizations.
- Apply organizational theories to enact positive change.
- Explain the effect of international business environmental factors on the conduct of global business.
- Apply the principles of ethical decision-making in the everyday conduct of business.

Degree Requirements:

To receive a Bachelor of Arts in Management, students must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University, 76.5 of which must be completed at the upper-division level, and a minimum 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 procedures for specific information regarding admission and evaluation.

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

ECO 203	Principles of Microeconomics*	4.50
ECO 204	Principles of Macroeconomics*	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
MGT 351	Process Improvement Management	4.50
BIM 400	Info Mgmt in Organizations	4.50
IBU 430	Survey of Global Business ***Prerequisite:*** *ECO 203 and ECO 204*	4.50
LED 400	Introduction to Leadership	4.50
ODV 420	Organizational Behavior	4.50
HRM 409B	Intro to Human Resource Mgmt	4.50
MGT 400	Ethics in Law, Business & Mgmt	4.50
MGT 480	Capstone: Strategic Bus Mgt ***Prerequisite:*** *Complete all "Preparation for the Major" courses and all other courses listed as "Requirements for the Major."*	4.50

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

BAM students can choose Upper-Division electives ONLY from any of the concentrations listed below or appropriate elective courses to satisfy the total upper-division units for the degree in the following prefix areas: ACC, ADR, BKM, ECO, FIN, HRM, LAW, LED, MGT (except MGT 451), MKT, MNS, ODV, and PBM. Other options are invalid. Non-business Minors are prohibited from satisfying this requirement. BAM students CANNOT take MGT 451.

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; 4.5 quarter units)

LAW 204	Legal Aspects of Business I	4.50

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

Choose six courses from the following:		
LAW 305	Legal Aspects of Business II ***Prerequisite:*** *LAW 204*	4.50
LAW 400	Current Legal Issues	4.50
LAW 440	Comparative International Law	4.50
LAW 445	Administrative Law for Busines	4.50
LAW 455	Public Contracting	4.50
ADR 400	Alternative Dispute Resolution	4.50
ADR 405	Negotiation Fundamentals	4.50

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 work together toward achieving 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 help students succeed in graduate studies in all business disciplines including Finance, Management and Marketing. The concentration will also prepare students for a successful experience in the law school or other professional training.

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

For guidance and recommendations concerning the concentration in Economics, please contact the above-named Faculty.

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; 22.5 quarter units)
Core Requirements (3 courses; 13.5 quarter units)

ECO 301	Intermediate Microeconomics ***Prerequisite:*** *ECO 203; ECO 204*	4.50
ECO 302	Intermediate Macroeconomics ***Prerequisite:*** *ECO 204*	4.50
ECO 303	Data Analysis ***Prerequisite:*** *ECO 203; ECO 204*	4.50

Electives (2 courses; 9 quarter units)

Please select 2 courses from the following list

ECO 304	Economic Growth ***Prerequisite:*** *ECO 203; ECO 204*	4.50
ECO 410	Seminar on Capitalism ***Prerequisite:*** *ECO 203; ECO 204*	4.50
ECO 415	Labor Economics ***Prerequisite:*** *ECO 203 and ECO 204*	4.50
ECO 420	International Economics ***Prerequisite:*** *ECO 203 and ECO 204*	4.50
ECO 447	Money and Banking ***Prerequisite:*** *ECO 203 and ECO 204*	4.50

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 is aimed at providing students with the specialized knowledge of entrepreneurship, e-business, small business management, and family business. Entrepreneurship is one of the core concentrations in many schools of business. 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 business and family business. This concentration will enable students to gain knowledge on various aspects of small business and family business including venture capital, risk management, registration of new business, 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; 18 quarter units)

MGT 481	Foundations of Entrepreneurshi	4.50
MGT 482	Small Business Management	4.50
MGT 483	E-Business	4.50
MGT 484	Family Business Management	4.50

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; 27 quarter units)

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

HRM 433	Pay & Benefits Administration	4.50
HRM 439	Legal Compliance in HR Mgmt	4.50
ODV 410	Workforce & Talent Management	4.50
HRM 432	Talent Acquisition: Onboarding	4.50
and two Upper-Division Elective courses in the following prefix areas: HRM, LED, ODV.		

Concentration in Marketing

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 senior executive management, international marketing management, product management, marketing management, marketing research, pricing analysis, pricing manager, promotional management, advertising management, digital marketing management, and emerging position in technology-driven marketing science and channel management/business development.

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 core courses in their program.

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

- Understand the core principles of contemporary and emerging marketing leadership, strategies and technologies.
- Apply traditional and emerging marketing concepts, including promotional strategies, to management decision making.
- Demonstrate a globally diverse mindset in applied marketing, with empathy towards local cultures.

Total Requirements for the Concentration (6 courses; 27 quarter units) **Units:** 27.00

MKT 430	Intro to Global Marketing ***Prerequisite:*** *MKT 302A*	4.50
MKT 434	Marketing Research & Analytics ***Prerequisite:*** *MKT 302A*	4.50
MKT 450	Business Model Innovation ***Prerequisite:*** *MKT 302A*	4.50
MKT 458	New Product Management ***Prerequisite:*** *MKT 302A*	4.50
MKT 460	Consumer Behavior ***Prerequisite:*** *MKT 302A*	4.50
MKT 470	Services Marketing ***Prerequisite:*** *MKT 302A*	4.50

Concentration in Project Management

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

This concentration is designed for students who seek specialized knowledge in the field of project management by preparing them for careers in industry. The undergraduate curriculum prepares people who choose a career in the discipline and elect to go on to their professional certification in Project Management and/or their MBA.

Project Management is one of the most emphasized management roles by organizations as a career path. The concentration can position a student to realize job opportunities that increase his or her 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; 27 quarter units)

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; 27 quarter units)

MGT 422	Team Bldg, Interpers Dynamics	4.50
PMB 400	Project Management Essentials	4.50
PMB 410	Project Planning and Control	4.50

	Prerequisite: *PMB 400*	
PMB 420	Program Management ***Prerequisite:*** *PMB 400*	4.50
PMB 430	Project Accting Fundamentals ***Prerequisite:*** *PMB 400*	4.50
PMB 440	Contract Management ***Prerequisite:*** *PMB 400*	4.50

Bachelor of Arts in Pre-Law Studies

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

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

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

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

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

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

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

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

*JD Catalog – Grades and Academic Standards

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

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

Degree Requirements:

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

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

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

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

LAW 204	Legal Aspects of Business I	4.50
LAW 305	Legal Aspects of Business II ***Prerequisite:*** *LAW 204*	4.50
LAW 310	Litigation	4.50
LAW 400	Current Legal Issues	4.50
ADR 400	Alternative Dispute Resolution	4.50
LAW 405	Analytical Reasoning	4.50
LAW 408	Legal Writing Research and Ora	4.50

LAW 402	The Art of Negotiation	4.50
OR		
ADR 405	Negotiation Fundamentals	4.50

Capstone:

LAW 420	Advocacy	4.50
OR		
LAW 470	Pre-Law Senior Project ***Prerequisite:*** *LAW 310; LAW 400 and LAW 408*	4.50

Upper-Division Electives (8 courses; 36 units)

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

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

Bachelor of Arts in Psychology

Academic Program Director: Allyson Washburn; awashburn@nu.edu,Tom Steiner; tsteiner@nu.edu

The Bachelor of Arts in Psychology program offers a comprehensive introduction to the contemporary discipline of psychology. Graduates of this program are well prepared to seek employment in many human services and business sectors. Specific jobs include human resource advisor, case manager, veterans or career counselor, parole/probation officer or victims' advocate, and information specialist or job analyst. Graduates are also prepared to seek admission to graduate programs in Psychology.

Graduate Transition Programs

Bachelor of Arts in Psychology to Master of Science in Applied Behavior Analysis (ABA) Transition Program

Academic Program Directors: >**BA in Psychology:** Allyson Washburn; awashburn@nu.edu, Tom Steiner; tsteiner@nu.edu; **MS in ABA:** Faheema Abdool-Ghany; fabdoolghany@nu.edu

The BA Psychology to MS Applied Behavioral Analysis transition program allows eligible BA Psychology students to begin graduate-level coursework in the MS in Applied Behavior Analysis program while completing their undergraduate degree. This pathway is designed for students with a strong interest in applied behavioral science and those seeking Board Certified Behavior Analyst (BCBA) credentialing.

Eligible students may take MS Applied Behavior Analysis program course ABA 620 (4.5 quarter units, 8 weeks) as an upper-division elective for the BA Psychology. Successful completion will reduce the total number of required courses for the MS in ABA from 10 to 9.

To be eligible for the transition program, students must:

- Be enrolled in the BA Psychology program
- Have a minimum cumulative GPA of 3.0
- Be within the final 6 courses of the undergraduate degree
- Receive approval from both the undergraduate and graduate Academic Program Directors

To maintain eligibility for the waiver, students must:

- Apply for and begin the MS Applied Behavioral Analysis program within 6 months of the conferral date of their BA Psychology degree
- Complete their MS ABA program within 4 years with no break in enrollment exceeding 12 months

Graduate-level coursework taken as part of the BA Psychology degree will not count as graduate-level credit within National University and may not transfer as graduate credit to other institutions. Grades earned in graduate level courses while a student is classified as an undergraduate will be calculated as part of the undergraduate grade point average. A complete description of Transition Program requirements can be found in the Policies and Procedures section of this Catalog.

Bachelor of Arts in Psychology to Master of Arts in Counseling Psychology (MAC) Transition Program

Academic Program Directors: BA in Psychology: Allyson Washburn; awashburn@nu.edu, Tom Steiner; tsteiner@nu.edu; **MA in Counseling Psychology:** Monica Wilson; mwilson2@nu.edu

The BA Psychology to MA in Counseling Psychology Transition Program allows students to take, as electives for the BA Psychology degree, two MA Counseling Psychology Program courses, PSY 605: Lifespan and Sexual Development and PSY 637: Cultural and Social Justice Issues. This pathway is designed for students with a strong interest in a career in counseling and/or a license as a marriage and family therapist from the Board of Behavioral Sciences in the state of California.

To enroll in the Transition Program, students must:

- Reside in California
- Have a cumulative grade point average of at least 3.0
- Be within six classes of completion of the undergraduate program
- Interview for and receive preliminary acceptance into the Master of Arts in Counseling Psychology Program

To maintain eligibility for the waiver, students must:

- Earn a grade of B or better in PSY605 and PSY 637
- Apply for and begin the MA Counseling Psychology program within 6 months of the conferral date of their BA Psychology degree
- Complete their MA Counseling Psychology program within 4 years with no break in enrollment exceeding 12 months

For students who complete the Transition Program, the number of courses required to earn the MA Counseling Psychology degree is reduced from 20 to as few as 18 courses.

Please note that the MA Counseling Psychology degree meets the academic requirements to be eligible for licensing as a marriage and family therapist 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.

Once PSY605 and PSY637 are taken as electives to complete the BA Psychology degree, they become part of the undergraduate degree record. Graduate-level coursework taken as part of the undergraduate degree will not count as graduate-level credit within National University and may not transfer as graduate credit to other institutions. Grades earned in graduate level courses while student is classified as an undergraduate will be calculated as part of the undergraduate grade point average. A complete description of Transition Program requirements can be found in the Policies and Procedures section of this Catalog.

To meet California Board of Behavioral Sciences unit requirements, students who complete the transition program and seek licensing with the BBS should request a letter from the National University registrar transferring PSY605 and PSY637 to the Master's degree.

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

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

Degree Requirements:

To receive a Bachelor of Arts in Psychology degree, students must complete at least 180 quarter units as follows: a minimum of 69 units of the University General Education requirements; 76.5 units at the upper-division level, 45 units of which (including Senior Project) must be completed in residence at National University. The following courses are specific degree requirements. Without transfer credit, students may need to take additional general electives to satisfy the total units for the degree. Sequencing blocks organize program courses. Whenever possible, it is in the student's best interest to take required courses in the order identified by the blocks. Students should refer to the section on undergraduate admission procedures for specific information on admission and evaluation.

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

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

*May be used to satisfy general education requirements.

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

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

CHD 440	Drugs, Values and Society	4.50
PSYC 428	Developmental Psychology ***Prerequisite:*** *ENG 102; PSYC 100*	4.50
PSYC 429	Intro to Personality Theory ***Prerequisite:*** *ENG 102; PSYC 100*	4.50
PSYC 432	Social Psychology ***Prerequisite:*** *ENG 102; PSYC 100*	4.50

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

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

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

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

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

PSYC 433	Cognitive Psychology ***Prerequisite:*** *ENG 102; PSYC 100*	4.50
PSYC 427	Biological Psychology ***Prerequisite:*** *ENG 102; PSYC 100*	4.50
PSYC 480A	Senior Project Course 1 ***Prerequisite:*** *CHD 440; HUB 441; MTH 210; PSYC 100; PSYC 426; PSYC 427; PSYC 428; PSYC 429; PSYC 430; PSYC 432; PSYC 433; PSYC 441*	4.50
PSYC 480B	Senior Project Course 2 ***Prerequisite:*** *PSYC 480A*	4.50

Upper-Division Electives (4 courses; 18 quarter units)

Students not pursuing the Concentration in Spanish or a minor must choose five Upper-Division Electives from the following:

BIO 420	Animal Behavior ***Prerequisite:*** *BIO 100A; BIO 161; BIO 162; BIO 163*	4.50
BIS 301	Intro to Interdisc. Studies	4.50
CJA 400	Gangs in America	4.50

CJA 431	Criminology	4.50
HUB 400	Group Structure & Dynamics ***Prerequisite:*** *ENG 102; PSYC 100*	4.50
HUB 401	Conflict Resolution ***Prerequisite:*** *ENG 102; PSYC 100*	4.50
HUB 410	Psychology for Managers ***Prerequisite:*** *ENG 102; PSYC 100*	4.50
HUB 420	Human Communication ***Prerequisite:*** *ENG 102; PSYC 100*	4.50
HUB 440	Organizational Development ***Prerequisite:*** *ENG 102; PSYC 100*	4.50
HUB 500	Cross-Cultural Dynamics ***Prerequisite:*** *ENG 102; PSYC 100*	4.50
PSY 302	Foundation of Sport Psychology ***Prerequisite:*** *ENG 102; PSYC 100*	4.50
PSY 340A	Counseling Techniques I ***Prerequisite:*** *ENG 102; PSYC 100*	4.50
PSYC 431	Psychological Testing ***Prerequisite:*** *ENG 102; PSYC 100*	4.50
PSY 445	Applied Sport Psychology ***Prerequisite:*** *PSYC 100; PSY 302*	4.50
PSYC 446	Positive Psychology ***Prerequisite:*** *ENG 102; PSYC 100*	4.50
PSYC 454	Psychology of Religion ***Prerequisite:*** *ENG 102; PSYC 100*	4.50
PSYC 455	Psychology of Bereavement ***Prerequisite:*** *ENG 102; PSYC 100*	4.50
PSYC 457	Forensic Psychology ***Prerequisite:*** *ENG 102; PSYC 100*	4.50
PSYC 458	Health Psychology ***Prerequisite:*** *ENG 102; PSYC 100*	4.50
PSYC 469	Human Sexuality	4.50
SOC 344	Love, Sex, and the Family ***Prerequisite:*** *ENG 102*	4.50
SOC 443	Sociology of Deviance ***Prerequisite:*** *ENG 102*	4.50
SOC 445	Contemporary Social Problems ***Prerequisite:*** *ENG 102*	4.50

Other electives must be approved by the Academic Program Director.

Concentration in Spanish

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

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

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

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

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

Degree Requirements:

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

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

Total Requirements for the Concentration (4 courses; 18 quarter units)
Requirements for the Concentration (2 courses; 9 quarter units) **Units:** 9.00

SPN 303	Virtual Study Abroad ***Prerequisite:*** *SPN 200 Prerequisite can be waived through prior coursework, testing options as described in the NU catalog, or an oral interview with SoALS faculty.*	4.50
SPN 304	Spanish for Professional Comm ***Prerequisite:*** *SPN 200 Prerequisite can be waived through prior coursework, testing options as described in the NU catalog, or an oral interview with SoALS faculty.*	4.50

Elective Courses in Spanish (1 course; 4.5 quarter units)

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

SPN 350	Film and Culture ***Prerequisite:*** *SPN 303; SPN 304*	4.50
SPN 340A	Spanish for the Work Place	4.50

Elective Courses in English (1 course; 4.5 quarter units)

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

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

Bachelor of Arts in Social Science with an Inspired Teaching and Learning Preliminary Single Subject Credential (California)

Academic Program Director: Lindsay Parker; lparker2@nu.edu

The Bachelor of Art in Social Science with a Preliminary Single Subject Credential combines rigorous coursework in history and the social sciences as well as teacher education preparing candidates for careers as teachers of social studies and history at the middle and secondary school levels. The program introduces students to a variety of fields in the social sciences and concentrates on World History, U.S. History, and California History. Students examine worlds, times, places and cultures--including their own--in ways they have never considered and they develop strong skills in critical thinking, reading, writing, and researching. This program prepares teacher candidates with the knowledge, skills and dispositions required for entry into California's teaching profession as a social science and history teacher. It is designed for teacher candidates who will be dedicated to inspiring all PK12 learners by ensuring for them: social-emotional thriving, meaningful academic achievement, and equitable and inclusive learning communities. The program and courses meet the California Commission on Teacher Credentialing (CTC) requirements for a Preliminary Single Subject Teaching Credential. Completion of the Bachelor of Arts in Social Science satisfies the California Commission on Teacher Credentialing (CTC) requirements for subject matter preparation in Social Science; students who complete the Social Science requirements will not be required to take the CSET exam.

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 Social Science with an Inspired Teaching and Learning Preliminary Single Subject Credential Program is currently operating using credential guidelines for California only.

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

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

- Assess the significance of major trends in World History.
- Assess the significance of major trends in U.S. History.
- Analyze a variety of primary sources.
- Analyze secondary sources for their arguments and use of supporting evidence.
- Discuss current concerns, new theories, new evidence, and issues that shape interpretation in history and the social sciences.
- Conduct research in history and the social sciences supported by appropriate primary and secondary source materials.
- Delineate the central demographic, economic, and political developments in the history of California from the eve of Spanish settlement to the present.

Degree Requirements:

To receive a Bachelor of Arts with a Major in Social Science with a 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 69 units of 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.

Credential Admissions Requirements:
You will be required to submit the Initial Requirements e-form providing evidence/ proof of the following:

- Proof of Fingerprint Clearance through the CTC.
- Negative Tuberculosis (TB) Results-Valid within four years Or Tuberculosis Risk Assessment with Certificate of Completion- Valid within four years

We highly encourage students to submit the Initial Requirements e-form prior to enrollment in their first course. Students will not be able to proceed beyond the first course until an approved Initial Requirements (Credential Packet) is on file.

Additional Resources:

- Complete the Credential Course Compass to understand the program structure and course sequence. Link provided in Welcome Letter from NU.
- **Attend Inspired Teaching and Learning Companion Hours**, held every third Monday at 5 PM, to learn more about program-specific topics and connect with fellow students. These sessions are highly recommended.

Credential Recommendation Requirements

- Verification of Meeting U.S. Constitution requirement
- Possess a minimum of 3.0 GPA in Credential Coursework (D, F, and U grades are not accepted)
- Valid Adult, Child and Infant CPR
- Passage of CalTPA Cycles 1 and 2

Your credential recommendation request will be reviewed by National University Credential Technicians who process the application, confirm credential eligibility, and submit a recommendation to the state. You will receive an email notification to go online and pay for the credential. After payment is confirmed, you will receive e-mail confirmation from the CTC that your document has been granted. You can look up your credential document on the CTC website at: www.ctc.ca.gov

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

HIS 220A	United States History I ***Prerequisite:*** *ENG 102*	4.50
HIS 220B	United States History II ***Prerequisite:*** *ENG 102*	4.50
HIS 233	World Civilizations I ***Prerequisite:*** *ENG 102*	4.50
HIS 234	World Civilizations II ***Prerequisite:*** *ENG 102*	4.50
POL 100	Introduction to Politics ***Prerequisite:*** *ENG 102*	4.50
POL 201	American Politics ***Prerequisite:*** *ENG 102*	4.50
SCI 300	Geography	4.50
ECO 203	Principles of Microeconomics	4.50
ECO 204	Principles of Macroeconomics	4.50

Social Science Requirements (11 courses; 49.5 quarter units)

HIS 431	The Ancient World ***Prerequisite:*** *ENG 102; HIS 233*	4.50
HIS 432	The Classical World ***Prerequisite:*** *ENG 102; HIS 233*	4.50
HIS 433	The Post-Classical World ***Prerequisite:*** *ENG 102; HIS 233*	4.50
HIS 434	Modern World, 1500 to Present ***Prerequisite:*** *ENG 102; HIS 234*	4.50
HIS 400	Historical Theories & Methods ***Prerequisite:*** *ENG 102; Completion of at least two upper-division HIS courses*	4.50
HIS 360	American Colonial Experience ***Prerequisite:*** *ENG 102; HIS 220A*	4.50

HIS 361	Making and Sundering of Union ***Prerequisite:*** *ENG 102; HIS 220A*	4.50
HIS 362	U.S. Between Wars, 1865-1917 ***Prerequisite:*** *ENG 102; HIS 220B*	4.50
HIS 363	U.S. Since World War I ***Prerequisite:*** *ENG 102; HIS 220B*	4.50
HIS 410	California History ***Prerequisite:*** *ENG 102*	4.50
HIS 499	Capstone Research Project ***Prerequisite:*** *HIS 400 and completion of 31.5 quarter units of core courses in the major*	4.50

Undergraduate Credential Inspired Teaching and Learning Preliminary Single Subject Teaching Credential

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

Students are required to take the courses in this sequence.

You will be required to submit the Initial Requirements e-form. This e-form 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.

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.

Credential Admissions Requirements:

You will be required to submit the Initial Requirements e-form providing evidence/ proof of the following:

- Proof of Fingerprint Clearance through the CTC.
- Negative Tuberculosis (TB) Results-Valid within four years Or Tuberculosis Risk Assessment with Certificate of Completion- Valid within four years

We highly encourage students to submit the Initial Requirements e-form prior to enrollment in their first course. Students will not be able to proceed beyond the first course until an approved Initial Requirements (Credential Packet) is on file.

Additional Resources:

- **Complete the Credential Course Compass** to understand the program structure and course sequence. Link provided in Welcome Letter from NU.
- **Attend Inspired Teaching and Learning Companion Hours**, held every third Monday at 5 PM, to learn more about program-specific topics and connect with fellow students. These sessions are highly recommended.

Credential Recommendation Requirements

- Verification of Meeting U.S. Constitution requirement
- Possess a minimum of 3.0 GPA in Credential Coursework (D, F, and U grades are not accepted)
- Valid Adult, Child and Infant CPR
- Passage of CalTPA Cycles 1 and 2

Your credential recommendation request will be reviewed by National University Credential Technicians who process the application, confirm credential eligibility, and submit a recommendation to the state. You will receive an email notification to go online and pay for the credential. After payment is confirmed, you will receive e-mail confirmation from the CTC that your document has been granted. You can look up your credential document on the CTC website at: www.ctc.ca.gov

Introductory Core Requirement (1 course; 4.5 quarter units)

ITL 400	Becoming a Teacher	4.50

We highly encourage students to submit the Initial Requirements e-form prior to enrollment in their first course. Students will not be able to proceed beyond the first course until an approved Initial Requirements (Credential Packet) is on file.

Foundation Courses (4 courses; 18 quarter units)

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

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 and meet any other related program requirements.

ITL 526	SS Integrated Design I	4.50
ITL 528	SS Integrated Design II ***Prerequisite:*** *ITL 526*	4.50
ITL 520	Academic Language & Literacy ***Prerequisite:*** *ITL 528*	4.50
ITL 522	Content Area Literacy ***Prerequisite:*** *ITL 520*	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, and submit a complete student teaching application. The student teaching application process must be completed at least three-months prior to the candidate's intended start of student teaching. Student teaching placements in K12 classrooms are made through a collaborative partnership of the university and respective school district. The student teaching placements must align to the subject matter credential sought. Student teaching is unpaid and composed of at least 600 instructional hours (16-18 weeks of full-time student teaching) in designated K12 classrooms. Note: The two seminar courses, below, ITL 551A and ITL 551B, are 2.25 quarter units each and will be taken concurrently with ITL 550A and ITL 550B, respectively.

ITL 550A	Student Teaching A ***Corequisite:*** *ITL 551A*	4.50
ITL 551A	ITL Seminar A ***Corequisite:*** *ITL 550A, or ITL 650A*	2.25
ITL 550B	Student Teaching B ***Corequisite:*** *ITL 551B;* ***Prerequisite:*** *ITL 550A*	4.50
ITL 551B	ITL Seminar B ***Prerequisite:*** *ITL 551A;* ***Corequisite:*** *ITL 550B, or ITL 650B*	2.25

Bachelor of Arts in Sociology

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

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

Sociology majors develop analytical skills and the ability to understand issues within many distinctive perspectives. Sociology offers a range of research techniques that can be applied to virtually any aspect of social life: street crime and delinquency, corporate growth or downsizing, how people express emotions, welfare or education reform, healthcare, how families differ and flourish, or problems of peace, war, and terrorism. Because sociology addresses the most challenging issues of our time, it is a rapidly expanding field whose potential is increasingly tapped by those who craft policies and create programs. Sociologists understand social inequality, patterns of behavior, forces for social change and resistance, and how social systems work.

The program's stimulating curriculum in social theory, research methods, and key sociological concepts provides a solid base for students to learn to think abstractly, formulate problems, ask appropriate questions, search for answers, analyze situations and data, organize material, write well, and make oral presentations. Sociological

training helps students bring breadth and depth of understanding to the global workplace and graduates frequently enter a variety of jobs in business, the health professions, criminal justice, social services, and government. Sociology provides training for professions such as law enforcement, education, medicine, social work, and counseling. Furthermore, sociology offers valuable preparation for careers in journalism, politics and policy analysis, public relations, business, or public administration, and program evaluation—fields that involve investigative skills and working with diverse groups.

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

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

Degree Requirements:

To be awarded a Bachelor of Arts in Sociology, students must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University, 76.5 of which must be completed at the upper-division level, and a minimum of 69 units of the University General Education requirements. In the absence of transfer credit, additional general electives may be necessary to satisfy the total units for the degree. The following courses are specific degree requirements. Students are required to complete a capstone project as part of the degree program. It is strongly suggested that students save all graded work. Students should refer to the section on undergraduate admission procedures for specific information regarding admission and evaluation.

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

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

*May be used to satisfy general education requirements.

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

SOC 344	Love, Sex, and the Family ***Prerequisite:*** *ENG 102*	4.50
SOC 443	Sociology of Deviance ***Prerequisite:*** *ENG 102*	4.50
SOC 385	Methods of Social Inquiry ***Prerequisite:*** *ENG 102*	4.50
SOC 455	Sociology of Work & Org ***Prerequisite:*** *ENG 102*	4.50
SOC 365	Classical Social Theory ***Prerequisite:*** *ILR 260*	4.50
SOC 400	Race & Ethnicity in the U.S. ***Prerequisite:*** *ENG 102*	4.50
SOC 375	Contemporary Social Theory ***Prerequisite:*** *ENG 102*	4.50
SOC 440	Power and Social Change ***Prerequisite:*** *ENG 102*	4.50
SOC 499	Sociology Senior Project**	4.50

	Prerequisite: *ENG 240 or equivalent; SOC 365; SOC 375; SOC 385*	

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

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

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

CHD 440	Drugs, Values and Society	4.50
SOC 330	Film in a Global Context	4.50
HIS 340	Global Environmental History ***Prerequisite:*** *ENG 240; HIS 233; HIS 234*	4.50
MTH 412	History of Mathematics ***Prerequisite:*** *MTH 215, or MTH 301*	4.50
PHL 320	World Religions ***Prerequisite:*** *ENG 102*	4.50
PHL 375	Environmental Ethics ***Prerequisite:*** *ENG 102*	4.50
SOC 320	Social Movements ***Prerequisite:*** *ENG 102*	4.50
SCI 300	Geography	4.50
SOC 325	Popular Culture ***Prerequisite:*** *ENG 102*	4.50
SOC 328	Art, Culture, and Civilization ***Prerequisite:*** *ENG 102*	4.50
SOC 331	Medical Sociology ***Prerequisite:*** *ENG 102*	4.50
HIS 336	American Film and Society ***Prerequisite:*** *ENG 102*	4.50
SOC 350	Cultural Diversity ***Prerequisite:*** *ENG 102*	4.50
HIS 321	Gender in World History ***Prerequisite:*** *ENG 102; HIS 234*	4.50
SOC 445	Contemporary Social Problems ***Prerequisite:*** *ENG 102*	4.50
SOC 490	Guided Study	1.50

Bachelor of Arts in Sport Psychology

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

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

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

The BA in Sport Psychology (BASP) to MA in Sport and Performance Psychology (MASPP) program allows students who are enrolled in the BASP with a cumulative grade point average of at least 3.0 and who are within completing their last six courses to register for three courses in the MASPP program as electives for the bachelor's degree. Students may take the following courses: PSY 602, PSY 607A, and PSY 644. The three graduate courses are restricted to those that do not require a prerequisite. Students must complete all transition program coursework with a grade of B or better. Students must enroll in and complete the first class in the Master's degree within six months of the conferral date of their undergraduate degree. Further rules and requirements for Transition programs are located in the university catalog.

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

- Discuss current trends in psychological research in both individual and team contexts within sport and exercise psychology.
- Analyze how psychological factors influence performance in sport and exercise, and techniques to increase performance and reduce anxiety.
- Examine the history of sport psychology and its role in contemporary psychological theories and systems.
- Discuss the influences of diversity and multiculturalism on group interactions and performance.
- Apply psychological theory to coaching situations.
- Communicate orally and in writing using proper sport, exercise, and psychology terminology.
- Discuss the legal and ethical issues in sport and exercise psychology and performance enhancement.
- Discuss the physiological and motoric principles of performance in sport and physical activity.

Degree Requirements:

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

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

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

*May be used to satisfy general education requirements.

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

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

Upper Division Electives (3 courses; 13.5 quarter units)

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

PSYC 427	Biological Psychology ***Prerequisite:*** *ENG 102; PSYC 100*	4.50
PSYC 428	Developmental Psychology ***Prerequisite:*** *ENG 102; PSYC 100*	4.50
PSYC 429	Intro to Personality Theory ***Prerequisite:*** *ENG 102; PSYC 100*	4.50
PSYC 430	Intro to Psychopathology ***Prerequisite:*** *ENG 102; PSYC 100*	4.50
PSYC 432	Social Psychology ***Prerequisite:*** *ENG 102; PSYC 100*	4.50
PSYC 433	Cognitive Psychology ***Prerequisite:*** *ENG 102; PSYC 100*	4.50
PSYC 446	Positive Psychology ***Prerequisite:*** *ENG 102; PSYC 100*	4.50

Bachelor of Business Administration

Academic Program Director: Brian Simpson; bsimpson@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 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 class selected and grade earned.
Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

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

Degree Requirements:

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

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

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

MNS 205	Intro to Quantitative Methods*	4.50
MTH 210	Probability and Statistics* ***Prerequisite:*** *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. ***Prerequisite:*** *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 ***Prerequisite:*** *ACC 201*	4.50
MGT 400	Ethics in Law, Business & Mgmt	4.50
MNS 407	Management Science* ***Prerequisite:*** *MNS 205 and MTH 210*	4.50
MGT 451	Production & Ops Management ***Prerequisite:*** *MNS 407*	4.50
IBU 430	Survey of Global Business ***Prerequisite:*** *ECO 203 and ECO 204*	4.50
BUS 485A	Capstone Strat Bus Policy I ***Prerequisite:*** *MNS 205; MTH 210; MTH 215, or MTH 220 and ECO 203; 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 ***Prerequisite:*** *BUS 485A with a minimum grade of C. C is the minimum satisfactory grade to complete the first part of the capstone. Students need to have the business scanning complete in order to create business strategies for the next five years in the second part of the capstone.*	4.50

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

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

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

Recommended Electives

BAN 300	Intro to Business Analytics ***Prerequisite:*** *MNS 205 and MTH 210*	4.50
FIN 446	International Financial Mgmt ***Prerequisite:*** *FIN 310*	4.50
FIN 440	Financial Institutions ***Prerequisite:*** *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 ***Prerequisite:*** *LAW 204*	4.50
MGT 422	Team Bldg, Interpers Dynamics	4.50
MKT 430	Intro to Global Marketing ***Prerequisite:*** *MKT 302A*	4.50
MKT 434	Marketing Research & Analytics ***Prerequisite:*** *MKT 302A*	4.50

Concentration in Accounting

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

This concentration is designed for those majoring in business administration with its broad base of business-related disciplines, but who also wish to gain the 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; 27 quarter units)

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

ACC 410A	Intermediate Accounting I ***Prerequisite:*** *ACC 201*	4.50
ACC 410B	Intermediate Accounting II ***Prerequisite:*** *ACC 410A*	4.50
ACC 410C	Intermediate Accounting III ***Prerequisite:*** *ACC 410B*	4.50
ACC 432A	Taxation-Individual ***Prerequisite:*** *ACC 201*	4.50
ACC 433	Managerial Accounting ***Prerequisite:*** *ACC 202*	4.50
ACC 434	Government and Nonprofit Acct ***Prerequisite:*** *ACC 201*	4.50

Concentration in Business Analytics

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

Designed for working professionals interested in data-driven skills and analytical methods. These skills and knowledge are essential for creating value, enhancing data-based decision-making, and supporting strategic management. Coursework emphasizes advanced analytics and data science, including statistical techniques, data management, visualization, and communication. No previous analytics experience is required, apart from a bachelor's degree in math, statistics, or analysis.

Program Learning Outcomes:

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

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

Degree Requirements:

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

Requirements for Concentration (5 courses; 22.5 quarter units)		**Units:** 22.50
BAN 300	Intro to Business Analytics ***Prerequisite:*** *MNS 205 and MTH 210*	4.50
BAN 400	Business Data Visualization ***Prerequisite:*** *BAN 300*	4.50
BAN 405	Regression and Forecasting	4.50

	Prerequisite: *BAN 300*	
BAN 410	Data Mining for Bus Analytics ***Prerequisite:*** *BAN 300; BAN 405*	4.50
BAN 415	Mgmt Models and Simulations ***Prerequisite:*** *BAN 300; MNS 407*	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; 4.5 quarter units)

LAW 204	Legal Aspects of Business I	4.50

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

Choose six courses from the following:		
LAW 305	Legal Aspects of Business II ***Prerequisite:*** *LAW 204*	4.50
LAW 400	Current Legal Issues	4.50
LAW 440	Comparative International Law	4.50
LAW 445	Administrative Law for Busines	4.50
LAW 455	Public Contracting	4.50
ADR 400	Alternative Dispute Resolution	4.50
ADR 405	Negotiation Fundamentals	4.50

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 work together toward achieving 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 help students succeed in graduate studies in all business disciplines including Finance, Management and Marketing. The concentration will also prepare students for a successful experience in the law school or other professional training.

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

For guidance and recommendations concerning the concentration in Economics, please contact the above-named Faculty.

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; 22.5 quarter units)
Core Requirements (3 courses; 13.5 quarter units)

ECO 301	Intermediate Microeconomics ***Prerequisite:*** *ECO 203; ECO 204*	4.50
ECO 302	Intermediate Macroeconomics ***Prerequisite:*** *ECO 204*	4.50
ECO 303	Data Analysis ***Prerequisite:*** *ECO 203; ECO 204*	4.50

Electives (2 courses; 9 quarter units)

Please select 2 courses from the following list

ECO 304	Economic Growth ***Prerequisite:*** *ECO 203; ECO 204*	4.50
ECO 410	Seminar on Capitalism ***Prerequisite:*** *ECO 203; ECO 204*	4.50
ECO 415	Labor Economics ***Prerequisite:*** *ECO 203 and ECO 204*	4.50
ECO 420	International Economics ***Prerequisite:*** *ECO 203 and ECO 204*	4.50
ECO 447	Money and Banking ***Prerequisite:*** *ECO 203 and ECO 204*	4.50

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 is aimed at providing students with the specialized knowledge of entrepreneurship, e-business, small business management, and family business. Entrepreneurship is one of the core concentrations in many schools of business. 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 business and family business. This concentration will enable students to gain knowledge on various aspects of small business and family business including venture capital, risk management, registration of new business, 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; 18 quarter units)

MGT 481	Foundations of Entrepreneurshi	4.50
MGT 482	Small Business Management	4.50
MGT 483	E-Business	4.50
MGT 484	Family Business Management	4.50

Concentration in Finance

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

Career opportunities in finance are in three interrelated areas: financial institutions, including banks, insurance companies, credit unions and similar organizations; investments, including the sale of securities or security analysis; and financial management in all types of commercial and not-for-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; 27 quarter units)

FIN 440	Financial Institutions ***Prerequisite:*** *FIN 310*	4.50
FIN 442	Investments ***Prerequisite:*** *FIN 310 and FIN 440*	4.50
FIN 443	Working Capital Management ***Prerequisite:*** *FIN 310*	4.50
FIN 444	Risk Management & Insurance ***Prerequisite:*** *FIN 310*	4.50
FIN 446	International Financial Mgmt ***Prerequisite:*** *FIN 310*	4.50

FIN 447	Financial Planning ***Prerequisite:*** *FIN 310 and FIN 442*	4.50

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; 27 quarter units)

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

HRM 433	Pay & Benefits Administration	4.50
HRM 439	Legal Compliance in HR Mgmt	4.50
ODV 410	Workforce & Talent Management	4.50
HRM 432	Talent Acquisition: Onboarding	4.50
and two Upper-Division Elective courses in the following prefix areas: HRM, LED, ODV.		

Concentration in Logistics and Supply Chain Management

Academic Program Director: Jamie Davis; jdavis5@nu.edu

This concentration prepares students for analytical and managerial roles in organizations that ship goods around town or around the world. The logistics goal is to ensure orders are delivered on time and at a competitive cost, which is the cornerstone to aligning a global supply chain. Focus is on the growing realm 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 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.

Prerequisite for the Concentration (1 course; 4.5 quarter units)

MNS 407	Management Science ***Prerequisite:*** *MNS 205 and MTH 210*	4.50

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

SCM 400	Supply Chain Management ***Prerequisite:*** *MGT 451*	4.50
LOG 410	Procurement and Inventory Mgt	4.50
LOG 420	Omni-channel Distribution	4.50
LOG 430	Global Logistics ***Prerequisite:*** *LOG 420*	4.50
SCM 440	Cost and Risk in SCM	4.50
SCM 450	Network Modeling ***Prerequisite:*** *MNS 407; SCM 440*	4.50

Concentration in Marketing

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 senior executive management, international marketing management, product management, marketing management, marketing research, pricing analysis, pricing manager, promotional management, advertising management, digital marketing management, and emerging position in technology-driven marketing science and channel management/business development.

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 core courses in their program.

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

- Understand the core principles of contemporary and emerging marketing leadership, strategies and technologies.
- Apply traditional and emerging marketing concepts, including promotional strategies, to management decision making.
- Demonstrate a globally diverse mindset in applied marketing, with empathy towards local cultures.

Total Requirements for the Concentration (6 courses; 27 quarter units) **Units:** 27.00

MKT 430	Intro to Global Marketing ***Prerequisite:*** *MKT 302A*	4.50
MKT 434	Marketing Research & Analytics ***Prerequisite:*** *MKT 302A*	4.50
MKT 450	Business Model Innovation ***Prerequisite:*** *MKT 302A*	4.50
MKT 458	New Product Management ***Prerequisite:*** *MKT 302A*	4.50
MKT 460	Consumer Behavior	4.50

	Prerequisite: *MKT 302A*	
MKT 470	Services Marketing ***Prerequisite:*** *MKT 302A*	4.50

Concentration in Project Management

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

This concentration is designed for students who seek specialized knowledge in the field of project management by preparing them for careers in industry. The undergraduate curriculum prepares people who choose a career in the discipline and elect to go on to their professional certification in Project Management and/or their MBA.

Project Management is one of the most emphasized management roles by organizations as a career path. The concentration can position a student to realize job opportunities that increase his or her 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; 27 quarter units)

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; 27 quarter units)

MGT 422	Team Bldg, Interpers Dynamics	4.50
PMB 400	Project Management Essentials	4.50
PMB 410	Project Planning and Control ***Prerequisite:*** *PMB 400*	4.50
PMB 420	Program Management ***Prerequisite:*** *PMB 400*	4.50
PMB 430	Project Accting Fundamentals ***Prerequisite:*** *PMB 400*	4.50
PMB 440	Contract Management ***Prerequisite:*** *PMB 400*	4.50

Bachelor of Public Administration

Academic Program Director: Deborah Le Blanc; dleblanc@nu.edu

The Bachelor of Public Administration (BPA) is designed to meet the educational and professional needs of individuals in the public sector who are interested in professional or career advancement. It also prepares individuals for challenging and dynamic careers in government at the local, state, and federal levels. Individuals completing the program are prepared for mid-level positions, teaching, or training assignments, or research in the government and nonprofit organizations.

BPA/MPA Transition Program

Students who are currently enrolled in the Bachelor of Public Administration program and have at least a GPA of 3.0 and are within six courses of graduation, may register for the BPA/MPA transition program by taking two MPA classes as electives during the BPA program. To be eligible, students must apply for and begin the MPA program within six months of completing their BPA program. Students may choose up to two of the graduate-level public administration courses (with the exception of PAD 631 and PAD 644). For students in the BPA/MPA transition program, the University will waive up to two graduate-level public administration courses taken as part of the bachelor's degree, but these students must still meet the residency requirements for the MPA. Students must complete graduate level coursework taken as part of the BPA degree with a grade of "B" or better.

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

- Synthesize the theories of public administration.
- Analyze the operations and procedures of public management and nonprofits.
- Develop skills in managing a public sector or nonprofit organization.
- Apply the theories and practices in program and resource management.
- Apply the theories and practices of accounting and budgeting in government and nonprofits.
- Evaluate the role of community groups in local government.
- Analyze ethical situations in the public sector.
- Utilize research process to address a current problem in public administration.
- Collect data, conduct a literature review, analyze data, write and explain findings, and present results orally and/or in writing.

Degree Requirements:

To receive a Bachelor of Public Administration, students must complete at least 180 quarter units as described below, 76.5 of which must be completed at the upper-division level, 45 of which must be completed in residence at National University, with a minimum of 69 units of the University General Education requirements. In the absence of transfer credit, students may need to take additional general electives to satisfy the total units for the degree. Refer to the section on undergraduate admission procedures for specific information regarding application and evaluation.

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

MNS 205	Intro to Quantitative Methods	4.50
ECO 203	Principles of Microeconomics	4.50
ACC 201	Financial Accounting Funds.	4.50

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

ODV 420	Organizational Behavior	4.50
PAD 400	Intro to Public Administration	4.50
PAD 401	Public Policy Development	4.50
PAD 402	Urban Environments	4.50
MGT 400	Ethics in Law, Business & Mgmt	4.50
PAD 403	Government Relations	4.50
MNS 407	Management Science ***Prerequisite:*** *MNS 205 and MTH 210*	4.50
PAD 404	Nonprofit Management	4.50
ACC 434	Government and Nonprofit Acct ***Prerequisite:*** *ACC 201*	4.50
MGT 422	Team Bldg, Interpers Dynamics	4.50
LED 420	Adaptive Leadership in Change	4.50

PAD 405	Senior Research Project ***Prerequisite:*** *Satisfactory completion of 36qu of BPA major coursework.*	4.50

Upper-Division Electives (4 courses; 18 quarter units)

Students are encouraged to take any minors or electives in the following prefix areas: CJA, MGT, HRM, ODV, LAW, ACC, FIN, BKM, HUB, LED, and ECO.

Bachelor of Science in Accounting

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.

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.

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)

MTH 215	College Algebra & Trigonometry ***Prerequisite:*** *MTH 12A and MTH 12B, or Accuplacer test placement evaluation*	4.50
OR MNS 205	Intro to Quantitative Methods*	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. ***Prerequisite:*** *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 ***Prerequisite:*** *ACC 201*	4.50
MKT 302A	Marketing Fundamentals	4.50
OR IBU 430	Survey of Global Business ***Prerequisite:*** *ECO 203 and ECO 204*	4.50

OR		
MNS 407	Management Science^ ***Prerequisite:*** *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 ***Prerequisite:*** *ACC 201*	4.50
ACC 410B	Intermediate Accounting II ***Prerequisite:*** *ACC 410A*	4.50
ACC 410C	Intermediate Accounting III ***Prerequisite:*** *ACC 410B*	4.50
ACC 431	Advanced Accounting ***Prerequisite:*** *ACC 410C*	4.50
ACC 432A	Taxation-Individual ***Prerequisite:*** *ACC 201*	4.50
ACC 432B	Taxation-Business ***Prerequisite:*** *ACC 432A; ACC 431*	4.50
ACC 433	Managerial Accounting ***Prerequisite:*** *ACC 202*	4.50
ACC 434	Government and Nonprofit Acct ***Prerequisite:*** *ACC 201*	4.50
ACC 436	Applied Tech for Accountants ***Prerequisite:*** *ACC 201*	4.50
ACC 515	Accounting Ethics	4.50
ACC 555	Data Analytics	4.50
ACC 435A	Auditing I ***Prerequisite:*** *ACC 431*	4.50
ACC 435B	Auditing II ***Prerequisite:*** *ACC 435A*	4.50

Bachelor of Science in Allied Health

Academic Program Director: Ricardo Parker; rparker2@nu.edu

The Allied Health profession refers to occupations that support, aid, and increase the efficiency of the Physician, Dentist, or Primary Healthcare Specialist. Allied Health Professionals are involved with the delivery of health or related services pertaining to the identification, evaluation, and prevention of diseases and disorders; dietary and nutrition services; rehabilitation and Health Systems Management. The Bachelor of Science Major in Allied Health Degree program provides a broad-based foundation in global and national healthcare issues and trends, ethical and legal issues, health promotion and disease prevention, evidence-based practice, Allied Healthcare Research, Healthcare Systems Management, and Healthcare-Based Informatics. The program is designed to articulate with Associate of Arts Allied Health related Degree programs at Community Colleges. It prepares graduates with additional knowledge, skills, and values to advance in the Allied Health profession; meet societal and healthcare delivery demands; and work in a variety of settings with diverse patients, families, and communities. Graduates are prepared to assume supervisory, management, and/or educational positions. In addition, successful completion of this program allows students to pursue Graduate Education in the Healthcare Field.

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

- Assess the relative health effects of environment, socioeconomic conditions, behavior, health services, and biology.
- Explain how a team approach that is coordinated, comprehensive and continuous facilitates successful treatment outcomes.
- Compare and contrast a medical model of healthcare delivery with a health promotion and disease prevention approach.
- Explain the process of active participation in healthcare from a provider, patient, family, and community perspective.
- Assess the impact of effective and ineffective applications of technology in Health Services.
- Analyze health services from social, workforce, financial, regulatory, technological, and organizational viewpoints.

- Commit to a code of professional ethics when providing services to clients, families, and communities under all circumstances.
- Utilize culturally competent strategies and practices that respect the cultural, social, religious, racial, and ethnic diversity of the patient and family regarding disease and their health.

Degree Requirements:

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

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

HSC 310	Issues & Trends in Healthcare	4.50
BST 322	Intro to Biomedical Statistics	4.50
GER 310	Healthy Aging	4.50
HSC 400	Mgmt for Health Professionals	4.50
HSC 300	Legal/Ethical Issues & Health	4.50
HSC 330	Health Education & Promotion	4.50
HSC 410	Informatics for Health Profs	4.50
HSC 420	Healthcare Research	4.50
HSC 430	Case and Outcomes Management	4.50
HSC 440	Allied Health Capstone Project ***Prerequisite:*** *Completion of the major requirements*	4.50

Students must complete 6 upper-division electives.
Upper-Division Electives (6 courses; 27 quarter units)

Students must complete a minimum of 27 quarter units (6 courses) of electives to fulfill the upper-division unit requirements for the Bachelor of Science in Allied Health. The following are strongly recommended.

HTM 520	Health Information Exchange	4.50
HTM 552	EHR Meaningful Use	4.50
HTM 460	Health IT Virtual Simulation ***Prerequisite:*** *HSC 410 with a minimum grade of C.*	4.50
COH 320	Chronic & Communicable Disease ***Prerequisite:*** *ILR 260*	4.50
COH 310	Culture and Health ***Prerequisite:*** *ILR 260*	4.50
COH 321	Theories of Health Behavior ***Prerequisite:*** *ILR 260*	4.50
BIO 305	Genetics ***Prerequisite:*** *BIO 100 and CHE 101, or BIO 162 and CHE 142*	4.50
HTM 310	Health Informatics	4.50
HCA 402	Intro to HA QA Management	4.50
CIS 301	Mgmt Information Systems	4.50

Bachelor of Science in Biology

Academic Program Director: Michael Maxwell; mmaxwell@nu.edu

Offers personal and academic fulfillment and growth as students discover the amazing world of biology, preparing students for graduate and professional study, as well as careers in life science education, research, health sciences, and applied biology. Central to the program is an emphasis on hands-on laboratory coursework.The BS Biology provides a solid foundation in all levels of biological organization, from molecules to ecosystems. Such a comprehensive curriculum is crucial to meeting modern challenges in science, which include new and emerging diseases, rapid advances in our understanding of genetics, physiology and biodiversity, threats to species and ecosystem functioning, and global population increase and sustainability. A degree in biology is common preparation for careers in the various medical professions, genetics, molecular and cell biology, biotechnology, microbiology, conservation biology, evolutionary biology, ecology, animal and plant science, as well as science writing, editing and education.

Students who wish to include an interdisciplinary approach to their academic training should look closely at the benefits provided by this major. In addition to meeting requirements for BS Biology, this degree allows for the integration of study in the life sciences with coursework in the physical and earth sciences, as well as applied fields such as forensics. Furthermore, in keeping with the commitment of the School of Arts, Letters, and Sciences to the complete academic development of its students, science courses involve writing and diversity components, as well as fundamental critical thinking components.

Required courses for this program are offered fully onsite in San Diego.

Bachelor of Science in Biology to Master of Forensic Science Transition Program

The BS Biology to MFS transition program allows students who are enrolled in the BS Biology with a cumulative grade point average of at least 3.0 and who are within completing their last six courses to register for two courses in the MFS program as electives for the bachelor's degree. Students may choose from the following courses: FSC 630, FSC 633, FSC634, FSC 635 or FSC 642. The two graduate courses are restricted to those that do not require a prerequisite. Students must complete all transition program coursework with a grade of B or better. The number of courses required to earn an MFS degree for transition program students is reduced from 12 to as few as 10 courses. Graduate-level coursework taken as part of the Biology program cannot be applied as graduate credit to the Master of Forensic Science program, nor will it transfer as graduate level credit to any other university because it becomes part of the undergraduate degree program. Students must enroll in and complete the first class in the Master's degree within 6 months of the conferral date of their undergraduate degree. The MFS program must be completed within 4 years with no break in enrollment of 12 months or more. Further rules and requirements for Transition programs are located in the university catalog.

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

- Discuss biological processes at all levels of organization: molecular, cellular and microbial, organismal, population, and ecosystem.
- Explain the importance of unifying concepts in biology, including cell theory, genetics, and evolution.
- Describe the structure and function of Earth's organisms, as well as their roles in the natural world.
- Apply the scientific method in laboratory-based and field-based inquiry.
- Demonstrate effective oral, visual, and written communication and quantitative skills, including the critical analysis of data and scientific literature.
- Demonstrate computer and technology literacy, including the ability to access databases within the context of course research and project development.
- Evaluate historical developments and research in biology, as well as current and contemporary research and challenges.

Degree Requirements:

To earn a Bachelor of Science with a Major in Biology, students must complete at least 180 quarter units as detailed below. Of these, 45 units must be completed in residence at National University, 76.5 units must be at the upper division level, and a minimum of 69 units must satisfy the University's General Education requirements. If transfer credits are unavailable, additional general electives may be required to meet the total unit requirement for the degree. Please refer to the section on undergraduate admission requirements for specific information regarding admission and evaluation.

* Completing courses BIO 100, 100A, 201, 201A, 202, 202A, 203, and 203A is equivalent to the course sequence BIO 161, 162, 163, and 169A for fulfilling the BS Biology degree.

Preparation for the Major (16 courses; 60 quarter units)

MTH 210	Probability and Statistics* ***Prerequisite:*** *MTH 12A and MTH 12B, or Accuplacer test placement evaluation*	4.50
MTH 215	College Algebra & Trigonometry ***Prerequisite:*** *MTH 12A and MTH 12B, or Accuplacer test placement evaluation*	4.50
CHE 141	General Chemistry 1* ***Prerequisite:*** *MTH 204; MTH 215*	4.50
CHE 142	General Chemistry 2* ***Prerequisite:*** *CHE 141*	4.50
CHE 143	General Chemistry 3*	4.50

	Corequisite: *CHE 149A;* ***Prerequisite:*** *CHE 142*	
BIO 161	General Biology 1*	4.50
BIO 162	General Biology 2* ***Prerequisite:*** *BIO 161*	4.50
BIO 163	General Biology 3* ***Prerequisite:*** *BIO 161; BIO 162*	4.50
PHS 171	General Physics 1* ***Prerequisite:*** *MTH 215*	4.50
PHS 172	General Physics 2* ***Prerequisite:*** *PHS 171*	4.50
PHS 173	General Physics 3* ***Corequisite:*** *PHS 179A;* ***Prerequisite:*** *PHS 171; PHS 172*	4.50
CHE 150	Introductory Organic Chemistry ***Prerequisite:*** *CHE 101 and CHE 101A, or CHE 141 and CHE 142 and CHE 143 and CHE 149A; Prerequisites for this course are NOT required for BSCLS students.*	4.50
CHE 150A	Introductory Organic Chem Lab ***Prerequisite:*** *CHE 150 with a minimum grade of C-. A student must have passed the lecture to take the lab.*	1.50
BIO 169A	General Biology Lab ***Prerequisite:*** *BIO 161; BIO 162; BIO 163*	1.50
CHE 149A	General Chemistry Laboratory ***Corequisite:*** *CHE 143*	1.50
PHS 179A	General Physics Lab ***Prerequisite:*** *PHS 171 and PHS 172 and* ***Corequisite:*** *PHS 173*	1.50

*May be used to meet General Education requirements

Requirements for the Major (12 courses; 42 quarter units) These courses are onsite.

BIO 330	Ecology ***Prerequisite:*** *BIO 161; BIO 162; BIO 163; BIO 169A; CHE 141; CHE 142; CHE 143; CHE 149A*	4.50
BIO 305	Genetics ***Prerequisite:*** *BIO 100 and CHE 101, or BIO 162 and CHE 142*	4.50
BIO 310	Evolution ***Prerequisite:*** *BIO 161; BIO 162; BIO 163; and BIO 169A*	4.50
BIO 406	Cellular Biology ***Prerequisite:*** *BIO 161; BIO 162; BIO 163; BIO 169A; CHE 141; CHE 142; CHE 143; CHE 149A;* ***Corequisite:*** *BIO 406A*	4.50
BIO 406A	Cellular Biology Lab ***Corequisite:*** *BIO 406;* ***Prerequisite:*** *BIO 161; BIO 162; BIO 163; BIO 169A; CHE 141; CHE 142; CHE 143; CHE 149A*	1.50
BIO 407	Molecular Biology ***Prerequisite:*** *BIO 161; BIO 162; BIO 163; BIO 169A; CHE 141; CHE 142; CHE 143; CHE 149A; BIO 305;* ***Corequisite:*** *BIO 407A*	4.50
BIO 407A	Molecular Biology Lab ***Corequisite:*** *BIO 407;* ***Prerequisite:*** *BIO 161; BIO 162; BIO 163; BIO 169A; CHE 141; CHE 142; CHE 143; CHE 149A; BIO 305*	1.50
BIO 414	Invertebrate Zoology ***Prerequisite:*** *BIO 161; BIO 162; BIO 163; BIO 169A; CHE 141; CHE 142; CHE 143; CHE 149A;* ***Corequisite:*** *BIO 414A*	4.50

BIO 414A	Invertebrate Zoology Lab ***Corequisite:*** *BIO 414*	1.50
BIO 416	Vertebrate Zoology ***Corequisite:*** *BIO 416A;* ***Prerequisite:*** *BIO 161; BIO 162; BIO 163; BIO 169A; CHE 141; CHE 142; CHE 143; CHE 149A*	4.50
BIO 416A	Vertebrate Zoology Laboratory ***Corequisite:*** *BIO 416*	1.50
BIO 485	Contemporary Topics in Biology ***Prerequisite:*** *BIO 305, or BIO 310, or BIO 330*	4.50

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

Students may select only 300, 400, or 500 level in the School of Arts, Letters, & Sciences to complete the total of 76.5 quarter units of upper division for the degree. Suggested upper-division courses are given below.

BIO 420	Animal Behavior ***Prerequisite:*** *BIO 100A; BIO 161; BIO 162; BIO 163*	4.50
BIO 430	Immunology ***Recommended Preparation:*** *BIO 203, or BIO 406, or equivalent courses.*	4.50
BIO 440	Botany ***Prerequisite:*** *BIO 161; BIO 162; BIO 163; BIO 169A; CHE 141; CHE 142; CHE 143; CHE 149A*	4.50
BIO 450	Natural History of California ***Prerequisite:*** *BIO 100 and BIO 100A, or BIO 161; BIO 162; BIO 163 and BIO 169A*	4.50
BIO 460	Marine Biology ***Prerequisite:*** *BIO 161 with a minimum grade of C. Student must have taken General Biology or equivalent ; BIO 162 with a minimum grade of C. Student must have taken General Biology or equivalent ; BIO 163 with a minimum grade of C. Student must have taken General Biology or equivalent*	4.50
BIO 461	Marine Biology Field Studies** ***Recommended Preparation:*** *BIO 162 with a minimum grade of C. Student must have a grade of C or higher*	4.50
BIO 470	Bioinformatics ***Corequisite:*** *BIO 470A;* ***Prerequisite:*** *BIO 161 with a minimum grade of C-. Student must have passed the class with a C- or better; BIO 162 with a minimum grade of C-. Student must have passed the class with a C- or better; BIO 163 with a minimum grade of C-. Student must have passed the class with a C- or better*	4.50
BIO 470A	Bioinformatics Lab ***Corequisite:*** *BIO 470*	1.50
BIO 480	Studies in Biology	4.50
CHE 350	Organic Chemistry I ***Prerequisite:*** *CHE 142*	4.50
CHE 351	Organic Chemistry II ***Prerequisite:*** *CHE 350*	4.50
CHE 360	Biochemistry I ***Prerequisite:*** *CHE 350; CHE 351*	4.50
CHE 361	Biochemistry II ***Prerequisite:*** *CHE 360*	4.50
EES 322	Oceanography	4.50
MTH 317	Mathematical Modeling	4.50

	Prerequisite: *MTH 210; MTH 215*	
SCI 303	GIS: Geographic Info Systems	4.50
SCI 490	Guided Study	0.50

**Enrollment in this course requires Instructor's permission

Bachelor of Science in Clinical Laboratory Science

Academic Program Director: Gabriel Pineda; gpineda@nu.edu

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

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

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

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

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

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

National University is an approved institution meeting the educational requirements for the Medical Laboratory Scientist (MLS) certification through the American Medical Technologists (AMT).

For more information about AMT certification requirements, please visit AMT's website at https://americanmedtech.org/medical-laboratory-scientist

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

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

Degree Requirements:

To receive the Bachelor of Science degree with a Major in Clinical Laboratory Science, students must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University. Upper-Division Level must consist of 76.5 quarter units and General Education must be a minimum of 69 quarter

units. Refer to the section on Undergraduate Admission procedures for specific information regarding admission and evaluation. **Students interested in the Bachelor of Science in Clinical Laboratory Science at NU must reside in California.**

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

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

AND

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

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

OR

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

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

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

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

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

BIO 203A	Introductory Microbiology Lab* ***Corequisite:*** *BIO 203;* ***Recommended: Prior completion of:*** *BIO 100; BIO 100A; CHE 101; CHE 101A; BIO 201 and BIO 201A; BIO 202 and BIO 202A*	1.50
CHE 150	Introductory Organic Chemistry ***Prerequisite:*** *CHE 101 and CHE 101A, or CHE 141 and CHE 142 and CHE 143 and CHE 149A; Prerequisites for this course are NOT required for BSCLS students.*	4.50
CHE 150A	Introductory Organic Chem Lab ***Prerequisite:*** *CHE 150 with a minimum grade of C-. A student must have passed the lecture to take the lab.*	1.50
CHE 141	General Chemistry 1 ***Prerequisite:*** *MTH 204; MTH 215*	4.50
CHE 142	General Chemistry 2* ***Prerequisite:*** *CHE 141*	4.50
CHE 350	Organic Chemistry I ***Prerequisite:*** *CHE 142*	4.50
PHS 104	Introductory Physics* ***Prerequisite:*** *MTH 204, or MTH 215*	4.50

* May be used to meet General Education requirements.

Core Requirements (10 courses; 45 quarter units)

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

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

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

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

Bachelor of Science in Computer Science

Academic Program Director: Alireza Farahani; afarahan@nu.edu

The Bachelor of Science in Computer Science Degree program provides a strong technical background for students planning to begin careers upon graduation and for those interested in Graduate Studies in Computer Science. Degree Requirements include: courses in Object Oriented Programming, Data Structures and Algorithms, Operating Systems, Computer Communication Networks, Software Engineering, and Computer Architecture, as well as Mathematics, Statistics, and the Natural Sciences. The program features a rigorous academic foundation that is complemented by realistic programming assignments. Emphasis is placed on developing both the technical and design skills necessary to begin and enhance an individual's career. Graduates of this program are well prepared for immediate employment in either the computer industry or many other businesses that increasingly rely on computer science.

The Bachelor of Science in Computer Science Program Educational Objectives are as follows.

Within a few years of graduation, graduates are expected to be:

- Engaged and active as responsible professionals pursuing diverse career paths or successfully continuing their education in graduate school;
- Participating in continuing education opportunities enabling them to understand and apply new ideas and technologies in the field of computing;
- Effective communicators and team members;
- Active contributors to their community and their profession.

Bachelor of Science in Computer Science/Master of Science in Computer Science (BSCS/MSCS) Transition Program

Students must complete graduate-level coursework taken as part of the BSCS degree with a grade of B or better. This coursework, which counts as electives, will not transfer as graduate-level credit to National University or any other institution as it is part of an undergraduate degree program. Grades earned in graduate level courses will be calculated as part of the student's undergraduate grade point average. Students must be within completing their last six courses in their undergraduate program and have a cumulative GPA of at least 3.00 to be eligible. Lastly, students must apply for and begin the MSCS program within six months after completing their final BSCS course. Students must complete their MSCS program within four years with no break exceeding 12 months. Students may choose up to two (2) courses from the following course list: CSC 603 and CSC 605. The number of courses required to earn an MSCS degree for transition program students will be reduced from 13 to as few as 11, depending on the number of graduate classes completed within the BSCS with a grade of B or better.

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

- Analyze a complex computing problem and apply principles of computing and other relevant disciplines to identify solutions.
- Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.
- Communicate effectively in a variety of professional contexts.
- Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.
- Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.
- Apply computer science theory and software development fundamentals to produce computing-based solutions.

Degree Requirements:

To receive a Bachelor of Science in Computer Science, 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 (CSC 480A, CSC 480B & CSC 480C), must be taken in residence at National University. In the absence of transfer credit, students may need to take additional general electives to satisfy the total units for the Degree. Students should refer to the section on Undergraduate Admission procedures for specific information on admission and evaluation.

Prerequisites for the Major (8 courses; 36 quarter units)

Students must select one (1) Science related Lecture and one (1) Lab Course from Area F of the General Education for a total of 6 quarter units. The Course/Lab combination must be intended for Science and Engineering majors and develop an understanding of the Scientific Method (PHS104 and PHS104A or PHS130A are recommended).

MTH 215	College Algebra & Trigonometry ***Prerequisite:*** *MTH 12A and MTH 12B, or Accuplacer test placement evaluation*	4.50
CSC 208	Calculus for Comp. Science I* ***Prerequisite:*** *MTH 215*	4.50
CSC 242	Intro to Programming Concepts* ***Prerequisite:*** *MTH 215*	4.50
CSC 209	Calculus for Comp. Science II ***Prerequisite:*** *CSC 208*	4.50
CSC 252	Programming in C++* ***Prerequisite:*** *CSC 242*	4.50
CSC 262	Programming in JAVA* ***Prerequisite:*** *MTH 215*	4.50
CSC 220	Applied Probability & Stats. ***Prerequisite:*** *CSC 208, or MTH 221; EGR 220*	4.50
CSC 272	Advanced Programming in Java ***Prerequisite:*** *CSC 262*	4.50

* May be used to meet a General Education requirement.

Requirements for the Major (17 courses; 73.5 quarter units)

Students may take courses in any order if course prerequisites are satisfied.

CSC 310	Linear Algebra and Matrix Comp ***Prerequisite:*** *CSC 252, or CSC 272*	4.50

CSC 331	Discrete Structures and Logic ***Prerequisite:*** *CSC 252, or CSC 272*	4.50
EGR 320	Scientific Problem Solving ***Prerequisite:*** *CSC 208, or EGR 220*	4.50
CSC 300	Object Oriented Design ***Prerequisite:*** *CSC 252, or CSC 272*	4.50
CSC 335	Data Structures and Algorithms ***Prerequisite:*** *CSC 300; CSC 331*	4.50
CSC 350	Computer Ethics	4.50
CSC 340	Digital Logic Design ***Prerequisite:*** *CSC 331;* ***Corequisite:*** *CSC 340L*	4.50
CSC 340L	Digital Logic Design Lab ***Prerequisite:*** *CSC 331;* ***Corequisite:*** *CSC 340*	1.50
CSC 338	Algorithm Design ***Prerequisite:*** *CSC 335*	4.50
CSC 342	Computer Architecture ***Prerequisite:*** *CSC 340 and CSC 340L*	4.50
CSC 400	OS Theory and Design ***Prerequisite:*** *CSC 335*	4.50
CSC 422	Database Design ***Prerequisite:*** *CSC 300*	4.50
CSC 436	Comp. Communication Networks ***Prerequisite:*** *CSC 331*	4.50
CSC 430	Programming Languages ***Prerequisite:*** *CSC 300*	4.50
CSC 480A	Computer Science Project I ***Prerequisite:*** *Completion of requirements for the major and electives or permission of the program director.*	4.50
CSC 480B	Computer Science Project II ***Prerequisite:*** *CSC 480A*	4.50
CSC 480C	Computer Science Project III ***Prerequisite:*** *CSC 480B*	4.50

Approved Electives (4 courses; 18 quarter units)

The program requires 4 Upper Division Technical Electives. Students may customize and select four courses from the approved list below.

CSC 441	Web App Development ***Prerequisite:*** *CSC 300 and CSC 422*	4.50
CSC 443	Mobile App Development ***Prerequisite:*** *CSC 300 and CSC 422*	4.50
CSC 447	Software Testing & Automation ***Prerequisite:*** *CSC 300*	4.50
CSC 449	Software Engineering ***Prerequisite:*** *CSC 300 and CSC 422*	4.50
CSC 450	Artificial Intelligence ***Prerequisite:*** *CSC 335*	4.50
CIS 301	Mgmt Information Systems	4.50
CIS 310	Technology Project Management	4.50
CIS 320	Systems Analysis & Integration ***Prerequisite:*** *CIS 301*	4.50
CIS 475	Big Data and Cloud Computing	4.50

	Prerequisite: *CSC 422*	
CIS 430	Web/EB Design & Development ***Prerequisite:*** *CIS 350*	4.50
CYB 331	Secure Linux System Admin ***Prerequisite:*** *CYB 216*	4.50
CYB 332	Secure Windows Administration ***Prerequisite:*** *CYB 331*	4.50
CYB 333	Security Automation ***Prerequisite:*** *CYB 332*	4.50

Students may select other courses as electives outside this list with approval from the CS Program Director.

Concentration in Artificial Intelligence Systems

Academic Program Director: Alireza Farahani; afarahan@nu.edu

The Artificial Intelligence Systems concentration within the Undergraduate Computer Science program provides comprehensive coverage of the AI field, blending theoretical knowledge with practical skills. This program equips students to design, implement, analyze, and deploy intelligent systems by focusing on the core principles and techniques of AI. The concentration explores current technologies, techniques, and tools for developing AI solutions across various application domains, while fostering a critical understanding of the importance of explainability in AI systems and their societal impact.

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

- Design, implement and deploy variety of AI systems
- Build and train AI models using neural networks
- Track and utilize current technical trends and approaches in the AI system development
- Discuss explainability and societal impact of AI system

Requirements for the Concentration in AI (4 courses; 18 quarter units)		**Units:** 18.00
CSC 448	Python Programming for AI ***Prerequisite:*** *CSC 310 and CSC 220 and CSC 272, or CSC 252*	4.50
CSC 446	AI & Machine Learning ***Prerequisite:*** *CSC 448*	4.50
CSC 453	Neural Network Design and Appl ***Prerequisite:*** *CSC 448*	4.50
CSC 457	Reinf Learn and Gen AI ***Prerequisite:*** *CSC 453 and CSC 446*	4.50

Concentration in Software Development

Academic Program Director: Alireza Farahani; afarahan@nu.edu

This concentration builds student proficiency in design, implementation, testing, and management of large-scale, secure software systems. It covers the concepts and skills in constructing software from inception to deployment, using current industry practices and tools. The concentration examines processes and activities that go into each stage of the Software Development Lifecycle. The focus is on Web and Mobile Application Design, development tools, frameworks, and testing strategies.

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

- Describe, evaluate, and implement the processes and activities that go into engineering and building software systems.
- Design, develop, modify, and deploy software systems using relevant tools and technologies.
- Develop software testing plans and conduct automated software testing.

Degree Requirements:

This concentration requires completion of the four Technical Electives listed under the Program Description for a total of 18 quarter units.

Requirements for Area of Concentration (4 courses; 18 quarter units)		**Units:** 18.00
CSC 449	Software Engineering ***Prerequisite:*** *CSC 300 and CSC 422*	4.50
CSC 441	Web App Development ***Prerequisite:*** *CSC 300 and CSC 422*	4.50
CSC 443	Mobile App Development ***Prerequisite:*** *CSC 300 and CSC 422*	4.50
CSC 447	Software Testing & Automation ***Prerequisite:*** *CSC 300*	4.50

Bachelor of Science in Construction Management

Academic Program Director: Ed Brayton; ebrayton@nu.edu

The purpose of the Bachelor of Science in Construction Management program is to provide students with a well-rounded education in technical construction fundamentals, written and verbal communication, mathematics, business, law, humanities, and natural sciences. This degree program will prepare the student for careers in management, administrative, and ownership positions in the construction industry such as construction executive, project manager, project engineer/coordinator, field engineer, planning/scheduling engineer, cost estimator, quality and safety controller, construction superintendent, and facilities engineer.

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

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

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

- Demonstrate knowledge of mathematics, science, and engineering and its application in identifying, formulating, and solving construction problems.
- Design a construction system, process, or procedure to meet desired needs.
- Indicate a fundamental understanding of mechanical, electrical and structural systems, and sustainability.
- Integrate and apply field inspection and survey techniques, safety standards, and regulatory compliance.
- Apply the principles of project management, accounting, cost estimating, and scheduling techniques in construction processes.
- Develop and test hypotheses, analyze and interpret data, and use scientific judgment to draw conclusions.
- Communicate effectively through written, verbal, and graphical media with a range of audiences.

- Understand legal aspects, ethical issues, and professional responsibilities in global, economic, environmental, and societal contexts.
- Function effectively on teams that establish goals, plan tasks, meet deadlines, and analyze risk and uncertainty.

Degree Requirements:

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

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

COM 103	Public Speaking	4.50
MTH 215	College Algebra & Trigonometry ***Prerequisite:*** *MTH 12A and MTH 12B, or Accuplacer test placement evaluation*	4.50
PHS 104	Introductory Physics ***Prerequisite:*** *MTH 204, or MTH 215*	4.50
PHS 104A	Introductory Physics Lab ***Prerequisite:*** *PHS 104, or PHS 171 for Science Majors.*	1.50
OR PHS 130A	Physics Lab for Engineering^	1.50
ILR 260	Academic Information Literacy ***Prerequisite:*** *ENG 102*	4.50
EGR 219	Intro to Graphics and Auto CAD ***Prerequisite:*** *MTH 215*	4.50
EGR 220	Engineering Mathematics ***Prerequisite:*** *MTH 215*	4.50
EGR 225	Statics & Strength of Material ***Prerequisite:*** *EGR 220*	4.50
ACC 201	Financial Accounting Funds.	4.50
CSC 220	Applied Probability & Stats. ***Prerequisite:*** *CSC 208, or MTH 221; EGR 220*	4.50

^For online students only

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

MGT 309	Prin. of Mgmt & Organizations	4.50
EGR 310	Engineering Economics ***Prerequisite:*** *MTH 215*	4.50
EGR 320	Scientific Problem Solving ***Prerequisite:*** *CSC 208, or EGR 220*	4.50
EGR 320L	Scientific Problem Solving-LAB	1.50

	Prerequisite: *EGR 320 with a minimum grade of C. The laboratory experiments in EGR 320L build on the content covered in EGR 320 (mechanical, electrical, and thermodynamics problem solving concepts).*	
EGR 316	Legal&Ethicl Const/Engr Issues	4.50
DEN 308	Computer Aided Engineering I ***Prerequisite:*** *EGR 219*	4.50
CEN 320	Surveying, Metrics and GIS ***Prerequisite:*** *EGR 219*	4.50
CEN 323	Structural Analysis ***Prerequisite:*** *EGR 220 and EGR 225*	4.50
CEN 325	Soil Mechanics and Foundation ***Prerequisite:*** *CEN 323*	4.50
CEN 410	Constr Materials and Methods ***Prerequisite:*** *MTH 215*	4.50
CEN 413	Plans and Specifications ***Prerequisite:*** *EGR 219*	4.50
CEN 416	Mech and Electrical Systems ***Prerequisite:*** *MTH 215*	4.50
CEN 419	Est., Scheduling and Control ***Prerequisite:*** *CEN 410*	4.50
EGR 440	Project Management Fundamental	4.50
CEN 420	Est., Scheduling & Control II ***Prerequisite:*** *CEN 419*	4.50
CEN 422	Field Inspection and Safety ***Prerequisite:*** *CEN 410*	4.50
CEN 421	Constr, Acct, Finance and Law ***Prerequisite:*** *ACC 201*	4.50
CEN 425	Design & Const Process Integra	4.50
CEN 480	Sustainable Construction	4.50

Construction Senior Project (3 courses; 13.5 quarter units)

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

Bachelor of Science in Criminal Justice Administration

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

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

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

Pathway Program: Bachelor of Science in Criminal Justice Administration (BSCJA) to Master of Criminal Justice Leadership (MCJL)
For students in the BS in Criminal Justice Administration/MCJL pathway program, the University will waive two graduate criminal justice (CJA) elective course(s) (CJA 528, CJA 541, or CJA 570) taken as part of the bachelor's degree for the master's program if the grade earned is a "B" or higher and graduate units will be awarded (Pathway Program: Bachelor of Science in Criminal Justice Administration (BSCJA) to Master of Criminal Justice Leadership (MCJL).

Pathway Program: Bachelor of Science in Criminal Justice Administration (BSCJA) to Master of Public Administration (MPA)

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

Pathway Program: Bachelor of Science in Criminal Justice Administration (BSCJA) to Master of Forensic Sciences (MFS)

Students pursuing the MFS can choose any **two FSC** courses, which do not require a prerequisite.

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

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

Degree Requirements:

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

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

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

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

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

CJA 351	Courts & the Judicial Process	4.50
CJA 431	Criminology	4.50
CJA 446	CJ Management and Leadership	4.50

CJA 457	Minorities/Crime/Soc. Justice	4.50
CJA 460	Principles of Investigation	4.50
CJA 352	Criminal Law and Procedure	4.50
CJA 340	Corrections	4.50
CJA 453	Ethics and the C J System	4.50
CJA 470	Criminal Justice Capstone** ***Recommended: Prior completion of:*** *all of the prior core courses. CJA 470 Capstone should be the final course in the BSCJA major.*	4.50
		4.50

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

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

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

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

CJA 337	The Juvenile Offender	4.50
CJA 356	Criminal Evidence	4.50
CJA 400	Gangs in America	4.50
CJA 401	Criminal Intelligence	4.50
CJA 434	Survey of Forensic Sciences	4.50
CJA 441	Organized & White Collar Crime	4.50
CJA 443	Curr Issues in Law Enforcement	4.50
CJA 459	Crime and the Media	4.50
CJA 464	Constitutional Law for CJ	4.50
CJA 465	Practicum in Criminal Justice	1.50
CJA 467	Intl. & Domestic Terrorism	4.50
CJA 528	Critical Issues in CJ	4.50
CJA 541	Comparative CJ Systems	4.50
CJA 570	Violence and Victimization	4.50
CJA 540	International CJA Experience	4.50

Bachelor of Science in Cybersecurity

Academic Program Director: William Reid; wreid2@nu.edu

The Bachelor of Science in Cybersecurity (BSCYB) program is designed to meet the increasing demand for cybersecurity professionals. This program is designed to provide students with an understanding of basic information technology management concepts and fundamental security skills. Students will also learn the legal and ethical issues associated with cybersecurity. Graduates are prepared for positions in the areas of security analysts, computer network defenders, and computer incident responders. Once students have completed the core cybersecurity classes, they will choose a four-class concentration in Computer Network Defense, Digital Forensics or Information Technology Management.

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

- Analyze a problem and design the cybersecurity measures appropriate to its solution.
- Apply concepts of best practices in cybersecurity management to enterprise processes.
- Describe the ethical challenges that confront a cybersecurity professional.
- Apply security control principles in the construction of cybersecurity solutions.
- Demonstrate written and oral communication skills expected of a cybersecurity professional.
- Demonstrate the ability to securely administer a Windows and Linux system using security automation tools and techniques.
- Demonstrate knowledge of the fundamental concepts of operating systems, networks, and cloud computing.

Degree Requirements:

To receive a Bachelor of Science in Cybersecurity, students must complete at least 180 quarter units, 45 of which must be completed in residence at National University, 81 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.

Foundation Technologies (6 course; 27 quarter units)

CYB 202	Introduction to Networking	4.50
CYB 204	Operating System Fundamentals ***Prerequisite:*** *CYB 202*	4.50
CYB 206	Introduction to Cybersecurity ***Prerequisite:*** *CYB 204*	4.50
CYB 213	Data Fundamentals for Cybersec ***Prerequisite:*** *CYB 206*	4.50
CYB 215	Fund of Virt and Cloud Comp ***Prerequisite:*** *CYB 213*	4.50

CYB 216	Programming for Cybersecurity ***Prerequisite:*** *CYB 215*	4.50

First Core Sequence (5 courses; 22.5 quarter units)

CYB 331	Secure Linux System Admin ***Prerequisite:*** *CYB 216*	4.50
CYB 332	Secure Windows Administration ***Prerequisite:*** *CYB 331*	4.50
CYB 333	Security Automation ***Prerequisite:*** *CYB 332*	4.50
CYB 320	Tech Writing/Proj Mgnt for CYB	4.50
CYB 340	Sys Sec Arch for Cybersec ***Prerequisite:*** *CYB 333*	4.50

Second core sequence (6 courses; 27 quarter units)

CYB 420	Sec Audit and Assessments ***Recommended: Prior completion of:*** *CYB 340 At least 13.5 units of the first core sequence must be completed before this course.*	4.50
CYB 450	Cyber Threat Intelligence ***Prerequisite:*** *CYB 340*	4.50
CYB 451	Incident Handling/Response ***Prerequisite:*** *CYB 340*	4.50
CYB 452	Intro to Ethical Hacking ***Prerequisite:*** *CYB 340*	4.50
CYB 453	Network Defense ***Prerequisite:*** *CYB 452*	4.50
CYB 454	Cybersec Planning and Policy ***Prerequisite:*** *CYB 340*	4.50

Project (3 courses; 13.5 quarter units)

Students must complete all the CORE courses listed above, along with completing the concentration requirements, before beginning the project course sequence listed below:

CYB 499A	Cybersecurity Project I ***Prerequisite:*** *CYB 460; CYB 461; CYB 462; CYB 463, or CYB 470; CYB 471; CYB 472; CYB 473, or CYB 480; CYB 481; CYB 482; CYB 483*	4.50
CYB 499B	Cybersecurity Project II ***Prerequisite:*** *CYB 499A*	4.50
CYB 499C	Cybersecurity Project III ***Prerequisite:*** *CYB 499B*	4.50

Concentration in Computer Network Defense

The concentration in Computer Network Defense provides for greater focus on the security issues for computer networks.

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

- Demonstrate the ability to set up, implement and assess cybersecurity status of a computer system.
- Apply security controls affecting virtualized computing environment, a wireless network and an operating system.

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

CYB 460	Operating System Security ***Prerequisite:*** *CYB 454*	4.50
CYB 461	Wireless and Mobile Security ***Prerequisite:*** *CYB 460*	4.50
CYB 462	Cloud and Virtualization Sec ***Prerequisite:*** *CYB 460*	4.50
CYB 463	Advanced Network Defense ***Prerequisite:*** *CYB 460*	4.50

Concentration in Digital Forensics

The concentration in Digital Forensics provides for greater focus on investigation and analysis of computers and networks.

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

- Demonstrate the ability to conduct a digital forensics investigation on a server or workstation using commonly accepted standards and tools.
- Demonstrate the ability to preserve digital evidence using federal rules of digital evidence.
- Demonstrate the ability to conduct a digital forensics investigation on a mobile device using commonly accepted standards and tools.
- Examine digital evidence for indications of illegal malicious activity or malfeasance.

Requirements for Concentration (4 courses; 18 quarter units)

CYB 470	Intro to Digital Forensics ***Prerequisite:*** *CYB 454*	4.50
CYB 471	Operating Systems Forensics ***Prerequisite:*** *CYB 470*	4.50
CYB 472	Network Forensics ***Prerequisite:*** *CYB 470*	4.50
CYB 473	Mobile Device Forensics ***Prerequisite:*** *CYB 470*	4.50

Concentration in Information Technology Management

This 4-course concentration in Information Technology Management (ITM) provides for greater focus on the management of information and technology in regards to a secured networked system.

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

- Demonstrate the ability to manage and secure IT hardware, data, and databases.
- Integrate best practices for administering, managing, securing, and delivering cloud technologies.

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

CYB 480	IT Hardware ***Prerequisite:*** *CYB 454*	4.50
CYB 481	Data/Database Security	4.50

	Prerequisite: *CYB 480*	
CYB 482	Network Administration ***Prerequisite:*** *CYB 481*	4.50
CYB 483	Cloud Management ***Prerequisite:*** *CYB 482*	4.50

Bachelor of Science in Data Science

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

This program explores the Data Science Life Cycle of Data Acquisition, preparation, management, mining, modeling, and visualization. Major courses apply analytical methods to solve real-world problems and prepare for entry-level careers in Data Science. Concentrations are available in Machine Learning and Artificial Intelligence, Cybersecurity, or Bioinformatics. The program culminates in a three-month capstone where publicly available data is used in a project to demonstrate mastery of the Data Science Life Cycle in the chosen concentration area.

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

- Apply theory, methods, and tools throughout the Data Science Life Cycle to satisfy stakeholders' needs.
- Analyze a complex Data Science problem by applying principles of computing and mathematics to identify solutions.
- Synthesize a computing-based solution to meet a given set of requirements in the context of Data Science.
- Communicate effectively in a variety of professional contexts.
- Recognize legal and ethical professional responsibilities to make informed judgments in Data Science practice.
- Function effectively as a member of a Data Science Team.

Degree Requirements:

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

Preparation for Major (5 courses; 22.5 quarter units)		**Units:** 22.50-24.00
ANA 200	Intro to Data Science	4.50
ANA 230	Intro to Data Visualization ***Prerequisite:*** *ANA 200*	4.50
MTH 210	Probability and Statistics ***Prerequisite:*** *MTH 12A and MTH 12B, or Accuplacer test placement evaluation*	4.50
MTH 215	College Algebra & Trigonometry ***Prerequisite:*** *MTH 12A and MTH 12B, or Accuplacer test placement evaluation*	4.50
CSC 350	Computer Ethics	4.50

Major in Data Science (11 courses; 49.5 quarter units)		**Units:** 49.50
ANA 310	Data Acquisition ***Prerequisite:*** *ANA 200 and ANA 230*	4.50
ANA 320	Data Management and Governance ***Prerequisite:*** *ANA 310*	4.50
MTH 330	Applied Statistical Methods ***Prerequisite:*** *MTH 210*	4.50
ANA 330	Data Preparation ***Prerequisite:*** *ANA 320 and MTH 330*	4.50
MTH 220	Calculus I ***Prerequisite:*** *MTH 215, or Accuplacer test placement*	4.50
ANA 340	Data Mining ***Prerequisite:*** *ANA 330*	4.50
ANA 350	Data Modeling ***Prerequisite:*** *ANA 340*	4.50
MTH 325	Discrete Mathematics ***Prerequisite:*** *MTH 215*	4.50
MTH 435	Linear Algebra ***Prerequisite:*** *MTH 325*	4.50
ANA 420	Advanced Data Management ***Prerequisite:*** *ANA 350*	4.50
ANA 430	Advanced Data Visualization ***Prerequisite:*** *ANA 420*	4.50

Capstone (3 courses; 13.5 quarter units)	**Units:** 13.50

ANA 499A	Data Science Project I ***Prerequisite:*** *Prior completion of all Major Prep, Major, and Concentration classes in BS Data Science program are to be completed before registering for this course.; ANA 485, or CYB 456, or BIO 471*	4.50
ANA 499B	Data Science Project II ***Prerequisite:*** *ANA 499A*	4.50
ANA 499C	Data Science Project III ***Prerequisite:*** *ANA 499B*	4.50

Concentration in AI and Machine Learning

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

The Concentration in AI and Machine Learning provides for greater depth in Computer Science topics, including Algorithms and Database Design in Artificial Intelligence and Machine Learning.

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

- Apply the principles of Computer Science to Data Science problems.
- Demonstrate knowledge of the fundamental concepts of data structures, algorithms, and database design.
- Analyze a complex set of data by applying principles of Neural Networks and Machine Learning Methods.
- Effectively communicate technical information in written and oral form to audiences within and outside the discipline of Artificial Intelligence and Machine Learning.

Degree Requirements:

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

Requirements for the Concentration (7 courses; 31.5 quarter units)		**Units:** 31.50
CSC 300	Object Oriented Design* ***Prerequisite:*** *CSC 252, or CSC 272*	4.50
CSC 335	Data Structures and Algorithms** ***Prerequisite:*** *CSC 300; CSC 331*	4.50
CSC 338	Algorithm Design ***Prerequisite:*** *CSC 335*	4.50
CSC 422	Database Design ***Prerequisite:*** *CSC 300*	4.50
CSC 450	Artificial Intelligence ***Prerequisite:*** *CSC 335*	4.50
ANA 480	Machine Learning Methods ***Prerequisite:*** *ANA 430*	4.50
ANA 485	Neural Networks ***Prerequisite:*** *ANA 480*	4.50

*CSC 252 or CSC 272 prerequisites are being waived for students in this concentration. **CSC 331 prerequisite is being waived for students in this concentration.

Concentration in Bioinformatics

Academic Program Director: Rachel Simmons; rsimmons@nu.edu

The Concentration in Bioinformatics will provide students with the Biological Literacy necessary to evaluate techniques essential to Bioinformatics, including practical knowledge of databases, relevant libraries, verifying and evaluating analyses, developing a research project, and communicating results to Biologists.

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

- Describe key biological concepts such as cellular, molecular, organismal, and evolutionary processes, and how they frame Bioinformatics questions.
- Implement and evaluate programs and libraries in relation to the contexts of Molecular and Cellular Biology and Genomics Research.
- Analyze and evaluate Bioinformatics Data to discover patterns, critically evaluate conclusions and generate predictions for subsequent experiments.
- Effectively communicate scientific information in written and oral form to audiences within and outside the discipline of Bioinformatics.

Degree Requirements:

Requirements for the Concentration (8 courses; 30 quarter units)

Requirements for Concentration (8 courses: 30 quarter units)		**Units:** 30.00
BIO 100	Survey of Bioscience	4.50
CHE 101	Introductory Chemistry ***Recommended Preparation:*** *MTH 204*	4.50
BIO 305	Genetics ***Prerequisite:*** *BIO 100 and CHE 101, or BIO 162 and CHE 142*	4.50
BIO 306	Survey of Molecular Biology ***Prerequisite:*** *BIO 305*	4.50
BIO 470	Bioinformatics* ***Corequisite:*** *BIO 470A;* ***Prerequisite:*** *BIO 161 with a minimum grade of C-. Student must have passed the class with a C- or better; BIO 162 with a minimum grade of C-. Student must have passed the class with a C- or better; BIO 163 with a minimum grade of C-. Student must have passed the class with a C- or better*	4.50
BIO 470A	Bioinformatics Lab ***Corequisite:*** *BIO 470*	1.50
BIO 471	Adv. Bioinformatics ***Corequisite:*** *BIO 471A;* ***Prerequisite:*** *BIO 470*	4.50
BIO 471A	Adv. Bioinformatics Lab ***Corequisite:*** *BIO 471;* ***Prerequisite:*** *BIO 470A*	1.50

* BIO 100 will fulfill the prerequisite for students only in this concentration.

Concentration in Cybersecurity Analytics

Academic Program Director: Christopher Simpson; csimpson@nu.edu

The Concentration in Cybersecurity Analytics provides for greater depth in Computer Science topics including: Networking, Cybersecurity, Cloud Computing, Incidence Response, and Network Analytics.

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

- Apply the principles of Data Science to solve a Cybersecurity problem.
- Analyze a complex set of Cybersecurity Data by applying principles of Cybersecurity, incident response techniques, and other relevant disciplines to determine the cause of a cyber attack.
- Communicate the results of a cybersecurity investigation.
- Demonstrate knowledge of the fundamental concepts of operating systems, networks, and cloud computing.

Degree Requirements:

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

Requirements for the Concentration (7 courses; 31.5 quarter units)		**Units:** 31.50
CYB 202	Introduction to Networking	4.50
CYB 206	Introduction to Cybersecurity ***Prerequisite:*** *CYB 204*	4.50
CYB 215	Fund of Virt and Cloud Comp* ***Prerequisite:*** *CYB 213*	4.50
CYB 451	Incident Handling/Response ** ***Prerequisite:*** *CYB 340*	4.50
CYB 453	Network Defense ***Prerequisite:*** *CYB 452*	4.50
CYB 455	Network Data Analysis ***Prerequisite:*** *CYB 453*	4.50
CYB 456	Data Analytics for Cybersec ***Prerequisite:*** *CYB 455*	4.50

* CYB 204 prerequisite is being waived for students in this concentration. ** CYB 340 prerequisite is being waived for students in this concentration.

Bachelor of Science in Electrical and Computer Engineering

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 (CEE498A, CEE498B, and CEE498C), must be taken in residence at National University. In the absence of transfer credit, students may need to take additional general electives to satisfy the total units for the degree. Students should refer to the section on undergraduate admission procedures for specific information on admission and evaluation.

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

MTH 215	College Algebra & Trigonometry ***Prerequisite:*** *MTH 12A and MTH 12B, or Accuplacer test placement evaluation*	4.50
PHS 104	Introductory Physics ***Prerequisite:*** *MTH 204, or MTH 215*	4.50
PHS 104A	Introductory Physics Lab ***Prerequisite:*** *PHS 104, or PHS 171 for Science Majors.*	1.50
CSC 208	Calculus for Comp. Science I ***Prerequisite:*** *MTH 215*	4.50
CSC 242	Intro to Programming Concepts ***Prerequisite:*** *MTH 215*	4.50
CSC 209	Calculus for Comp. Science II ***Prerequisite:*** *CSC 208*	4.50
CSC 252	Programming in C++ ***Prerequisite:*** *CSC 242*	4.50
CSC 220	Applied Probability & Stats. ***Prerequisite:*** *CSC 208, or MTH 221; EGR 220*	4.50

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

PHS 231	Calculus-based Physics 1 ***Prerequisite:*** *PHS 104 and MTH 220, or CSC 208 and MTH 221, or CSC 209*	4.50
PHS 232	Calculus-based Physics 2 ***Prerequisite:*** *PHS 104 and PHS 231; MTH 220, or CSC 208; MTH 221, or CSC 209*	4.50
CSC 310	Linear Algebra and Matrix Comp ***Prerequisite:*** *CSC 252, or CSC 272*	4.50
CSC 331	Discrete Structures and Logic ***Prerequisite:*** *CSC 252, or CSC 272*	4.50
CEE 300	Advanced Engineering Math ***Prerequisite:*** *CSC 209 and CSC 310*	4.50
CSC 300	Object Oriented Design ***Prerequisite:*** *CSC 252, or CSC 272*	4.50
CEE 310	Circuit Analysis ***Prerequisite:*** *CEE 300;* ***Corequisite:*** *CEE 310L*	4.50
CEE 310L	Circuit Analysis Lab ***Corequisite:*** *CEE 310*	1.50
CSC 340	Digital Logic Design ***Prerequisite:*** *CSC 331;* ***Corequisite:*** *CSC 340L*	4.50
CSC 340L	Digital Logic Design Lab ***Prerequisite:*** *CSC 331;* ***Corequisite:*** *CSC 340*	1.50
CSC 350	Computer Ethics	4.50
CSC 342	Computer Architecture ***Prerequisite:*** *CSC 340 and CSC 340L*	4.50
CEE 420	Microelectronics ***Prerequisite:*** *CEE 310;* ***Corequisite:*** *CEE 420L*	4.50
CEE 420L	Microelectronics Lab ***Corequisite:*** *CEE 420*	1.50
CSC 436	Comp. Communication Networks ***Prerequisite:*** *CSC 331*	4.50
CEE 324	Linear Systems and Signals ***Prerequisite:*** *CEE 310;* ***Corequisite:*** *CEE 324L*	4.50
CEE 324L	Linear Systems and Signals Lab ***Corequisite:*** *CEE 324*	1.50
CEE 340	Embedded Systems ***Prerequisite:*** *CSC 252 and CEE 420 and CSC 340;* ***Corequisite:*** *CEE 340L*	4.50
CEE 340L	Embedded Systems Lab ***Corequisite:*** *CEE 340*	1.50
CEE 430	Digital Signal Processing ***Prerequisite:*** *CEE 324*	4.50
CEE 440	VLSI Design ***Prerequisite:*** *CEE 420*	4.50
CEE 498A	Capstone Design Project I ***Prerequisite:*** *Complete all core courses except capstone courses OR permission by the program lead.*	4.50
CEE 498B	Capstone Design Project II ***Prerequisite:*** *CEE 498A*	4.50
CEE 498C	Capstone Design Project III ***Prerequisite:*** *CEE 498B*	4.50

Bachelor of Science in Financial Management

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

The Bachelor of Science in Financial Management is designed to prepare students for positions in the field of corporate financial management and related areas. The program provides both practical and theoretical training

in financial decision-making and the creation of wealth through the art and science of managing financial resources. Students also develop a broad perspective of the global economic and financial environment.

Program Learning Outcomes:

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

- Explain the financial objectives of an organization and apply quantitative, qualitative and problem-solving skills in order to achieve those objectives.
- Describe ethical, legal, and global issues that impact an organization's financial position.
- Discuss the theoretical and practical aspects of corporate finance.
- Explain the structure and operation of financial markets domestically and internationally.
- Demonstrate oral and written communication skills needed by financial managers.
- Examine the financial position of an organization and make financial decisions which includes collaboration with team members.

Degree Requirements:

To receive a Bachelor of Science in Financial Management, students must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University, 76.5 of which must be completed at the upper-division level, and a minimum 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 procedures for specific information regarding admission and evaluation.

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

MNS 205 must be taken if student does not have transfer credits for MNS 205 or MTH 210 or MTH 215 or MTH 220.

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. ***Prerequisite:*** *ACC 201*	4.50
LAW 204	Legal Aspects of Business I	4.50
MNS 205	Intro to Quantitative Methods*	4.50

*May be used to satisfy general education requirements.

Requirements for the Major (16 courses; 72 quarter units)
Business Requirements (5 courses; 22.5 quarter units)

MGT 309	Prin. of Mgmt & Organizations	4.50
FIN 310	Business Finance ***Prerequisite:*** *ACC 201*	4.50
MKT 302A	Marketing Fundamentals	4.50
ACC 410A	Intermediate Accounting I ***Prerequisite:*** *ACC 201*	4.50
ACC 410B	Intermediate Accounting II ***Prerequisite:*** *ACC 410A*	4.50

Finance Requirements (11 courses; 49.5 quarter units)

FIN 440	Financial Institutions	4.50

	Prerequisite: *FIN 310*	
FIN 442	Investments ***Prerequisite:*** *FIN 310 and FIN 440*	4.50
FIN 443	Working Capital Management ***Prerequisite:*** *FIN 310*	4.50
FIN 444	Risk Management & Insurance ***Prerequisite:*** *FIN 310*	4.50
FIN 446	International Financial Mgmt ***Prerequisite:*** *FIN 310*	4.50
FIN 447	Financial Planning ***Prerequisite:*** *FIN 310 and FIN 442*	4.50
FIN 449	Analysis of Financial Statemen ***Prerequisite:*** *FIN 310*	4.50
FIN 453	Finance and Banking ***Prerequisite:*** *FIN 310*	4.50
FIN 454	Capital Structure & Financing ***Prerequisite:*** *FIN 310*	4.50
FIN 455	Valuation of a Corporation ***Prerequisite:*** *FIN 310*	4.50
FIN 456	Financial Project (Capstone) ***Prerequisite:*** *FIN 310; FIN 440; FIN 442; FIN 443; FIN 444; FIN 446; FIN 447; FIN 449; FIN 453; FIN 454; FIN 455*	4.50

Bachelor of Science in Healthcare Administration

Academic Program Director: Annette Webster; awebster@nu.edu

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

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

Background Checks

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

Program Learning Outcomes:

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

- Differentiate the roles and perspectives of clinical practitioners, nonclinical staff, supervisors, and managers within healthcare organizations.
- Describe the management, leadership and healthcare theories and components of the health care delivery system in the United States.
- Evaluate the impact of factors that affect the policies, management and operation of healthcare organizations.

- Analyze quantitative and qualitative healthcare data and information for effective decision-making.
- Explain the legal and ethical principles and responsibilities of healthcare organizations to individual patient and community healthcare needs.
- Solve problems and improve performance in healthcare organizations using principles of accounting, law, financial analysis, human resources management, operations analysis, management information systems analysis, strategic planning, and marketing.
- Explain strategic and marketing priorities of healthcare organizations in relationship to the needs and values of a community.
- Describe the determinants and measurements of health and disease in the population and the responsibilities of healthcare organizations to individual consumers and the community.
- Demonstrate principles of collaborative leadership and team building strategies.

Degree Requirements:

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

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

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

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

HCA 400	Foundations of HC Leadership ***Recommended Preparation:*** *Completion of all Coursework in Preparation for the Major*	4.50
HSC 300	Legal/Ethical Issues & Health	4.50
HSC 310	Issues & Trends in Healthcare	4.50
HTM 310	Health Informatics	4.50

HCA 401	Intro to HA HR Management ***Recommended: Prior completion of:*** *all Coursework in Preparation for the Major*	4.50
HCA 402	Intro to HA QA Management	4.50
HCA 403	Intro to Health Economics ***Recommended: Prior completion of:*** *All Coursework in Preparation for the Major.*	4.50
HCA 405	Basic HA Budgeting & Finance ***Recommended: Prior completion of:*** *all Coursework in Preparation for the Major.*	4.50
HSC 430	Case and Outcomes Management	4.50
HCA 407	Intro to HC Planning and Eval ***Recommended Preparation:*** *Completion of all courses in Preparation for the Major*	4.50
HCA 409	Intro to HC Marketing ***Recommended Preparation:*** *Completion of all courses in Preparation for the Major*	4.50
ODV 420	Organizational Behavior	4.50
HCA 425	Healthcare Politics & Policy ***Recommended: Prior completion of:*** *all Coursework in Preparation for the Major.*	4.50
HCA 450	Global Health Systems ***Recommended: Prior completion of:*** *all Coursework in Preparation for the Major.*	4.50
HCA 499	Healthcare Capstone ***Prerequisite:*** *HSC 300; HSC 310; HTM 310; HCA 400; HCA 401; HCA 402; HCA 403; HSC 430; HCA 405; HCA 407; HCA 409; HCA 425; HCA 450; ODV 420*	4.50

Bachelor of Science in Homeland Security and Emergency Management

Academic Program Director: Kenneth Christopher; kchristopher@nu.edu

The Bachelor of Science in Homeland Security and Emergency Management (BS-HSEM) program provides graduates with a foundation in the security issues; practices, politics and cultures of terrorism; best practices to cope with a pending emergency; and operations during and recovery from an emergency. The program also focuses on the management aspects of disasters and emergencies. More importantly, the program focuses on developing well rounded decision makers with a background in leadership and ethics. Students will conduct research on various government and private sector entities and report on suggested improvements in preparing for an emergency. The program prepares graduates to work in a variety of homeland security and emergency preparedness capacities such as land borders, seaports and airports, threat assessment, disaster management, and crisis response planning and management. The goal of the program is to develop both the critical acumen and theoretical outcomes before, during, and after emergencies. Graduates will develop the ability to write emergency plans, implement and manage emergency plans, and assist decision makers on recovery issues.

The BS-HSEM program is designed for students who aspire to work in the security, business continuity and disaster management fields in the public sector (city, state or federal governments), non-profit organizations and private industry. It is also appropriate for military personnel of all ranks, mid-level managers, and managers seeking promotion within the various levels of government and private industry.

The BS-HSEM program is composed of eleven core courses and five electives offered in accelerated one-month onsite and online formats. As an introduction, students are offered a broad overview of security management, current issues in homeland security, and the culture and politics of terrorists. The remaining five courses expose the student to direct management strategies for preparing for emergencies and responding to disasters, including related ethical issues. Together these courses provide a theoretical and practical foundation for managing security issues and addressing emergencies.

Bachelor of Science in Homeland Security and Emergency Management/Master of Criminal Justice Leadership (BS-HSEM/MCJL) Transition Program
Students who are currently enrolled in the Bachelor of Science in Homeland Security and Emergency Management program and have at least a GPA of 3.0 and are within six courses of graduation, may register for the BS-HSEM/MCJL transition program by asking their admission advisor to submit a plan change into the transition program and by taking any two MCJL classes as electives during the BS-HSEM program. To be eligible, students must apply for and begin the MCJL program within six months of completing their BS-HSEM program. Students may choose up to two of the Graduate-level Criminal Justice courses, with the exception of CJA 690A and CJA 690B.

For students in the BS-HSEM/MCJL transition program, the University will waive two graduate-level criminal justice courses taken as part of the bachelor's degree, but these students must still meet the residency requirements for the MCJL.

Bachelor of Science Homeland Security and Emergency Management /Master of Public Administration (BS-HSEM/MPA) Transition Program
Students who are currently enrolled in the Bachelor of Science in Homeland Security and Emergency Management program and have at least a GPA of 3.0 and are within six courses of graduation, may register for the BS-HSEM/MPA transition program by asking their admission advisor to submit a plan change into the transition program and by taking two MPA classes as electives during the BS-HSEM program. To be eligible, students must apply for and begin the MPA program within six months of completing their BS-HSEM program. Students may choose up to two of the graduate-level public administration courses with the exception of PAD 631 and PAD 644.

For students in the BS-HSEM/MPA transition program, the University will waive two graduate-level public administration courses taken as part of the bachelor's degree, but these students must still meet the residency requirements for the MPA.

Bachelor of Science Homeland Security and Emergency Management /Master of Science Homeland Security and Emergency Management (BS-HSEM/MS-HSEM) Transition Program
Students who are currently enrolled in the Bachelor of Science in Homeland Security and Emergency Management program and have at least a GPA of 3.0 and are within six courses of graduation, may register for the BS-HSEM/MS-HSEM transition program by asking their admission advisor to submit a plan change into the transition program and by taking two MS-HSEM classes as electives during the BS-HSEM program. To be eligible, students must apply for and begin the MS-HSEM program within six months of completing their BS-HSEM program. Students may choose up to two of the graduate-level HSEM courses with the exception of HSE 690A and HSE690B.

For students in the BS-HSEM/MS-HSEM transition program, the University will waive two graduate-level HSEM courses taken as part of the bachelor's degree, but these students must still meet the residency requirements for the MS-HSEM.

HSE 490 Supervised Senior Project Information:
The Supervised Senior Project is designed to be a comprehensive research project. Therefore, students should schedule HSE 490 toward the end of their degree program. Students must have fulfilled all General Education, Core and Elective course requirements prior to beginning this course.

To complete the project satisfactorily, students apply extensive effort in research and writing over a period of two months. Due to the time and effort required for this project, it is recommended that students dedicate themselves to the completion of this project without academic distraction.

Students who do not complete the Supervised Senior Project within the two-month period are eligible, at the discretion of the instructor, to receive a grade of “IP”, which allows 12 months from the start date of the class for the student to complete. Students who do not complete the project by the end of the specified time period will need to retake HSE 490. No grade of “I” (Incomplete) can be given for this course.

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

- Apply relevant criticism in sustained analysis and interpretations of security management thinking.
- Evaluate emergency disaster pre-plans, recovery plans, and after-action reports.
- Engage in informed critical discussion, both oral and written, pertaining to domestic security management and past breaches of security within the United States.

- Apply analytical skills in approaching ethical dilemmas and implications of technology and other areas faced in government and private industry.
- Describe the political and religious implications of the terrorist climate.
- Describe and analyze the role groups and teams have in organizations as they relate to addressing homeland security and emergency management issues.
- Describe the roles local, state and federal government agencies have in addressing homeland security and emergency management issues.
- Develop written, oral communication and critical thinking skills.

Degree Requirements:

To earn a Bachelor of Science with a major in Homeland Security and Emergency Management, students must complete at least 180 quarter units as described below, 76.5 quarter units must be completed at the upper division level, 45 quarter units must be completed in residence at National University and a minimum of 69 units of the University General Education requirements must be completed. 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.

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

HSE 401	Domestic Security Management	4.50
PAD 400	Intro to Public Administration	4.50
LED 410	Leading Diverse Groups & Teams	4.50
CJA 467	Intl. & Domestic Terrorism	4.50
HSE 475	Interviewing and Interrogation	4.50
HSE 420	Information Security	4.50
HSE 430	Border-Transportation Security	4.50
HSE 440	Crisis Management	4.50
HSE 470	Legal Issues of Security	4.50
HSE 444	Disaster Management	4.50
HSE 490	Supervised Senior Project ***Prerequisite:*** *Students must have fulfilled all General Education, Core Courses, and Elective Courses requirements prior to beginning this course.*	4.50

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

Students may complete any 5 upper division courses to satisfy the elective requirements.

Bachelor of Science in Human Resource Management

Academic Program Director: Bernadette Baum; bbaum@nu.edu
The Bachelor of Science in Human Resource Management (BSHRM) program is designed to provide fundamental knowledge and skills for students seeking entry-level generalist and supervisory positions in the field of human resource management. The program provides a broad knowledge of the foundations of managing human resources, including recruitment, selection, retention, compensation and benefits, training and talent development, and legal compliance with a view toward diversity, equity, and inclusion in the workplace. The BSHRM program prepares students for expanded opportunities in diverse industries. Students will obtain valuable knowledge and skills in human resource management that will enable them to contribute to the ongoing process of attracting and retaining individuals from a diverse candidate pool who will assist in furthering an organization's interest in achieving its mission.
Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Identify and discuss key components to conducting a job analysis to meet staffing needs as part of the human resource planning process.

- Describe components of an onboarding and training program to assist new employees in effectively integrating into the organization.
- Explain elements of a compensation and benefits plan linked to performance and motivation of employees.
- Define key elements of a recruitment and selection plan for attracting and retaining qualified candidates from a diverse candidate pool.
- Recognize situations that pose legal risks of liability to the employer and discuss proactive measures concerning legal compliance of workplace laws.
- Define and discuss workplace diversity, equity, and inclusion, and its impact on an organization.
- Identify labor relations issues in an environment of unionized employees and explain the organizational impact of union activities.
- Discuss organizational theory and design as it relates to strategic HR planning, development, and talent management.
- Describe elements of proper safety, health, and security measures in the workplace.
- Apply ethical principles to complex issues that arise in the workplace.

Degree Requirements:

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

Program Requirements (14 courses; 63 quarter units) **Units:** 63.00

HRM 409B	Intro to Human Resource Mgmt	4.50
HRM 439	Legal Compliance in HR Mgmt	4.50
HRM 444	Diversity, Equity & Inclusion	4.50
HRM 432	Talent Acquisition: Onboarding	4.50
HRM 440	Training & Talent Development	4.50
HRM 433	Pay & Benefits Administration	4.50
HRM 442	Labor Relations	4.50
ODV 400	Organizational Strat & Design	4.50
ODV 420	Organizational Behavior	4.50
ODV 410	Workforce & Talent Management	4.50
HRM 446	Workplace Health & Safety	4.50
HRM 448	Managerial Leadership	4.50
HRM 450	Workplace Ethics	4.50
HRM 460	Capstone Project ***Prerequisite:*** *HRM 409B; HRM 439; HRM 444; HRM 432; HRM 440; HRM 433; HRM 442; ODV 400; ODV 420; ODV 410; HRM 446; HRM 448; HRM 450*	4.50

Upper-Division Electives (2 courses; 9 quarter units) **Units:** 9.00

Students select from upper-division courses in the School of Business and Economics.

Bachelor of Science in Information Systems

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

The Bachelor of Science in Information Systems (BSIS) program targets students who are interested in applying computing technologies to address business challenges. It links business and technology and focuses on the organizational and business applications of computers and related technologies. Students majoring in BS Information Systems develop the ability to use technology to address the operational, tactical, and strategic

challenges facing organizations and businesses. There is great demand in the corporate world for people who can bridge the gap between businesses and technologies and integrate all elements of the enterprise into a comprehensive network of information systems. Common long-term career positions for the BSIS graduates include Business and Systems Analyst, Information Technology Manager / Director, IT Project Manager, and IT Consultant.

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

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

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

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

Degree Requirements:

To receive a Bachelor of Science in Information Systems, students must complete at least 180 quarter units, 45 of which must be completed in residence at National University, 76.5 of which must be completed at the upper-division level, and a minimum 69 units of the University General Education requirements. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree. Students should refer to the section on undergraduate admission procedures for specific information on admission and evaluation.

To receive a Bachelor of Science in Information Systems, students must complete 76.5 quarter units of coursework, among which 58.5 units are core requirements and 18 units are concentration requirements. The core requirements consist of ten courses and three BSIS capstone project courses (CIS490A, CIS490B, and CIS490C). The students cannot take the BSIS capstone project course sequence until they have completed the first 10 courses in the core requirements and the four courses for the concentration.

It is important to note that the capstone course sequence CIS490A, CIS490B, and CIS490C must be taken in consecutive months. In case a student is not able to successfully complete this course sequence in consecutive months, the student will be required to start again with CIS490A in the future, whenever this course sequence is offered.

Program Prerequisite (1 course; 4.5 quarter units)		**Units:** 4.50
ILR 260	Academic Information Literacy* ***Prerequisite:*** *ENG 102*	4.50

*ILR 260 Information Literacy must be taken before taking any courses in the BSIS program.

Requirements for the Major (17 courses; 76.5 quarter units)	**Units:** 76.50
Core Requirements (13 courses, 58.5 quarter units):	**Units:** 58.50

CIS 301	Mgmt Information Systems	4.50
CIS 310	Technology Project Management	4.50
CIS 314	IT Arch and Infrastructure I ***Prerequisite:*** *CIS 301*	4.50
CIS 315	IT Arch and Infrastructure II ***Prerequisite:*** *CIS 314 with a minimum grade of C. This is a continuation of CIS 314. Therefore, students must possess the necessary fundamental knowledge to continue.*	4.50
CIS 320	Systems Analysis & Integration ***Prerequisite:*** *CIS 301*	4.50
CIS 350	Database Management Systems	4.50
CIS 421	Enterprise Arch. and Systems ***Prerequisite:*** *CIS 350*	4.50
CIS 474	Information Systems Security ***Prerequisite:*** *CIS 421, or CSC 422*	4.50
CIS 435	Introduction to AI ***Prerequisite:*** *CIS 350*	4.50
CSC 350	Computer Ethics	4.50
CIS 490A	Info Systems Project I ***Prerequisite:*** *CIS 310 and CIS 430 and CIS 423 and CIS 435 and CIS 475 and CSC 350*	4.50
CIS 490B	Info Systems Project II ***Prerequisite:*** *CIS 490A with a minimum grade of S. CIS 490B is a continuation of CIS 490A. Therefore, students must complete CIS 490A successfully to continue.*	4.50
CIS 490C	Info Systems Project III ***Prerequisite:*** *CIS 490B with a minimum grade of S. CIS 490C is a continuation of CIS 490B. Therefore, students must complete CIS 490B successfully to continue.*	4.50

Students must complete one of the following concentrations in order to complete the degree: **Units:**

Concentration in Business Management

Academic Program Director: Lu Zhang; lzhang@nu.edu

The Business Management Concentration empowers students to cultivate a profound comprehension of fundamental business principles. This is achieved through the exploration of diverse subjects including management theories, organizational structures and behavior, adept communication, team leadership, human resource management, and the fundamentals of marketing. Furthermore, students will acquire the skill to leverage information systems in order to bolster organizational strategies, thereby securing a competitive edge within the industry.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Demonstrate aptitude and expertise in management and organizational theories for informed and effective business decision-making.
- Apply knowledge in information systems and marketing across diverse business environments.

Degree Requirements:

Students must complete Core Courses (except CIS 490A, CIS 490B, and CIS 490C) before taking four courses in this concentration with eighteen units.

Requirements for the Concentration (4 courses; 18 quarter units)

MGT 309	Prin. of Mgmt & Organizations	4.50
BIM 400	Info Mgmt in Organizations	4.50
MKT 302A	Marketing Fundamentals	4.50
CIS 423	IS Strategy, Mgt & Acquisition ***Prerequisite:*** *CIS 421*	4.50

Concentration in Information Management

Academic Program Director: Lu Zhang; lzhang@nu.edu

The Information Management Concentration goes even further by immersing students in the latest advancements of information systems technologies, tools, practices, and strategies, enhancing their understanding and proficiency in the field.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Utilize the power of the latest information systems technologies, tools, and practices.
- Apply the latest information systems technologies, tools, and practices to address organizational challenges

Degree Requirements:

Students must complete Core Courses (except CIS 490A, CIS 490B, and CIS 490C) before taking four courses in this concentration with eighteen units.

Requirements for the Concentration (4 courses; 18 quarter units)

CIS 430	Web/EB Design & Development ***Prerequisite:*** *CIS 350*	4.50
CIS 436	Topics in AI ***Prerequisite:*** *CIS 435*	4.50
CIS 475	IS Security Technology ***Prerequisite:*** *CIS 474*	4.50
CIS 423	IS Strategy, Mgt & Acquisition ***Prerequisite:*** *CIS 421*	4.50

Bachelor of Science in Logistics and Supply Chain Management

Academic Program Director: Justin Goldston; jgoldston@nu.edu

The Bachelor of Science in Logistics and Supply Chain Management prepares students for analytical and managerial roles in any industry as firms purchase, manufacture, stock, and ship goods around town and around the world. Building on a core fundamental of business, students will learn the interplay between inventory & customer service; manufacturing & planning; sourcing & spending. This means you deliver the right product, at the right time, in the right quality, in the right condition, with all the right documentation.

In a global supply chain, there is no right solution; there is only an optimal solution where give and take between different functions are inherent. Key variables such as inventory and cost will almost always work counter to one another. The program will focus on building leaders in the world of the supply chain with in-depth expertise from the strategic to the tactical. As e-commerce becomes the dominant way business is conducted globally, the physics of supply chains is now different. The program will equip students to understand these paradigm shifts while maintaining the strength of core fundamentals. Leading-edge technologies that give disruptive benefit will

be explored, as well as operational risk management and strategic resilience planning that are critical to managing an efficient supply chain.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Cultivate a deep and fundamental understanding of supply chain concepts within the framework of current global business conditions.
- Employ tools within data analytics, information flows, and statistical methods to make informed and smart business decisions.
- Develop strong technical, functional, and leadership skills to drive benefits across the supply chain spectrum.
- Design principles of digital supply chains that optimize key financial metrics while maintaining social, ethical, and environmental responsibilities.

Degree Requirements:

To receive a Bachelor of Science in Logistics and Supply Chain Management, students must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University, 76.5 of which must be completed at the upper-division level, and a minimum of 69 units of the university general education requirements. In the absence of transfer credit, additional general electives may be necessary to satisfy the total units for the degree. The following courses are specific degree requirements. Refer to the section on undergraduate admission procedures for specific information regarding admission and evaluation.

Preparation for the Major (6 courses; 27 quarter units) **Units:** 27.00

MNS 205	Intro to Quantitative Methods*	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. ***Prerequisite:*** *ACC 201*	4.50
LAW 204	Legal Aspects of Business I	4.50

* General Education Requirement

*General Education Requirement

Business Core Requirements (9 courses, 40.5 quarter units) **Units:** 40.50

MGT 309	Prin. of Mgmt & Organizations	4.50
MKT 302A	Marketing Fundamentals	4.50
FIN 310	Business Finance ***Prerequisite:*** *ACC 201*	4.50
MGT 400	Ethics in Law, Business & Mgmt	4.50
LED 400	Introduction to Leadership	4.50
MNS 407	Management Science ***Prerequisite:*** *MNS 205 and MTH 210*	4.50
MGT 451	Production & Ops Management ***Prerequisite:*** *MNS 407*	4.50
PMB 400	Project Management Essentials	4.50
IBU 430	Survey of Global Business ***Prerequisite:*** *ECO 203 and ECO 204*	4.50

Logistics and Supply Chain Management Requirements (10 courses; 45.0 units) **Units:** 45.00

Prerequisite for all Logistics and Supply Chain Management Requirements: Students must have completed MNS 407 and MGT 451 or their equivalent with a minimum grade of "C" within two years of taking any of the following courses:

SCM 400	Supply Chain Management ***Prerequisite:*** *MGT 451*	4.50
LOG 410	Procurement and Inventory Mgt	4.50
LOG 420	Omni-channel Distribution	4.50
LOG 430	Global Logistics ***Prerequisite:*** *LOG 420*	4.50
SCM 435	eCommerce Cust Srvc & Returns	4.50
SCM 440	Cost and Risk in SCM	4.50
SCM 450	Network Modeling ***Prerequisite:*** *MNS 407; SCM 440*	4.50
SCM 460	Robots, Drones, & Blockchains	4.50
SCM 465	Data Visualization ***Prerequisite:*** *MNS 407*	4.50
SCM 480	Capstone-SCM Strategy & Policy ***Prerequisite:*** *Prerequisite: All other Requirements for the Major courses (e.g. Business Core Requirements and LSCM Requirements) with a GPA of 2.00 or higher.*	4.50

Upper-Division Electives for the Major (2 courses; 9.0 quarter units) **Units:** 9.00

Students must choose two courses from the courses listed below:

FIN 446	International Financial Mgmt ***Prerequisite:*** *FIN 310*	4.50
MGT 422	Team Bldg, Interpers Dynamics	4.50
MGT 481	Foundations of Entrepreneurshi	4.50
MGT 482	Small Business Management	4.50
MGT 483	E-Business	4.50
PMB 410	Project Planning and Control ***Prerequisite:*** *PMB 400*	4.50
PMB 420	Program Management ***Prerequisite:*** *PMB 400*	4.50
PMB 440	Contract Management ***Prerequisite:*** *PMB 400*	4.50
LED 420	Adaptive Leadership in Change	4.50
LED 430	Conflict/Negotiation for Ldrs	4.50

* Non-Business Minors are prohibited from satisfying this requirement.

(Optional) Preparation for Certification (1 course; 3.0 quarter units) **Units:** 3.00

Optional: Students planning to continue toward evaluation for the Council of Supply Chain Management Professional's SCPro™ Level One Certification, are highly encouraged to complete the following course:

SCM 481	Professional Cert Exam Prep ***Prerequisite:*** *SCM 480*	3.00

Bachelor of Science in Manufacturing Design Engineering Technology

Academic Program Director: Ronald Uhlig; ruhlig@nu.edu

The Bachelor of Science in Manufacturing Design Engineering Technology provides students with the theoretical foundations, hands-on experience, and teaming skills required for effective conceptual, logistical, developmental, and interdisciplinary design of complex engineering devices, product life cycles, and engineering systems through integration of state-of-the-art computer-aided tools, concurrent engineering standards, and simulation modeling techniques. Graduates of this program will have competency in the fundamentals of evolving automated manufacturing technology and provide the industry with a source for qualified graduates to apply engineering principles in the design and manufacture of engineering products and systems.

Upon completion of this degree, students will be prepared to hold positions such as manufacturing system design engineer, design supervisor for engineering projects, and product design engineer. The program blends professional components from the traditional engineering curricula with the practical aspects of programming applications, engineering project management standards, and simulation modeling techniques. It also combines knowledge and practices needed for professionals working on engineering projects that require innovative and interdisciplinary backgrounds, skills, and experience.

In support of the National University mission, the educational objectives of the Manufacturing Design Engineering Technology degree program are to prepare graduates to achieve success within a few years of graduation. The graduates are expected to:

1. Succeed in pursuing chosen career path and demonstrate technical competence in utilizing manufacturing design engineering technology principles and skills in industry, academia, or the public sector.

2. Engage in sustained learning through graduate education, professional development, and self-study in manufacturing design engineering technology, and other professionally related fields.

3. Function well on a diverse and multidisciplinary team with effective communication skills.

4. Exhibit leadership, high standards of ethical conduct, and societal responsibility in the practice of manufacturing design engineering technology.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Combine knowledge and practices needed to work on engineering projects that require innovative and interdisciplinary skills
- Utilize product reliability and design optimization concepts in engineering applications
- Apply state-of-the-art computer-aided engineering tools and engineering graphics techniques and methodologies
- Integrate engineering project management standards for efficient and competitive design of engineering products and processes
- Apply the concepts of engineering experiment design and analysis
- Analyze human factors, ergonomics, and safety issues as part of the requirements for design of engineering systems, products, and services
- Analyze a production problem and design and/or develop a manufacturing system
- Develop oral and written communication skills appropriate for engineering professionals
- Demonstrate global awareness and team skills needed in manufacturing design engineering

Degree Requirements:

To receive a Bachelor of Science in Manufacturing Design Engineering Technology, students must complete at least 180 quarter units, 76.5 of which must be completed at the upper-division level and 45 of which must be taken in residence, including the research project classes, and a minimum of 69 units of the University General Education requirements. In the absence of transfer credit, students may need to take additional general electives to satisfy the total units for the degree. Students should refer to the section on undergraduate admission procedures for specific information on admission and evaluation.

Preparation for the Major (11 courses; 43.5 quarter units)

MTH 215	College Algebra & Trigonometry* ***Prerequisite:*** *MTH 12A and MTH 12B, or Accuplacer test placement evaluation*	4.50
PHS 104	Introductory Physics* ***Prerequisite:*** *MTH 204, or MTH 215*	4.50
PHS 104A	Introductory Physics Lab* ***Prerequisite:*** *PHS 104, or PHS 171 for Science Majors.*	1.50
OR PHS 130A	Physics Lab for Engineering	1.50
CHE 101	Introductory Chemistry* ***Recommended Preparation:*** *MTH 204*	4.50
CHE 101A	Introductory Chemistry Lab* ***Prerequisite:*** *CHE 101, or CHE 141 for Science Majors.*	1.50
OR CHE 120A	Intro to Chemistry Lab for Eng ***Prerequisite:*** *CHE 101*	1.50
EGR 219	Intro to Graphics and Auto CAD ***Prerequisite:*** *MTH 215*	4.50
EGR 220	Engineering Mathematics ***Prerequisite:*** *MTH 215*	4.50
EGR 225	Statics & Strength of Material ***Prerequisite:*** *EGR 220*	4.50
EGR 230	Electrical Circuits & Systems ***Prerequisite:*** *MTH 215*	4.50
CSC 208	Calculus for Comp. Science I* ***Prerequisite:*** *MTH 215*	4.50
CSC 220	Applied Probability & Stats. ***Prerequisite:*** *CSC 208, or MTH 221; EGR 220*	4.50

*May be used to satisfy a general education requirement.

Requirements for the Major (15 courses; 64.5 quarter units)

EGR 316	Legal&Ethicl Const/Engr Issues	4.50
EGR 320	Scientific Problem Solving ***Prerequisite:*** *CSC 208, or EGR 220*	4.50
EGR 320L	Scientific Problem Solving-LAB ***Prerequisite:*** *EGR 320 with a minimum grade of C. The laboratory experiments in EGR 320L build on the content covered in EGR 320 (mechanical, electrical, and thermodynamics problem solving concepts).*	1.50
DEN 308	Computer Aided Engineering I ***Prerequisite:*** *EGR 219*	4.50
EGR 310	Engineering Economics ***Prerequisite:*** *MTH 215*	4.50
DEN 411	Computer Aided Engineering II ***Prerequisite:*** *EGR 219*	4.50
DEN 417	Computer Aided Engineering IV ***Prerequisite:*** *EGR 219*	4.50
DEN 420	Computer Aided Engineering V	4.50

	Prerequisite: *EGR 219; DEN 411 with a minimum grade of C. Student must have a working knowledge of the basics of SolidWorks to be successful in DEN 420; DEN 417 with a minimum grade of C. Student must have a working knowledge of the basics of MatLab to be successful in DEN 420*	
DEN 422	Materials and Manufacturing ***Prerequisite:*** *EGR 225*	4.50
DEN 423	Human Factors in Engineering ***Prerequisite:*** *MTH 215*	4.50
DEN 426	Reliability Engineering ***Prerequisite:*** *MTH 215*	4.50
DEN 429	Product Design Optimization ***Prerequisite:*** *MTH 215*	4.50
DEN 432	Concurrent Design Engineering ***Prerequisite:*** *MTH 210, or CSC 220*	4.50
DEN 435	Design & Analysis of Experimen ***Prerequisite:*** *CSC 220; DEN 417*	4.50
EGR 440	Project Management Fundamental	4.50

Engineering Senior Project (3 courses; 13.5 quarter units)

DEN 495A	Capstone Design Project I ***Prerequisite:*** *DEN 308; DEN 417; DEN 420; DEN 423; DEN 426; DEN 429; EGR 320; EGR 320L; EGR 440 and satisfactory completion of other requirements for the major as specified by the Academic Program Director*	4.50
DEN 495B	Capstone Design Project II ***Prerequisite:*** *DEN 495A*	4.50
DEN 495C	Capstone Design Project III ***Prerequisite:*** *DEN 495B*	4.50

Bachelor of Science in Marketing

Academic Program Director: Paul Markham; pmarkham@nu.edu

This program prepares students to effectively manage marketing challenges in an increasingly global and fundamentally complex commercial landscape. The contemporary marketer needs to have a thinking harder / change leadership mindset to survive and thrive in this constantly changing landscape. In a landscape where technologies such as but not limited to AI and blockchain, are rewriting marketing fundamentals, the marketer needs to think ahead and simulate multi-variant scenarios.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Apply a strategic-change leadership mindset to decision-making in an ever-changing global marketplace.
- Demonstrate a deep understanding of traditional and emerging marketing concepts within the ever-changing framework of current global business conditions.
- Employ decision making techniques (data analytics, information flows, and statistical methods to make informed and smart marketing decisions.
- Exercise strong technical skills to drive marketing benefits across the organization.
- Explore global marketing plan principles to optimize key marketing and financial metrics that maintain social, ethical, and environmental responsibilities.

Degree Requirements:

To receive a Bachelor of Science in Marketing, students must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at the National University, 76.5 of which must be completed at the upper-division level, and a minimum of 69 units of the University General Education requirements. In the absence of transfer credit, additional general electives may be necessary to satisfy the total units for the degree. The following courses are specific degree requirements. Refer to the section on undergraduate admission procedures for specific information regarding admission and evaluation.

Preparation for the Major (8 courses; 36 quarter units) **Units:** 36.00

MKT 302A	Marketing Fundamentals	4.50
MNS 205	Intro to Quantitative Methods*	4.50
MTH 210	Probability and Statistics* ***Prerequisite:*** *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. ***Prerequisite:*** *ACC 201*	4.50
LAW 204	Legal Aspects of Business I	4.50

* May be used to meet General Education requirements. MNS 205 can be waived if students have transfer credits for college algebra and/or calculus (the equivalent of MTH 216A and MTH 216B, or MTH 220). MNS 205 must be taken if students do not have transfer credits for MNS 205 or MTH 216A and MTH 216B or MTH 220.

Marketing Requirements (16 courses; 72 quarter units) **Units:** 72.00

MKT 410	Strategic Marketing Leadership ***Prerequisite:*** *MKT 302A*	4.50
MKT 430	Intro to Global Marketing ***Prerequisite:*** *MKT 302A*	4.50
MKT 434	Marketing Research & Analytics ***Prerequisite:*** *MKT 302A*	4.50
MKT 450	Business Model Innovation ***Prerequisite:*** *MKT 302A*	4.50
MKT 452	Marketing Law and Ethics ***Recommended Preparation:*** *MKT 302A*	4.50
MKT 454	Marketing Economics ***Recommended Preparation:*** *MNS 205; ECO 203;* ***Prerequisite:*** *MKT 302A*	4.50
MKT 456	Sales Management ***Prerequisite:*** *MKT 302A*	4.50

MKT 458	New Product Management ***Prerequisite:*** *MKT 302A*	4.50
MKT 460	Consumer Behavior ***Prerequisite:*** *MKT 302A*	4.50
MKT 462	Brand Management ***Prerequisite:*** *MKT 302A*	4.50
MKT 464	Advertising Management ***Prerequisite:*** *MKT 302A*	4.50
MKT 466	Mktg Sci & Comp Intelligence ***Prerequisite:*** *MKT 302A*	4.50
MKT 468	Pricing Strategy ***Prerequisite:*** *MKT 302A*	4.50
MKT 470	Services Marketing ***Prerequisite:*** *MKT 302A*	4.50
MKT 472	Innov Value-Based Bus Models ***Prerequisite:*** *MKT 302A*	4.50
MKT 494	Digital Marketing Capstone ***Prerequisite:*** *MKT 460; MKT 462; MKT 470; MKT 430; MKT 434; MKT 450; MKT 452*	4.50

Bachelor of Science in Mathematics

Academic Program Director: Igor Subbotin; isubboti@nu.edu

The Bachelor of Science in Mathematics provides a strong foundation in mathematics and its applications. Designed to help address our nation's increasing need for mathematical scientists, technicians and especially teachers, the program emphasizes reflective and conceptual understanding and technique.

The program includes two concentrations: 1) Data Analytics; and 2) Subject Matter Competency.

1) Concentration in Data Analytics provides students with the fundamental mathematical knowledge to formulate and solve problems in industry and research related to data analysis. This program concentration is designed as a solid preparation for future careers in application of mathematics to computer sciences areas, especially to data sciences.

Note: As part of NU's recent partnership with Google, students in the Data Analytics concentration are encouraged to satisfy the prerequisite courses (ANA 200 and 230) by completion of the **Google Data Analytics certificate.**

2) The Subject Matter Competency Concentration was created to train mathematics teachers who want to provide quality mathematical instruction to students in secondary schools. Students who complete the BS in Mathematics program will not be required to take the California Subject Examination for Teachers (CSET) in mathematics to pursue their teaching credentials. The program emphasizes a strong foundation in mathematical content together with activities designed to help future teachers assume leadership roles in an increasingly complex educational world.

The Department of Mathematics and Natural Sciences is committed to the complete academic development of its students. Consequently, where practical, mathematics and science courses are writing-intensive and incorporate a

diversity component. Students are advised that all mathematics courses encourage critical thinking by their very nature.

The study of mathematics must encompass the discipline in its broadest sense. The future mathematician should develop in an academic environment that stresses scholarship, diversity, and growth through a rigorous and focused curriculum of advanced mathematics that incorporates problem-solving, mathematics as communication, reasoning, and mathematical connections. The Bachelor of Science in Mathematics program provides such sound preparation and training to a diverse population of nontraditional learners whose goal is to work professionally in mathematics or teach Mathematics in California public schools.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Employ reasoning skills and strategies to solve mathematics problems.
- Demonstrate the use of language and symbols to communicate ideas, connections, and interplay in mathematics.
- Distinguish mathematical technology such as computers, calculators, graphing tools, video, and interactive programs relevant to the study of mathematics.
- Employ algebra and number theory as a base for a language of mathematics in research and communication.
- Demonstrate a fundamental knowledge of geometry.
- Model real-world problems with algebraic and transcendental functions.
- Use advanced statistics and probability concepts and methods.

Degree Requirements:

To receive a Bachelor of Science in Mathematics degree, students must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University and 76.5 of which must be completed at the upper-division level. In the absence of transfer credit, students may need to take additional general electives to satisfy total units for the degree. Refer to the section on undergraduate admission procedures for specific information regarding admission and evaluation.

Preparation for the Major (6 courses; 27 quarter units) **Units:** 27.00

MTH 210	Probability and Statistics ***Prerequisite:*** *MTH 12A and MTH 12B, or Accuplacer test placement evaluation*	4.50
MTH 215	College Algebra & Trigonometry ***Prerequisite:*** *MTH 12A and MTH 12B, or Accuplacer test placement evaluation*	4.50
ANA 200	Intro to Data Science*	4.50
ANA 230	Intro to Data Visualization* ***Prerequisite:*** *ANA 200*	4.50
MTH 220	Calculus I ***Prerequisite:*** *MTH 215, or Accuplacer test placement*	4.50
MTH 221	Calculus II ***Prerequisite:*** *MTH 220*	4.50

*Students in the Data Analytics concentration are encouraged to satisfy the prerequisite courses ANA 200 and ANA 230 by completion of the Google Data Analytics certificate.

Requirements for the Major (12 courses; 54 quarter units) **Units:** 54.00

MTH 322	Calculus III	4.50

	Prerequisite: *MTH 221*	
MTH 323	Calculus IV ***Prerequisite:*** *MTH 322*	4.50
MTH 311	Topics from Geometry ***Prerequisite:*** *MTH 215, or Accuplacer test placement*	4.50
MTH 325	Discrete Mathematics ***Prerequisite:*** *MTH 215*	4.50
MTH 435	Linear Algebra ***Prerequisite:*** *MTH 325*	4.50
MTH 433	Differential Equations ***Prerequisite:*** *MTH 323 and MTH 435*	4.50
MTH 411	Number Theory ***Prerequisite:*** *MTH 215; MTH 416*	4.50
MTH 416	Algebraic Structures ***Prerequisite:*** *MTH 325; MTH 435*	4.50
MTH 417	Foundations of Geometry ***Prerequisite:*** *MTH 215, or MTH 311*	4.50
MTH 330	Applied Statistical Methods ***Prerequisite:*** *MTH 210*	4.50
MTH 432	Advanced Calculus ***Prerequisite:*** *MTH 323*	4.50
MTH 412	History of Mathematics ***Prerequisite:*** *MTH 215, or MTH 301*	4.50

Upper-Division Concentration Requirements (4 courses, 18 quarter units)

Students will choose from one of the concentration areas listed below:

Concentration in Data Analytics

Academic Program Director: Igor Subbotin; isubboti@nu.edu

Concentration in Data Analytics provides students with the fundamental mathematical knowledge to formulate and solve problems in industry and research related to data analysis. This program concentration is designed as a solid preparation for future careers in the application of mathematics to computer sciences areas, especially to data sciences.

Note: As part of NU's recent partnership with Google, students in the Data Analytics concentration are encouraged to satisfy the prerequisite courses (ANA 200 and 230) by completing the **Google Data Analytics Certificate.**

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Apply main approaches to data visualization.
- Use main methods of acquisition, management, and preparation of data for analysis.
- Apply main mathematical and statistical models to appropriately formulate and use data analysis.

Requirements for Concentration (4 courses, 18 quarter units) **Units:** 18.00

ANA 310	Data Acquisition ***Prerequisite:*** *ANA 200 and ANA 230*	4.50
ANA 320	Data Management and Governance ***Prerequisite:*** *ANA 310*	4.50

ANA 330	Data Preparation ***Prerequisite:*** *ANA 320 and MTH 330*	4.50
MTH 450A	Mathematics Project Course ***Prerequisite:*** *Students must complete the major for a BS in Mathematics and complete an interview with the mathematics lead faculty before taking a project course. ; MTH 210; MTH 215, or MTH 220; MTH 221; MTH 322; MTH 323; MTH 311; MTH 325; MTH 435; MTH 433; MTH 411; MTH 416; MTH 417; MTH 330; MTH 432; MTH 412; ANA 200; ANA 230 and Completion of the following three courses within one concentration from either list:; ANA 310; ANA 320; ANA 330, or MTH 410; MTH 460; MTH 461*	4.50

Concentration in Subject Matter Competency

Academic Program Director: Igor Subbotin; isubboti@nu.edu

The Subject Matter Competency Concentration trains Mathematic teachers to provide quality mathematical instruction to students in secondary schools. Students who complete the BS in Mathematics program will not be required to take the California Subject Examination for Teachers (CSET) in Mathematics to pursue their teaching credentials. The program emphasizes a strong foundation in mathematical content together with activities designed to help future teachers assume leadership roles in an increasingly complex educational world.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Use up-to-date computer-based technology in the mathematics classroom.
- Apply problem solving strategies to examine and analyze mathematics questions.
- Apply main methods and models of teaching mathematics.

Requirements for the Concentration (4 courses; 18 quarter units) **Units:** 18.00

MTH 410	Technology in Math Education ***Prerequisite:*** *MTH 215, or MTH 301*	4.50
MTH 460	Problem Solving Strategies ***Prerequisite:*** *MTH 416 and MTH 417*	4.50
MTH 461	Methods of Teaching Math ***Prerequisite:*** *MTH 311 and MTH 412 and MTH 210 and MTH 460*	4.50
MTH 450A	Mathematics Project Course ***Prerequisite:*** *Students must complete the major for a BS in Mathematics and complete an interview with the mathematics lead faculty before taking a project course. ; MTH 210; MTH 215, or MTH 220; MTH 221; MTH 322; MTH 323; MTH 311; MTH 325; MTH 435; MTH 433; MTH 411; MTH 416; MTH 417; MTH 330; MTH 432; MTH 412; ANA 200; ANA 230 and Completion of the following three courses within one concentration from either list:; ANA 310; ANA 320; ANA 330, or MTH 410; MTH 460; MTH 461*	4.50

Bachelor of Science for Nursing (B.S.N) Requirements

Academic Program Director: Mickie Schuerger; mschuerger@nu.edu

NURSING PROGRAMS

INFORMATION APPLICABLE TO ALL PRELICENSURE NURSING PROGRAMS

1. Generic Entry
2. Second Bachelor

Individuals expressing interest in studying nursing at National University will be provided with objective counseling regarding all of the options available to them through the Department of Nursing. Enrollment in the University does not automatically include admission to the nursing program. The baccalaureate degree programs in nursing at National University are accredited by the Commission on Collegiate Nursing Education (CCNE), 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791.

Department of Nursing Mission

The mission of the Department of Nursing is to prepare nurses as professional leaders through interprofessional collaborative practice, promote person-centered care, utilize evidence-based practice, and use emerging technologies resulting in positive health outcomes in dynamic healthcare settings.

Department of Nursing Vision

The vision of the Department of Nursing is to become a center of nursing academic excellence.

Admission Requirements

Students including LVNs seeking to study nursing at National University must:

1. Meet all requirements for admission to an undergraduate degree program at the University as outlined in the University Catalog,
2. Have obtained a 2.75 cumulative GPA in the General Education and prerequisite courses, (Courses must have been taken at a regionally accredited institution.)
3. Have earned a grade of "C" or higher in all prerequisite courses,
4. Have a clear criminal background check and drug screen,
5. Submit a separate application for admission into a specific nursing program (see below), *Note: Meeting the minimum requirements, as listed above, does not guarantee admission into a nursing program.

Admission Process

Admission into the prelicensure nursing programs at National University is a two-step process: 1) Application to the University; and 2) Application to the respective nursing program.

Prospective students should follow the University application requirements listed in the "General Admission Procedures" section of the catalog.

In addition, prospective nursing students will complete a separate application for admission to a specific nursing program. These applications, with supporting documents, should be sent to the Department of Nursing, to the campus at which you plan to enroll: San Diego, Fresno, or Los Angeles. These addresses are found on the Nursing application, and online. Students taking their preparation courses at National University are held to the same standard as those who transfer preparation courses in from other schools.

Students must attend a Pre-Nursing Program Information Forum which will describe the process for applying to and acceptance into the Nursing Program. Note: Prospective Students must attend a Pre-Nursing Forum before submitting the application packet. For more information about the Pre-Nursing Program Information Forum, contact nursing@nu.edu.

A prospective student should first meet with an Enrollment Advisor. The Advisors are located at each of the University campus offices. The prospective student will arrange to have transcripts from all other Colleges and Universities sent to National University. These courses will be evaluated for equivalency to National University Department of Nursing required prerequisite courses. All non-nursing courses required for the BSN degree must be completed with a passing grade prior to enrollment in the first nursing course.

A Calculation Worksheet will be used to evaluate each prospective student's application packet by the Admissions Committee of the Department of Nursing. The prospective student will be ranked in comparison to the other applicants for that application cycle. The scoring system will be explained at the pre-nursing forum. Items considered in the scoring system may include but are not limited to:

- Grades and other indicators of mastery of the prerequisite course content,
- Testing: Including at least the Test of Essential Academic Skills Score (TEAS), (explained below)
- Admission Interview

Please note: Students are responsible for scheduling and completing TEAS test on their own.

All prospective students must take the Test of Essential Academic Skills (TEAS) to be considered for admission to the Nursing Program, following completion of all Math and Science prerequisite courses. The procedure for taking the TEAS will be explained at the Pre-Nursing Forum. The TEAS may be taken a total of 3 times (see Re-Application Process below), with no less than 60 days between tests.

A completed application must be on file prior to the deadline. Qualifying students will be contacted by the Department of Nursing to schedule an interview. Student must attend the interview to be considered for admission to the program. There is no make-up for the Admission Interview.

Following the receipt of all application items, the prospective student's packet will be reviewed by the Admission Committee for the Department of Nursing, and a decision made regarding acceptance. Tentative acceptance will be offered to students achieving the highest rank scores, until all class positions are filled for any one cohort.

Once accepted, student must attend the mandatory new nursing student orientation to complete the admission process. Final admission is confirmed upon the student signing the roster during the mandatory New Nursing Student Orientation Session. All prospective students must attend Orientation before they will be admitted to the nursing program. The prospective student will receive a letter confirming admission to the nursing program after attending the orientation.

Students who are not accepted may re-apply for admission to the Nursing Program, up to a maximum of three applications. The prospective student may choose to re-take TEAS. Admission interview is not waived and will be required.

Students are not eligible for financial aid until the Nursing application, Evaluation Packet, and the formal degree evaluation is done by the Office of the Registrar.

Students requesting to take one or more NSG courses in a non-degree status are required to submit a letter of intent to the Chair of Nursing along with any BRN-issued documents related to course requirements. Students will complete a two-part interview process and may be required to demonstrate clinical competency in a nursing laboratory. Successful candidates will be enrolled in classes on a space available basis.

Program Advisement

All accepted students will be assigned a Nursing Faculty Advisor prior to the mandatory new student orientation. Students are encouraged to periodically communicate with both the Nursing Faculty Advisor and their Academic Advisor throughout the program.

Policy on Advanced Placement Awarding Prior Education Credit For Military Students

National University Department of Nursing administration will evaluate courses completed through the United States Military Services. Students will receive nursing course credits when their Joint Services Transcript (JST) equivalency criteria (time limit, credit and content) are met. Time limit equivalency is 7 years or less. If time limit equivalency is not met, students may receive credit through challenge by course examination and skill validation and/or medication dosage examination. Students must provide proof of coursework and clinical experience for approval to challenge nursing courses by course examination and skill validation and/or medication dosage examination. The student is required to take the NSG 328 BSN Transition if challenging NSG 245/NSG 245A or higher-level courses. According to the California Board of Registered Nursing (BRN), credit by examination shall be designed for the purpose of evaluating knowledge and/or clinical skills necessary to meet course objectives. U.S. military active service members or honorably discharged veterans accepted for admission to the NU nursing program may be eligible to challenge nursing course by examination(s) or be considered for equivalency. Applicants will receive course credit and advanced placement for successfully challenged courses. Co-requisite nursing courses will have to be challenged together. In order to receive credit for challenge courses, student must pass both co-requisite nursing courses. All course challenges by examination must be completed prior to the beginning of the first term in NU nursing program. Student who successfully challenges a course will receive a revised plan of study. Student must meet NU residency requirements.

Policy on Advanced Placement Awarding Prior Education Credit For License Vocational Nurses (LVNs)

National University Department of Nursing administration will evaluate courses completed at LVN programs. Students will receive nursing course credits when their LVN transcripts equivalency criteria (time limit, credit and content) are met. Time limit equivalency is 7 years or less. If time limit equivalency is not met, students may

receive credit through challenge by course examination and skill validation and/or medication dosage examination. Students must provide proof of coursework and clinical experience for approval to challenge nursing courses by course examination and skill validation and/or medication dosage examination. The student is required to take the NSG 328 BSN Transition if challenging NSG 245/NSG 245A or higher-level courses. According to the California Board of Registered Nursing (BRN), credit by examination shall be designed for the purpose of evaluating knowledge and/or clinical skills necessary to meet course objectives. LVNs accepted for admission to the NU nursing program may be eligible to challenge nursing course by examination(s) or be considered for equivalency. Applicants will receive course credit and advanced placement for successfully challenged courses. Co-requisite nursing courses will have to be challenged together. In order to receive credit for challenge courses, student must pass both co-requisite nursing courses. All course challenges by examination must be completed prior to the beginning of the first term in NU nursing program. Student who successfully challenges a course will receive a revised plan of study. Student must meet NU residency requirements.

Transfer Students

Student completed nursing courses at another institution and wishes to transfer courses must apply as a transfer student. In order for credit to be given for courses taken at another institution, the following requirements must be met:

- The Chair of the department or designee must approve the petition of course credit/s being transferred at National University.
- Official transcript from prior education must show equivalent coursework completed and must meet time limit, credits and content.
- Nursing courses must have been taken within the last 7 years.
- Prior course syllabus or course outline must clearly delineate course learning outcomes/objectives equivalency to NU courses.
- The course being transferred must be taken from a regionally accredited institution.
- The course being transferred must equal or exceed the number of contact hours for the equivalent course offered in National University, Department of Nursing.

Student who has not successfully progressed in another nursing program can be considered for transfer based on space availability or has the option to apply into entry-level BSN program. Transfer credit is not assured for prior nursing courses taken at another institution. All students with healthcare coursework from a foreign institution must have a foreign transcript evaluation done by an approved agency. Healthcare coursework includes, but is not limited to, courses taken in pursuit of a nursing, physician, dental, or other medical profession licensure. Please contact foreignevaluations@nu.edu for additional information.

Progression Requirements

Students who are unsuccessful in their first attempt at any of the nursing courses or who take a break from the course sequencing for any reason will be placed in subsequent cohorts on a space available basis.

Students who are absent for a period of 12 months or more are disenrolled from the nursing program and must re-apply to the nursing program. If admitted, students will be held to all program requirements of the catalog at the time.

For students who take a break from the Program not to exceed 12 months, a schedule change form must be submitted, which will then be evaluated by the Nursing Department. Students should contact the Nursing Department for assistance with this process.

Changes within the Nursing Program

Students must be aware that grades, schedules, clinical and other department of nursing changes can occur at any time during the program. Students will receive notice, if possible, at least 30 days in advance of changes. However, if hospitals and other clinical facilities change clinical policies, new policies may have to be implemented without notice to satisfy the requirements for clinical placements. Due to requirements of clinical agencies in which we place students for clinical courses, class and clinical schedules may be changed at any time prior to the start of a course.

Unfortunately, the Department of Nursing does not control access to clinical agencies, and if the agency requires a last minute change, students must be prepared to make that change in order to continue in the program. For this

reason, and due to the intensity of study requirements in nursing program, students are strongly encouraged to minimized extra-curricular activities while enrolling in the nursing program.

Clinical Requirements

Before participating in clinical practice, students must submit proof of a health clearance that complies with the health facility's requirements for immunizations and health screening tests. In addition, before engaging in clinical practice at health facilities, students will be required to obtain professional liability insurance in the amount of $1,000,000 per occurrence/ $3,000,000 aggregate. Continued liability coverage as well as current health clearance, clear background check and drug screen annually, and immunity coverage is required throughout the program. *Note: failure to maintain health clearance and a clear background check during the nursing program may result in dismissal from the nursing program, and possibly refusal of the BRN to allow the student to take the RN licensure exam.

The Department of Nursing requires that students who participate in fieldwork in healthcare facilities maintain current health insurance coverage and Cardio-Pulmonary Resuscitation (CPR) certificate from the American Heart Association (BLS-Basic Life Support for healthcare Providers plus AED certification). If a student is out of the program for 5 months or more, she/he must re-do the drug screen and background check. If a student's background check changes such that he/she has a flag on the report at any time during the program, the student will be dismissed from the nursing program if a clinical placement for his/her clinical course(s) cannot be obtained. Students are responsible to meet all additional requirements established by clinical facilities.

The student is responsible for incidents occurred during the program including but not limited to emergency room visits in the event of a needle stick or other high-risk exposure, as well as prescribed medications and procedures.

Students must provide their own transportation to class and all clinical experiences. *Note: Proof of auto insurance, a current car registration, and a valid driver's license may be required for access to clinical facilities located on military installations.

Mental and Physical Qualifications for Professional Nursing

Be advised that there are minimum mental and physical qualifications to professional nursing practice. Typically, each nursing employer sets minimal physical and mental standards for employment as a Registered Nurse. These employers are also in control of providing National University nursing students with the clinical placements necessary to complete a nursing program. Their restrictions may affect some students' decision about whether to pursue a nursing career. At the present time, all clinical placements forbid visible tattoos and piercings (other than a single small earring in one or both ears). Any tattoos or piercings must be able to be concealed with clothing for a student to be able to pursue a nursing degree at National University. Synthetic fingernails and nail polish are prohibited.

The following are MINIMUM mental and physical qualifications for admission of applicants to a professional nursing program. All students must demonstrate and maintain their ability to perform the following functions with or without reasonable accommodations throughout their coursework and clinical placements:

- Frequently work in a standing position and do frequent walking.
- Lift and transfer patients up to 6 inches from a stooped position, then push or pull the weight up to 3 feet.
- Lift and transfer patients from a stooped to an upright position to accomplish bed-to-chair and chair-to-bed transfers.
- Physically apply up to 10 pounds of pressure to bleeding sites or during CPR.
- Respond and react immediately to auditory instructions/requests, monitor equipment/alarms, and perform auditory auscultation without auditory impediments.
- Physically perform a twelve-hour clinical laboratory experience.
- Perform close and distance visual activities (may use glasses) involving objects, persons, and paperwork, as well as discriminate depth and color perception.
- Discriminate between sharp/dull and hot/cold when using hands.
- Perform mathematical calculations for medication preparation and administration.
- Communicate effectively, both orally and in writing, using appropriate English grammar, vocabulary, and wording.
- Make appropriate and timely decisions under stressful situations.

All students of the Department of Nursing are required to meet these qualifications and to abide by the rules and policies of clinical placement facilities. Additionally, students must successfully complete other course requirements in the Nursing program. Individuals applying for admission to the Department of Nursing should consider their eligibility in light of these qualifications and restrictions and assess their ability to meet the physical and mental qualifications required in nursing.

In carrying out the nondiscrimination policy of the Department of Nursing with regard to students and applicants with disabilities, the Department of Nursing will endeavor to make reasonable modifications and otherwise reasonably accommodate students and applicants with disabilities. Students with disabilities should consider their ability to meet the above qualifications with reasonable accommodation. Any requests for accommodation will be considered through the University's Student Accessibility Service office (sas@nu.edu or 858-521-3967) as described in the University Catalog. Students with medical conditions, physical and/or mental, maybe asked to provide a physician note to enter or return to the Program.

The Student Agreement

To ensure that graduates of National University's nursing programs are able to meet the legal requirements of the California Board of Registered Nursing (the Board), all newly admitted nursing students must enter into a student agreement. A copy of the student agreement is distributed at the mandatory student orientation.

The student agreement gives National University the right to suspend or terminate the student's participation in the nursing program upon showing that the student has:

- Committed acts or engaged in conduct that could constitute grounds for denial of an RN license;
- Failed to demonstrate the requisite skills, and qualifications to satisfy the requirements for an RN license;
- Excessive absence in the theoretical and/or clinical component of a particular nursing course as per the Department of Nursing BSN Absence Policy;
- Become impossible to place in a clinical agency due to a flag on the background check, or conduct that results in the agency refusing to admit the student for a clinical course lab;
- Demonstrated other qualities or behaviors enumerated in the student agreement inconsistent with National University's recommendation of the student for an RN license. The student agreement also authorizes National University to release to the Board of Registered Nursing all pertinent information pertaining to the qualification or fitness for an RN license.

The student agreement also authorizes National University to release to the Board of Registered Nursing all pertinent information pertaining to the qualification or fitness for an RN license.

Time Management

The professional nursing program, with its intense clinical practice component, is very demanding in terms of time and energy allocation. Students are advised not to undertake a work schedule that could jeopardize successful completion of the program. Specifically, students who work more than 8 hours per week while in the nursing program are at jeopardy of failing.

Student Assistance, Notice of Need to Improve, and Dismissal from School of Nursing Programs

National University is committed to maintaining quality standards throughout its nursing programs and to graduating competent professional nurses. As required by the Board, National University identifies and assists students who need special assistance, and retains in its programs only those students who are suited for entry into or advancement in the nursing profession. The Board is charged by the state with evaluating the moral character and fitness of all persons who wish to work as a registered nurse in California healthcare facilities. Every person who is an applicant for, or who now holds any nursing license is answerable to the Board for his or her fitness-related conduct.

Learning Support Plan (LSP)

LSP will be used to document students who have not achieved academic, clinical and/or professional standards through assessment/evaluation in either the classroom or clinical lab. If the student fails to meet the standard set forth in the LSP, the following may result: 1) Immediate removal from a clinical laboratory or facility site, 2) Immediate removal from a theory course, and/or 3) Recommendation of dismissal from the program of study if the situation warrants. Students will receive a copy of the LSP and an additional copy will be maintained in the student's file in the Department of Nursing.

Procedures Governing Problems with Progress in the Program

When a student is having an academic performance problem with the nursing program or a student is notified that she/he is not meeting the standards in either the classroom, nursing skills laboratory, or clinical facility, the student should meet first with the course lead or with the course lead and the clinical nursing faculty (if the deficit is in clinical practice). The student should seek clarification of the deficit and work with the faculty to construct a plan for improvement which may or may not include the creation of a Learning Support Plan.

Students who receive two (2) occurrences of unsatisfactory grade of C- or below (graded courses) or a U (a non-graded course) for any Nursing course will be dismiss from the nursing program. Co-requisite course failure in one course resulting in failure in the other course and is considered as one (1) occurrence. Students who fail co-requisite courses will need to repeat both courses.

Grade Appeal

Students must meet the grounds for a grade appeal and must follow grade appeal process as noted in the Policies and Procedures section of this catalog.

Application for Licensure

Students seeking an RN license must apply to the Board of Registered Nursing for such a license. It is the student's responsibility to keep current on the laws pertaining to the practice of registered nursing, as these laws are subject to change. Students should submit the Application for Licensure by Examination at least two to four weeks before their graduation date. All first-time applicants are required to submit fingerprints with the application process. NU Registrar will upload official transcript to BRN Breeze Cloud link directly. Students wish to take NCLEX and/or apply for RN license out of state must notify Chair of Nursing.

The BRN requires applicants to take an examination administered by computer. The number of questions may vary from a minimum of 75 to a maximum of 265. The standard testing time for such examinations is a maximum of six hours.

Bachelor of Science in Nursing (B.S.N) Second Bachelor (California)

Academic Program Director: Mickie Schuerger; mschuerger@nu.edu

This program is for individuals with prior earned bachelor's degree (i.e., B.A., B.S.) who wish to be prepared for licensure as a registered nurse earning a Bachelor of Science in Nursing degree. Prepares candidates to develop critical thinking, clinical reasoning, leadership skills, inter-professional collaboration, therapeutic communication and proficiency in nursing skills within the framework of trans-cultural nursing. Graduates are able to apply evidenced-base practice to manage the nursing care of culturally diverse clients in a variety of settings. The Bachelor of Science in Nursing (BSN) Second-Bachelor degree program at National University is accredited by the Commission on Collegiate Nursing Education (CCNE), 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791.

LVNs/Medics accepted for admission to the NU nursing program may be eligible to challenge nursing courses by examination(s) or be considered for equivalency. This challenge course, NSG 328, will evaluate content completed at LVN/Corps School programs to award college-level credit using transcript evaluation, credit-by-examination options, and competency-based education assessment of knowledge proficiency. Students will receive nursing course credits when their LVN/Core School transcripts equivalency criteria (time limit, credit, and content) are met. The time limit equivalency is 7 years or less. If time limit equivalency is not met, students may receive credit through challenge by course examination and skill validation and/or medication dosage examination. Applicants will receive course credit and advanced placement for successfully challenged courses. Co-requisite nursing courses will have to be challenged together. In other to receive credit for challenge courses, students must pass both co-requisite nursing courses. All course challenges by examination must be completed prior to the beginning of the first term in NU nursing program. The student who successfully challenges a course will receive a revised plan of study and must meet NU residency requirements.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Develop caring, therapeutic nursing relationships with individuals, families, communities and populations.
- Provide safe, quality, effective, culturally competent, person-centered nursing care for individuals across the life span in a variety of settings.
- Participate in the continuous improvement of nursing care quality and safety.
- Use clinical judgment and leadership skills to manage, prioritize, and delegate collaborate patient care in a variety of health care settings.
- Effectively communicate and collaborate with individuals, families, communities, populations, and interdisciplinary teams.
- Demonstrate professional identity by incorporating established standards of practice within the legal and ethical framework of nursing.
- Apply current best evidence-based nursing concepts to achieve desired outcomes.

Degree Requirements:

To receive a Bachelor of Science in Nursing (BSN), students must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University, 76.5 of which must be completed at the upper division level, and the University General Education requirements. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree. The following courses are specific degree requirements. Students should refer to the section on undergraduate admission procedures for specific information on admission and evaluation.

Required for the Major (10 courses; 36 quarter units)

COM 103	Public Speaking	4.50
BST 322	Intro to Biomedical Statistics	4.50
PSYC 100	Introduction to Psychology	4.50
SOC 100	Principles of Sociology	4.50
BIO 201	Human Anatomy and Physiol I ***Corequisite:*** *BIO 191A, or BIO 201A;* ***Recommended: Prior completion of:*** *BIO 100; BIO 100A; CHE 101; CHE 101A*	4.50
BIO 201A	Human Anatomy and Physiol Lab ***Corequisite:*** *BIO 201;* ***Recommended: Prior completion of:*** *BIO 100; BIO 100A; CHE 101; CHE 101A or equivalent courses.*	1.50
BIO 202	Human Anatomy and Physiol II ***Corequisite:*** *BIO 202A, or BIO 192A;* ***Prerequisite:*** *BIO 201 and BIO 201A*	4.50
BIO 202A	Human Antmy andPhysiol LabII ***Corequisite:*** *BIO 202;* ***Prerequisite:*** *BIO 201; BIO 201A*	1.50
BIO 203	Introductory Microbiology ***Corequisite:*** *BIO 193A; BIO 203A Students should take both lecture and lab courses concurrently and with the same instructor to ensure a consistent learning experience. Students who are retaking one of the two courses or present special circumstances should petition for exception to this requisite.;* ***Recommended: Prior completion of:*** *BIO 100 and BIO 100A; CHE 101 and CHE 101A or equivalent courses; BIO 201 and BIO 201A; BIO 202 and BIO 202A*	4.50
BIO 203A	Introductory Microbiology Lab ***Corequisite:*** *BIO 203;* ***Recommended: Prior completion of:*** *BIO 100; BIO 100A; CHE 101; CHE 101A; BIO 201 and BIO 201A; BIO 202 and BIO 202A*	1.50

Nursing Core Courses (25 courses; 94.5 quarter units)

NSG 403	Nursing Theories and Models	4.50

	Prerequisite: *Admission into the Bachelor of Science in Nursing and completion of all non-nursing pre-requisite courses is required to enroll in this course.*	
NSG 214	Health Assessment ***Corequisite:*** *NSG 214A;* ***Recommended Preparation:*** *Admission into the nursing program and completion of required general education preparation with a minimum GPA 2.75*	4.50
NSG 214A	Health Assessment Clinical Lab ***Corequisite:*** *NSG 214 Admission into the nursing program and completion of required general education preparation with a minimum GPA 2.75.*	1.50
NSG 422	Nursing Research ***Prerequisite:*** *BST 322*	4.50
NSG 304	Pharmacology in Nursing I ***Prerequisite:*** *NSG 214; NSG 214A*	4.50
NSG 240	Foundations of Nursing** ***Prerequisite:*** *NSG 214; NSG 214A; NSG 304; NSG 403; NSG 422;* ***Corequisite:*** *NSG 240A*	4.50
NSG 240A	Foundations Clinical Lab** ***Prerequisite:*** *NSG 214; NSG 214A; NSG 304; NSG 403; NSG 422;* ***Corequisite:*** *NSG 240*	3.50
NSG 245	Medical-Surgical Nursing I** ***Prerequisite:*** *NSG 240 and NSG 240A;* ***Corequisite:*** *NSG 245A*	4.50
NSG 245A	Medical-Surgical I Clinical** ***Prerequisite:*** *NSG 240 and NSG 240A;* ***Corequisite:*** *NSG 245*	3.50
NSG 330	Medical-Surgical Nursing II** ***Prerequisite:*** *NSG 214; NSG 214A;* ***Corequisite:*** *NSG 330A*	4.50
NSG 330A	Medical-Surgical II Clinical** ***Prerequisite:*** *NSG 214; NSG 214A;* ***Corequisite:*** *NSG 330*	3.50
NSG 333	Child-bearing Family Nursing** ***Prerequisite:*** *NSG 330; NSG 330A;* ***Corequisite:*** *NSG 333A*	4.50
NSG 333A	Child-bearing Family Clinical** ***Prerequisite:*** *NSG 245; NSG 245A;* ***Corequisite:*** *NSG 333*	3.50
NSG 334	Pediatric Nursing** ***Prerequisite:*** *NSG 333 and NSG 333A;* ***Corequisite:*** *NSG 334A*	4.50
NSG 334A	Pediatric Nursing Clinical** ***Prerequisite:*** *NSG 333 and NSG 333A;* ***Corequisite:*** *NSG 334*	3.50
NSG 335	Psychiatric-Mental Health Nur** ***Prerequisite:*** *NSG 330; NSG 330A;* ***Corequisite:*** *NSG 335A*	4.50
NSG 335A	Psych-Mental Health Clinical** ***Prerequisite:*** *NSG 330; NSG 330A;* ***Corequisite:*** *NSG 335*	3.50
NSG 305	Pathopharmacology in Nursing ***Prerequisite:*** *NSG 304; NSG 335; NSG 335A Successful Completion of NSG 335 and 335A*	4.50
NSG 460	Community Healthcare I ***Corequisite:*** *NSG 460A Program requirement.*	4.50
NSG 460A	Community Healthcare I Lab ***Corequisite:*** *NSG 460*	1.50
NSG 462	Community Healthcare II ***Prerequisite:*** *NSG 460 and NSG 460A;* ***Corequisite:*** *NSG 462A*	4.50
NSG 462A	Community Healthcare II Lab ***Prerequisite:*** *NSG 460 and NSG 460A;* ***Corequisite:*** *NSG 462*	1.50
NSG 340	Nursing Leadership/Management** ***Prerequisite:*** *NSG 335; NSG 335A;* ***Corequisite:*** *NSG 340A*	4.50

NSG 340A	Leadership/Management Clinical** ***Prerequisite:*** *NSG 335; NSG 335A;* ***Corequisite:*** *NSG 340*	1.50
NSG 440	Professional Issues in Nursing	4.50

**Content required for licensure by CA Board of Registered Nursing

Elective Course

NSG 470A	Work Exp in Clinical Setting ***Prerequisite:*** *NSG 214 course with C or higher; NSG 214A course with C or higher; NSG 240 course with C or higher; NSG 240A course with C or higher; NSG 245 course with C or higher; NSG 245A course with C or higher; NSG 330 course with C or higher; NSG 330A course with C or higher; Students must have and maintain a GPA of 3.0 or higher in all NU nursing courses.*	1.00-6.00
NSG 490	Guided Study ***Prerequisite:*** *Admission to nursing program and approve by Chair of Nursing*	0.50-6.00

Requirements for LVNs and military students with approved Advanced Placement challenging NSG 245/A and higher (1 course; 4.5 quarter units)

NSG 328	BSN Transition ***Prerequisite:*** *Completed a Licensed Vocational Nursing/Licensed Practical Nurse (LVN/LPN) Program and hold a current licensure as an LVN/LPN., or Completed the Corps School/Military Training*	4.50

Bachelor of Science in Nursing - Generic Entry (B.S.N) (California)

The Bachelor of Science in Nursing (BSN) program prepares degree candidates to develop critical thinking, clinical reasoning, leadership skills, inter-professional collaboration, therapeutic communication and proficiency in nursing skills within the framework of trans-cultural nursing. Graduates are able to apply evidenced-base practice to manage the nursing care of culturally diverse clients in a variety of settings. The Bachelor of Science Nursing (BSN) Generic Entry program at National University is accredited by the Commission on Collegiate Nursing Education (CCNE), 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791.

LVNs/Medics accepted for admission to the NU nursing program may be eligible to challenge nursing courses by examination(s) or be considered for equivalency. This challenge course, NSG 328, will evaluate content completed at LVN/Corps School programs to award college-level credit using transcript evaluation, credit-by-examination options, and competency-based education assessment of knowledge proficiency. Students will receive nursing course credits when their LVN/Core School transcripts equivalency criteria (time limit, credit, and content) are met. The time limit equivalency is 7 years or less. If time limit equivalency is not met, students may receive credit through challenge by course examination and skill validation and/or medication dosage examination. Applicants will receive course credit and advanced placement for successfully challenged courses. Co-requisite nursing courses will have to be challenged together. In other to receive credit for challenge courses, students must pass both co-requisite nursing courses. All course challenges by examination must be completed prior to the beginning of the first term in NU nursing program. The student who successfully challenges a course will receive a revised plan of study and must meet NU residency requirements.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Develop caring, therapeutic nursing relationships with individuals, families, communities and populations.
- Provide safe, quality, effective, culturally competent, person-centered nursing care for individuals across the life span in a variety of settings.
- Participate in the continuous improvement of nursing care quality and safety.

- Use clinical judgment and leadership skills to manage, prioritize, and delegate collaborate patient care in a variety of health care settings.
- Effectively communicate and collaborate with individuals, families, communities, populations, and interdisciplinary teams.
- Demonstrate professional identity by incorporating established standards of practice within the legal and ethical framework of nursing.
- Apply current best evidence-based nursing concepts to achieve desired outcomes.

Degree Requirements:

To receive a Bachelor of Science in Nursing (BSN), students must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University, 76.5 of which must be completed at the upper division level, and the University General Education requirements. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree. The following courses are specific degree requirements.

Required General Education Preparation (21 courses; 84 quarter units)

The following areas of General Education must be completed prior to beginning any Nursing Major core coursework: Area A1, A2, Area B, Area C, Area E, and Area F.

AREA A: ENGLISH COMMUNICATION (9.0 quarter units)

CATEGORY – 1 Writing (1 course; 4.5 quarter units)		
ENG 102	Effective College English	4.50
CATEGORY 2 - Speech and Communication(1 course; 4.5 quarter units)		
COM 103	Public Speaking	4.50

AREA B: MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING (1 course; 4.5 quarter units)

BST 322	Intro to Biomedical Statistics	4.50

AREA C: INFORMATION LITERACY AND TECHNOLOGY (1 course; 4.5 quarter units)

ILR 260	Academic Information Literacy ***Prerequisite:*** *ENG 102*	4.50

AREA D: ARTS, HUMANITIES, AND LANGUAGES (4 courses; 18 quarter units)

See the General Education section of the catalog for applicable courses		
SPN 340A	Spanish for the Work Place	4.50
SPN 341	Cross-Cultural Communication	4.50

For the remaining 9 units (2 courses), see the General Education section of the catalog for applicable courses.

AREA E: SOCIAL AND BEHAVIORAL SCIENCES (2 courses; 9 quarter units)

PSYC 100	Introduction to Psychology	4.50
SOC 100	Principles of Sociology	4.50

AREA F: PHYSICAL AND BIOLOGICAL SCIENCES (6 courses; 18 quarter units)

BIO 201	Human Anatomy and Physiol I	4.50

	Corequisite: *BIO 191A, or BIO 201A;* ***Recommended: Prior completion of:*** *BIO 100; BIO 100A; CHE 101; CHE 101A*	
BIO 201A	Human Anatomy and Physiol Lab ***Corequisite:*** *BIO 201;* ***Recommended: Prior completion of:*** *BIO 100; BIO 100A; CHE 101; CHE 101A or equivalent courses.*	1.50
BIO 202	Human Anatomy and Physiol II ***Corequisite:*** *BIO 202A, or BIO 192A;* ***Prerequisite:*** *BIO 201 and BIO 201A*	4.50
BIO 202A	Human Antmy andPhysiol LabII ***Corequisite:*** *BIO 202;* ***Prerequisite:*** *BIO 201; BIO 201A*	1.50
BIO 203	Introductory Microbiology ***Corequisite:*** *BIO 193A; BIO 203A Students should take both lecture and lab courses concurrently and with the same instructor to ensure a consistent learning experience. Students who are retaking one of the two courses or present special circumstances should petition for exception to this requisite.;* ***Recommended: Prior completion of:*** *BIO 100 and BIO 100A; CHE 101 and CHE 101A or equivalent courses; BIO 201 and BIO 201A; BIO 202 and BIO 202A*	4.50
BIO 203A	Introductory Microbiology Lab ***Corequisite:*** *BIO 203;* ***Recommended: Prior completion of:*** *BIO 100; BIO 100A; CHE 101; CHE 101A; BIO 201 and BIO 201A; BIO 202 and BIO 202A*	1.50

AREA A-G: GENERAL EDUCATION (1 course; 4.5 quarter units)

SOC 400	Race & Ethnicity in the U.S. ***Prerequisite:*** *ENG 102*	4.50
OR HUB 500	Cross-Cultural Dynamics ***Prerequisite:*** *ENG 102; PSYC 100*	4.50

For the remaining 16.5 quarter units, use General Education section of the catalog for applicable courses or nursing elective courses.

Nursing Core Courses (25 courses; 94.5 quarter units)

NSG 403	Nursing Theories and Models ***Prerequisite:*** *Admission into the Bachelor of Science in Nursing and completion of all non-nursing pre-requisite courses is required to enroll in this course.*	4.50
NSG 214	Health Assessment ***Corequisite:*** *NSG 214A;* ***Recommended Preparation:*** *Admission into the nursing program and completion of required general education preparation with a minimum GPA 2.75*	4.50
NSG 214A	Health Assessment Clinical Lab ***Corequisite:*** *NSG 214 Admission into the nursing program and completion of required general education preparation with a minimum GPA 2.75.*	1.50
NSG 422	Nursing Research ***Prerequisite:*** *BST 322*	4.50
NSG 304	Pharmacology in Nursing I ***Prerequisite:*** *NSG 214; NSG 214A*	4.50
NSG 240	Foundations of Nursing** ***Prerequisite:*** *NSG 214; NSG 214A; NSG 304; NSG 403; NSG 422;* ***Corequisite:*** *NSG 240A*	4.50

NSG 240A	Foundations Clinical Lab** ***Prerequisite:*** *NSG 214; NSG 214A; NSG 304; NSG 403; NSG 422;* ***Corequisite:*** *NSG 240*	3.50
NSG 245	Medical-Surgical Nursing I** ***Prerequisite:*** *NSG 240 and NSG 240A;* ***Corequisite:*** *NSG 245A*	4.50
NSG 245A	Medical-Surgical I Clinical** ***Prerequisite:*** *NSG 240 and NSG 240A;* ***Corequisite:*** *NSG 245*	3.50
NSG 330	Medical-Surgical Nursing II** ***Prerequisite:*** *NSG 214; NSG 214A;* ***Corequisite:*** *NSG 330A*	4.50
NSG 330A	Medical-Surgical II Clinical** ***Prerequisite:*** *NSG 214; NSG 214A;* ***Corequisite:*** *NSG 330*	3.50
NSG 333	Child-bearing Family Nursing** ***Prerequisite:*** *NSG 330; NSG 330A;* ***Corequisite:*** *NSG 333A*	4.50
NSG 333A	Child-bearing Family Clinical** ***Prerequisite:*** *NSG 245; NSG 245A;* ***Corequisite:*** *NSG 333*	3.50
NSG 334	Pediatric Nursing** ***Prerequisite:*** *NSG 333 and NSG 333A;* ***Corequisite:*** *NSG 334A*	4.50
NSG 334A	Pediatric Nursing Clinical** ***Prerequisite:*** *NSG 333 and NSG 333A;* ***Corequisite:*** *NSG 334*	3.50
NSG 335	Psychiatric-Mental Health Nur** ***Prerequisite:*** *NSG 330; NSG 330A;* ***Corequisite:*** *NSG 335A*	4.50
NSG 335A	Psych-Mental Health Clinical** ***Prerequisite:*** *NSG 330; NSG 330A;* ***Corequisite:*** *NSG 335*	3.50
NSG 305	Pathopharmacology in Nursing ***Prerequisite:*** *NSG 304; NSG 335; NSG 335A Successful Completion of NSG 335 and 335A*	4.50
NSG 460	Community Healthcare I ***Corequisite:*** *NSG 460A Program requirement.*	4.50
NSG 460A	Community Healthcare I Lab ***Corequisite:*** *NSG 460*	1.50
NSG 462	Community Healthcare II ***Prerequisite:*** *NSG 460 and NSG 460A;* ***Corequisite:*** *NSG 462A*	4.50
NSG 462A	Community Healthcare II Lab ***Prerequisite:*** *NSG 460 and NSG 460A;* ***Corequisite:*** *NSG 462*	1.50
NSG 340	Nursing Leadership/Management** ***Prerequisite:*** *NSG 335; NSG 335A;* ***Corequisite:*** *NSG 340A*	4.50
NSG 340A	Leadership/Management Clinical** ***Prerequisite:*** *NSG 335; NSG 335A;* ***Corequisite:*** *NSG 340*	1.50
NSG 440	Professional Issues in Nursing	4.50

**Content required for licensure by CA Board of Registered Nursing

Optional Elective Course

Students may fulfil open units by completing the following courses.

NSG 470A	Work Exp in Clinical Setting ***Prerequisite:*** *NSG 214 course with C or higher; NSG 214A course with C or higher; NSG 240 course with C or higher; NSG 240A course with C or higher; NSG 245 course with C or higher; NSG 245A course with C or higher; NSG 330 course with C or higher; NSG 330A course with C or higher; Students must have and maintain a GPA of 3.0 or higher in all NU nursing courses.*	1.00-6.00
NSG 490	Guided Study	0.50-6.00

	Prerequisite: *Admission to nursing program and approve by Chair of Nursing*	

Requirements for LVNs and military students with approved Advanced Placement challenging NSG 245/A and higher (1 course; 4.5 quarter units)

NSG 328	BSN Transition ***Prerequisite:*** *Completed a Licensed Vocational Nursing/Licensed Practical Nurse (LVN/LPN) Program and hold a current licensure as an LVN/LPN., or Completed the Corps School/Military Training*	4.50

Bachelor of Science in Organizational Leadership

Academic Program Director: Steven Walker; swalker@nu.edu
The Bachelor of Science in Organizational Leadership provides students who are interested in starting, or who are currently working in, business enterprises with theoretical and applied knowledge of leadership theories and frameworks. Building understanding of the difference between leading small organizations and more traditional large corporations and agencies will be examined.

The premise that leadership is a process and can be learned through understanding theory, analyzing scenarios, case studies and complex problems will provide the opportunity for students to acquire their learning experientially.

The Bachelor of Science in Organizational Leadership is designed to give students the opportunity to develop the skills needed to be an effective leader in team and group settings within organizations. It is intended to help students move from an authoritarian paradigm to one of collaboration and integration.
Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Apply a personal leadership approach.
- Identify challenges and advantages of diverse groups in organizations within a global environment.
- Analyze negotiating styles of leaders, using the concepts of leadership and power.
- Examine the strategies leaders use to motivate and evaluate members of groups and teams.
- Evaluate the ethical implications of leadership decisions and strategies.
- Analyze strategies and frameworks used by leaders to make decisions and initiate change in organizations.
- Explain how the classic studies have informed the understanding and application of leadership and organizational theory.
- Communicate orally and in writing using proper business communication formats.

Degree Requirements:

To receive a Bachelor of Science in Organizational Leadership, students must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University, 76.5 of which must be completed at the upper-division level, and a minimum 69 units of the University General Education requirements. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree.

The following courses are specific degree requirements. Refer to the section on undergraduate admission procedures for specific information regarding application and evaluation.

Requirements for the Major (14 courses; 63 quarter units)
Non-Leadership Requirements (4 courses; 18 quarter units)

LAW 204	Legal Aspects of Business I	4.50
MGT 309	Prin. of Mgmt & Organizations	4.50
HRM 409B	Intro to Human Resource Mgmt	4.50
OR ODV 400	Organizational Strat & Design	4.50
COM 334	Persuasion ***Prerequisite:*** *ENG 102*	4.50
OR COM 354	Professional Presentations ***Prerequisite:*** *ENG 102*	4.50

Leadership Requirements (10 courses; 45 quarter units)

LED 400	Introduction to Leadership	4.50
LED 410	Leading Diverse Groups & Teams	4.50
LED 420	Adaptive Leadership in Change	4.50
LED 430	Conflict/Negotiation for Ldrs	4.50
LED 440	Ldrship Overview of Org. Func.	4.50
LED 450	Advanced Group Dynamic Theory ***Prerequisite:*** *LED 400 and LED 410*	4.50
LED 460	Ethics and Decision Making	4.50
LED 470	Classic Studies of Leadership	4.50
LED 480	Research for Leaders ***Prerequisite:*** *LED 410 and LED 420*	4.50
LED 490	Leadership Capstone Project ***Prerequisite:*** *Completion of six of the preceding courses*	4.50

Upper Division Electives (3 courses; 13.5 quarter units)

Students select from upper-division courses with the following prefixes: ECE, ECO, FIN, HRM, MGT, ODV, and SOC.

Bachelor of Science in Paralegal Studies

Academic Program Director: Bryan Hance; bhance@nu.edu

The Bachelor of Science degree in Paralegal Studies is approved by the American Bar Association. The degree program is approved to be offered online, onsite, and in hybrid format at the Los Angeles, College of the Canyons, and Cerritos College campuses. Students in this program will earn certificates in three legal specializations: Corporations, Litigation, and Criminal Law. The program is designed to equip students with the professional skills needed to serve the legal community effectively and ethically as paralegals or legal assistants. It offers a

comprehensive academic curriculum and practical training in the paralegal role within a legal environment. The curriculum enables students to understand legal theory and apply it ethically in professional paralegal practice.

Program Disclosure Information

This program is not intended for students to practice law. The coursework taken in this program is not transferable to law school. Paralegals are not lawyers and are not licensed to practice law. Paralegals may not provide legal services directly to the public, except as permitted by law. Paralegals have a limited scope practice depending on the State. Please check local, state and federal laws as these restrictions vary. Students must take at least nine (9) semester credits or the equivalent of legal specialty courses through synchronous instruction to complete the program or receive a degree.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Describe the American legal system and major areas of the law, such as Torts, Contracts, Property, and others, and understand the legal terminology in those areas.
- Identify legal issues and apply basic legal analysis in the context of a legal problem.
- Conduct legal research using manual and computer-assisted methods.
- Identify and apply proper legal remedies in the context of a legal problem.
- Use computers and other technology for law office and case management, document preparation, discovery, law and motion, and trial preparation.
- Demonstrate effective communication skills and the ability to convey relevant information to attorneys, clients, witnesses, and other persons.
- Demonstrate the ability to assist with preparing legal documents, and handling pre-trial and trial preparation tasks.
- Perform paralegal tasks competently in a law office, corporate law department, governmental agency, judicial setting, or other comparable legal environment.
- Integrate legal theory with the practical aspects of working as a paralegal in a law practice.
- Articulate applicable ethics laws and codes of ethical conduct.

Degree Requirements:

To receive a Bachelor of Science, paralegal degree students must complete at least 180 quarter units, 76.5 of which must be completed at the upper division level, 45 units which must be completed in residence at National University, and a minimum 69 units of the University General Education requirements. A minimum of 27 quarter units of general education coursework is required by the American Bar Association to be completed in at least three disciplines, such as social sciences, natural sciences, mathematics, humanities, foreign language, and English. The paralegal degree coursework comprises 18 legal specialty courses and one English for Professionals course as set forth below. In the absence of transfer credit, additional general electives may be necessary to satisfy the 180 quarter units for the paralegal degree. Students should refer to the section on undergraduate admission procedures for specific information on admission and evaluation.

Preparation for the Major (9 courses; 40.5 quarter units)

PLA 210	Legal Theory & Ethics	4.50
PLA 211	English for Professionals	4.50
PLA 212	Torts	4.50
PLA 213	Leg Res Writg Brfg/Analysis	4.50
PLA 214	Contracts	4.50
PLA 215	Leg Res Wrtg-Legal Memo	4.50
PLA 216	Computers and the Law	4.50
PLA 217	Property	4.50
PLA 218	Leg Res Wrtg-Persuasive Wrtg.	4.50

Requirements for the Major (10 courses; 45 quarter units)

PLA 303	Law Office Administration	4.50
PLA 318	Remedies & Dispute Resolution ***Prerequisite:*** *PLA 212 and PLA 214; PLA 217*	4.50
PLA 325	Litigation I	4.50
PLA 329	Corporations I	4.50
PLA 333	Criminal Law I	4.50
PLA 426	Litigation II ***Prerequisite:*** *PLA 325*	4.50
PLA 430	Corporations II ***Prerequisite:*** *PLA 329*	4.50
PLA 434	Criminal Law II ***Prerequisite:*** *PLA 333*	4.50
PLA 495	Objective Writing Capstone ***Prerequisite:*** *All other courses required for the major (except PLA 496) must be completed prior to enrolling in this course.*	4.50
PLA 496	Persuasive Writing Capstone ***Prerequisite:*** *All other courses required for the major must be completed prior to enrolling in this course.*	4.50

Upper Division Electives (6 courses; 27 quarter units)

Students must complete a minimum of 27 quarter units of electives to fulfill the upper-division unit requirements to earn the Bachelor of Science in Paralegal Studies. Students can select from the following recommended electives or choose from any upper-division course in the College of Law and Public Service.

LAW 402	The Art of Negotiation	4.50
LAW 427	Demystifying AI: Law	4.50
LAW 430	Constitutional Law	4.50
LAW 440	Comparative International Law	4.50
ADR 400	Alternative Dispute Resolution	4.50
ADR 405	Negotiation Fundamentals	4.50
ADR 415	Mediation Fundamentals	4.50
ADR 430	Ethics and Neutrality	4.50

Paralegals may not provide legal services directly to the public, except as permitted by law. Students must take at least nine semester credits or the equivalent of legal specialty courses through synchronous instruction.

Bachelor of Science in Project Management

Academic Program Director: Robin Butler; rbutler2@nu.edu
The Bachelor of Science in Project Management provides students with a business-related degree with an emphasis on managing projects in a multicultural and global setting. To achieve maximum effectiveness in contemporary business operations, organizations need highly effective project managers to set clear goals, define scope, and successfully manage costs, timelines, and outcomes.
Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Initiate projects with clearly identified scope, requirements, and stakeholders.
- Evaluate the probability and consequences of risks and estimate their implications for project objectives.
- Develop a project procurement plan based on requirements and schedule.
- Plan complex projects using appropriate planning tools.
- Manage project cost and budget baselines.
- Demonstrate leadership styles to effectively manage stakeholders and communication for complex projects.
- Apply the principles of ethical decision-making in the everyday conduct of business.
- Work effectively with diverse populations.
- Communicate effectively both orally and written.

Degree Requirements:

To receive a Bachelor of Science in Project Management, students must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University, 76.5 of which must be completed at the upper-division level, and a minimum of 69 units of the University General Education requirements. In the absence of transfer credit, additional general electives may be necessary to satisfy the total units for the degree. The following courses are specific degree requirements. Refer to the section of undergraduate admission procedures for specific information regarding admission and evaluation.

Business Foundation Requirements (6 courses; 27 quarter units) **Units:** 27.00

LED 400	Introduction to Leadership	4.50
BIM 400	Info Mgmt in Organizations	4.50
HRM 409B	Intro to Human Resource Mgmt	4.50
HRM 450	Workplace Ethics	4.50
HRM 444	Diversity, Equity & Inclusion	4.50
MGT 422	Team Bldg, Interpers Dynamics	4.50

Project Management Courses (10 courses; 45 quarter units) **Units:** 45.00

PMB 400	Project Management Essentials	4.50
PMB 410	Project Planning and Control ***Prerequisite:*** *PMB 400*	4.50
PMB 420	Program Management ***Prerequisite:*** *PMB 400*	4.50
PMB 430	Project Accting Fundamentals ***Prerequisite:*** *PMB 400*	4.50
PMB 440	Contract Management ***Prerequisite:*** *PMB 400*	4.50
PMB 450	Agile Project Management ***Prerequisite:*** *PMB 440*	4.50
PMB 460	Project Risk Management ***Prerequisite:*** *PMB 450*	4.50
PMB 470	Project Sustainability ***Prerequisite:*** *PMB 460*	4.50
PMB 480	Emerging Trends in Proj. Mgmt. ***Prerequisite:*** *PMB 470*	4.50
PMB 490	Project Management Capstone ***Prerequisite:*** *PMB 400; PMB 410; PMB 420; PMB 430; PMB 440; PMB 450; PMB 460; PMB 470; PMB 480*	4.50

Upper-Division Elective (1 course; 4.5 quarter units) **Units:** 4.50

Students can choose an Upper-Division elective from any appropriate courses to satisfy the total upper-division units for the degree in the following prefix areas: ACC, ADR, BKM, ECO, FIN, HRM, LAW, LED, MGT, MKT, MNS and ODV.

Bachelor of Science in Public Health

Academic Program Director: Sara Cook; scook2@nu.edu

The Bachelor of Science in Public Health features a broad-based foundation in the liberal arts and sciences and an ecological perspective of public health and the role that public health professionals play in preventing disease while maintaining or increasing quality of life. Graduates of the program will possess an understanding of the contributions of core public health disciplines to the nation's health. At the same time, graduates will also learn how to apply knowledge and skills relating to the interactions and interdependencies of health behavior, the physical and social environment, and public policy to affect health at local, state, national and international levels. The program is designed to prepare entry-level public health professionals to begin careers in a variety of health agencies: governmental health agencies, voluntary health agencies, community based/non-governmental agencies, medical care services, education agencies, and business and industry. Within these practice settings, entry-level public health practitioners address significant health challenges from individual, family, group, organization, neighborhood, community, and societal perspectives. Graduates will apply their competencies to assess needs, plan and implement prevention programs, assess program outcomes, communicate and advocate for public health issues, and participate in the development of public health as a profession. Graduates will also enhance their opportunities for professional growth and job placement through planned field practicum. Upon graduation, entry-level public health practitioners may be eligible to sit for the Certified Health Education Specialists exam (CHES) through the National Commission on Health Education Credentialing, Inc. Community Health (COH) courses in levels 300 and 400 are only offered in two formats: 1) Hybrid 50/50; 2) Online.

Program Learning Outcomes:

Upon successful completion of this program, students will be able to:

- Describe behavioral and non-behavioral variables contributing to morbidity and mortality.
- Explain the core principles of public health and their relationship to the health status of groups, communities, and populations at the local, state, national, and international levels.
- Describe the contributions of health disparities to morbidity and mortality among specific groups, communities, and societies.
- Assess the need for health promotion programs in response to the characteristics of diverse communities of interest using primary and secondary data.
- Employ a variety of strategies to plan, implement, monitor and evaluate health promotion programs in a variety of settings to meet stated goals, objectives and established standards.

- Choose appropriate strategies and tactics to influence behavioral, environmental, and public policy change to address the health needs in a given community.
- Evaluate the progress and outcomes of prevention programs in meeting stated goals and objectives and established standards.
- Design a plan for lifelong learning incorporating high professional and ethical standards, leadership, and cultural competencies and their evolving role in society.

Degree Requirements:

To receive a Bachelor of Science degree in Public Health, students must complete at least 180 quarter units as articulated below, including a minimum of 69 units of the University General Education requirements, 45 quarter units of which must be completed in residence at National University, 76.5 quarter units of which must be completed at the upper-division level.

In the absence of transfer credit, additional general electives may be necessary to satisfy the total units for the degree. Refer to the section on undergraduate admission requirements for specific information regarding admission and evaluation.

Preparation for the Major (14 courses; 54 quarter units)

COH 100	Personal Health	4.50
PSYC 100	Introduction to Psychology	4.50
SOC 100	Principles of Sociology	4.50
BIO 201	Human Anatomy and Physiol I ***Corequisite:*** *BIO 191A, or BIO 201A;* ***Recommended: Prior completion of:*** *BIO 100; BIO 100A; CHE 101; CHE 101A*	4.50
BIO 191A	Online Hum Anat and Phys I Lab ***Corequisite:*** *BIO 201;* ***Recommended: Prior completion of:*** *BIO 100; BIO 100A; CHE 101; CHE 101A*	1.50
OR BIO 201A	Human Anatomy and Physiol Lab ***Corequisite:*** *BIO 201;* ***Recommended: Prior completion of:*** *BIO 100; BIO 100A; CHE 101; CHE 101A or equivalent courses.*	1.50
BIO 202	Human Anatomy and Physiol II ***Corequisite:*** *BIO 202A, or BIO 192A;* ***Prerequisite:*** *BIO 201 and BIO 201A*	4.50
BIO 192A	Online Anat and Phys II Lab ***Corequisite:*** *BIO 202;* ***Prerequisite:*** *BIO 191A with a minimum grade of C-. Passing grade required; BIO 201 with a minimum grade of C-. Passing grade required*	1.50
OR BIO 202A	Human Antmy andPhysiol LabII ***Corequisite:*** *BIO 202;* ***Prerequisite:*** *BIO 201; BIO 201A*	1.50
BIO 203	Introductory Microbiology ***Corequisite:*** *BIO 193A; BIO 203A Students should take both lecture and lab courses concurrently and with the same instructor to ensure a consistent learning experience. Students who are retaking one of the two courses or present special circumstances should petition for exception to this requisite.;* ***Recommended: Prior completion of:*** *BIO 100 and BIO 100A; CHE 101 and CHE 101A or equivalent courses; BIO 201 and BIO 201A; BIO 202 and BIO 202A*	4.50

BIO 193A	Online Microbiology Lab ***Corequisite:*** *BIO 203;* ***Recommended: Prior completion of:*** *BIO 191A; BIO 201; CHE 101; CHE 101A*	1.50
OR BIO 203A	Introductory Microbiology Lab ***Corequisite:*** *BIO 203;* ***Recommended: Prior completion of:*** *BIO 100; BIO 100A; CHE 101; CHE 101A; BIO 201 and BIO 201A; BIO 202 and BIO 202A*	1.50
HTM 310	Health Informatics	4.50
BST 322	Intro to Biomedical Statistics	4.50
COH 317	Public Health Nutrition* ***Prerequisite:*** *ENG 102;* ***Recommended Preparation:*** *COH 100*	4.50
COH 318	Drug Use and Abuse* ***Prerequisite:*** *ENG 102;* ***Recommended Preparation:*** *COH 100*	4.50
COH 319	Human Sexuality* ***Prerequisite:*** *ENG 102;* ***Recommended Preparation:*** *COH 100*	4.50

Satisfactory completion of all courses in "Preparation for the Major" is needed prior to enrolling in "Requirements for the Major".

Core Requirements (4 courses; 18 quarter units)

COH 310	Culture and Health ***Prerequisite:*** *ILR 260*	4.50
COH 315	Introduction to Epidemiology ***Prerequisite:*** *BST 322; ILR 260*	4.50
COH 320	Chronic & Communicable Disease ***Prerequisite:*** *ILR 260*	4.50
COH 321	Theories of Health Behavior ***Prerequisite:*** *ILR 260*	4.50

Satisfactory completion of all courses in "Core Requirements" is needed prior to enrolling in "Requirements for the Major".

Requirements for the Major (10 courses; 45 quarter units)

COH 300	The Ecology of Public Health ***Prerequisite:*** *BIO 203A; COH 100; PSYC 100; SOC 100*	4.50
COH 380	Public Health Planning & Eval. ***Prerequisite:*** *COH 300; COH 315; HTM 310*	4.50
COH 400	Environmental Health	4.50
COH 401	Health Promotion Concepts ***Recommended: Prior completion of:*** *COH 300; COH 315; COH 400 and HTM 310*	4.50
COH 416	PH & Physical Activity	4.50
COH 422	Global Health ***Recommended: Prior completion of:*** *COH 401*	4.50
COH 430	PH Communication Strategies ***Recommended: Prior completion of:*** *COH 401*	4.50
COH 435	PH Policy Marketing & Advocacy ***Recommended: Prior completion of:*** *COH 430*	4.50
COH 440	Disaster Preparedness & Mgmt. ***Recommended: Prior completion of:*** *COH 401*	4.50

COH 499	Public Health Capstone ***Prerequisite:*** *COH 100; COH 300; COH 310; COH 315; COH 317; COH 318; COH 319; COH 320; COH 321; COH 380; COH 400; COH 401; COH 416; COH 422; COH 430; COH 435; COH 440*	4.50

RN to Bachelor of Science in Nursing (RN-BSN)

Academic Program Director: Sara Briggs; sbriggs@nu.edu

INFORMATION APPLICABLE TO RN to Bachelor of Science in Nursing (RN-BSN) PROGRAM (Online)

The RN to BSN Program is delivered in a 100% online format. Courses are 4 or 8 weeks in length. The program provides a foundation for professional nursing practice at the baccalaureate level. The RN to BSN program at National University is accredited by the American Association of Colleges of Nursing (AACN), and the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791.

Upon acceptance to the program, applicants will be required to provide proof of a current, active, and unencumbered RN license in the State of residence.

*Additionally, in the practicum courses, practicum sites may require students to provide evidence of current, active professional liability, malpractice insurance coverage for practicum courses, and provide evidence of a current AHA Healthcare Provider BLS CPR Card."

Admission Requirements

1. Meet all requirements for admission to an undergraduate degree program at the University as outlined in the University Catalog.
2. Have obtained a 2.0 cumulative GPA from a regionally or nationally accredited institution.
3. Submit a separate application for admission into the RN to BSN Program.
4. Provide one official transcript from each college or university attended.

Additional Prerequisite Requirement

Students should be proficient in operating a personal computer, including:

Demonstrated competency in standard computer operating systems, electronic filing systems, basic keyboarding skills, organizing, and sorting electronic documents. Demonstrated knowledge of standard computer applications to include Microsoft Word, Excel, and PowerPoint and familiarity with using internet browsers and standard email systems such as MS Outlook.

Admission Process

Admission into the RN to BSN Program at National University is a two-step process:

1) Application to the University, and

2) Application to the RN to BSN Program.

For information about the program and how to obtain the RN to BSN Program application, students should email the Admissions Coordinator at RNCompletion@nu.edu.

Prospective students should follow the University application requirements listed in the "Academic Information for Undergraduate Degree Admission Procedures" section of this catalog. A prospective student should first meet with an advisor. Advisors are located at each of the University campus offices and are available online. The prospective student should arrange to have transcripts from all other colleges and universities sent to National University.

Following the receipt of all application items, the prospective student's packet will be reviewed. Admission will be offered to students achieving complete applicant files until all class positions are filled. The prospective student will receive a letter via email regarding this decision.

Students are not eligible for financial aid until the RN to BSN Program application, evaluation packet, and the formal degree evaluation are completed by the Office of the Registrar.

The Department of Nursing requires that students who participate in practicums at healthcare-related facilities maintain current health insurance coverage and a current AHA Healthcare Provider BLS CPR Card. NOTE: students may be required to provide proof of current immunizations and a clear background check depending on practicum location selection.

Program Advisement

All accepted students will be assigned a Nursing Faculty Counselor. Students are encouraged to periodically communicate with both the Nursing Faculty Counselor and their assigned advisor throughout the program.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Develop caring, therapeutic nursing relationships with individuals, families, groups, and populations.
- Provide safe, high-quality, culturally competent, patient-centered nursing care for individuals across the lifespan in a variety of settings.
- Participate in the continuous improvement of nursing care, quality, and safety.
- Use nursing judgment to manage, prioritize, and delegate patient care in a variety of healthcare settings.
- Effectively communicate and collaborate with patients and the interdisciplinary team.
- Demonstrate professional identity by incorporating established standards of practice within the legal and ethical framework of nursing.
- Apply best, current evidence into nursing practice to achieve desired outcomes.

Degree Requirements:

To receive a Bachelor of Science in Nursing (BSN), students must complete 180 quarter units as articulated in the general catalog, 45 quarter units must be completed at National University, 76.5 quarter units must be completed at the upper-division level and the program must fulfill a minimum 69 quarter units of the University General Education requirements. In the absence of transfer credit, students may need to take additional general electives to satisfy the total units for the degree. Remedial courses accepted for the ASN degree may not transfer. Students should refer to the section on undergraduate admission procedures for specific information on admission and evaluation.

A maximum of 45 quarter units (30-semester units) of lower division credit may be allowed for clinical courses for a registered nurse who is a graduate of a three-year hospital nursing school. Up to 22.5 quarter units (15 semester units) of additional lower division credit may be granted for academically equivalent coursework. Students should refer to the section on undergraduate admission procedures for specific information on admission and

evaluation. **A maximum of 31.5 quarter units may apply toward the baccalaureate nursing (RN to BSN) degree if a student has passed the NCLEX-RN examination.**

Preparation for Major (1 Course; 4.5 quarter units)

SOC 350	Cultural Diversity ***Prerequisite:*** *ENG 102*	4.50

* May be used to meet the upper-division General Education requirement.

Nursing Core Courses (10 courses; 43.5 quarter units)

HTM 310	Health Informatics	4.50
NSG 303	Professional Issues for RNs	4.50
BST 322	Intro to Biomedical Statistics	4.50
NSG 443	Evidence Based Practice	4.50
NSG 442	NSG Leadership and Management ***Corequisite:*** *NSG 442A*	4.50
NSG 442A	NSG LDRSHP & MGMT Practicum ***Corequisite:*** *NSG 442*	3.00
NSG 444	Community Population NSG ***Corequisite:*** *NSG 444A*	6.00
NSG 444A	Comm Pop NSG Practicum ***Corequisite:*** *NSG 444*	3.00
NSG 447	Qual Improvement ***Corequisite:*** *NSG 447A*	4.50
NSG 447A	Qual Improvement Practicum ***Corequisite:*** *NSG 447*	4.50

Upper-Division Electives (7 courses; 31.5 quarter units)

In the absence of upper-division transfer units, additional quarter units of upper-division coursework may be needed to meet the minimum upper-division requirement of 76.5 quarter units. Electives should be chosen in consultation with the faculty and/or admission advisor.

Students should choose from the following Upper Division Electives		
HSC 330	Health Education & Promotion	4.50
HSC 310	Issues & Trends in Healthcare	4.50
HSC 300	Legal/Ethical Issues & Health	4.50
SPN 340A	Spanish for the Work Place	4.50
SPN 341	Cross-Cultural Communication	4.50
PHL 337	Ethics ***Prerequisite:*** *ENG 102*	4.50
GER 310	Healthy Aging	4.50

*These programs are under the **My Terms** program policies. Refer to the **My Terms** tab for more information.

Undergraduate Minors - Group Based

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: Requirement for the Minor (6 courses; 27 quarter units)

To receive a Minor in Accounting students must complete the following six courses for which the upper division accounting required prerequisites have been successfully completed.

Minor Prerequisite (2 course; 9 quarter units)

ACC 201	Financial Accounting Funds.	4.50
ACC 202	Managerial Accounting Funds. ***Prerequisite:*** *ACC 201*	4.50

Requirements for the Minor (6 courses; 27 quarter units)

ACC 410A	Intermediate Accounting I ***Prerequisite:*** *ACC 201*	4.50
ACC 410B	Intermediate Accounting II ***Prerequisite:*** *ACC 410A*	4.50
ACC 410C	Intermediate Accounting III ***Prerequisite:*** *ACC 410B*	4.50
ACC 432A	Taxation-Individual ***Prerequisite:*** *ACC 201*	4.50
ACC 433	Managerial Accounting ***Prerequisite:*** *ACC 202*	4.50
ACC 434	Government and Nonprofit Acct ***Prerequisite:*** *ACC 201*	4.50

Minor in Business Administration

Academic Program Director: Brian Simpson; bsimpson@nu.edu

Knowledge of the basic fields of business can be applied to any business and many other organizations, since they encompass important skills required in virtually any organizational setting. The minor in business administration is designed to provide students in any bachelor's degree program with an understanding of many of the basic fields in business, including accounting, finance, economics, management in organizations, marketing, international business, and human resource management.

Requirements for the Minor (11 courses; 49.5 quarter units)
Prerequisites for the Minor (5 courses; 22.5 quarter units)

ACC 201	Financial Accounting Funds.	4.50
ACC 202	Managerial Accounting Funds. ***Prerequisite:*** *ACC 201*	4.50
ECO 203	Principles of Microeconomics*	4.50
ECO 204	Principles of Macroeconomics*	4.50
MNS 205	Intro to Quantitative Methods*	4.50

*May be used to satisfy general education requirements.

Core Requirements (6 courses; 27 quarter units)

FIN 310	Business Finance ***Prerequisite:*** *ACC 201*	4.50
MGT 309	Prin. of Mgmt & Organizations	4.50
MNS 407	Management Science ***Prerequisite:*** *MNS 205 and MTH 210*	4.50
HRM 409B	Intro to Human Resource Mgmt	4.50
MKT 302A	Marketing Fundamentals	4.50
IBU 430	Survey of Global Business ***Prerequisite:*** *ECO 203 and ECO 204*	4.50

Minor in Business Analytics

Academic Program Director: Nelson Altamirano; naltamirano@nu.edu

Designed for students who want to enhance their major degrees with data-driven skills, analytical methods, and data-informed decision-making mindsets. Most BA/BS degrees include learning outcomes focused on collecting, organizing, analyzing, modeling, forecasting, and presenting data to support decision-making. However, not all of them provide the essential courses necessary for this. This applies to degrees in Accounting, Business Administration, Public Administration, Healthcare Administration, Criminal Justice Administration, Economics, Finance Management, Human Resource Management, Project Management, Construction Management, Logistics Management, Homeland Security Management, Cybersecurity, Marketing, Social Sciences, Interdisciplinary Studies, and more.

Coursework emphasizes cutting-edge analytics and data science, including statistical methods, data management, visualization, and data communication. No programming is required (no R, no Python), but students develop advanced analytical software skills in Excel, Solver, Tableau, Orange, and additional Excel Add-Ins.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Apply the concepts and methods of business analytics to business problems.
- Evaluate data sets, data analysis methods, and data analytical tools.
- Create viable and ethical data-driven solutions to support business decision making processes.
- Effectively communicate data findings and model assumptions in written, oral, and visual formats for both technical and non-technical audiences.

Requirements for the Minor (8 courses; 36 quarter units)		**Units:**
Prerequisites for the Minor (3 courses; 13.5 quarter units)		**Units:** 13.50
MNS 205	Intro to Quantitative Methods	4.50
MTH 210	Probability and Statistics ***Prerequisite:*** *MTH 12A and MTH 12B, or Accuplacer test placement evaluation*	4.50
MNS 407	Management Science ***Prerequisite:*** *MNS 205 and MTH 210*	4.50

Core Requirements (5 courses; 22.5 quarter units)		**Units:** 22.50
BAN 300	Intro to Business Analytics ***Prerequisite:*** *MNS 205 and MTH 210*	4.50
BAN 400	Business Data Visualization ***Prerequisite:*** *BAN 300*	4.50
BAN 405	Regression and Forecasting ***Prerequisite:*** *BAN 300*	4.50
BAN 410	Data Mining for Bus Analytics ***Prerequisite:*** *BAN 300; BAN 405*	4.50
BAN 415	Mgmt Models and Simulations ***Prerequisite:*** *BAN 300; MNS 407*	4.50

Minor in Business Law

Academic Program Director: Bryan Hance; bhance@nu.edu
This minor is designed to 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.
Preparation for the MInor (4.5 quarter units)

LAW 204	Legal Aspects of Business I	4.50

Requirements for the Minor (6 courses; 27 quarter units)

LAW 400	Current Legal Issues	4.50
LAW 305	Legal Aspects of Business II ***Prerequisite:*** *LAW 204*	4.50
ADR 400	Alternative Dispute Resolution	4.50
ADR 405	Negotiation Fundamentals	4.50
Choose two from the following:		
LAW 440	Comparative International Law	4.50
OR		
LAW 445	Administrative Law for Busines	4.50
OR		
LAW 455	Public Contracting	4.50

Minor in Business Studies

Academic Program Director: Brian Simpson; bsimpson@nu.edu
Requirements for the Minor (11 courses; 49.5 quarter units)
Prerequisites for the Minor (5 courses; 22.5 quarter units)

ACC 201	Financial Accounting Funds.	4.50
ACC 202	Managerial Accounting Funds. ***Prerequisite:*** *ACC 201*	4.50
ECO 203	Principles of Microeconomics*	4.50
ECO 204	Principles of Macroeconomics*	4.50
MNS 205	Intro to Quantitative Methods*	4.50

Core Requirements (6 courses; 27 quarter units)

MGT 309	Prin. of Mgmt & Organizations	4.50
FIN 310	Business Finance ***Prerequisite:*** *ACC 201*	4.50
LAW 410	Intro to Law & Legal Analysis	4.50

IBU 430	Survey of Global Business ***Prerequisite:*** *ECO 203 and ECO 204*	4.50
MKT 302A	Marketing Fundamentals	4.50
MNS 407	Management Science ***Prerequisite:*** *MNS 205 and MTH 210*	4.50

Minor in Communications

Academic Program Director: Sara Kelly; skelly@nu.edu

The Minor in Communications program equips students with top employability skills that employers seek when hiring: writing, speaking, listening, interpersonal effectiveness, teamwork, computer literacy, critical thinking, planning, and organization. Students will be better prepared to relate with others in relational, interpersonal, intercultural, and workplace environments and to succeed in achieving their communication objectives.

Program Learning Outcomes:

Upon successful completion of this program, students will be able to:

- Display communication competence in interpersonal, intercultural, group, and organizational contexts
- Understand the use of ethics and critical thinking processes in formulating messages
- Analyze an audience/market to achieve a specific communication objective

Prerequisites for the Minor (2 courses; 9.0 quarter units)

ENG 102	Effective College English*	4.50
COM 103	Public Speaking*	4.50

*May be used to meet General Education Requirements

Requirements for the Minor (6 courses; 27 quarter units)

Courses in the minor can be used to satisfy preparation for the major and general education requirements as appropriate.

COM 300	Interpersonal Communication ***Prerequisite:*** *ENG 102*	4.50
COM 305	Intercultural Communication ***Prerequisite:*** *ENG 102*	4.50
COM 310	Communication Theory ***Prerequisite:*** *ENG 102*	4.50
COM 324	Critical Thinking and Ethics ***Prerequisite:*** *ENG 102*	4.50
COM 344	Organizational Communication ***Prerequisite:*** *ENG 102*	4.50
Choose one of the following		
COM 334	Persuasion ***Prerequisite:*** *ENG 102*	4.50
COM 354	Professional Presentations ***Prerequisite:*** *ENG 102*	4.50
COM 400	Mediated Messaging ***Prerequisite:*** *COM 385, or COM 394*	4.50

Minor in Creative Writing

Academic Program Director: Colin Dickey; cdickey@nu.edu

The Minor in Creative Writing is designed for students in other majors who wish to develop their creative writing skills.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Discuss the basic conventions of at least two different contemporary creative genres.
- Produce polished, completed works in those genres.
- Read their own work critically and employ revision strategies to improve it.
- Critique the writing of others and offer constructive suggestions for improving it in a collegial setting.
- Produce a significant project in one genre.

Degree Requirements:

Preparation for the Minor (2-3 courses, 9-13.5 quarter units)

LIT 100	Introduction to Literature* ***Prerequisite:*** *ENG 102*	4.50

Students will also need to take one or more of the following prerequisites for the upper division requirements:

ENG 201	Fiction Writing I* ***Prerequisite:*** *ENG 102*	4.50
ENG 202	Poetry Writing I* ***Prerequisite:*** *ENG 102*	4.50
ENG 203	Screenwriting I* ***Prerequisite:*** *ENG 102*	4.50

* May be used to meet General Education requirements

Requirements for the Minor (6 courses; 27 quarter units)
Two of the following:

ENG 301	Fiction Writing II ***Prerequisite:*** *ENG 150, or ENG 201*	4.50
ENG 302	Poetry Writing II ***Prerequisite:*** *ENG 150, or ENG 202*	4.50
ENG 375	Nature Writing ***Prerequisite:*** *ENG 102; ENG 240, or ENG 334A*	4.50

One of the following:

LIT 401	Contemporary Fiction ***Prerequisite:*** *ENG 240 and LIT 100*	4.50
LIT 402	Contemporary Poetry ***Prerequisite:*** *ENG 240 and LIT 100*	4.50

One of the following:

ENG 401	Fiction Workshop	4.50

	Prerequisite: *ENG 301*	
ENG 402	Poetry Workshop ***Prerequisite:*** *ENG 302*	4.50

Two of the following:

ART 315	Film as Art ***Prerequisite:*** *ENG 102*	4.50
OR COM 360	Representation in the Media ***Prerequisite:*** *ENG 102*	4.50
OR COM 385	Interactive Storytelling ***Prerequisite:*** *ENG 102*	4.50
OR		

Upper division ENG courses
OR
Upper division LIT courses

Minor in Criminal Justice Administration

Academic Program Director: Ponzio Oliverio; poliverio@nu.edu

The Minor in Criminal Justice Administration is designed to provide students with a selective overview of the criminal justice system.

Requirements for the Minor (6 courses; 27 quarter units)

To fulfill the requirements for the minor, students can take any six (6) courses listed as upper-division requirements for the major and beginning with CJA prefixes. (Prerequisites may be required depending on courses chosen.)

Minor in Economics

Academic Program Director: Wali Mondal; wmondal@nu.edu

The minor in Economics is designed for students with no background in Economics. Students will learn how a society makes economic decisions in allocating its scarce resources. Students will also learn how individuals, businesses and the government work together towards achieving the goals of a society. The minor consists of courses which are applied in nature so that students with a diverse background may find it beneficial. Students with a background in Economics may find a wide array of employment opportunities in local, state and federal government, in private sector, and in international organizations including the United Nations organizations and the Peace Corps. The minor will also help students succeed in graduate studies in all business disciplines including Finance, Management and Marketing, and will help those willing to pursue law degree or other professional training. For guidance and recommendations concerning the minor in Economics, please contact the above named faculty.

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 Minor (8 courses; 36 quarter units)
Prerequisites for the Minor (2 courses; 9 quarter units)

ECO 203	Principles of Microeconomics	4.50
ECO 204	Principles of Macroeconomics	4.50

Core Requirements (4 courses; 18 quarter units)

ECO 304	Economic Growth ***Prerequisite:*** *ECO 203; ECO 204*	4.50
ECO 305	Business Economics ***Prerequisite:*** *ECO 203; ECO 204*	4.50
ECO 420	International Economics ***Prerequisite:*** *ECO 203 and ECO 204*	4.50
ECO 447	Money and Banking ***Prerequisite:*** *ECO 203 and ECO 204*	4.50

Plus any two of the following (2 courses; 9 quarter units)

ECO 303	Data Analysis ***Prerequisite:*** *ECO 203; ECO 204*	4.50
ECO 410	Seminar on Capitalism ***Prerequisite:*** *ECO 203; ECO 204*	4.50
ECO 415	Labor Economics ***Prerequisite:*** *ECO 203 and ECO 204*	4.50
IBU 540	International Experience	4.50

Minor in English

Academic Program Director: Luis Acebal; lacebal@nu.edu

The Minor in English is designed to provide students with a grounding in some of the major periods, movements, and authors of British and American literature, and the opportunity to pursue further study of topics of interest to them.

Degree Requirements:
Requirements for the Minor (6 courses; 27 quarter units)

Choose at least three of the following courses:		
LIT 311	British Literature I ***Prerequisite:*** *ENG 240 and LIT 100*	4.50
LIT 312	British Literature II ***Prerequisite:*** *ENG 240 and LIT 100*	4.50

LIT 321	American Literature I ***Prerequisite:*** *ENG 240 and LIT 100*	4.50
LIT 322	American Literature II ***Prerequisite:*** *ENG 240 and LIT 100*	4.50
LIT 338	Shakespeare ***Prerequisite:*** *ENG 240 and LIT 100*	4.50
Choose the remaining course(s) from available upper-division LIT courses or the following:		
ART 315	Film as Art ***Prerequisite:*** *ENG 102*	4.50
ENG 301	Fiction Writing II ***Prerequisite:*** *ENG 150, or ENG 201*	4.50
ENG 302	Poetry Writing II ***Prerequisite:*** *ENG 150, or ENG 202*	4.50
ENG 303	Screenwriting II ***Prerequisite:*** *ENG 203*	4.50
ENG 350	Fundamentals of Linguistics ***Prerequisite:*** *ENG 102*	4.50
ENG 375	Nature Writing ***Prerequisite:*** *ENG 102; ENG 240, or ENG 334A*	4.50

Minor in Global Studies

Academic Program Director: Raphi Rechitsky; rrechitsky@nu.edu

The Global Studies Minor provides students an opportunity to complement their Major with a focus on Global Inter-Connections that affect the wealth and well-being of people throughout the world. Students gain appreciation and understanding of the processes of Globalization, knowledge that is essential to understanding our society.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Demonstrate cultural and global awareness to be responsible citizens in a diverse society.
- Analyze issues as they impact the global environment.
- Explain the varied experiences of different social groups interacting with the global economy over the past several hundred years.
- Analyze a global problem such as poverty, hunger, the spread of disease, or environmental degradation from several disciplinary perspectives.
- Evaluate scholarship on globalization for its veracity and reliability.
- Describe the relationships between economic and cultural change in regions of the globe.
- Describe the relationships between economic change and processes of nation-state formation over the last several hundred years.
- Synthesize theoretical perspectives and empirical data into a coherent argument.

Degree Requirements:

Students complete six courses offered from the course list provided to receive a Minor in Global Studies. The minor consists of 27 quarter units.

Requirements for the Minor (6 courses; 27 quarter units)

Choose six of the following courses:		
GLS 150	Global Issues and Trends	4.50
HIS 320	Culture of Global Capitalism ***Prerequisite:*** *ENG 102*	4.50
HIS 321	Gender in World History ***Prerequisite:*** *ENG 102; HIS 234*	4.50
HIS 325	Modern World Migration ***Prerequisite:*** *ENG 102*	4.50
HIS 330	The Global Economy ***Prerequisite:*** *ENG 240*	4.50
HIS 340	Global Environmental History ***Prerequisite:*** *ENG 240; HIS 233; HIS 234*	4.50
LIT 463	Contemporary World Literature ***Prerequisite:*** *ENG 240 and LIT 100*	4.50

MUS 327	World Music ***Prerequisite:*** *ENG 102*	4.50
PHL 320	World Religions ***Prerequisite:*** *ENG 102*	4.50
POL 350	International Relations ***Prerequisite:*** *ENG 102*	4.50
SCI 300	Geography	4.50
SOC 320	Social Movements ***Prerequisite:*** *ENG 102*	4.50
SOC 328	Art, Culture, and Civilization ***Prerequisite:*** *ENG 102*	4.50
SOC 330	Film in a Global Context	4.50

Minor in History

Academic Program Director: Duncan Campbell; dcampbell2@nu.edu
Requirements for the Minor (6 courses; 27 quarter units)

Please choose any six of the following:		
HIS 360	American Colonial Experience ***Prerequisite:*** *ENG 102; HIS 220A*	4.50
HIS 361	Making and Sundering of Union ***Prerequisite:*** *ENG 102; HIS 220A*	4.50
HIS 362	U.S. Between Wars, 1865-1917 ***Prerequisite:*** *ENG 102; HIS 220B*	4.50
HIS 363	U.S. Since World War I ***Prerequisite:*** *ENG 102; HIS 220B*	4.50
HIS 431	The Ancient World ***Prerequisite:*** *ENG 102; HIS 233*	4.50
HIS 432	The Classical World ***Prerequisite:*** *ENG 102; HIS 233*	4.50
HIS 433	The Post-Classical World ***Prerequisite:*** *ENG 102; HIS 233*	4.50
HIS 434	Modern World, 1500 to Present ***Prerequisite:*** *ENG 102; HIS 234*	4.50

Minor in Honors Fellows for Social Change

Academic Program Director: Robert Johnson; rjohnson@nu.edu

The Honors Fellows for Social Change is a course of study designed for a select group of students who show a unique commitment to the goals of their education, the potential for original research in their field, and the desire to connect their education to the larger goal of social change. The course of study centers on a rich interdisciplinary curriculum that challenges students to formulate their educational goals and personal vision through creative exploration, reflection, understanding, and concrete application. Students enter the program as a cohort, they have opportunities for experiential learning, and they receive one-on-one faculty mentoring at the thesis state.

Admission Requirements

- Students will be invited to participate in the Honors minor.
- Students must have a minimum of 90 quarter units.
- Students cannot be on academic or disciplinary probation.
- Students account must be in good standing.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Demonstrate the capacity for life-long learning by articulating personal goals and by understanding the process of creation, analysis, and materialization of those goals
- Conceptualize, execute, and present an original creative/research project aimed at social change in the student's discipline for a broader interdisciplinary public
- Apply disciplinary knowledge (facts, theories, etc.) from one or more fields of academic concentration to the participation in civic life and social change
- Understand and articulate the role of disciplinary expertise, including the ethics and politics of knowledge production and action, within the broader context of the student's liberal arts education

Degree Requirements:

To receive the designation of Honors Fellow for Social Change, students must complete the non-credit Honors Introductory Module and the 27 quarter units listed below.

Requirements for Minor (7 courses; 27 quarter units) Non Credit Orientation Course (1 course; 0 units)

HON 100	Honors Introductory Module ***Prerequisite:*** *"Acceptance into the Honors Scholars for Social Change."*	0.00

Requirements for Minor (6 courses; 27 quarter units)

HON 301	Creativity in Life and Society ***Prerequisite:*** *"Acceptance into the Honors Scholars for Social Change."; HON 100*	4.50
HON 302	Science & the Scheme of Things ***Prerequisite:*** *"Acceptance into the Honors Scholars for Social Change."; HON 100*	4.50
HON 303	Individual and Social Change ***Prerequisite:*** *"Acceptance into the Honors Scholars for Social Change."; HON 100*	4.50
HON 304	Experiential Learning Seminar ***Prerequisite:*** *"Acceptance into the Honors Scholars for Social Change."; HON 100*	4.50
HON 500	Honors Thesis ***Prerequisite:*** *"Acceptance into the Honors Scholars for Social Change."; HON 301; HON 302; HON 303*	4.50
HON 501	Senior Honors Symposium	4.50

	Prerequisite: *"Acceptance into the Honors Scholars for Social Change."; HON 500*	

Minor in Pre-Law Studies

Academic Program Director: Bryan Hance; bhance@nu.edu

A minor in pre-law studies helps prepare business professionals for the increasing legal implications of business in a global environment.

Disclaimer

Pre-Law courses and the Pre-Law Studies program are designed for students who are interested in preparing for, applying to, and attending law school, and those who have a general interest in law. As such, they do not prepare students to work as paralegals. In addition, pre-law programs are neither evaluated nor approved by the American Bar Association and, thus, the NU Pre-Law Studies program is not so approved.

Requirements for the Minor (6 courses; 27 quarter units)

LAW 204	Legal Aspects of Business I	4.50
LAW 305	Legal Aspects of Business II ***Prerequisite:*** *LAW 204*	4.50
LAW 408	Legal Writing Research and Ora	4.50
LAW 400	Current Legal Issues	4.50
ADR 405	Negotiation Fundamentals	4.50
MGT 400	Ethics in Law, Business & Mgmt	4.50

Minor in Psychology

Academic Program Director: Allyson Washburn; awashburn@nu.edu

The minor in psychology represents current trends in the field of psychology and is designed to augment the major in numerous disciplines such as nursing, health, sociology, criminal justice, biology, business, management, and education.

Degree Requirements:
Requirements for the Minor (6 courses; 27 quarter units)

Choose six from the following courses:

PSYC 426	History and Philosophy Psych ***Prerequisite:*** *ENG 102; PSYC 100*	4.50
PSYC 427	Biological Psychology ***Prerequisite:*** *ENG 102; PSYC 100*	4.50
PSYC 428	Developmental Psychology ***Prerequisite:*** *ENG 102; PSYC 100*	4.50
PSYC 430	Intro to Psychopathology ***Prerequisite:*** *ENG 102; PSYC 100*	4.50
PSYC 432	Social Psychology ***Prerequisite:*** *ENG 102; PSYC 100*	4.50
PSYC 441	Global Psychology ***Prerequisite:*** *PSYC 100*	4.50
PSYC 455	Psychology of Bereavement ***Prerequisite:*** *ENG 102; PSYC 100*	4.50

PSYC 457	Forensic Psychology ***Prerequisite:*** *ENG 102; PSYC 100*	4.50
PSYC 458	Health Psychology ***Prerequisite:*** *ENG 102; PSYC 100*	4.50

Minor in Sociology

Academic Program Director: Jacque Lynn Foltyn; jfoltyn@nu.edu

Sociology courses include topics such as popular culture, intercultural thinking, sociology of deviance, contemporary social problems, organizational sociology, and more.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Identify and distinguish among sociological research methods.
- Describe the roles of individuals and groups in the social construction of reality.
- Apply major sociological theories to real-world situations.
- Identify the roles of gender, race, ethnicity, and social class in social change at the micro- and macro-social levels.

Requirements for the Minor (6 courses; 27 quarter units)

To minor in sociology, students must successfully complete six of the following courses with a grade of "C" or better.

SOC 320	Social Movements ***Prerequisite:*** *ENG 102*	4.50
SOC 325	Popular Culture ***Prerequisite:*** *ENG 102*	4.50
SOC 328	Art, Culture, and Civilization ***Prerequisite:*** *ENG 102*	4.50
SOC 330	Film in a Global Context	4.50
SOC 331	Medical Sociology ***Prerequisite:*** *ENG 102*	4.50
SOC 344	Love, Sex, and the Family ***Prerequisite:*** *ENG 102*	4.50
SOC 365	Classical Social Theory ***Prerequisite:*** *ILR 260*	4.50
SOC 375	Contemporary Social Theory ***Prerequisite:*** *ENG 102*	4.50
SOC 385	Methods of Social Inquiry ***Prerequisite:*** *ENG 102*	4.50
SOC 400	Race & Ethnicity in the U.S. ***Prerequisite:*** *ENG 102*	4.50
SOC 440	Power and Social Change	4.50

	Prerequisite: *ENG 102*	
SOC 443	Sociology of Deviance ***Prerequisite:*** *ENG 102*	4.50
SOC 445	Contemporary Social Problems ***Prerequisite:*** *ENG 102*	4.50
SOC 455	Sociology of Work & Org ***Prerequisite:*** *ENG 102*	4.50

Undergraduate Certificates - Group Based

Paralegal Specialist Certificate - Corporations

Academic Program Director: Bryan Hance; bhance@nu.edu

The Paralegal Specialist Certificate in Corporations is approved by the American Bar Association. The certificate program is offered online, as well as onsite and in hybrid format at the Los Angeles campus. It is intended to introduce students to the legal skills required to serve the community effectively and ethically in a corporate law practice. The program provides an academic and practical education of uncompromising quality. The Corporations Specialization covers case analysis, legal research, and documents for the formation, management, and dissolution of corporate entities.

Program Disclosure Information

This program is not intended for students to practice law. The coursework taken in this program is not transferable to law school. Paralegals are not lawyers and are not licensed to practice law. Paralegals may not provide legal services directly to the public, except as permitted by law. Paralegals have a limited scope practice depending on the State. Please check local, state and federal laws as these restrictions vary. Students must take at least nine (9) semester credits or the equivalent of legal specialty courses through synchronous instruction to complete the program or receive a degree.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Discuss broad legal principles from the primary areas of law, such as Torts, Contracts, Real Property, and others, and explain the definitions of certain basic legal terms and phrases.
- Conduct legal research using manual and computer-assisted methods.
- Demonstrate the basic process of legal reasoning and analysis.
- Describe the paralegal's role in a corporate law practice.
- Recognize how broad ethical principles apply to paralegals in a corporate law practice.

Degree Requirements:

This program option requires the completion of 90 quarter units of coursework. It includes 8 courses, all of which are legal specialty courses. Please note that a minimum of 27 quarter units of general education course work (across at least three disciplines, such as social science, natural science, mathematics, humanities, foreign language, and English) are required by the American Bar Association.

All lower division general education courses must be completed at National University or another regionally-accredited institution. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree.

Students may earn more than one Paralegal Specialist Certificate. Generally, any course completed for any one Paralegal Specialist Certificate need not be repeated and will apply towards other Paralegal Specialist Certificates. Each certificate is tailored to include training in substantive legal analysis, drafting legal documents, and understanding procedural matters.

The Corporations Specialization covers case analysis, legal research, and documents for the formation, management, and dissolution of corporate entities. The following courses are specific certificate requirements.

Requirements for the Certificate (8 courses; 36 quarter units)

PLA 214	Contracts	4.50
PLA 213	Leg Res Writg Brfg/Analysis	4.50
PLA 215	Leg Res Wrtg-Legal Memo	4.50
PLA 216	Computers and the Law	4.50
PLA 212	Torts	4.50

PLA 217	Property	4.50
PLA 326	Legal Writing Project ***Prerequisite:*** *PLA 213; PLA 215*	4.50
PLA 331	Essentials of Corporate Law	4.50

Paralegals may not provide legal services directly to the public, except as permitted by law. Students must take at least nine semester credits or the equivalent of legal specialty courses through synchronous instruction.

Paralegal Specialist Certificate - Criminal Law

Academic Program Director: Bryan Hance; bhance@nu.edu

The Paralegal Specialist Certificate in Criminal Law is approved by the American Bar Association. The certificate program is offered online, as well as onsite and in hybrid format at the Los Angeles campus. The Paralegal Specialist Certificate in Criminal Law is intended to introduce students to the legal skills required to serve the community effectively and ethically in a criminal law practice. The program provides an academic and practical education of uncompromising quality.

Program Disclosure Information

This program is not intended for students to practice law. The coursework taken in this program is not transferable to law school. Paralegals are not lawyers and are not licensed to practice law. Paralegals may not provide legal services directly to the public, except as permitted by law. Paralegals have a limited scope practice depending on the State. Please check local, state and federal laws as these restrictions vary. Students must take at least nine (9) semester credits or the equivalent of legal specialty courses through synchronous instruction to complete the program or receive a degree.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Discuss broad legal principles from the primary areas of law, such as Torts, Contracts, Real Property, and others, and explain the definitions of certain basic legal terms and phrases.
- Conduct legal research using manual and computer-assisted methods.
- Demonstrate the basic process of legal reasoning and analysis.
- Describe the paralegal's role in a criminal law practice.
- Recognize how broad ethical principles apply to paralegals in a criminal law practice.

Degree Requirements:

This program option requires the completion of 90 quarter units of coursework. It includes 8 courses (36 quarter units), all of which are legal specialty courses. Please note that a minimum of 27 quarter units of general education course work (across at least three disciplines, such as social science, natural science, mathematics, humanities, foreign language, and English) are required by the American Bar Association.

All lower division general education courses must be completed at National University or another regionally-accredited institution. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree.

Students may earn more than one Paralegal Specialist Certificate. Generally, any course completed for any one Paralegal Specialist Certificate need not be repeated and will apply towards other Paralegal Specialist Certificates. Each certificate is tailored to include training in substantive legal analysis, drafting legal documents, and understanding procedural matters.

The Criminal Law Specialization covers case analysis, legal research, drafting pleadings, motion and discovery documents, evidence, and preparation of cases for trial. The following courses are specific certificate requirements.

Requirements for the Certificate (8 courses; 36 quarter units)

PLA 212	Torts	4.50
PLA 213	Leg Res Writg Brfg/Analysis	4.50
PLA 214	Contracts	4.50
PLA 215	Leg Res Wrtg-Legal Memo	4.50
PLA 216	Computers and the Law	4.50
PLA 217	Property	4.50
PLA 326	Legal Writing Project ***Prerequisite:*** *PLA 213; PLA 215*	4.50
PLA 336	Essentials of Criminal Law	4.50

Paralegals may not provide legal services directly to the public, except as permitted by law. Students must take at least nine semester credits or the equivalent of legal specialty courses through synchronous instruction.

Paralegal Specialist Certificate - Legal Technology & E-Discovery

Academic Program Director: Bryan Hance; bhance@nu.edu

The Paralegal Specialist Certificate in Legal Technology & E-Discovery is approved by the American Bar Association. This certificate is designed to introduce students to the legal technology and e-discovery skills required to compete in today's rapidly evolving legal market. Upon completion of the program, students will have gained an understanding of and be able to evaluate and use software for a variety of purposes, including document organization, processing and management, electronic and traditional discovery, case management, billing, and word processing. Students will also learn how to use various software programs to make common tasks in a legal environment more efficient and cost effective.

Program Disclosure Information

This program is not intended for students to practice law. The coursework taken in this program is not transferable to law school. Paralegals are not lawyers and are not licensed to practice law. Paralegals may not provide legal services directly to the public, except as permitted by law. Paralegals have a limited scope practice depending on the State. Please check local, state and federal laws as these restrictions vary. Students must take at least 13.5 quarter units or the equivalent of legal specialty courses through synchronous instruction to complete the program or receive a degree.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Demonstrate proficiency in a variety of software applications commonly used in law offices.
- Draft common legal documents using various software programs.
- Identify, collect, and review electronically stored information using e-discovery software.
- Select the appropriate software application for a given legal task.
- Demonstrate proficiency when using trial preparation and presentation software.
- Integrate the use of law office technology with legal ethics.

Degree Requirements:

This program option requires the completion of 90 quarter units of coursework. It includes 9 courses (40.5 quarter units), all of which are legal specialty courses. Please note that a minimum of 27 quarter units of general education coursework (across at least three disciplines, such as social science, natural science, mathematics, humanities, foreign language, and English) are required by the American Bar Association.

All lower division general education courses must be completed at National University or another regionally-accredited institution. In the absence of transfer credit, additional general electives may be necessary to satisfy total quarter units for the degree.

Students may earn more than one Paralegal Specialist Certificate. Generally, any course completed for any one Paralegal Specialist Certificate need not be repeated and will apply towards other Paralegal Specialist Certificates. Each certificate is tailored to include training in substantive legal analysis, drafting legal documents, and understanding procedural matters.

Upon completion of The Legal Technology & E-Discovery program, students will have gained an understanding of and be able to evaluate and use software for a variety of purposes, including document organization, processing and management, electronic and traditional discovery, case management, billing, and word processing.

Requirements for the Certificate (9 courses; 40.5 quarter units)		**Units:** 40.50
PLA 212	Torts	4.50
PLA 213	Leg Res Writg Brfg/Analysis	4.50

PLA 214	Contracts	4.50
PLA 215	Leg Res Wrtg-Legal Memo	4.50
PLA 217	Property	4.50
PLA 216	Computers and the Law	4.50
PLA 326	Legal Writing Project ***Prerequisite:*** *PLA 213; PLA 215*	4.50
PLA 337	Advanced Legal Technology	4.50
PLA 338	E-Discovery	4.50

Paralegals may not provide legal services directly to the public, except as permitted by law. Students must take at least 13.5 quarter units or the equivalent of legal specialty courses through synchronous instruction.

Paralegal Specialist Certificate - Litigation

Academic Program Director: Bryan Hance; bhance@nu.edu

The Paralegal Specialist Certificate in Litigation is approved by the American Bar Association. The certificate program is offered online, as well as onsite and in hybrid format at the Los Angeles campus. The Paralegal Specialist Certificate in Litigation is intended to introduce students to the legal skills required to serve the community effectively and ethically in a litigation practice. The Litigation Specialization covers case analysis, legal research, drafting pleadings, motion and discovery documents, evidence, and preparation of cases for trial. The program provides an academic and practical education of uncompromising quality.

Program Disclosure Information

This program is not intended for students to practice law. The coursework taken in this program is not transferable to law school. Paralegals are not lawyers and are not licensed to practice law. Paralegals may not provide legal services directly to the public, except as permitted by law. Paralegals have a limited scope practice depending on the State. Please check local, state and federal laws as these restrictions vary. Students must take at least nine (9) semester credits or the equivalent of legal specialty courses through synchronous instruction to complete the program or receive a degree.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Discuss broad legal principles from the primary areas of law, such as Torts, Contracts, Real Property, and others, and explain the definitions of certain basic legal terms and phrases.
- Conduct legal research using manual and computer-assisted methods.
- Demonstrate the basic process of legal reasoning and analysis.
- Explain the litigation process and the paralegal's role in pre-trial, trial, and post-trial proceedings.
- Recognize how broad ethical principles apply to paralegals in a litigation practice.

Degree Requirements:

This program option requires the completion of 90 quarter units of coursework. It includes 8 courses, all of which are legal specialty courses. Please note that a minimum of 27 quarter units of general education course work (across at least three disciplines, such as social science, natural science, mathematics, humanities, foreign language, and English) are required by the American Bar Association.

All lower division general education courses must be completed at National University or another regionally-accredited institution. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree.

Students may earn more than one Paralegal Specialist Certificate. Generally, any course completed for any one Paralegal Specialist Certificate need not be repeated and will apply towards other Paralegal Specialist Certificates. Each certificate is tailored to include training in substantive legal analysis, drafting legal documents, and understanding procedural matters.

The Litigation Specialization covers case analysis, legal research, drafting pleadings, motion and discovery documents, evidence, and preparation of cases for trial. The following courses are specific certificate requirements.

Requirements for the Certificate (8 courses; 36 quarter units)

PLA 212	Torts	4.50
PLA 213	Leg Res Writg Brfg/Analysis	4.50
PLA 214	Contracts	4.50
PLA 215	Leg Res Wrtg-Legal Memo	4.50
PLA 216	Computers and the Law	4.50
PLA 217	Property	4.50
PLA 326	Legal Writing Project ***Prerequisite:*** *PLA 213; PLA 215*	4.50
PLA 327	Litigation Essentials	4.50

Paralegals may not provide legal services directly to the public, except as permitted by law. Students must take at least nine semester credits or the equivalent of legal specialty courses through synchronous instruction.

Undergraduate Certificate in Alcohol and Drug Abuse Counseling (California)

Academic Program Director: Donald Posson; dposson@nu.edu

The Certificate in Alcohol and Drug Abuse Counseling is designed to meet California state standards for certification of alcohol and drug abuse counselors. This program is approved by CAADAC's education foundation CA Foundation for Advancement of Addiction Professionals. This program may not meet the requirements for certification in other states. For complete information on the CAADAC certification, or to order a CAADAC Handbook visit, www.ccapp.us or call (800) 564-5927.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Establish professional relationships with diverse clients with alcohol and drug abuse and/or dependence issues.
- Demonstrate entry-level counseling skills in working with individuals, groups, and families relative to alcohol and drug abuse and/or dependence issues.
- Assess and diagnose clients using DSM 5-TR alcohol and drug abuse and dependence criteria.
- Develop a treatment plan based on a biopsychosocial assessment of the individual's strengths, weaknesses, problems, and needs.
- Develop case management plans for clients that bring services, agencies, resources, or people together with a planned framework of action.
- Evaluate the effectiveness of treatment approaches.
- Provide client education to individuals, groups, and families on alcohol and drug abuse and dependence.
- Interact with counselors and other professionals in regard to client treatment and services.
- Adhere to established professional codes of ethics and standards of practice.

Degree Requirements:

To receive the certificate, students must complete at least 45 quarter units, 31.5 of which must be taken in residence at National University, and complete a 255-hour practicum experience working with clients at an approved practicum site. Refer to the section on undergraduate admission requirements for specific information regarding application, placement evaluation, and matriculation.

Upon application, students must sign the ADC Student Agreement before beginning their coursework. Students must obtain malpractice insurance before beginning their work with clients. Students attend live practicum classes one Saturday a month during the six-month clinical practicum at a National University campus. Students must attend live Internet class sessions. Students will have their choice of attending either the live internet session or reviewing the recording of the session afterward. Students must have a headset with a microphone that plugs into the USB port in the computer.

Students must attend live Internet class sessions. Students will have their choice of attending either the live internet session or reviewing the recording of the session afterward. Students must have a headset with a microphone that plugs into the USB port in the computer.

Prerequisites for the Certificate (1 course; 0 quarter units)

ORI 70	TEVERA Orientation	0.00

Core Requirements (10 courses, 45 quarter units)

PSYC 100	Introduction to Psychology	4.50
ADC 205	Intro to Substance Abuse	4.50
ADC 215	Physiology of Substance Abuse ***Prerequisite:*** *PSYC 100*	4.50
ADC 225	Law and Ethics ***Prerequisite:*** *PSYC 100*	4.50
ADC 235	Case Management	4.50
ADC 245	Individual Counseling I ***Prerequisite:*** *ADC 205*	4.50
ADC 256	Individual Counseling II	4.50
ADC 265	Group & Family Counseling	4.50
ADC 275	Personal & Professional Growth	4.50
ADC 286	Practicum in Substance Abuse ***Prerequisite:*** *Satisfactorily complete 5 courses in the major and Program lead faculty approval*	4.50

Undergraduate Certificate in Early Childhood Foundations

Academic Program Director: Susan Gilbert; sgilbert@nu.edu

Building Bridges Certificate 1: The Early Childhood Foundations certificate is the first in a series of 5 leading to a BA in Early Childhood Education. The certificate consists of 8 courses, focused on young children's physical, cognitive and social emotional development. Special emphasis on Ethics and Trauma Informed Practice.

Certificate Pathway to BA ECE: Head Start Only
NU, in collaboration with the National Head Start Agency (NHSA), has created a pathway that integrates both the BA in ECE degree requirements with General Education (GE) requirements to provide a more efficient and engaging pathway to the degree. Each certificate is grouped around a theme: Building Bridges, Advocate, Connect, Engage and Moving Up. Each theme focuses on specific content, coupled with appropriate GE courses to provide a more meaningful student experience.

Certificates consist of 8 courses and can be completed in 8 months. NHSA students that have been awarded the CDA Credential will be eligible for credit for the following courses: ECE 201, ECE 210, and HED 220 on the Building Bridges certificate. There may be other opportunities for Prior Learning Credit in the Moving Up Certificate.

National Head Start Agency (NHSA) students may ONLY participate in a Certificate Pathway to the BA ECE. The pathway consists of 5 certificates that couple ECE courses with appropriate GE courses. See the Certificate section of the catalog for more detailed information. Note: NHSA students that have been awarded the CDA Credential will be eligible for credit for the following lower division, preparation for the major courses: ECE 201, ECE 210, and HED 220.

Field Work: All ECE courses have a field work experience component. Field work must be in an approved setting, defined as working with children from birth to age 5 in a general educational, inclusive setting. Recommended settings are Early Head Start and Head Start.

Background Check: Prior to enrollment in any ECE courses, students must have a current Certificate of Clearance (COC) on file as well as TB clearance. Some locations may require current proof of DTAP, MMR, Flu and/or COVID vaccines. Any fee or costs associated with these requirements are the responsibility of the student.

Students are encouraged to enroll in the BA in ECE program. Certificates will be conferred by the Registrar upon successful completion and will be reflected on the student's transcript.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Identify essential concepts, inquiry tools, and structure of content areas and resources for Early Childhood Education.
- Develop oral, written, and technological skills for communicating with families and very young children.
- Create environments that are healthy, respectful, supportive, and challenging for young children.
- Use systematic observations, documentation, and other assessment strategies in partnership with families and professionals to positively influence children's development and learning.
- Implement a curriculum that promotes development and learning outcomes for diverse young children.
- Demonstrate ethical, legal, and professional standards in Early Childhood Education.
- Create positive relationships and supportive interactions with young children.

Degree Requirements:

8 courses: 4.5 credits per course: Total 36 Credits

Requirements for the Certificate (8 courses; 36 quarter units) **Units:** 36.00

ECE 201	The Growing Child: Zero to 8	4.50
ECE 210	Child, Family, School and Comm	4.50
ECE 211	Diversity: Development & Ed.	4.50
HED 220	Health, Nutrition and Safety	4.50
ECE 330	Early Cognition ***Prerequisite:*** *ECE 201; ECE 210; HED 220 and ECE 211*	4.50
ECE 464	Ethical and Legal Issues	4.50
ECE 465	Trauma-Informed Practice	4.50
COM 120	Intro to Interpersonal Comm	4.50

Undergraduate Certificate in Fostering ECE Leaders

Moving Up Certificate 5: The Fostering ECE Leaders Certificate is the fifth in a series of 5 leading to a BA in Early Childhood Education. This certificate consists of 8 courses that provide students with an opportunity to demonstrate and deeply reflect upon their teaching journey. Emphasis on community involvement and leadership roles and responsibilities.

Certificate Pathway to BA ECE: Head Start Only
NU, in collaboration with the National Head Start Agency (NHSA), has created a pathway that integrates both the BA in ECE degree requirements with General Education (GE) requirements to provide a more efficient and engaging pathway to the degree. Each certificate is grouped around a theme: Building Bridges, Advocate, Connect, Engage and Moving Up. Each theme focuses on specific content, coupled with appropriate GE courses to provide a more meaningful student experience.

Certificates consist of 8 courses and can be completed in 8 months. NHSA students that have been awarded the CDA Credential will be eligible for credit for the following courses: ECE 201, ECE 210, and HED 220 on the Building Bridges certificate. There may be other opportunities for Prior Learning Credit in the Moving Up certificate.

National Head Start Agency (NHSA) students may ONLY participate in a Certificate Pathway to the BA ECE. The pathway consists of 5 certificates that couple ECE courses with appropriate GE courses. See the Certificate section of the catalog for more detailed information. Note: NHSA students that have been awarded the CDA Credential will be eligible for credit for the following lower division, preparation for the major courses: ECE 201, ECE 210, and HED 220.

Field Work: All ECE courses have a field work experience component. Field work must be in an approved setting, defined as working with children from birth to age 5 in a general educational, inclusive setting. Recommended settings are Early Head Start and Head Start.

Background Check: Prior to enrollment in any ECE courses, students must have a current Certificate of Clearance (COC) on file as well as TB clearance. Some locations may require current proof of DTAP, MMR, Flu and/or COVID vaccines. Any fee or costs associated with these requirements are the responsibility of the student.

Students are encouraged to enroll in the BA in ECE program. Certificates will be conferred by the Registrar upon successful completion and will be reflected on the student's transcript.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Identify essential concepts, inquiry tools, and structure of content areas and resources for Early Childhood Education.
- Develop oral, written, and technological skills for communicating with families and very young children.
- Create environments that are healthy, respectful, supportive, and challenging for young children.
- Use systematic observations, documentation, and other assessment strategies in partnership with families and professionals to positively influence children's development and learning.
- Implement a curriculum that promotes development and learning outcomes for diverse young children.
- Demonstrate ethical, legal, and professional standards in Early Childhood Education.
- Create positive relationships and supportive interactions with young children.

Degree Requirements:

8 Courses: 4.5 credits per course: Total 36 Credits

Requirements for the Certificate (8 courses; 36 quarter units)		**Units:** 36.00
ECE 445	Strategies: Guiding Behaviors ***Prerequisite:*** *ECE 330*	4.50
PSYC 301	Child Development ***Prerequisite:*** *ENG 102*	4.50
SOC 350	Cultural Diversity ***Prerequisite:*** *ENG 102*	4.50
ECE 443	Children with Special Needs ***Prerequisite:*** *ECE 330*	4.50
ECE 460	Program Administration	4.50
ECE 461	Leadership and Supervision	4.50
ECE 466	Planning Physical Environments	4.50
ECE 450	Academic Seminar/Field Experie ***Prerequisite:*** *Satisfactory completion of all core courses with an average grade of "C" (2.0) or better in the core.*	4.50

Undergraduate LVN "30-45 Unit" Option

Academic Program Director: Beverly Brownell; bbrownell@nu.edu

Licensed Vocational Nurses (LVNs) who desire to complete the minimum number of units required to take the licensure examination may apply for this option. LVNs who select the "30-45 Unit" Option method to satisfy the requirements for licensure as a Registered Nurse should consult the Academic Program Director of Nursing for an individual program consultation to discuss the advantages and disadvantages of this option.

Departmental Admission Requirements

To be eligible for admission to the "30-45 Unit" option, candidates must satisfy all of the following criteria:

• Have completed the National University undergraduate admission process.
• Hold a current, active, unencumbered license to practice as a licensed vocational nurse.
• Have successfully completed the required preparation courses.
• Submit the appropriate nursing program application.
• For advising purposes only, complete the ACCUPLACER math and English tests.

After completing the interview process, successful candidates will be enrolled in classes as spaces become available.

LVNs/Medics accepted for admission to the NU 45 Quarter Unit LVN to RN Option may be eligible to challenge nursing courses by examination(s) or be considered for equivalency. Students will receive nursing course credits when their LVN/Core School transcripts equivalency criteria (time limit, credit, and content) are met. The time limit equivalency is 7 years or less. If time limit equivalency is not met, students may receive credit through challenge by course examination and skill validation and/or medication dosage examination. Applicants will receive course credit and advanced placement for successfully challenged foundational courses. Co-requisite nursing courses will have to be challenged together. In other to receive credit for challenge courses, students must pass both co-requisite nursing courses. All course challenges by examination must be completed prior to the beginning of the first term in the NU LVN - RN Option. The student who successfully challenges a course will receive a revised plan of study and must meet NU residency requirements.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Develop a critical stance on professional issues related to nursing practice, education, and knowledge development by analyzing the historical and contemporary environments in nursing.
- Use computer technologies to augment productivity and to gain access to multiple informational resource services.

Degree Requirements:

Requirements for the LVN - RN Option course completion

No degree awarded, no certificate awarded.

To receive the "30-45 Unit Option", students must complete the quarter units as outlined below. The following courses are specific requirements of the CA BRN 16 CCR 1429.

Required Preparation (6 courses; 18 quarter units)

BIO 201	Human Anatomy and Physiol I ***Corequisite:*** *BIO 191A, or BIO 201A;* ***Recommended: Prior completion of:*** *BIO 100; BIO 100A; CHE 101; CHE 101A*	4.50
BIO 201A	Human Anatomy and Physiol Lab ***Corequisite:*** *BIO 201;* ***Recommended: Prior completion of:*** *BIO 100; BIO 100A; CHE 101; CHE 101A or equivalent courses.*	1.50
BIO 202	Human Anatomy and Physiol II ***Corequisite:*** *BIO 202A, or BIO 192A;* ***Prerequisite:*** *BIO 201 and BIO 201A*	4.50
BIO 202A	Human Antmy andPhysiol LabII ***Corequisite:*** *BIO 202;* ***Prerequisite:*** *BIO 201; BIO 201A*	1.50
BIO 203	Introductory Microbiology ***Corequisite:*** *BIO 193A; BIO 203A Students should take both lecture and lab courses concurrently and with the same instructor to ensure a consistent learning experience. Students who are retaking one of the two courses or present special circumstances should petition for exception to this requisite.;* ***Recommended: Prior completion of:*** *BIO 100 and BIO 100A; CHE 101 and CHE 101A or equivalent courses; BIO 201 and BIO 201A; BIO 202 and BIO 202A*	4.50
BIO 203A	Introductory Microbiology Lab ***Corequisite:*** *BIO 203;* ***Recommended: Prior completion of:*** *BIO 100; BIO 100A; CHE 101; CHE 101A; BIO 201 and BIO 201A; BIO 202 and BIO 202A*	1.50

Nursing Core Courses (6 courses; 22 quarter units) CA BRN 1429 Forty-Five (45) Quarter Unit Option Required Courses

NSG 330	Medical-Surgical Nursing II** ***Prerequisite:*** *NSG 214; NSG 214A;* ***Corequisite:*** *NSG 330A*	4.50
NSG 330A	Medical-Surgical II Clinical** ***Prerequisite:*** *NSG 214; NSG 214A;* ***Corequisite:*** *NSG 330*	3.50
NSG 335	Psychiatric-Mental Health Nur** ***Prerequisite:*** *NSG 330; NSG 330A;* ***Corequisite:*** *NSG 335A*	4.50
NSG 335A	Psych-Mental Health Clinical** ***Prerequisite:*** *NSG 330; NSG 330A;* ***Corequisite:*** *NSG 335*	3.50
NSG 340	Nursing Leadership/Management** ***Prerequisite:*** *NSG 335; NSG 335A;* ***Corequisite:*** *NSG 340A*	4.50
NSG 340A	Leadership/Management Clinical** ***Prerequisite:*** *NSG 335; NSG 335A;* ***Corequisite:*** *NSG 340*	1.50

Undergraduate Certificate: Early Childhood Social Advocacy

Academic Program Director: Susan Gilbert; sgilbert@nu.edu

Advocate Certificate 2: The Early Childhood Social Advocacy Certificate is the second in a series of 5 leading to a BA in Early Childhood Education. This certificate consists of 8 courses focused on early, emergent literacy and the profound impact of poverty on young children, their families and learning.

Certificate Pathway to BA ECE: Head Start Only

NU, in collaboration with the National Head Start Agency (NHSA), has created a pathway that integrates both the BA in ECE degree requirements with General Education (GE) requirements to provide a more efficient and engaging pathway to the degree. Each certificate is grouped around a theme: Building Bridges, Advocate, Connect, Engage and Moving Up. Each theme focuses on specific content, coupled with appropriate GE courses to provide a more meaningful student experience.

Certificates consist of 8 courses and can be completed in 8 months. NHSA students that have been awarded the CDA Credential will be eligible for credit for the following courses: ECE 201, ECE 210, and HED 220 on the Building Bridges certificate. There may be other opportunities for Prior Learning Credit in the Moving Up certificate.

National Head Start Agency (NHSA) students may ONLY participate in a Certificate Pathway to the BA ECE. The pathway consists of 5 certificates that couple ECE courses with appropriate GE courses. See the Certificate section of the catalog for more detailed information. Note: NHSA students that have been awarded the CDA Credential will be eligible for credit for the following lower division, preparation for the major courses: ECE 201, ECE 210, and HED 220.

Field Work: All ECE courses have a field work experience component. Field work must be in an approved setting, defined as working with children from birth to age 5 in a general educational, inclusive setting. Recommended settings are Early Head Start and Head Start.

Background Check: Prior to enrollment in any ECE courses, students must have a current Certificate of Clearance (COC) on file as well as TB clearance. Some locations may require current proof of DTAP, MMR, Flu and/or COVID vaccines. Any fee or costs associated with these requirements are the responsibility of the student.

Students are encouraged to enroll in the BA in ECE program. Certificates will be conferred by the Registrar upon successful completion and will be reflected on the student's transcript.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Identify essential concepts, inquiry tools, and structure of content areas and resources for Early Childhood Education.
- Develop oral, written, and technological skills for communicating with families and very young children.
- Create environments that are healthy, respectful, supportive, and challenging for young children.
- Use systematic observations, documentation, and other assessment strategies in partnership with families and professionals to positively influence children's development and learning.
- Implement a curriculum that promotes development and learning outcomes for diverse young children.
- Demonstrate ethical, legal, and professional standards in Early Childhood Education.
- Create positive relationships and supportive interactions with young children.

Degree Requirements:

8 Courses: 4.5 credits per course: Total 36 Credits.

Requirements for the Certificate (8 courses; 36 quarter units)		**Units:** 36.00
ENG 102	Effective College English	4.50
ECE 410	Early Language and Literacy ***Prerequisite:*** *ECE 330*	4.50
SOC 100	Principles of Sociology	4.50
ECE 446	Literature and Young Children	4.50
SPN 100	Beginning Spanish I	4.50
SPN 101	Beginning Spanish II ***Prerequisite:*** *SPN 100*	4.50
ECE 220	Children Experiencing Poverty	4.50
ECE 222	Head Start History	4.50

Undergraduate Certificate: ECE Curriculum Connections

Academic Program Director: Susan Gilbert; sgilbert@nu.edu

Connect Certificate 3: The Curriculum Connections Certificate is the third in a series of 5 leading to a BA in Early Childhood Education. This certificate consists of 8 courses focused on connecting curriculum development, observation and assessment to student interest and outcomes.

Certificate Pathway to BA ECE: Head Start Only

NU, in collaboration with the National Head Start Agency (NHSA), has created a pathway that integrates both the BA in ECE degree requirements with General Education (GE) requirements to provide a more efficient and engaging pathway to the degree. Each certificate is grouped around a theme: Building Bridges, Advocate, Connect, Engage and Moving Up. Each theme focuses on specific content, coupled with appropriate GE courses to provide a more meaningful student experience.

Certificates consist of 8 courses and can be completed in 8 months. NHSA students that have been awarded the CDA Credential will be eligible for credit for the following courses: ECE 201, ECE 210, and HED 220 on the Building Bridges certificate. There may be other opportunities for Prior Learning Credit in the Moving Up certificate.

National Head Start Agency (NHSA) students may ONLY participate in a Certificate Pathway to the BA ECE. The pathway consists of 5 certificates that couple ECE courses with appropriate GE courses. See the Certificate section of the catalog for more detailed information. Note: NHSA students that have been awarded the CDA Credential will be eligible for credit for the following lower division, preparation for the major courses: ECE 201, ECE 210, and HED 220.

Field Work: All ECE courses have a field work experience component. Field work must be in an approved setting, defined as working with children from birth to age 5 in a general educational, inclusive setting. Recommended settings are Early Head Start and Head Start.

Background Check: Prior to enrollment in any ECE courses, students must have a current Certificate of Clearance (COC) on file as well as TB clearance. Some locations may require current proof of DTAP, MMR, Flu and/or COVID vaccines. Any fee or costs associated with these requirements are the responsibility of the student.

Students are encouraged to enroll in the BA in ECE program. Certificates will be conferred by the Registrar upon successful completion and will be reflected on the student's transcript.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Identify essential concepts, inquiry tools, and structure of content areas and resources for Early Childhood Education.
- Develop oral, written, and technological skills for communicating with families and very young children.
- Create environments that are healthy, respectful, supportive, and challenging for young children.
- Use systematic observations, documentation, and other assessment strategies in partnership with families and professionals to positively influence children's development and learning.
- Implement a curriculum that promotes development and learning outcomes for diverse young children.
- Demonstrate ethical, legal, and professional standards in Early Childhood Education.
- Create positive relationships and supportive interactions with young children.

Degree Requirements:

8 Courses: 4.5 credits per course: Total 36 Credits

Requirements for the Certificate (8 courses; 36 quarter units)		**Units:** 36.00
ECE 312	Infant and Toddler Care ***Prerequisite:*** *ECE 330*	4.50
ECE 415	Designing Emergent Curriculum ***Prerequisite:*** *ECE 330*	4.50
PSYC 100	Introduction to Psychology	4.50
ENG 240	Advanced Composition ***Prerequisite:*** *ENG 102*	4.50
ECE 430	Play as Pedagogy ***Prerequisite:*** *ECE 330*	4.50
ECE 440	Observing, Assessing & Plannin ***Prerequisite:*** *ECE 330*	4.50
ECE 452	Partnering With Families ***Prerequisite:*** *ECE 330*	4.50
ILR 260	Academic Information Literacy ***Prerequisite:*** *ENG 102*	4.50

Undergraduate Certificate: ECE STEAM Integration

Academic Program Director: Susan Gilbert; sgilbert@nu.edu

Engage Certificate 4: The ECE Steam Integration Certificate is the fourth in a series of 5 leading to a BA in Early Childhood Education. This certificate consists of 8 courses and 1 lab focused on integrating content across the curriculum. Special emphasis on GE curriculum content knowledge to inform math, science, and the arts.

Certificate Pathway to BA ECE: Head Start Only

NU, in collaboration with the National Head Start Agency (NHSA), has created a pathway that integrates both the BA in ECE degree requirements with General Education (GE) requirements to provide a more efficient and

engaging pathway to the degree. Each certificate is grouped around a theme: Building Bridges, Advocate, Connect, Engage and Moving Up. Each theme focuses on specific content, coupled with appropriate GE courses to provide a more meaningful student experience.

Certificates consist of 8 courses and can be completed in 8 months. NHSA students that have been awarded the CDA Credential will be eligible for credit for the following courses: ECE 201, ECE 210, and HED 220 on the Building Bridges certificate. There may be other opportunities for Prior Learning Credit in the Moving Up certificate.

National Head Start Agency (NHSA) students may ONLY participate in a Certificate Pathway to the BA ECE. The pathway consists of 5 certificates that couple ECE courses with appropriate GE courses. See the Certificate section of the catalog for more detailed information. Note: NHSA students that have been awarded the CDA Credential will be eligible for credit for the following lower division, preparation for the major courses: ECE 201, ECE 210, and HED 220.

Field Work: All ECE courses have a field work experience component. Field work must be in an approved setting, defined as working with children from birth to age 5 in a general educational, inclusive setting. Recommended settings are Early Head Start and Head Start.

Background Check: Prior to enrollment in any ECE courses, students must have a current Certificate of Clearance (COC) on file as well as TB clearance. Some locations may require current proof of DTAP, MMR, Flu and/or COVID vaccines. Any fee or costs associated with these requirements are the responsibility of the student.

Students are encouraged to enroll in the BA in ECE program. Certificates will be conferred by the Registrar upon successful completion and will be reflected on the student's transcript.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Identify essential concepts, inquiry tools, and structure of content areas and resources for Early Childhood Education.
- Develop oral, written, and technological skills for communicating with families and very young children.
- Create environments that are healthy, respectful, supportive, and challenging for young children.
- Use systematic observations, documentation, and other assessment strategies in partnership with families and professionals to positively influence children's development and learning.
- Implement a curriculum that promotes development and learning outcomes for diverse young children.
- Demonstrate ethical, legal, and professional standards in Early Childhood Education.
- Create positive relationships and supportive interactions with young children.

Degree Requirements:

9 Courses: 4.5 credits per course: Total of 37.5 Credits

Requirements for the Certificate (9 courses; 37.5 quarter units)

Units: 37.50

ECE 420	Nature, Numbers and Technology ***Prerequisite:*** *ECE 330*	4.50
MTH 209A	Fundamentals of Mathematics I ***Prerequisite:*** *MTH 12A and MTH 12B*	4.50
BIO 100	Survey of Bioscience	4.50
BIO 100A	Survey of Bioscience Lab ***Prerequisite:*** *BIO 100 for non-science majors (GE), or BIO 163 for science majors*	1.50
COH 100	Personal Health	4.50
ECE 435	Music, Movement, Drama, Dance	4.50
MUS 327	World Music ***Prerequisite:*** *ENG 102*	4.50
THR 200	Theater Arts	4.50
ART 110	Visual Arts	4.50

Graduate Degrees - Group Based

Master in Criminal Justice Leadership

Academic Program Director: Ponzio Oliverio; poliverio@nu.edu

The **Master's in Criminal Justice Leadership (MCJL)** is designed to provide students with the required knowledge and competence in leadership, ethics, and problem-solving skills in the challenging and demanding careers of Criminal Justice. Students completing the Master's in Criminal Justice Leadership program are exposed to both theoretical and applied models and concepts in criminal justice, as well as practical critical thinking methods. The Master's in Criminal Justice Leadership program integrates theory with practice to provide graduates with the skills and knowledge needed to address the complex issues and challenges of criminal justice in the 21st century. Students in this program develop leadership and ethical problem-solving skills to develop strategies and solutions that are both practical and effective. Challenging and demanding careers in government at the local, state, and federal level in the areas of law enforcement, corrections, and the courts, as well as teaching and training assignments are possible for graduates with a Master's in Criminal Justice Leadership degree.

The **Master's in CJ Leadership with Emphasis in Conflict Resolution (MCJL/CR)** develops the knowledge, skills, and techniques necessary to address and manage conflicts effectively in various criminal justice contexts. Students are equipped with a thorough understanding of the dynamics of conflict and its resolution with a focus on ethical negotiation. These skills are related to leading and managing teams and will prepare students to operate as conflict resolution practitioners in diverse settings such as organizations, agencies, governments, and international arenas.

Pathway Program: Bachelor of Science in Criminal Justice Administration (BSCJA) to Master of Criminal Justice Leadership (MCJL)

For students in the BS in Criminal Justice Administration/MCJL pathway program, the University will waive two graduate criminal justice (CJA) elective course(s) (528, 541, or 570) taken as part of the bachelor's degree for the master's program if the grade earned is a "B" or higher and graduate units will be awarded (Pathway Program: Bachelor of Science in Criminal Justice Administration (BSCJA) to Master of Criminal Justice Leadership (MCJL).

Bachelor of Science in Homeland Security and Emergency Management/Master of Criminal Justice Leadership (BS-HSEM/MCJL) Transition Program

Students who are currently enrolled in the Bachelor of Science in Homeland Security and Emergency Management program and have at least a GPA of 3.0 and are within six courses of graduation, may register for the BS-HSEM/MCJL transition program by asking their admission advisor to submit a plan change into the transition program and by taking any two MCJL classes as electives during the BS-HSEM program. To be eligible, students must apply for and begin the MCJL program within six months of completing their BS-HSEM program. Students may choose up to two of the Graduate-level Criminal Justice courses, with the exception of CJA 690A and CJA 690B.

For students in the BS-HSEM/MCJL transition program, the University will waive two graduate-level criminal justice courses taken as part of the bachelor's degree, but these students must still meet the residency requirements for the MCJL.

Program Learning Outcomes:

Upon successful completion of this program, students will be able to:

- Apply critical thinking and problem-solving skills to real world criminal justice administration issues.
- Demonstrate critical thinking skills to differentiate leadership approaches utilizing current and emerging leadership theories and case studies.
- Analyze theoretical, criminological, and philosophical foundations of criminal justice administration.
- Evaluate the constitutional aspects of civil and criminal liabilities in modern society.
- Evaluate leadership theory and integrate diverse leadership perspectives into real world application.
- Appraise and determine what ethical and unethical conduct is.
- Develop oral, written, and technological communication for criminal justice professionals.

Degree Requirements:

To be awarded a **Master in Criminal Justice Leadership (MCJL),** students must complete at least 49.5 quarter units of graduate work. A total of 9.0 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 have not been used to satisfy the requirements of an awarded degree. Students should refer to the section on graduate admission requirements for specific information regarding application and evaluation.

To be awarded a **Master in Criminal Justice Leadership with Emphasis in Conflict Resolution (MCJL/CR)**, students must complete at least at least 49.5 quarter units of graduate work. This program integrates three conflict resolution courses into the program in place of three criminal justice leadership electives. A total of 9.0 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 have not been used to satisfy the requirements of an awarded degree. Students should refer to the section on graduate admission requirements for specific information regarding application and evaluation.

Core Requirements (8 core courses; 36 quarter units)

Students must complete all courses.

CJA 605	CJ Theory, Practice & Policy	4.50
CJA 608	Leadership in CJ ***Recommended: Prior completion of:*** *CJA 605*	4.50
CJA 615	Legal Issues in CJ ***Recommended: Prior completion of:*** *CJA 608*	4.50
CJA 624	Professional Ethics in CJ ***Recommended: Prior completion of:*** *CJA 615*	4.50
CJA 630	Const Law & Criminal Procedure ***Recommended: Prior completion of:*** *CJA 624*	4.50
CJA 645	Advanced Criminological Theory ***Recommended: Prior completion of:*** *CJA 630*	4.50
CJA 690A	Capstone I ***Prerequisite:*** *Students must have successfully completed three core courses in the MCJ program prior to being enrolled into CJA 690A.*	4.50
CJA 690B	Capstone II ***Prerequisite:*** *CJA 690A*	4.50

Elective Requirements (3 courses, 13.5 quarter units) **Units:** 13.50

CJA 528	Critical Issues in CJ	4.50
CJA 541	Comparative CJ Systems	4.50
CJA 570	Violence and Victimization	4.50

Emphasis in Conflict Resolution (CJL)

Academic Program Director: Jack Hamlin; jhamlin@nu.edu

A Conflict Resolution emphasis in Master in Criminal Justice Leadership will equip students with critical skills and knowledge to become effective leaders and practitioners. By addressing conflicts proactively, graduates will be better prepared to navigate the complex challenges of the 21st century, promote ethical practices, and build collaborative relationships not only with other criminal justice professionals but also within the communities they serve. This emphasis will provide a strong foundation for divergent careers and enable scholars to make a positive impact in their chosen criminal justice field.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Apply critical thinking and problem-solving skills to real world criminal justice administration issues.
- Demonstrate critical thinking skills to differentiate leadership approaches utilizing current and emerging leadership theories and case studies.
- Analyze theoretical, criminological, and philosophical foundations of criminal justice administration.
- Evaluate the constitutional aspects of civil and criminal liabilities in modern society.
- Evaluate leadership theory and integrate diverse leadership perspectives into real world application.
- Appraise and determine what ethical and unethical conduct is.
- Develop oral, written, and technological communication for criminal justice professionals.

Requirements for Emphasis (3 courses; 13.5 quarter units)		**Units:** 13.50
CRS 500	Conflict Resolution Process ***Recommended: Prior completion of:*** *It is recommended that undergraduate students enrolling in the course have completed their lower division studies.*	4.50
CRS 505	Integrative Negotiation ***Recommended: Prior completion of:*** *CRS 500; It is recommended that the undergraduate student has completed lower division studies before enrolling in this course.*	4.50
CRS 530	Ethics and Neutrality ***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.*	4.50

Master of Accounting

Academic Program Director: Thomas Francl; tfrancl@nu.edu

The Master of Accounting (MAcc) academically prepares students for a wide range of accounting-related careers. Some examples include public accounting, corporate accounting, internal auditing, accounting in not-for-profit organizations, and accounting for state and local government agencies such as the Internal Revenue Service, Franchise Tax Board, Defense Contract Audit Agency, FBI, CIA and other agencies.

The program offers two pathways towards completion; one for students with little or no previous accounting background who have an undergraduate degree in any discipline, and one for students with an undergraduate degree in accounting. Course content is based largely on the published content specifications of the uniform CPA Exam and the CMA exam. Students should enroll in an external, recognized exam review course to fully prepare for CPA and CMA exams.

Program Disclosure Information

The Master of 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:

- Integrate current information technologies to report and analyze financial information
- Evaluate accounting information based upon mastery of a common body of accounting knowledge
- Analyze ethical issues within the accounting profession
- Effectively conduct and present accounting research
- Collaborate effectively as a team to enhance critical thinking

Degree Requirements:

To receive a Master of Accounting, 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 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.

Students with an undergraduate degree in accounting are also required to take 10 courses, 7 are specifically supplemented by 3 electives. Students with a BS in Accounting (BSACC) from National University, who have taken ACC 515 Accounting Ethics, and ACC 555 Data Analytics as part of their Undergraduate degree requirements CANNOT retake these courses to satisfy degree units for MAcc.

The Academic Program Director, or a designee, shall review the application and transcripts of every new student to determine the correct pathway and any necessary electives and prerequisites.

Total Degree Requirements (10 courses; 45 quarter units)
Requirements for Students WITHOUT an Undergraduate Degree in Accounting
Core Requirements (9 courses; 40.5 quarter units)

ACC 601M	Foundations of Financial Acc	4.50
ACC 657	Accounting Information Systems ***Prerequisite:*** *ACC 601M*	4.50
ACC 610M	Financial Accounting I ***Prerequisite:*** *ACC 601M*	4.50
ACC 611M	Financial Accounting II ***Prerequisite:*** *ACC 610M*	4.50
ACC 621M	Taxation of Business Entities	4.50
ACC 630M	Cost Accounting ***Prerequisite:*** *ACC 601M*	4.50
ACC 651M	Auditing Procedures	4.50
ACC 515	Accounting Ethics	4.50
ACC 555	Data Analytics	4.50

Capstone Requirement (1 course; 4.5 quarter units)

ACC 695M	Cases in Accounting & Auditing ***Prerequisite:*** *Completion of all core and elective courses*	4.50

Requirements for Students WITH an Undergraduate Degree in Accounting
Core Requirements (6 courses; 27.0 quarter units)

ACC 652M	Forensic Accounting	4.50
ACC 631M	Advanced Managerial Accounting	4.50
ACC 653M	Internal Controls	4.50
ACC 654M	Legal Issues in Accounting	4.50
ACC 615M	Advanced Financial Accounting	4.50
ACC 640M	Acc for Gov't & NFP Entities	4.50

Electives for Students WITH an Undergraduate Degree in Accounting (3 courses; 13.5 quarter units)

ACC 588A	CPA Internship I ***Prerequisite:*** *ACC 653M; ACC 652M; ACC 654M; ACC 615M; ACC 640M; ACC 631M*	4.50
ACC 588B	CPA Internship II ***Prerequisite:*** *ACC 588A*	4.50
ACC 515	Accounting Ethics***	4.50
ACC 555	Data Analytics***	4.50
ACC 620M	Taxation of Individuals	4.50
LED 604	Leading Change and Adaptation	4.50
LED 605	Conflict and Power Dynamics	4.50

***Students who received a BS in Accounting degree from National University, and already completed ACC515 and ACC555 as a part of your undergraduate degree requirements, CANNOT retake these courses to satisfy graduate degree units for the MAcc.

Capstone Course (1 course; 4.5 quarter units)

ACC 695M	Cases in Accounting & Auditing ***Prerequisite:*** *Completion of all core and elective courses*	4.50

Master of Arts in Conflict Resolution

Academic Program Director: Jack Hamlin; jhamlin@nu.edu

The Master of Arts in Conflict Resolution program stands as a testament to the growing need for adept professionals who can proficiently navigate the intricacies of conflicts, be they interpersonal or global. This comprehensive program offers a multifaceted curriculum, equipping students with expertise required in fields such as law, diplomacy, and business. With an emphasis on real-world application, graduates are poised to mediate and resolve disputes using effective communication and an integrative approach. Recognizing the importance of modern adaptation, the program integrates technology into its practices, preparing students to leverage digital tools in mediation. Coupled with a steadfast commitment to ethical considerations and social justice, the Master of Arts in Conflict Resolution program aims to produce ethically conscious leaders who prioritize fairness and inclusivity in their practice.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Diagnose conflicts analytically, ranging from simple to complex.
- Cultivate effective communication skills for constructive dialogue in conflict resolution processes.
- Apply integrative bargaining techniques for negotiating integrative outcomes.
- Implement facilitation and mediation fluency in various professional contexts.
- Explore current issues and trends in conflict resolution, for example the use of technology in conflict resolution, cross-cultural challenges, legal considerations, or emerging practices.
- Demonstrate the ability to conduct independent research in the field of conflict resolution.

Degree Requirements:

The program consists of 45 quarter units. Students must successfully complete all 10 (ten) courses in the program to be awarded the Master of Arts in Conflict Resolution degree.

Core Requirements (10 courses; 45 quarter units)		**Units:** 45.00
CRS 500	Conflict Resolution Process ***Recommended: Prior completion of:*** *It is recommended that undergraduate students enrolling in the course have completed their lower division studies.*	4.50
CRS 505	Integrative Negotiation ***Recommended: Prior completion of:*** *CRS 500; It is recommended that the undergraduate student has completed lower division studies before enrolling in this course.*	4.50
CRS 530	Ethics and Neutrality ***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.*	4.50
CRS 610	Facilitation/Mediat. Practicum ***Recommended: Prior completion of:*** *It is recommended that students have completed CRS 500, 505, 530 before enrolling in this course.*	4.50
CRS 615	Arbitration: Uses and Issues ***Recommended: Prior completion of:*** *It is recommended that students have completed CRS 500, 505, 530, 610 before enrolling in this course.*	4.50
CRS 620	Specialized Negotiations ***Recommended: Prior completion of:*** *It is recommended that students have completed CRS 500, 505, 530, 610, 615 before enrolling in this course.*	4.50
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.*	
CRS 630	Conflict Res. and Technology ***Recommended: Prior completion of:*** *It is recommended that students have completed CRS 500, 505, 530, 610, 615, 620, 625 before enrolling in this course.*	4.50
CRS 640	Conflict Res. and Litigation ***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.*	4.50
CRS 645	Conflict Resolution: Thesis ***Recommended: Prior completion of:*** *It is recommended that students have completed all other courses in the program prior to enrolling in this course.*	4.50

Master of Arts in Consciousness, Psychology, and Transformation

Academic Program Director: Craig Chalquist; cchalquist@nu.edu

The Master of Arts (MA) in Consciousness, Psychology, and Transformation offers an innovative and practical approach to the exploration of consciousness and the catalyzing of personal and societal transformation. This fully online interdisciplinary curriculum in applied consciousness studies aims to actualize human potential in service of the greater global good. Students learn knowledge and skills that empower them to become responsible leaders in their own lives and creative agents of organizational, sociocultural, and ecological change. The integrative 58 quarter unit curriculum cultivates personal capacities such as wisdom, courage, compassion, joy, and vitality while enriching the sense of meaning, passion, and purpose. Toward this transformative goal, students engage in an intensive psycho-spiritual exploration of their lives and selectively share their experiences with classmates.

The program is offered in the online modality. Coursework is completed online asynchronously, supplemented by synchronous live class sessions conducted through audiovisual conferencing. In order to receive the full benefits of interactive learning, students are expected to attend most live sessions and are offered makeup assignments when attendance is not possible. To facilitate a respectful virtual learning environment, students are expected to engage in appropriate and professional communication with others and to follow program guidelines for participation.

The holistic curriculum integrates the wisdom and practices of six major fields of study: psychology, philosophy, religion/spirituality, the new sciences, culture, and professional development. These diverse fields provide cross-fertilizing perspectives, combining contemporary scientific research with insights and methods from ancient wisdom traditions.

Each of the six fields addresses one or more of the experiential, behavioral, cultural, and systemic dimensions of human existence:

- **Psychology:** Courses in transpersonal, somatic, archetypal, developmental, and, integral psychology—as well as Diamond Heart, and the enneagram—offer experiential, behavioral, and social perspectives on the development of mind, emotion, body, soul, and spirit.
- **Philosophy:** Courses on paradigms of consciousness, philosophy of mind, and neuroscience provide broad intellectual frameworks for conceptualizing and understanding the nature of consciousness and transformation.
- **Spirituality:** Courses on the world's religions, Shamanic traditions, mystical teachings, spiritual practices, myths, archetypes, rituals, and perennial wisdom offer pathways and practices for alchemizing mind, body, soul, heart, and spirit.
- **The New Sciences:** Courses in neuroscience and mindfulness, quantum physics and evolutionary cosmology, living systems theory, and ecological principles highlight the emerging scientific paradigm and address cosmic, evolutionary, and planetary perspectives on consciousness and transformation.
- **Culture:** Culture: Courses on multicultural diversity, cultural evolution, ancestral heritage, myth, ritual, and archetype contribute to fostering cultural and global awareness, citizenship, and engagement. Courses on creativity, myths, metaphors, symbols, dreams, and indigenous knowledge foster personal growth and creativity.
- **Professional Development:** A required professional development track of 9 quarter units supports students in translating this multidisciplinary degree into the right livelihood. These courses assist students first to identify their life purpose, and secondly, to develop professional skills in the areas commonly pursued by our graduates: teaching, coaching, workshop facilitation, small group facilitation, organizational consulting, transformational leadership, writing and publishing, and entrepreneurship.

Admission Requirements

In addition to completing an application, an applicant must submit:

- One set of official transcripts of the conferred BA or BS degree and any post-bachelor credits or degrees.
- A personal statement of 6 to 8 double-spaced, typewritten pages describing any personal or professional growth, work, or life events that have informed and shaped the applicant's consciousness across the life span, including formative childhood experiences and the influence of the family of origin on one's development. In addition, the essay may comment on influential prior reading in the field of consciousness studies and future professional and personal goals.

- Letters of recommendation are welcomed, but not required. Letters should be from professional associates, teachers, supervisors, friends, or others who can comment on emotional, spiritual, intellectual, and practical development, personal character, and capacity for graduate study in the degree area.
- Admissions interview with faculty-interviews with one or two faculty members are required. Upon receipt of a completed application, an admissions interview with the program chair will be scheduled. The interview can be conducted in person, by phone, or via online video conferencing. A second interview may be requested.

Professional Mentor

Given that the curriculum engages students in deep processes of inquiry and transformation, the program recommends that all students obtain a Professional Mentor in their own locale to accompany them throughout the program and to lend extra support through challenging periods. The Mentor could be a therapist, counselor, spiritual director, spiritual teacher, dream worker, coach, clergy, or another professional skilled in the art of facilitating conscious transformation and development. In instances when a student is undergoing intense upheaval, obtaining a professional mentor may be required by the faculty in order to continue in the program.

Optional Specialization

A student may choose to add an optional specialization to their degree plan. Four specializations are available:

- Consciousness & Healing
- Dream Studies
- Engaged Spirituality
- Transformational Leadership

LIVE Class Session Information

All classes hold Zoom sessions for live online participation.

These sessions, which are announced at the start of each course, are scheduled ***Mondays through Thursdays*** between 4 **pm - 7:15 pm Pacific time**. **Occasionally, they are scheduled 4 pm - 5:30 pm Pacific time on Friday afternoons**. Their frequency varies from course to course; most courses use Zoom sessions once every 2–3 weeks. Although Zoom sessions are required in many courses, most instructors are willing to make class recordings available for later viewing should students need to miss a required live session.

Students should reach out to instructors with any questions about live sessions and whether makeup work is required for missing any.

Bachelor of Arts in Integrative Psychology Transition Program to the Master of Arts in Consciousness, Psychology and Transformation

BAIP STATEMENT BAIP/CPT Transition Program

Students must complete graduate-level coursework taken as part of the BA in Integrative Psychology degree with a grade of B or better. This coursework, which counts as electives, will not transfer as graduate-level credit to National University or any other institution, as it is part of an undergraduate degree program. Grades earned in graduate-level courses will be calculated as part of the student's undergraduate grade point average. Students must be within completing their last six courses in their undergraduate program and have a cumulative GPA of at least 3.00 to be eligible. Lastly, students must apply for and begin the MA in Consciousness, Psychology, and Transformation program within six months after completing their final BAIP course. Students must complete their MACNS program within four years with no break exceeding 12 months.

Students in the BAIP transition program may take up to three MACNS classes as electives during the BAIP. Students may choose from the following courses: CNS 5010, CNS 5012, CNS 5013, CNS 5015, CNS 5030, CNS 5275, CNS 5017, CNS 5037, or CNS 5230. Any prerequisite for these courses must be completed as part of the pre-approved 8.66 semester credit hours.

For full admission to MACNS, students must earn a B or better in these CNS courses and have a cumulative GPA of at least 3.0 to be eligible to transition to the MA in Consciousness, Psychology, and Transformation program. A Personal Statement of 6–8 pages describing formative life experiences and a faculty interview are also required for admission into the Consciousness, Psychology, and Transformation program. Students will be evaluated and interviewed for full acceptance into the program.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Explain and apply a developmental view of consciousness and human evolution to oneself, others, and systems.
- Demonstrate intrapersonal and interpersonal intelligence and accountability using psychological and spiritual principles and practices.
- Explain and apply systems theory principles at the individual, community, organizational, and planetary levels.
- Apply communication skills, diversity leadership skills, and professional development skills in service of consciousness growth and systems change.
- Apply critical thinking, inquiry, and participatory research skills in service of consciousness growth and systems change.

Degree Requirements:

To receive the Master of Arts in Consciousness & Transformative Studies students must complete 38.66 semester credit hours 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 quarter units were not used in earning another advanced degree.

Total Degree Requirements (58 Quarter Units)		**Units:**
Core Requirements (11 courses; 29 Quarter units)		**Units:** 29.00
CNS 5010	Paradigms of Consciousness	3.00
CNS 5012	Emotional Intelligence	3.00
CNS 5013	Social Intelligence ***Prerequisite:*** *CNS 5012*	3.00
CNS 5015	Body Consciousness/Body Wisdom	2.00
CNS 5017	Human Dev & Consciousness	2.00
CNS 5120	Diversity, Community, Leadrshp ***Prerequisite:*** *CNS 5013*	3.00
CNS 5125	Transpersonal Psychology	3.00
CNS 5275	Living Sys & Crea Potential	2.00
CNS 5349	Integral Life Practice	2.00
CNS 5823	Terrapsychology	3.00
CNS 5842	Cons Studies Integration	3.00

Graduate Electives (courses vary, 29 Quarter units)

The student must complete 29 Quarter units of coursework from the approved elective course list, below. If a student is pursuing one of the optional specializations, then the quarter units needed for graduate electives will be reduced as the quarter units from the specialization will apply toward the overall quarter units requirement.

CNS 5670	Advanced Writing & Publishing	2.00
CNS 5455	Prof. Identity & Life Purpose	1.00
CNS 5405	Transformational Leadership ***Recommended Preparation:*** *CNS 5275*	2.00
CNS 5414	Group Facilitation ***Prerequisite:*** *CNS 5013*	2.00
CNS 5846	Creating a Workshop	3.00
CNS 5847	Right Livelihood	3.00
CNS 5843	Self-Marketing	2.00
CNS 5850	Sacred Activism	2.00

	Prerequisite: *CNS 5010 and CNS 5013*	
CNS 5836	Loreology	3.00
CNS 5837	The Sacred in World Literature	3.00
CNS 5481	Archetypal Myth and Dream	3.00
CNS 5023	Shamanic Traditions	2.00
CNS 5025	Cosmology & Consciousness ***Prerequisite:*** *CNS 5010*	3.00
CNS 5030	Consciousness of Sleep & Dream	2.00
CNS 5286	World Spirituality, Evolving	2.00
CNS 5455	Prof. Identity & Life Purpose	1.00
CNS 5832	Earth, Body, Spirit	2.00
CNS 5620	Issues Consciousness Studies	0.00
CNS 5035	Philosophy of Mind	2.00
CNS 5037	Neuroscience & Mindfulness ***Prerequisite:*** *CNS 5010*	2.00
CNS 5230	Metaphors & Symbols Transform	2.00
CNS 5520	Sexuality and Consciousness	1.00
CNS 5048	Spiral Dynamics&Social Change ***Prerequisite:*** *CNS 5017*	1.00
CNS 5347	Spirituality, Symbols & Dreams	2.00
CNS 5043	Psychology of Happiness	1.00
CNS 5042	Writing Your Story	1.00
CNS 5047	Inner Guidance	1.00
CNS 5039	Consciousness & Pop Culture	1.00

Note: Elective quarter units can be taken in any order if course prerequisites have been met for those courses.

Specialization in Consciousness and Healing

Academic Program Director: Craig Chalquist; cchalquist@nu.edu

The relationship between the consciousness and physical, mental, emotional, and spiritual healing has been well documented in recent years. Many studies show a direct relationship between objective brain/body functioning and subjective states of mind and consciousness. The courses in this specialization allow students to explore the fascinating implications of the mind/body/spirit equation in terms of physical health, psychological well-being, and personal longevity.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Demonstrate intrapersonal and interpersonal intelligence, wisdom, and accountability, using psychological and spiritual principles and practices.
- Explain and apply a developmental view of consciousness and human evolution to oneself, others, and systems.
- Explain and apply systems theory principles at the individual, community, organizational, and planetary levels.
- Apply communication skills, diversity leadership skills, information literacy, and professional development skills in service of consciousness growth and systems change.
- Apply critical, creative, and multi-perspectival thinking, inquiry, and meaning-making skills in service of consciousness growth and systems change.

Degree Requirements:

The student must complete 7 quarter units of coursework from the required course list within the specializations.

Specialization Electives (7 quarter units)

These courses can be taken in any order, provided any prerequisites are first met.

CNS 5037	Neuroscience & Mindfulness ***Prerequisite:*** *CNS 5010*	2.00
CNS 5042	Writing Your Story	1.00
CNS 5048	Spiral Dynamics&Social Change ***Prerequisite:*** *CNS 5017*	1.00
CNS 5043	Psychology of Happiness	1.00
CNS 5230	Metaphors & Symbols Transform	2.00
CNS 5832	Earth, Body, Spirit	2.00
CNS 5047	Inner Guidance	1.00

Specialization in Dream Studies

Academic Program Director: Craig Chalquist; cchalquist@nu.edu

The Dream Studies specialization offers an interdisciplinary exploration of dreams from scientific, psychological, spiritual, indigenous, and contemporary perspectives. It is one of the few accredited interdisciplinary dream studies curricula in existence, offering courses taught by experts, authors, and researchers who have dedicated their lives to exploring this important state of consciousness. Graduates use their specialized dream studies knowledge in a variety of careers, including teaching, personal coaching, research, writing, art, and other creative endeavors.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Explain and apply a developmental view of consciousness and human evolution to oneself, others, and systems.
- Demonstrate intrapersonal and interpersonal intelligence, wisdom and accountability, using psychological and spiritual principles and practices.
- Explain and apply systems theory principles at the individual, community, organizational, and planetary levels.
- Apply communication skills, diversity leadership skills, information literacy, and professional development skills in service of consciousness growth and systems change.
- Apply critical, creative and multiperspectival thinking, inquiry and meaning-making skills in service of consciousness growth and systems change.

Degree Requirements:

The student must complete 7 quarter units of coursework from the required course list within the specializations.

Specialization Electives (7 quarter units)

CNS 5047	Inner Guidance	1.00
CNS 5230	Metaphors & Symbols Transform	2.00
CNS 5347	Spirituality, Symbols & Dreams	2.00
CNS 5832	Earth, Body, Spirit	2.00
CNS 5823	Terrapsychology	3.00

CNS 5046	Creativity & Transf: Self-Expl	2.00

Specialization in Engaged Spirituality

Academic Program Director: Craig Chalquist; cchalquist@nu.edu

In this increasingly fragmented and polarized global society, the world's spiritual and philosophical perspectives play a crucial role in big-picture thinking and value exploration. The specialization in Engaged Spirituality explores the varieties of spiritual experience, development, practice, and service. Students not only delve into traditional and contemporary approaches to inner life, but also explore and engage in spiritually and ethically responsible ways to effect change in the community, society, the global community, and ecosystems. Some key practices include mindfulness, meditation, presence, ritual, shadow work, enneagram, creative expression, spiritual leadership, and sacred activism.

Students select a professional development track, such as coaching, teaching, entrepreneurship, or leadership, to combine with the Engaged Spirituality specialization. By combining this specialization with professionally oriented courses required for the MA Degree, students emerge with a professional plan for enacting Engaged Spirituality.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Explain and apply a developmental view of consciousness and human evolution to oneself, others, and systems.
- Demonstrate intrapersonal and interpersonal intelligence, wisdom, and accountability, using psychological and spiritual principles and practices.
- Explain and apply systems theory principles at the individual, community, organizational, and planetary levels.
- Apply communication skills, diversity leadership skills, informational literacy, and professional development skills in service of consciousness growth and systems change.
- Apply critical, creative, and multi-perspectival thinking, inquiry and meaning-making skills in service of consciousness growth and systems change.

Degree Requirements:

The student must complete 7 quarter units of coursework from the approved course list within the specializations. This also includes CNS 5286 *World Spirituality*, which is a required course for the specialization.

Required Core (1 course; 2 quarter units) **Units:** 2.00

CNS 5286	World Spirituality, Evolving	2.00

Specialization Electives (5 quarter units)

These courses may be taken in any sequence:		
CNS 5037	Neuroscience & Mindfulness ***Prerequisite:*** *CNS 5010*	2.00
CNS 5047	Inner Guidance	1.00
CNS 5230	Metaphors & Symbols Transform	2.00
CNS 5347	Spirituality, Symbols & Dreams	2.00
CNS 5832	Earth, Body, Spirit	2.00
CNS 5850	Sacred Activism ***Prerequisite:*** *CNS 5010 and CNS 5013*	2.00
CNS 5349	Integral Life Practice	2.00

* CNS 5286 World Spirituality *is a required course for the specialization.

Specialization in Transformational Leadership

Academic Program Director: Craig Chalquist; cchalquist@nu.edu

Consciousness principles and transformative practices inform healthy leadership. Similarly, the continuous development and integration of one's own consciousness toward higher potential naturally leads to the emergence of leadership capacities. The Transformational Leadership specialization focuses on the cultivation of professional skills and personal capacities, including understanding multiple perspectives; emotional and social intelligence; communication and collaboration; multicultural competence; systems thinking; shadow dynamics; ethical, socially and environmentally responsible decision-making and accountability; creativity, innovation, visionary perspectives, and leadership for results. These skills are widely applicable to any field and form the essence of leadership.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Explain and apply a developmental view of consciousness and human evolution to oneself, others, and systems.
- Demonstrate intrapersonal and interpersonal intelligence, wisdom, and accountability, using psychological and spiritual principles and practices.
- Explain and apply systems theory principles at the individual, community, organizational, and planetary levels.
- Apply communication skills, diversity leadership skills, and professional development skills in service of consciousness growth and systems change.
- Apply critical, creative, and multi-perspectival thinking, inquiry and meaning-making skills in service of consciousness growth and systems change.

Degree Requirements:

This specialization is fulfilled in conjunction with the City University of Seattle. The specialization courses can be taken in any sequence.

Along with CNS 5405 Transformational Leadership (2 quarter units), students take 6 quarter units from the following courses offered at City University of Seattle:

MAL 530* - Adaptive Leadership (3 quarter units)

MAL 532* - Thought Leadership and Creativity (3 quarter units)

MAL 535* - Leading Change in Diverse Organizational Cultures (3 quarter units)

MAL 538* - Social and Environmental Change (3 quarter units)

*To register for online classes at City University of Seattle, contact the Registrar for the National University System Cross Enrollment form. Specialization coursework is completed through City University and accepted in transfer.

Required Core (1 course; 2 quarter units)		**Units:** 2.00
CNS 5405	Transformational Leadership ***Recommended Preparation:*** *CNS 5275*	2.00

Specialization Electives (4 quarter units)

All other required courses for this specialization must be completed at City University of Seattle and transferred back with Satisfactory grades earned.

CNS 5414	Group Facilitation ***Prerequisite:*** *CNS 5013*	2.00
CNS 5843	Self-Marketing	2.00
CNS 5846	Creating a Workshop	3.00
CNS 5670	Advanced Writing & Publishing	2.00

Master of Arts in Counseling Psychology (California)

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

Course Material Fees (CMF) will be used to cover access fees for our practicum management program and preparatory materials 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.
- **NOTE:** The courses in the online version of the program are designed to be mostly asynchronous. However, some classes require attendance at prescheduled, live meetings. In many of these meetings, students 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 schedule for these requirements differs by instructor and situation. The live meeting schedule is announced ahead of each course. Students are encouraged to reach out to instructors when they have any questions about the schedule.

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/

Live Class Session Disclosure

The courses in the online version of the program are designed to be mostly asynchronous. However, these classes require attendance at prescheduled, live meetings. In clinical courses, students participate in live, online role-play practice of psychotherapy skills. These live, online meetings are scheduled to meet twice a week on Tuesdays and Thursdays. In non-clinical coursework, students meet once a week on a Tuesday.The practicum sequence includes a required video presentation and live consultation with faculty each week. The schedule for these requirements differs by instructor and situation.The live meeting schedule is announced ahead of each course.Students are encouraged to reach out to instructors when they have any questions about the schedule.

Practicum Courses Information

Students must complete 10 consecutive months of practicum classes while placed at a practicum site. The courses are designed to serve several purposes, chief among them provide faculty multiple opportunities to monitor students' clinical development and provide direct feedback. Due to the design and intent of the practicum courses, they cannot be overlapped or skipped. Students must complete the full 10 months in class with MAC faculty.

Bachelor of Arts in Psychology to Master of Arts in Counseling Psychology Transition Program

Academic Program Directors: BA in Psychology: Allyson Washburn; awashburn@nu.edu, Tom Steiner; tsteiner@nu.edu; **MA in Counseling Psychology:** Monica Wilson; mwilson2@nu.edu

The BA Psychology to MA in Counseling Psychology Transition Program allows students to take, as electives for the BA Psychology degree, two MA Counseling Psychology Program courses, PSY 605: Lifespan and Sexual Development and PSY 637: Cultural and Social Justice Issues. This pathway is designed for students with a strong

interest in a career in counseling and/or a license as a marriage and family therapist from the Board of Behavioral Sciences in the state of California.

To enroll in the Transition Program, students must:

- Reside in California
- Have a cumulative grade point average of at least 3.0
- Be within six classes of completion of the undergraduate program
- Interview for and receive preliminary acceptance into the Master of Arts in Counseling Psychology Program

To maintain eligibility for the waiver, students must:

- Earn a grade of B or better in PSY605 and PSY 637
- Apply for and begin the MA Counseling Psychology program within 6 months of the conferral date of their BA Psychology degree
- Complete their MA Counseling Psychology program within 4 years with no break in enrollment exceeding 12 months

For students who complete the Transition Program, the number of courses required to earn the MA Counseling Psychology degree is reduced from 20 to as few as 18 courses.

Please note that the MA Counseling Psychology degree meets the academic requirements to be eligible for licensing as a marriage and family therapist 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.

Once PSY605 and PSY637 are taken as electives to complete the BA Psychology degree, they become part of the undergraduate degree record. Graduate-level coursework taken as part of the undergraduate degree will not count as graduate-level credit within National University and may not transfer as graduate credit to other institutions. Grades earned in graduate level courses while student is classified as an undergraduate will be calculated as part of the undergraduate grade point average. A complete description of Transition Program requirements can be found in the Policies and Procedures section of this Catalog.

To meet California Board of Behavioral Sciences unit requirements, students who complete the transition program and seek licensing with the BBS should request a letter from the National University registrar transferring PSY605 and PSY637 to the Master's degree.

Bachelor of Arts in Integrative Psychology to Master of Arts in Counseling Psychology Transition Program

Academic Program Directors: BA in Integrative Psychology: Renee Barragan; rbarragan@nu.edu; **MA in Counseling Psychology:** Monica Wilson; mwilson2@nu.edu

The BA Integrative Psychology to MA in Counseling Psychology Transition Program allows students to take, as electives for the BA Integrative Psychology degree, two MA Counseling Psychology Program courses, PSY 605: Lifespan and Sexual Development and PSY 637: Cultural and Social Justice Issues.

To enroll in the Transition Program, students must:

- Reside in California
- Have a cumulative grade point average of at least 3.0
- Be within six classes of completion of the undergraduate program
- Interview for and receive preliminary acceptance into the Master of Arts in Counseling Psychology Program

To maintain eligibility for the waiver, students must:

- Earn a grade of B or better in PSY 605 and PSY 637
- Apply for and begin the MA Counseling Psychology program within 6 months of the conferral date of their BA Integrative Psychology degree

- Complete their MA Counseling Psychology program within 4 years with no break in enrollment exceeding 12 months

For students who complete the Transition Program, the number of courses required to earn the MA Counseling Psychology degree is reduced from 20 to as few as 18 courses.

Please note that the MA Counseling Psychology degree meets the academic requirements to be eligible for licensing as a marriage and family therapist 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.

Once PSY605 and PSY637 are taken as electives to complete the BA Integrative Psychology degree, they become part of the undergraduate degree record. Graduate-level coursework taken as part of the undergraduate degree will not count as graduate-level credit within National University and may not transfer as graduate credit to other institutions. Grades earned in graduate level courses while student is classified as an undergraduate will be calculated as part of the undergraduate grade point average. A complete description of Transition Program requirements can be found in the Policies and Procedures section of this Catalog.

To meet California Board of Behavioral Sciences unit requirements, students who complete the transition program and seek licensing with the BBS should request a letter from the National University registrar transferring PSY605 and PSY637 to the Master's degree.

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	4.50
PSY 501B	Foundations in Counseling II	4.50

Core Requirements I (7 courses; 31.5 quarter units) The following courses cannot be overlapped: PSY 644A PSY 644B PSY 612A PSY612B

Students will take classes from this sequence, then take 3 area of specialization courses, Core Course Sequence II.

PSY 605	Lifespan & Sexual Development ***Prerequisite:*** *Bachelor's Degree in Psychology , or PSY 501A and PSY 501B*	4.50
PSY 637	Cultural & Social Justice Iss. ***Prerequisite:*** *PSY 501A; PSY 501B*	4.50
PSY 610	Community Mental Health ***Prerequisite:*** *Bachelor's Degree in Psychology, or PSY 501A and PSY 501B*	4.50
PSY 644A	Therapeutic Skills & Theory A	4.50
PSY 644B	Therapeutic Skills & Theory B ***Prerequisite:*** *PSY 644A*	4.50
PSY 612A	Clinical Assessment I	4.50
PSY 612B	Clinical Assessment II ***Prerequisite:*** *PSY 612A*	4.50

Core Requirements II: MFT Coursework (3 courses; 13.5 quarter units) The following courses cannot be overlapped or taken out of order: PSY 636 PSY 632 PSY 632A

Students 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 (13 Courses; 45 quarter units) The following courses cannot be overlapped or taken out of order: PSY 644C PSY 681A PSY 628 PSY 681B PSY 681C PSY 681D

PSY 627	Legal & Ethical Issues	4.50
PSY 644C	Therapeutic Skills & Theory C ***Prerequisite:*** *PSY 644A; PSY 644B*	4.50
PSY 681A	Practicum A	1.50

	Prerequisite: *PSY 644C with a minimum grade of S. Student must pass the prerequisite.*	
PSY 628	Group Therapy	4.50
PSY 681B	Practicum B ***Prerequisite:*** *PSY 681A with a minimum grade of S. Student must pass to move forward in sequence.*	1.50
PSY 646	Holistic Treatment	4.50
PSY 640A	Treatment of Addictions	4.50
PSY 681C	Practicum C ***Prerequisite:*** *PSY 681B with a minimum grade of S. Student must pass to move forward in sequence.*	1.50
PSY 679A	Found. & Trauma-Focused Care	4.50
PSY 679B	Relational & Systemic Trauma	4.50
PSY 681D	Practicum D ***Prerequisite:*** *PSY 681C with a minimum grade of S. Student must pass to move forward in sequence.*	3.00
PSY 678	Psychopharmacology	4.50
PSY 681E	Practicum E ***Prerequisite:*** *PSY 681D with a minimum grade of S. Student must pass to move forward in sequence.*	1.50

Optional Sequence IV: Combined MFT/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	4.50
PSY 624A	Testing and Assessment	4.50
PSY 645A	Career Counseling	4.50

Supplemental Coursework (2 courses; 3 quarter units) The following course cannot be overlapped or taken out of order: PSY 681E **Units:** 3.0

Courses in this sequence are not required. They may be taken upon faculty approval.

PSY 680E	Early Practicum	1.50
PSY 680S	Supplemental Practicum ***Prerequisite:*** *PSY 680E*	1.50

Master of Arts in Education

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

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 ***Prerequisite:*** *ATP 600, or MAE 610*	4.50
ECE 651	Current Issues in ECE ***Prerequisite:*** *ATP 600, or MAE 610*	4.50
ECE 652	ECE Learning & Development ***Prerequisite:*** *ATP 600, or MAE 610*	4.50
ECE 653	Best ECE Teaching Practices ***Prerequisite:*** *ATP 600, or MAE 610*	4.50
ECE 654	Collaborative Partnerships ***Prerequisite:*** *ATP 600, or MAE 610*	4.50
ECE 655	Inclusive ECE Practices ***Prerequisite:*** *ATP 600, or MAE 610*	4.50
ECE 656	Foundations of Adult Learners ***Prerequisite:*** *ATP 600, or MAE 610*	4.50
ECE 657	Foundations of ECE Advocacy ***Prerequisite:*** *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 ***Recommended Preparation:*** *EID 600 with a minimum grade of C.*	4.50
EID 620	Education, Theory & Technology ***Recommended Preparation:*** *EID 600 with a minimum grade of C.*	4.50
EID 630	Media Based Learning Objects ***Recommended Preparation:*** *EID 600 with a minimum grade of C.*	4.50
EID 640	Developing Online Courseware ***Recommended Preparation:*** *EID 600 with a minimum grade of C.*	4.50

EID 655	AI to Support Learning ***Recommended Preparation:*** *EID 600 with a minimum grade of C. NA*	4.50
EID 660	Simulated Realities & Learning ***Recommended Preparation:*** *EID 600 with a minimum grade of C.*	4.50
EID 670	Technology and Leadership ***Recommended Preparation:*** *EID 600 with a minimum grade of C.*	4.50
EID 680	Instructional Eval. & Devl. ***Prerequisite:*** *EID 600 with a minimum grade of C. ; EID 610 with a minimum grade of C. ; EID 620 with a minimum grade of C. ; EID 630 with a minimum grade of C. ; EID 640 with a minimum grade of C. ; EID 650 with a minimum grade of C. ; EID 660 with a minimum grade of C. ; EID 670 with a minimum grade of C.*	4.50
ITI 660	Identity, Inclusion and Equity	4.50
ITI 662	Linguistics- Academic Language ***Prerequisite:*** *ITI 660*	4.50
ITI 664	EL Achievement in Content Area ***Prerequisite:*** *ITI 662*	4.50
ITI 670	Introduction to SEL ***Prerequisite:*** *ITL 600; ITL 604; ITL 606*	4.50
ITI 672	SEL in Action ***Prerequisite:*** *ITI 670 minimum standards*	4.50
ITI 674	Research in SEL ***Prerequisite:*** *ITI 672*	4.50
ITI 681	Interdisciplinary STEAM/STEM ***Prerequisite:*** *ITL 600; ITL 604; ITL 606; ITL 608*	4.50
ITI 683	Inst Strategies STEAM/STEM ***Prerequisite:*** *ITI 681*	4.50
ITI 685	Action Research in STEAM/STEM ***Prerequisite:*** *ITI 681; ITI 683*	4.50
ITI 690	Inspired Teaching Inquiry ***Prerequisite:*** *ITL 600; ITL 604; ITL 606*	4.50
ITI 692	Inspired Student Learning ***Prerequisite:*** *ITI 690*	4.50
ITI 694	Inspired Learning Technology ***Prerequisite:*** *ITI 692*	4.50
ITL 600	Becoming a Teacher	4.50
ITL 604	Learners and Learning I	4.50
ITL 606	Learners and Learning II ***Prerequisite:*** *ITL 604*	4.50
ITL 608	Design and Process of Teaching ***Prerequisite:*** *ITL 606*	4.50

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

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

Master of Arts in English

Academic Program Director: Franz Potter; fpotter@nu.edu

The Master of Arts in English program provides a comprehensive graduate study program in English, including core courses in literature and a rich array of electives covering the large area of academic study under the umbrella term English. The program is ideal for teachers who desire a content M.A. beyond the credential. It is also excellent preparation for doctoral studies in English, teaching in the two-year college, or other careers requiring a high degree of literacy.

The program's core requirements include five seminars--theory, research, and three core literature courses: a literary period course, a major author course, and a theme course. Students have the opportunity to select their course content from a variety of available topics. For example, for the major author seminar, we offer courses in Chaucer, Shakespeare, Austen, Dickens, The Brontes, Edgar Allan Poe, Whitman, T.S.
Eliot, and Steinbeck, Hemingway, and James Baldwin, among others. Students are allowed four elective courses. Those wanting a deeper study of English or American literature can select additional seminars in literary periods, major authors, or themes as their electives.

Courses in creative writing, rhetoric, and film studies are also offered as electives for students with interests in those areas. Special topics courses occasionally are offered for credit. Consult the course schedule or your academic advisor for information.

Students wanting one of the optional specializations in either Rhetoric or Gothic Studies should refer to the catalog description of those specializations.

The curriculum covers major approaches to literature, including theoretical, historical, comparative, thematic, multicultural, and genre studies. The program provides students with the critical vocabulary, tools, and research ability to produce scholarship of professional quality and to participate in the ongoing scholarly discussions of issues in the field of English. In their capstone project, students write a scholarly paper to the standards of a scholarly journal of their choice, and a number of our graduates have succeeded in publishing their capstone projects.

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. Students wishing to enroll in the transition program should contact their academic advisor.

Students in the BA English/MA English transition program may take one MA English class (4.5 quarter units), excluding ENG 697 and ENG 699, as an upper division elective for the BA English, reducing the total required number of courses for the MA English from ten to nine.

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:

- Research and apply relevant criticism in sustained analyses and interpretations of specific works of fiction, non-fiction, and poetry.
- Evaluate the relevance and validity of different theoretical approaches (e.g., historicist, biographical, etc.) to the understanding of specific works of literature.
- Engage in informed critical discussion, both oral and written, of theoretical issues pertaining to the study of literature.
- Engage in informed critical discussion, both oral and written, of the works and criticism of a specific literary period or movement.
- Participate in rigorous critiques of the scholarly works of others.
- Revise and expand a scholarly paper to submit for publication in a scholarly or literary journal.

Degree Requirements:

To receive the Master of Arts in English, students must complete at least 45 quarter units. 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 provided the units were not used in earning another advanced degree. Students should refer to the General Catalog section on graduate admission requirements for specific information regarding admission and evaluation.

Core Requirements (6 courses; 27 quarter units)

ENG 599	Intro to Grad English Studies	4.50
ENG 600	Seminar in Literary Theory	4.50
ONE course from the 620 series:		
ENG 620A	Variable Topic Literary Period	4.50
OR		
ENG 620C	Metafiction	4.50
OR		
ENG 620D	Contemporary Science Fiction	4.50
OR		
ENG 620E	Dark English Romanticism	4.50
OR		
ENG 620F	American Gothic	4.50
OR		
ENG 620G	Medieval Literature	4.50
OR		
ENG 620H	American Romanticism	4.50
OR		
ENG 620I	18th Century English Novel	4.50
OR		
ENG 620J	Sensation Novel	4.50
OR		
ENG 620K	Greatest Generation	4.50
OR		
ENG 620L	Harlem Renaissance	4.50
ONE course from the 680 series:		
ENG 680A	Variable Topic Literary Theme	4.50
OR		
ENG 680C	Literary Noir/Noir Mediascape	4.50
OR		
ENG 680D	Detective Fiction	4.50
OR		
ENG 680E	Vampires	4.50
OR		
ENG 680F	Gothic Literature	4.50
OR		
ENG 680G	The Female Gothic	4.50
OR		
ENG 680H	Gothic Prisons	4.50
OR		
ENG 680I	Modern Gothic	4.50
OR		
ENG 680J	Home in British Literature	4.50

OR		
ENG 680K	Home in American Literature	4.50
OR		
ENG 680L	Modernism	4.50
ONE course from the 690 series:		
ENG 690A	Variable Topic Major Author	4.50
OR		
ENG 690C	Jane Austen	4.50
OR		
ENG 690D	The Brontë Sisters	4.50
OR		
ENG 690E	Edgar Allan Poe	4.50
OR		
ENG 690F	William Shakespeare	4.50
OR		
ENG 690G	T. S. Eliot	4.50
OR		
ENG 690H	Walt Whitman	4.50
OR		
ENG 690I	Geoffrey Chaucer	4.50
OR		
ENG 690J	John Steinbeck	4.50
OR		
ENG 690K	Ann Radcliffe	4.50
OR		
ENG 690L	James Baldwin	4.50
OR		
ENG 690M	Virginia Woolf	4.50
ONE Capstone course:		
ENG 699	English Capstone Course	4.50
OR		
ENG 697	Capstone Project in Rhetoric ***Prerequisite:*** *ENG 655; ENG 656; ENG 657 and ENG 668A, or ENG 680A* *Topic: Literary Noir/Noir Mediascape*	4.50

Elective Requirements (4 courses; 18 quarter units)

Select four courses NOT taken to meet Core Requirements:		
ENG 620A	Variable Topic Literary Period	4.50
ENG 620C	Metafiction	4.50
ENG 620D	Contemporary Science Fiction	4.50
ENG 620E	Dark English Romanticism	4.50
ENG 620F	American Gothic	4.50
ENG 620G	Medieval Literature	4.50
ENG 620H	American Romanticism	4.50
ENG 620I	18th Century English Novel	4.50
ENG 620J	Sensation Novel	4.50
ENG 620K	Greatest Generation	4.50
ENG 620L	Harlem Renaissance	4.50
ENG 625	Seminar in Creative Nonfiction	4.50
ENG 635	Seminar in Fiction	4.50

ENG 640	Seminar in Poetry	4.50
ENG 645	Seminar in Poetry	4.50
ENG 655	Composition Pedagogy	4.50
ENG 656	History of Rhetoric	4.50
ENG 657	Modern Rhetoric	4.50
ENG 665	Film Theory	4.50
ENG 666	Silent Film	4.50
ENG 667	American Film History	4.50
ENG 668A	Variable Topic Film Genre Stud	4.50
ENG 668C	Science Fiction Film	4.50
ENG 668D	Horror Film	4.50
ENG 668E	The Musical	4.50
ENG 668F	Animation	4.50
ENG 669	World Film	4.50
ENG 680A	Variable Topic Literary Theme	4.50
ENG 680C	Literary Noir/Noir Mediascape	4.50
ENG 680D	Detective Fiction	4.50
ENG 680E	Vampires	4.50
ENG 680F	Gothic Literature	4.50
ENG 680G	The Female Gothic	4.50
ENG 680H	Gothic Prisons	4.50
ENG 680I	Modern Gothic	4.50
ENG 680J	Home in British Literature	4.50
ENG 680K	Home in American Literature	4.50
ENG 685	American Directors	4.50
ENG 686	International Directors	4.50
ENG 690A	Variable Topic Major Author	4.50
ENG 690C	Jane Austen	4.50
ENG 690D	The Brontë Sisters	4.50
ENG 690E	Edgar Allan Poe	4.50
ENG 690F	William Shakespeare	4.50
ENG 690G	T. S. Eliot	4.50
ENG 690H	Walt Whitman	4.50
ENG 690I	Geoffrey Chaucer	4.50
ENG 690J	John Steinbeck	4.50
ENG 690K	Ann Radcliffe	4.50
ENG 690L	James Baldwin	4.50
ENG 690M	Virginia Woolf	4.50

Specialization in Gothic Studies

Academic Program Director: Franz Potter; fpotter@nu.edu

The Master of Arts in English with a Specialization in Gothic Studies provides a balanced and comprehensive program of graduate study in literature as well as a rigorous examination of the historical, theoretical, and critical reception of the Gothic from its origins in the eighteenth century through to a range of contemporary works in both literature and film. The program is appropriate for students seeking preparation for doctoral study or college-level teaching in English and related fields or general cultural enrichment.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Research relevant criticism in sustained analyses and interpretations of specific works of fiction, non-fiction, and poetry.
- Evaluate the relevance and validity of different theoretical approaches (e.g., historicist, biographical, etc.) to the understanding of specific texts.
- Compare informed critical discussions of theoretical issues pertaining to textual analysis.
- Synthesize current theory and practice in the study of Gothic literature.
- Evaluate the complexities of canon formation.
- Assess informed critical discussions, both oral and of the works and criticism of the Gothic literary period and movement.

Degree Requirements:

Specialization Requirements (4 courses; 18 quarter units)

Choose FOUR from the following:

ENG 620E	Dark English Romanticism	4.50
ENG 620F	American Gothic	4.50
ENG 620J	Sensation Novel	4.50
ENG 640	Seminar in Poetry	4.50
ENG 668D	Horror Film	4.50
ENG 680E	Vampires	4.50
ENG 680F	Gothic Literature	4.50
ENG 680G	The Female Gothic	4.50
ENG 680H	Gothic Prisons	4.50
ENG 680I	Modern Gothic	4.50
ENG 690D	The Brontë Sisters	4.50
ENG 690E	Edgar Allan Poe	4.50
ENG 690K	Ann Radcliffe	4.50
ENG 620A	Variable Topic Literary Period	4.50
ENG 668A	Variable Topic Film Genre Stud	4.50
ENG 680A	Variable Topic Literary Theme	4.50
ENG 690A	Variable Topic Major Author	4.50

Specialization in Rhetoric

Academic Program Director: Christine Photinos; cphotinos@nu.edu

The Master of Arts in English with a Specialization in Rhetoric provides a program of graduate study in literature as well as a wide range of cultural productions, from classical oration to contemporary cinema, with particular attention paid to how language and image are used to produce various effects and meanings. Students study literary texts and other cultural artifacts across a variety of media forms, developing readings that are grounded in contextual understanding. They complete course work in literary studies, classical and modern rhetoric, composition pedagogy, media studies, and film studies. The prescribed curriculum contains several variable-topic courses, allowing students to pursue broad program goals in topic areas matched to their individual interests. The program is appropriate for students seeking preparation for doctoral study or college-level teaching in English and related fields, or general cultural enrichment.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Produce sustained textual analyses and interpretations that are informed by relevant published criticism.
- Evaluate the relevance and validity of different theoretical approaches to the understanding of specific texts.
- Produce rigorous critiques of the scholarly works of others.

- Interrogate and synthesize key theories and practices within Composition Studies.
- Analyze how language and image are used to produce various effects and meanings across a variety of media forms.
- Produce a work of rhetorical criticism suitable for publication in a scholarly journal.

Degree Requirements:

Specialization Requirements (4 courses; 18 quarter units)

ENG 655	Composition Pedagogy	4.50
ENG 656	History of Rhetoric	4.50
ENG 657	Modern Rhetoric	4.50
Choose ONE of the following:		
ENG 668A	Variable Topic Film Genre Stud	4.50
OR		
ENG 668C	Science Fiction Film	4.50
OR		
ENG 668D	Horror Film	4.50
OR		
ENG 668E	The Musical	4.50
OR		
ENG 668F	Animation	4.50
OR		
ENG 680C	Literary Noir/Noir Mediascape	4.50

Master of Arts in Human Behavioral Psychology

Academic Program Director: Henry Venter; hventer@nu.edu

The Master of Arts in Human Behavioral Psychology is designed for people desiring greater knowledge of the behavioral sciences. The degree exposes the student to a wide array of behavioral topics covering personal, social and organizational issues. The program is intended for students who have specific ambitions in the fields of supervision, management, and administration, but should also appeal to students undergoing life transitions, seeking personal or career growth, or requiring preparation for doctoral-level training.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Synthesize and apply communication theory and practice in real-world situations.
- Develop a personal and professional code of ethics based on knowledge and understanding of moral and ethical principles and values.
- Assimilate adult development and human sexuality theories and principles into personal and interpersonal growth.
- Analyze and apply behavioral and organizational change processes to personal, social, and organizational settings.
- Integrate theories of leadership into applied areas of supervision, management, and administration.
- Demonstrate practical competence in the use of behavioral theory, research and assessment.

- Produce written materials (papers, essays, projects, journals, etc.) that analyze, integrate, and critique critical theories, issues and research in human behavior.
- Demonstrate oral fluency (class debates, group discussions, individual presentations, etc.) in articulation of the theory and practice of behavioral science.
- Demonstrate multi-cultural awareness and appreciation of human diversity.

Degree Requirements:

To receive the Master of Arts in Human Behavioral Psychology, students must complete at least 54 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.

Core Requirements (10 courses; 45 quarter units)

HUB 648	Personal Growth & Comm.	4.50
HUB 646	Personal and Pro. Ethics	4.50
HUB 641	Stages of Adult Development	4.50
HUB 639	Issues in Sexuality	4.50
HUB 601A	Organizational Behavior	4.50
HUB 642	Theories of Behavior Change	4.50
HUB 601D	Creative Leadership	4.50
HUB 650	Behavioral Research	4.50
HUB 670	Research Applications ***Prerequisite:*** *HUB 650*	4.50
HUB 680	Integrative Project ***Prerequisite:*** *HUB 650; HUB 670*	4.50

Program Electives (2 courses; 9 quarter units)

Students can select graduate elective courses from the following course prefixes: AGE, CHD, HRM, HUB, MKT, MGT, and SOC (HUB 660, CHD 601, and SOC 604 are highly recommended). In addition, other courses may be used as electives with the approval of the Academic Program Director (APD). Note: Due to enrollment restrictions, special permission by the Chair of the Department of Psychology is required to take CHD 640 or any courses designated PSY 600 or above.

Master of Arts in Human Resource Management

Academic Program Director: Bernadette Baum; bbaum@nu.edu

The Master of Arts in Human Resource Management Program is recognized by the Society for Human Resource Management (SHRM) as being fully aligned with its curriculum guidelines.

The Master of Arts in Human Resource Management Program provides students with both the critical skills and knowledge required to be effective in this continuously growing domain through case study, experiential learning opportunities, and best practices. The program serves to increase knowledge, skills and abilities of a professional to perform in a senior management position or as a consultant to organization leadership on matters of human resource management and organizational change.

The MAHRM program integrates the many facets of human resource management in the 21st century through concept, theory, critical analysis and application of recruitment, staffing, training and talent development, compensation and benefits, organizational behavior, performance improvement, technology, legal aspects, labor relations, organizational change and adaptation, ethical issues, and safety concerns in the workplace. The curriculum, incorporating relevant HRM and ODV technology and best practices for both internal practitioners and consultants, offers an in-depth, fully comprehensive curriculum for business professionals to extend their knowledge beyond operations management. This cutting-edge program is designed to offer an innovative

multidisciplinary approach to the growing field of human resource management and the continuum of organizational change in the 21st century.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Complete a job analysis of a specific job to be used for recruiting, selection, performance appraisal, training, and compensation.
- Develop a recruiting plan and design a selection process for recruiting, interviewing, and selecting candidates for employment for jobs within an organization.
- Conduct a needs assessment and design a training program for current employees on a specific topic related to organizational goals.
- Assess benefits relevant to the employee population and organizational structure, and formulate a compensation system based upon merit, knowledge, and skill acquisition.
- Assess and develop methods designed to prevent employer liability and labor relation issues (anti discrimination statutes, employee and labor relations, union, and non-union environment issues).
- Develop a consulting proposal and course of action for an organization regarding a particular organizational challenge and/or change process.
- Recognize, analyze, and effectively address ethical, legal, and safety challenges faced in the workplace.

Degree Requirements:

To earn a Master of Arts in Human Resource Management degree, students must complete at least 49.5 quarter units of graduate work. A total of 13.5 quarter units of graduate credits 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. It is recommended that students take the capstone project class as their last class in the sequence of the program.

Core Requirements (11 courses; 49.5 quarter units)

HRM 660	Theory & Practice of HRM	4.50
HRM 630	Legal, Ethical & Safety Issues	4.50
HRM 637	Workforce Plan, Dev & Outsourc	4.50
ODV 606	Seminar in Training & Developm	4.50
HRM 667	Compensation & Benefits	4.50
HRM 633A	Seminar in Employee Relations	4.50
ODV 610	Adv Studies in Org Behavior in	4.50
ODV 600	Theory & Practice of OD	4.50
ODV 601	Integrating Perfomance Mgmt ***Prerequisite:*** *ODV 600*	4.50
HRM 669	Research Seminar	4.50
HRM 670	Project/Thesis ***Prerequisite:*** *HRM 669 and Must complete at least 7 core courses.*	4.50

Specialization in Organizational Leadership

Academic Program Director: Julia Buchanan; jbuchanan@nu.edu

The purpose of the area of specialization in organizational leadership is to provide students with the skills and theoretical concepts that will assist them when seeking promotions or positions in management and supervision. This area of specialization is designed to prepare diverse adult learners to become effective, change-oriented leaders in international society by adding distinctive and challenging curricula.

This area of specialization is ideal for individuals who desire to understand the technical and reflective processes that often accompany opportunities to exercise leadership in profit and not for profit organizations.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Distinguish between multiple approaches for exercising leadership to promote innovation and confront complex organizational issues.
- Interpret organizational dynamics, group dynamics and engage in systems thinking in order to promote the development of a learning organization capable of innovation, adaptation, and orchestrating conflict.
- Evaluate ethical issues and aid organizational members in creating ethical culture appropriate to the organizational and global environment that supports operating in environments of diversity, uncertainty and unpredictability.
- Distinguish between the functions of authority, power, the practice of leadership, and utilize frameworks that serve organizational purposes.

Specialization Requirements (4 courses; 18 quarter units) **Units:** 18.00

LED 602	Developing Groups and Teams	4.50
LED 603	Leadership in the 21st Century	4.50
LED 604	Leading Change and Adaptation	4.50
LED 605	Conflict and Power Dynamics	4.50

Master of Arts in Social Emotional Learning

Academic Program Director: Maggie Broderick; mbroderick@nu.edu

Master of Arts in Social Emotional Learning (SEL) is intended to be a catalyst for transformational change in school communities. SEL impacts ALL students and educators everywhere every day. This program will equip the educator with research-based knowledge and skills in self-care, cognition, trauma and the ability to create healthy environments and relationships that are culturally responsive, equitable and supportive for the whole child. A deep dive into personal identity, culture, leadership, community and programs will provide a SEL foundation where a positive school climate thrives.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Conduct and complete an action research project based on SEL research, theory and practice that will create inclusive environments for the whole child.
- Evaluate the impact of SEL competencies on student success metrics at the various developmental levels.
- Distinguish the intersectionality between SEL, equity, cognition, and cultural responsiveness in educational communities.
- Examine SEL communities, frameworks, programs and policies.
- Develop SEL leadership skills to support teachers, administrators, and families in transforming school culture and climate.

Degree Requirements:

To receive a Master of Social Emotional Learning students must complete 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 and provided the coursework was completed within the past 7 years.

Transfer Credits

Students who complete the Master of Arts in Social Emotional Learning program and enroll in the Doctor of Education with a specialization in Social Emotional Learning can transfer up to 6 semester credit hours toward the degree requirements. The following equivalences would be applied in satisfying these degree requirements.

- SEL600 SEL Education Communities will transfer for SEL-7100 Foundations of SEL
- SEL630 SEL Strategies will transfer for SEL-7200 Implementing SEL in the Modern Classroom

Students who complete the Master of Arts in Social Emotional Learning program and enroll in the Doctor of Education with a specialization in Trauma-informed Education Practices can transfer up to 6 semester credit hours toward the degree requirements. The following equivalences would be applied in satisfying these degree requirements.

- SEL625 Trauma in Education will transfer for TRA-7100 Foundations of SEL
- SEL635 Leadership and SEL in Context will transfer for TRA-7300 Integrating SEL into School Culture and Climate

Students must pass the courses with a B or better grade to receive transfer credit.

Requirements for the Major (10 courses; 45 quarter units)

SEL 600	SEL Education Communities	4.50
SEL 605	Identity and Culture ***Prerequisite:*** *SEL 600*	4.50
SEL 610	Cognition and Emotion ***Prerequisite:*** *SEL 605*	4.50
SEL 615	SEL Action Research Methods ***Prerequisite:*** *SEL 610*	4.50
SEL 620	SEL Frameworks ***Prerequisite:*** *SEL 615*	4.50
SEL 625	Trauma in Education ***Prerequisite:*** *SEL 620*	4.50
SEL 630	SEL Strategies ***Prerequisite:*** *SEL 625*	4.50
SEL 635	Leadership and SEL in Context ***Prerequisite:*** *SEL 630*	4.50
SEL 640	SEL and Assessment ***Prerequisite:*** *SEL 635*	4.50
SEL 680	SEL Capstone ***Prerequisite:*** *SEL 600 SEL 605, SEL 610, SEL 615, SEL 620, SEL 625, SEL 630, SEL 635, & SEL 640*	4.50

Master of Arts in Sport and Performance Psychology Specialization in Applied Mental Performance

Academic Program Director: Doug Barba; dbarba@nu.edu

The Master of Arts in Sport and Performance Psychology with Specialization in Applied Mental Performance program (MASPPAMP) provides rigorous training to facilitate students' growth in becoming knowledgeable, effective mental performance practitioners and professionals. Experiential training is guided by theory, evidence-based practice, ethical, and professional standards. Students who complete this unique program can integrate the core elements of assessment, counseling skills, research methods, performance enhancement, and multicultural

humility while developing their philosophy of practice across the disciplines of sport and performance psychology, business, coaching, counseling, fine arts, combat, military psychology, and sport sciences.

Following the completion of the first ten courses in the program, all students must pass the Comprehensive Written Exam (CWE). Following the successful completion of the first ten courses and passing the CWE, students will move on to the specialization requirements.

Students taking the Applied Mental Performance specialization will complete eleven additional courses, including extensive mentored training, a comprehensive exit exam, and the culminating 2-month Applied Project. The Applied Mental Performance specialization is designed to meet the academic requirements and mentored experience hours (minimum 200 direct client contact hours) for the CMPC certification (administered by AASP - Association for Applied Sport Psychology), enabling students to complete the 72-quarter unit program in 22 months.

Online Class Attendance Disclosure:

The courses in this program are designed to be mostly asynchronous. However, some classes will also require attendance at pre-scheduled, live meetings. In these courses, students participate in live class meetings with faculty and fellow students which will consist of lectures; discussions around course content such as readings, assignments, and/or best practices/trends in the field; and online role-play practice of assessment techniques, counseling skills, and performance enhancement interventions. These live online meetings are scheduled to meet twice for each 4-week course that requires the synchronous component. In the mentored applied training coursework, students meet once per week for Group Supervision, generally on a Wednesday, for the duration of internship training. Additionally, while completing internships, students will meet online weekly with their assigned individual supervisor. The schedule for these requirements differs by instructor/supervisor and course. The live meeting schedule is announced ahead of each course. Students are encouraged to reach out to instructors when they have any questions about the schedule.

Bachelor of Arts in Sport Psychology to Master of Arts in Sport and Performance Psychology Transition Program

The BA in Sport Psychology (BASP) to MA in Sport and Performance Psychology (MASPP) program allows students who are enrolled in the BASP with a cumulative grade point average of at least 3.0 and who are within completing their last six courses to register for three courses in the MASPP program as electives for the bachelor's degree. Students may take the following courses: PSY 602, PSY 607A, and PSY 644. The three graduate courses are restricted to those that do not require a prerequisite. Students must complete all transition program coursework with a grade of B or better. Students must enroll in and complete the first class in the Master's degree within six months of the conferral date of their undergraduate degree. Further rules and requirements for Transition programs are located in the university catalog.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Describe, explain, synthesize, apply, and critique theoretical perspectives from Sport and Performance Psychology and related fields whilst demonstrating continuous development of their philosophy of practice to inform their work.
- Describe and explain potential sources of bias within themselves and clients, in addition, to synthesizing, applying, and critiquing concepts whilst adapting their skills to promote inclusive practice with a diverse range of populations, with an emphasis on continuing education.
- Describe, explain, synthesize, apply, and critique professional ethical standards in a culturally appropriate manner whilst utilizing decision-making principles in relation to ethical considerations.
- Describe, explain, synthesize, apply, and critique various assessment tools whilst identifying potential clinical concerns and applying referral procedures appropriately in a continuous and evolving process to create effective action plans.
- Describe, explain, synthesize, apply, and critique counseling skills to develop a working relationship with clients whilst demonstrating awareness and subsequent action of how the self may impact the client-consultant relationship.
- Describe, explain, synthesize, apply, and critique performance enhancement skills with individuals and teams.

- Describe, explain, synthesize, apply, and critique established and current research from Sport and Performance Psychology and related fields whilst demonstrating continuous development of their philosophy of practice to inform their work.

Degree Requirements: To receive the Master of Arts in Sport and Performance Psychology with a Specialization in Applied Mental Performance, students must complete a minimum of 72 quarter units of graduate work. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and provided the units were not used in earning another advanced degree. Students should refer to the section on graduate admission requirements for specific information regarding application and evaluation.
Total Degree Requirements (72 quarter units)
Core Requirements (11 courses; 45 quarter units)

PSY 98 is a no-credit course.

PSY 602	Sport/Performance Psychology	4.50
PSY 607A	Ethics Sport & Perform Psych	4.50
PSY 644	Performance Enhancement	4.50
PSY 614A	Counseling in Sprt & Perf Psy	4.50
PSY 647	Assessment Strategies	4.50
PSY 656	Mindful Performance	4.50
PSY 657	Leadership & Team Building	4.50
PSY 648	Research Methods	4.50
PSY 637B	Multicul Iss Sprt/Prfrm Consul	4.50
PSY 649	Counseling Skills	4.50
PSY 98	Benchmark Written Exam ***Prerequisite:*** *PSY 602; PSY 644; PSY 648; PSY 647; PSY 649; PSY 656; PSY 607A; PSY 637B; PSY 614A*	0.00

Specialization in Applied Mental Performance

Academic Program Director: Doug Barba; dbarba@nu.edu

Students taking the Applied Mental Performance Specialization will complete six courses, including extensive mentored training, a comprehensive exit exam, and the culminating 2-month Applied Project. The Applied Mental Performance Specialization is designed to meet the academic requirements and mentored experience hours (minimum 200 direct client contact hours) for the CMPC certification (administered by AASP - Association for Applied Sport Psychology).

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Describe, explain, synthesize, apply, and critique theoretical perspectives from Sport and Performance Psychology and related fields whilst demonstrating continuous development of their philosophy of practice to inform their work.
- Describe, explain, synthesize, apply, and critique professional ethical standards in a culturally appropriate manner whilst utilizing decision-making principles in relation to ethical considerations.
- Describe and explain potential sources of bias within themselves and clients, in addition, to synthesizing, applying, and critiquing concepts whilst adapting their skills to promote inclusive practice with a diverse range of populations, with an emphasis on continuing education.

- Describe, explain, synthesize, apply, and critique various assessment tools whilst identifying potential clinical concerns and applying referral procedures appropriately in a continuous and evolving process to create effective action plans.
- Describe, explain, synthesize, apply, and critique counseling skills to develop a working relationship with clients whilst demonstrating awareness and subsequent action of how the self may impact the client-consultant relationship.
- Describe, explain, synthesize, apply, and critique performance enhancement skills with individuals and teams.
- Describe, explain, synthesize, apply, and critique established and current research from Sport and Performance Psychology and related fields whilst demonstrating continuous development of their philosophy of practice to inform their work.

Specialization Requirements (11 courses; 27 quarter units) **Units:** 27.00

PSY 659A	Mentored Appl Training Exp A	1.50
PSY 682	Adv Performance Enhancement ***Prerequisite:*** *PSY 644*	4.50
PSY 659B	Mentored Applied Training Exp ***Prerequisite:*** *PSY 659A*	1.50
PSY 658	Psychopathology Assessment	4.50
PSY 659C	Mentored Appl Training Exp C ***Prerequisite:*** *PSY 659B*	1.50
PSY 684	Advanced Sport Psychology ***Prerequisite:*** *PSY 602*	4.50
PSY 659D	Mentored Appl Training Exp D ***Prerequisite:*** *PSY 659C*	1.50
PSY 685	Applied Project ***Prerequisite:*** *PSY 657; PSY 682; PSY 658; PSY 684*	4.50
PSY 659E	Mentored Appl Training Exp E ***Prerequisite:*** *PSY 659D*	1.50
PSY 659F	Mentored Appl Training Exp F ***Prerequisite:*** *PSY 659E*	1.50
PSY 99	Comprehensive Exit Exam ***Prerequisite:*** *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.

PSY 606	Motor Behavior	4.50

Master of Arts in Sport and Performance Psychology Specialization in Theoretical Mental Performance

Academic Program Director: Doug Barba; dbarba@nu.edu

The Master of Arts in Sport and Performance Psychology with Specialization in Theoretical Mental Performance program (MASPPTMP) provides rigorous training to facilitate students' growth in becoming knowledgeable, effective mental performance practitioners and professionals. Experiential training is guided by theory, evidence-based practice, ethical, and professional standards. Students who complete this unique program can integrate the core elements of assessment, counseling skills, research methods, performance enhancement, and multicultural humility while developing their philosophy of practice across the disciplines of sport and performance psychology, business, coaching, counseling, fine arts, combat, military psychology, and sport sciences.

Following the completion of the first nine courses in the program, all students must pass the Comprehensive Written Exam (CWE). Following the successful completion of the first nine courses and passing the CWE, students will move on to the specialization requirements.

Students taking the Theoretical Mental Performance Specialization will complete three additional courses, including the culminating 2-month capstone course. The Theoretical Specialization meets the academic requirements for the CMPC certification (administered by AASP - Association for Applied Sport Psychology). Enabling students to complete the 58.5 quarter unit program in as little as 14 months.

Online Class Attendance Disclosure:

The courses in this program are designed to be mostly asynchronous. However, some classes will also require attendance at prescheduled, live meetings. In these courses, students participate in live class meetings with faculty and fellow students which will consist of lectures; discussions around course content such as readings, assignments, and/or best practices/trends in the field; and online role-play practice of assessment techniques, counseling skills, and performance enhancement interventions. These live online meetings are scheduled to meet twice for each 4-week course that requires the synchronous component. In the mentored applied training coursework, students meet once per week for Group Supervision, generally on a Wednesday, for the duration of internship training. Additionally, while completing internships, students will meet online weekly with their assigned individual supervisor. The schedule for these requirements differs by instructor/supervisor and course. The live meeting schedule is announced ahead of each course. Students are encouraged to reach out to instructors when they have any questions about the schedule.

Bachelor of Arts in Sport Psychology to Master of Arts in Sport and Performance Psychology Transition Program

The BA in Sport Psychology (BASP) to MA in Sport and Performance Psychology (MASPP) program allows students who are enrolled in the BASP with a cumulative grade point average of at least 3.0 and who are within completing their last six courses to register for three courses in the MASPP program as electives for the bachelor's degree. Students may take the following courses: PSY 602, PSY 607A, and PSY 644. The three graduate courses are restricted to those that do not require a prerequisite. Students must complete all transition program coursework with a grade of B or better. Students must enroll in and complete the first class in the Master's degree within six months of the conferral date of their undergraduate degree. Further rules and requirements for Transition programs are located in the university catalog.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Describe, explain, synthesize, apply, and critique theoretical perspectives from Sport and Performance Psychology and related fields whilst demonstrating continuous development of their philosophy of practice to inform their work.
- Describe, explain, synthesize, apply, and critique professional ethical standards in a culturally appropriate manner whilst utilizing decision-making principles in relation to ethical considerations.

- Describe and explain potential sources of bias within themselves and clients, in addition, to synthesizing, applying, and critiquing concepts whilst adapting their skills to promote inclusive practice with a diverse range of populations, with an emphasis on continuing education.
- Describe, explain, synthesize, apply, and critique various assessment tools whilst identifying potential clinical concerns and applying referral procedures appropriately in a continuous and evolving process to create effective action plans.
- Describe, explain, synthesize, apply, and critique counseling skills to develop a working relationship with clients whilst demonstrating awareness and subsequent action of how the self may impact the client-consultant relationship.
- Describe, explain, synthesize, apply, and critique performance enhancement skills with individuals and teams.
- Describe, explain, synthesize, apply, and critique established and current research from Sport and Performance Psychology and related fields whilst demonstrating continuous development of their philosophy of practice to inform their work.

Degree Requirements:

To receive the Master of Arts in Sport and Performance Psychology with a Specialization in Theoretical Mental Performance, students must complete a minimum of 39 semester credit hours 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 semester credit hours were not used in earning another advanced degree. Students should refer to the section on graduate admission requirements for specific information regarding application and evaluation.

Total Degree Requirements (58.5 quarter units)
Core Requirements (11 courses; 45 quarter units)

PSY 602	Sport/Performance Psychology	4.50
PSY 607A	Ethics Sport & Perform Psych	4.50
PSY 644	Performance Enhancement	4.50
PSY 614A	Counseling in Sprt & Perf Psy	4.50
PSY 647	Assessment Strategies	4.50
PSY 656	Mindful Performance	4.50
PSY 657	Leadership & Team Building	4.50
PSY 648	Research Methods	4.50
PSY 637B	Multicul Iss Perform Consult	4.50
PSY 649	Counseling Skills	4.50
PSY 98	Benchmark Written Exam ***Prerequisite:*** *PSY 602; PSY 644; PSY 648; PSY 647; PSY 649; PSY 656; PSY 607A; PSY 637B; PSY 614A*	0.00

Specialization in Theoretical Mental Performance

Academic Program Director: Doug Barba; dbarba@nu.edu

The Master of Arts in Sport and Performance Psychology program (MASPP) provides rigorous training to facilitate students' growth in becoming knowledgeable, effective mental performance practitioners and professionals. Experiential training is guided by theory, evidence-based practice, ethical, and professional standards. Students who complete this unique program can integrate the core elements of assessment, counseling skills, research methods, performance enhancement, and multicultural humility while developing their philosophy of practice across the disciplines of sport and performance psychology, business, coaching, counseling, fine arts, combat, military psychology, and sport sciences.

Following the completion of the first nine courses in the program, all students must pass the Comprehensive Written Exam (CWE). Following the successful completion of the first nine courses and passing the CWE, students will move on to one of the two following tracks.

Track I: Students taking the Theoretical Mental Performance Specialization will complete three additional courses, including the culminating 2-month capstone course. The Theoretical Specialization meets the academic requirements for the CMPC certification (administered by AASP - Association for Applied Sport Psychology). Enabling students to complete the 58.5 quarter unit program in as little as 14 months.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Describe, explain, synthesize, apply, and critique theoretical perspectives from Sport and Performance Psychology and related fields whilst demonstrating continuous development of their philosophy of practice to inform their work.
- Describe, explain, synthesize, apply, and critique professional ethical standards in a culturally appropriate manner whilst utilizing decision-making principles in relation to ethical considerations.
- Describe and explain potential sources of bias within themselves and clients, in addition, to synthesizing, applying, and critiquing concepts whilst adapting their skills to promote inclusive practice with a diverse range of populations, with an emphasis on continuing education.
- Describe, explain, synthesize, apply, and critique various assessment tools whilst identifying potential clinical concerns and applying referral procedures appropriately in a continuous and evolving process to create effective action plans.
- Describe, explain, synthesize, apply, and critique counseling skills to develop a working relationship with clients whilst demonstrating awareness and subsequent action of how the self may impact the client-consultant relationship.
- Describe, explain, synthesize, apply, and critique performance enhancement skills with individuals and teams.
- Describe, explain, synthesize, apply, and critique established and current research from Sport and Performance Psychology and related fields whilst demonstrating continuous development of their philosophy of practice to inform their work.

Total Specialization Requirements (3 courses; 13.5 quarter units)		**Units:** 13.50
PSY 658	Psychopathology Assessment	4.50
PSY 606	Motor Behavior	4.50
PSY 687	Capstone ***Prerequisite:*** *PSY 657; PSY 658; PSY 606*	4.50

Master of Arts in Strategic Communications

Academic Program Director: Federica Fornaciari; ffornaciari@nu.edu

The Master of Arts in Strategic Communications (MASC) is designed to equip students with the skills and insights necessary for high-impact careers in a wide range of sectors. This program offers a comprehensive, real-world approach to strategic communication, preparing graduates for pivotal roles in today's dynamic and interconnected global marketplace. Through a blend of theoretical foundations and hands-on practice, students gain expertise in crafting, managing, and assessing strategic communication initiatives that help organizations reach their goals and thrive amidst uncertainty.

Each course in the MASC program builds a robust foundation for employability by cultivating essential skills, including adaptability, crisis management, leadership, emotional intelligence, advanced communication, problem-solving, research, and teamwork. This skill set aligns directly with industry demands, making graduates employable in competitive fields.

Upon graduation, students are prepared for diverse roles such as Public Relations Specialist, Public Relations Manager, and Media and Communication Specialist, where they can influence public perception, drive brand messaging, and oversee communication strategies across sectors. With training in audience analysis, persuasive communication, and cross-cultural campaign management, graduates are also well-suited for leadership positions such as Fundraising Manager and Advertising and Promotions Manager—where strategic communication is key to advancing organizational goals.

The MASC curriculum equips students with professional-level writing and presentation skills, advanced analytical tools to assess organizational needs, and the practical expertise to conduct audience analysis and design targeted communication strategies. With a strong emphasis on ethics, students learn to develop and implement impactful communication initiatives across traditional and emerging channels, including social networks, blogs, podcasts, innovative media, and generative AI tools. This unique blend of knowledge, hands-on experience, and ethical insight ensures that graduates are well-prepared to thrive in high-demand roles in the communication field, where they can drive meaningful and responsible change.

This degree requires that students be able to write in English at an advanced level. If writing skills need improvement, the student may be required to enroll in a writing course before continuing in the program. Applicants for whom English is a second language are encouraged to take the Accuplacer English as a Second Language Placement Test.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Produce multi-public, multi-channel communication campaign planning documents.
- Manage communication campaigns by producing budgets, task lists, and schedules.
- Apply formative research to develop communication campaigns and messages.
- Create persuasive campaigns that meet professional ethical standards.
- Evaluate communication campaigns by conducting summative research.
- Deliver professional communication presentations online.
- Demonstrate leadership and collaborative skills by participating in group tasks and presentations as leader and team member.

Degree Requirements:

To receive a Master of Arts in Strategic Communications, students must complete at least 45 quarter units of graduate work, of which a minimum of 40.5 quarter units must be taken in residence at National University. Students can transfer up to 4.5 quarter units at the graduate level from a regionally accredited institution in the areas of communication or business, provided the units have not been used to satisfy the requirements of an awarded degree. Students wishing to transfer credits into the program should contact the program faculty advisor. Refer to the graduate admission requirements section for additional specific information regarding application and matriculation.

Core Requirements (10 courses; 45 quarter units)

COM 600	Comm in Global Environment	4.50
COM 603	Emerging Interactive Media	4.50
COM 610	Integrated Marketing Comm	4.50
COM 615	Applied Research Methods	4.50
COM 620	Crisis Communications	4.50
COM 625	Campaign & Program Management	4.50
COM 630	Campaign & Program Evaluation ***Prerequisite:*** *COM 610, or COM 625*	4.50
COM 640	Persuasion	4.50
COM 650	Legal and Ethical Issues	4.50
COM 660	Capstone Project	4.50

Master of Bilingual Education with a Preliminary Multiple or Single Subject Teaching Credential and Internship Option with Bilingual Authorization (Spanish) (California)

Academic Program Director: Clara Amador-Lankster; camadorl@nu.edu

The Master of Bilingual Education with a Preliminary Multiple or Single Subject Teaching Credential and Internship Option with Bilingual Authorization is designed for candidates dedicated to teaching all K-12 learners by ensuring social emotional thriving, meaningful academic achievement, and equitable and inclusive learning communities. Courses meet the California Commission on Teacher Credentialing (CTC) Program Standards, including the 45 Teaching Performance Expectations (TPEs), composing the TPEs six domains and Teaching Performance Assessments (TPA) associated with the revised CalTPA model.

The program and courses meet the California Commission on Teacher Credentialing (CTC) requirements for a Preliminary Multiple or Single Subject teaching credential. Candidates are required to successfully complete foundation courses, multiple or single subject credential method courses, bilingual methods courses and bilingual clinical practice path (student teaching or internship). The added Bilingual Authorization (SPANISH) meets all new Bilingual Program Standards and newly adopted Bilingual Teaching Performance Expectations (BTPEs) approved by CTC in December 2021.

Students in this Master's degree complete a three-course emphasis in one of the following areas: Critical Thinking, English Learner Equity and Academic Achievement, Inspired Teaching Practices or Social Emotional Learning. This degree meets all CTC requirements for a Preliminary Multiple or Single Subject teaching credential, plus Bilingual Authorization (BILA) and those requirements for a master's degree.

*__Please Note__: Students need to satisfy/pass the Subject Matter Competency Requirement (e.g., CSET) and pass CSET Spanish Subtest III early (prior to Credential Area Methods coursework) in their programs to avoid interruptions to program progress and/or financial aid arrangements.

For additional information on credential requirements, please see the Sanford College of Education Credential Information section of the catalog.

Program 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, in Bilingual/Dual Language Classrooms.
- Integrate the knowledge needed for creating/maintaining effective learning environments for all K12 learners, including those with diverse learning needs, in Bilingual/Dual Language Classrooms.
- Integrate the knowledge needed for making subject matter comprehensible for all K12 learners, including those with diverse learning needs, in Bilingual/Dual Language Classrooms.
- Integrate the knowledge needed for designing/planning learning experiences for all K12 learners, including those with diverse learning needs, in Bilingual/Dual Language Classrooms.
- Integrate the knowledge needed for assessing all K12 learners, including those with diverse learning needs, in Bilingual/Dual Language Classrooms.
- Integrate the knowledge needed for being a legal, ethical, and professional educator for all K12 learners, including those with diverse learning needs, in Bilingual/Dual Language Classrooms.
- Analyze and examine the philosophical, theoretical, historical, legal and legislative foundations of education policies, school programs and research on the effectiveness of Bilingual/Dual Language education and bilingualism in the United States.
- Promote students' social-emotional growth, bilingual development, and sense of individual and civic responsibility using asset-based interventions, restorative practices, and conflict resolution practices that foster a linguistically inclusive community.
- Design learning experiences for all students that apply research on the cognitive and metacognitive effects of bilingualism, biliteracy, translanguaging and transliteracies as developmental linguistic processes including, but not limited to, cross-linguistic transfer, contrastive analysis, and language use.

- Design bilingual instruction by planning, developing, implementing and assessing standards - aligned content instruction in English and target language which integrates knowledge of the linguistic repertoires and registers across contexts and content areas and transferability between primary and target language.
- Employ a variety of culturally relevant, unbiased instructional and assessment strategies, appropriate to students' transnational educational experiences, language proficiency and developmental levels in both languages, that promote student achievement across program models.
- Demonstrate intercultural communication and interaction with families and communities that is linguistically and culturally responsive and affirming in order to empower families' leadership development for civic engagement in bilingual/dual language education schools.
- Demonstrate the ability to propose inquiry and/or action-based research of applied practice in a chosen area of emphasis that extends candidates' professional learning.

Degree Requirements:

To receive a Master of Bilingual Education with a Preliminary Multiple Subject Teaching Credential and Internship Option with Bilingual Authorization, candidates must complete at least 85.5 quarter units of graduate credit, or Master of Bilingual Education with a Preliminary Single Subject Teaching Credential with Bilingual Authorization, candidates must complete at least 85.5 quarter units of graduate credit. Students must complete 63 units in residence at National University. Further information on graduate admission and evaluation can be found in the Academic Information for Graduate Degrees section of the catalog.

A number of requirements must be completed prior to beginning the credential courses, including the successful completion of the Credential Packet, which includes a number of requirements, such as cleared background clearance and negative TB test. To better understand the requirements, please refer to the Sanford College of Education's Credential Information section located in this catalog.

Subject Matter Competency must be met prior to beginning the Multiple Subject or Single Subject Methods courses.

Each Teacher Education and Bilingual /credential course (ITL, BIL) includes a required 4-hour field experience in a K-12 classroom representing the candidates' credential area and a diverse bilingual/multilingual student population, with the exception of the bilingual clinical practice courses.

Candidates choosing the Bilingual Internship option to obtain the Preliminary Multiple or Single Subject Teaching Credential with Bilingual Authorization will need to meet the Internship Eligibility requirements as outlined in the Sanford College of Education Credential Information section of the catalog and the specific requirements below for this program.

Credential Admissions Requirements:

You will be required to submit the Initial Requirements e-form providing evidence/ proof of the following:

- Proof of Fingerprint Clearance through the CTC.
- Negative Tuberculosis (TB) Results-Valid within four years or Tuberculosis Risk Assessment with Certificate of Completion - Valid within four years
- Subject Matter Competency attempt, registration or passage. Passage is required prior to starting the multiple or single subject credential methods courses.
- Provide registration, attempt or proof of passage of the CSET Spanish III. Passage is required prior to Bilingual Authorization Methods courses.

We highly encourage students to submit the Initial Requirements e-form prior to enrollment in their first course. Students will not be able to proceed beyond the first course until an approved Initial Requirements (Credential Packet) is on file.

Additional Resources:

- **Complete the Credential Course Compass** to understand the program structure and course sequence. Link provided in Welcome Letter from NU.
- **Attend Inspired Teaching and Learning Companion Hours**, held every third Monday at 5 PM, to learn more about program-specific topics and connect with fellow students. These sessions are highly recommended.

Credential Recommendation Requirements

- Verification of Meeting U.S. Constitution requirement
- Possess a minimum of 3.0 GPA in Credential Coursework (D, F, and U grades are not accepted)
- Valid Adult, Child and Infant CPR
- Passage of CalTPA Cycles 1 and 2

Your credential recommendation request will be reviewed by National University Credential Technicians who process the application, confirm credential eligibility, and submit a recommendation to the state. You will receive an email notification to go online and pay for the credential. After payment is confirmed, you will receive e-mail confirmation from the CTC that your document has been granted. You can look up your credential document on the CTC website at: www.ctc.ca.gov

Bilingual Internship Option

The Commission on Teacher Credentialing (CTC) mandates all approved intern programs provide a minimum of 120 hours of pre-service coursework prior to becoming Intern Eligible. Candidates can meet the 120 hours requirement through the completion of the foundation sequence of ITL 600, ITL 604, ITL 606, ITL 608; meet Subject Matter Competency; pass CSET Spanish Subtest III; and have a school or district letter verifying a teaching position job offer as the 'teacher of record'.

The CA Education Code stipulates a minimum of 144 hours of support and supervision must be provided to the candidate each year of intern employment and documented. Interns without a valid English Learner (EL) Authorization from CTC will be required to receive an additional 45 hours of EL preparation support each year of intern employment (Total: 189 hours).

This Internship Option requires the successful completion of the bilingual internship clinical practice experience (minimum 1 year).

The CA Commission on Teacher Credentialing requires an intern-candidate holding a valid University Internship Credential to be continuously enrolled in clinical practice support and supervision. During the first-year, the intern will take BIL 640A and BIL 541A, BIL 640B and BIL 541B. In the event, the intern has not met all program requirements during the first year and the intern's employment continues during the second year, for National University to provide additional ongoing support and supervision, the intern will be enrolled in BIL640C and 640D. While still employed, a bilingual intern candidate may be enrolled in BIL640E and 640F if a third year extension is granted with appropriate documentation of a medical emergency or other extreme circumstance(s), through the University's petition process, with decisions considered on a case-by-case basis.

Program Requirements (Multiple Subject 20 courses; 85.5 quarter units or Single Subject 20 courses; 85.5 quarter units)

Includes all foundation, credential area method courses, and those clinical practice courses granting graduate credit.

Introductory Core Requirement (1 course; 4.5 quarter units)

All students must complete ITL 600 and complete the credential packet prior to beginning ITL 604

ITL 600	Becoming a Teacher	4.50

Foundation Core Courses (3 courses; 13.5 quarter units)

ITL 604	Learners and Learning I	4.50
ITL 606	Learners and Learning II ***Prerequisite:*** *ITL 604*	4.50
ITL 608	Design and Process of Teaching ***Prerequisite:*** *ITL 606*	4.50

All Foundation Courses meet CTC requirements for Intern Pre-Service coursework.

Multiple Subject Methods Courses (5 courses; 22.5 quarter units)

PRIOR to beginning any of the Multiple Subject Credential Area Method courses below, the candidate must successfully complete all Core courses, meet Subject Matter Competency; pass CSET Spanish Subtest III;, and meet any other related program requirements.

ITL 516	Mathematics Integrative Design ***Prerequisite:*** *SED605 is a prerequisite for students enrolled in special education programs only*	4.50
ITL 518	Science Integrative Design ***Prerequisite:*** *ITL 516*	4.50
ITL 510	Language-Literacy: Foundations ***Prerequisite:*** *ITL 518*	4.50
ITL 512	Language/Literacy: Strategies ***Prerequisite:*** *ITL 510*	4.50
ITL 530	Optimized Learning Community*	4.50

* Upon issuance of the University Intern Credential, this course must be taken first.

Multiple Subject Bilingual Methods Courses (4 courses; 18 quarter units)

PRIOR to beginning any of the Bilingual Authorization Method courses below, the candidate must successfully complete all Core and Methods courses, meet Subject Matter Competency; pass CSET Spanish Subtest III; and meet any other related program requirements.

BIL 620	Hist Foundation BIL Ed in US ***Prerequisite:*** *ITL 600; ITL 604; ITL 606; ITL 608; ITL 530; ITL 510, or ITL 520 and ITL 512, or ITL 522 and ITL 516, or ITL 526 and ITL 518, or ITL 528*	4.50
BIL 622	Dual Lang Teaching Methods ***Prerequisite:*** *BIL 620*	4.50
BIL 624	Span Lit Learn and Instruction ***Prerequisite:*** *BIL 622*	4.50
BIL 626	Sociolinguistics Bil Lang Edu ***Prerequisite:*** *BIL 624*	4.50

OR Single Subject Methods Courses (5 courses; 22.5 quarter units)

PRIOR to beginning any of the Single Subject Credential Area Methods courses below, the candidate must successfully complete all Core courses, meet Subject Matter Competency; pass CSET Spanish Subtest III; and meet any other related program requirements.

ITL 526	SS Integrated Design I	4.50
ITL 528	SS Integrated Design II ***Prerequisite:*** *ITL 526*	4.50
ITL 520	Academic Language & Literacy ***Prerequisite:*** *ITL 528*	4.50
ITL 522	Content Area Literacy ***Prerequisite:*** *ITL 520*	4.50

ITL 530	Optimized Learning Community*	4.50

*Upon issuance of the University Intern Credential, this course must be taken first.

Single Subject Bilingual Methods Courses (4 courses; 18 quarter units)

PRIOR to beginning any of the Bilingual Authorization Method courses below, the candidate must successfully complete all Core and Methods courses, meet Subject Matter Competency; pass CSET Spanish Subtest III; and meet any other related program requirements.

BIL 620	Hist Foundation BIL Ed in US ***Prerequisite:*** *ITL 600; ITL 604; ITL 606; ITL 608; ITL 530; ITL 510, or ITL 520 and ITL 512, or ITL 522 and ITL 516, or ITL 526 and ITL 518, or ITL 528*	4.50
BIL 622	Dual Lang Teaching Methods ***Prerequisite:*** *BIL 620*	4.50
BIL 624	Span Lit Learn and Instruction ***Prerequisite:*** *BIL 622*	4.50
BIL 626	Sociolinguistics Bil Lang Edu ***Prerequisite:*** *BIL 624*	4.50

Clinical Practice Pathways: Bilingual Student Teaching OR Bilingual Internship (Student Teaching - 4 courses;13.5 quarter units OR Internship - 4-8 courses; 13.5–31.5 quarter units) Candidates will complete the bilingual clinical practice experience through student teaching or the internship.

The bilingual clinical practice (bilingual language K12 classroom) experience courses (BIL 540A, BIL540B, BIL 640A, BIL 640B) do NOT grant graduate credit.

Bilingual Student Teaching (4 courses; 13.5 quarter units)

PRIOR to beginning any of the Bilingual Student Teaching below, the candidate must successfully complete all Core and Methods courses, meet Subject Matter Competency; pass CSET Spanish Subtest III; and meet any other related program requirements and submit a successful student teaching application. The bilingual student teaching application process must be completed at least three-months prior to the candidate's intended start of student teaching. Bilingual student teaching placements in Bilingual/Dual Language K12 classrooms are made through a collaborative partnership of the university and respective school districts. The bilingual student teaching placements must align to the credential sought. Bilingual student teaching is unpaid and composed of at least 600 instructional hours (16-18 weeks of full-time student teaching) in designated Bilingual/Dual Language K12 classrooms. Note: The two seminar courses below BIL 541A and BIL 541B are 2.25 quarter units each and will be taken concurrently with BIL 540A and BIL 540B respectively.

BIL 540A	Bilingual Student Teaching ***Corequisite:*** *BIL 541A, or BIL 640A*	4.50
BIL 541A	Bilingual Clinical Prac Sem ***Corequisite:*** *BIL 540A, or BIL 640A*	2.25
BIL 540B	Bilingual Student Teaching ***Corequisite:*** *BIL 541B, or BIL 640B;* ***Prerequisite:*** *BIL 540A*	4.50
BIL 541B	Bilingual Clinical Prac Sem ***Corequisite:*** *BIL 540B, or BIL 640B;* ***Prerequisite:*** *BIL 541A*	2.25

Bilingual Internship (4-8 courses; 13.5 – 31.5 quarter units)

PRIOR to beginning any of the Bilingual Authorization courses below, the candidate must successfully complete all Core courses, meet Subject Matter Competency; pass CSET Spanish Subtest III; and meet all CTC requirements related to the University Intern Credential. Placement in a bilingual internship occurs as a result of the candidate holding employment in an approved CA public school and in partnership with National University. Bilingual intern placements must align to the credential, be in compliance with the Commission on Teacher Credentialing, and with National University's requirements. Bilingual interns need to be in good standing with the employer and National University for the duration of the active University Internship Teaching Credential. The intern serves as the teacher of record in an approved Bilingual/Dual Language K-12 classroom and is paid by the school or school district. The University Internship Teaching Credential is good for a maximum of two-years and requires the candidate to be employed in the district and enrolled in National University's intern teacher credential program. As long as the candidate holds the intern credential and is employed, they have up to two-years to earn a multiple or single subject credential with a Bilingual Authorization.. For a third year as an intern, the Commission must approve an extension of the intern credential and the candidate must obtain an approved CAS petition from National University documenting a medical emergency or other extreme circumstances necessitating an "exception to policy" and consideration on a case by case basis. If the petition is granted, the intern will be required to complete one or both courses of the following courses during the third year: BIL 640E, BIL 640F, respectively. Note: The two seminar courses below BIL 541A and BIL 541B are 2.25 quarter units each and will be taken concurrently with BIL 640A and BIL 640B respectively.

BIL 640A	Bilingual Internship A ***Corequisite:*** *BIL 540A*	4.50
BIL 541A	Bilingual Clinical Prac Sem ***Corequisite:*** *BIL 540A, or BIL 640A*	2.25
BIL 640B	Bilingual Internship B ***Prerequisite:*** *BIL 640A;* ***Corequisite:*** *BIL 541B, or BIL 640B*	4.50
BIL 541B	Bilingual Clinical Prac Sem ***Corequisite:*** *BIL 540B, or BIL 640B;* ***Prerequisite:*** *BIL 541A*	2.25
BIL 640C	Bilingual Internship C ***Prerequisite:*** *BIL 640A; BIL 640B*	4.50
BIL 640D	Bilingual Internship D ***Prerequisite:*** *BIL 640A; BIL 640B; BIL 640C*	2.25
BIL 640E	Bilingual Internship E ***Prerequisite:*** *BIL 640A; BIL 640B; BIL 640C; BIL 640D*	4.50
BIL 640F	Bilingual Internship F ***Prerequisite:*** *BIL 640A; BIL 640B; BIL 640C; BIL 640D; BIL 640E*	4.50

Emphasis in STEAM (PK-6) and STEM (7-12) Education

Academic Program Director: Zhonghe Wu; zwu@nu.edu

This emphasis is intended for teacher candidates and practicing teachers. The focus is on interdisciplinary STEAM (PK-6) and STEM (7-12) education in PK-12 classrooms and how to empower interdisciplinary STEAM (PK-6) and STEM (7-12) students. Candidates select and study a topic in the interdisciplinary area of STEAM (PK-6) and STEM (7-12) education through the lens of STEAM (PK-6) and STEM (7-12) principles, standards, and programs. Candidates develop and evaluate interdisciplinary STEAM (PK-6) and STEM (7-12) teaching strategies and apply classroom practice strategies that allow students in PK-12 to become more deeply immersed in the STEAM (PK-6) and STEM (7-12) disciplines.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Analyze principles, standards, and curriculum trends and challenges in interdisciplinary STEAM (PK-6) and STEM (7-12).
- Evaluate teaching strategies in interdisciplinary STEAM (PK-6) and STEM (7-12) education.

- Develop an action research proposal applying instructional strategies to improve STEAM (PK-6) and STEM (7-12) teaching and learning in PK-12 education.

Degree Requirements:

This emphasis consists of 3 courses for a total of 13.5 quarter units.

Emphasis Requirements (3 courses; 13.5 quarter units) **Units:** 13.50

ITI 681	Interdisciplinary STEAM/STEM ***Prerequisite:*** *ITL 600; ITL 604; ITL 606; ITL 608*	4.50
ITI 683	Inst Strategies STEAM/STEM ***Prerequisite:*** *ITI 681*	4.50
ITI 685	Action Research in STEAM/STEM ***Prerequisite:*** *ITI 681; ITI 683*	4.50

Emphasis English Learner Equity and Academic Achievement

Academic Program Director: Nilsa Thorsos; nthorsos@nu.edu

The Master of Education in Inspired Teaching and Learning Preliminary Multiple and Single Subject Teaching Credential with Specialization in English Learner Equity and Academic Achievement is designed to improve the quality of education for English Learners in grades K-12 in California public schools. Candidates will gain experience, professional knowledge and skills when identifying, examining, implementing and evaluating sustained best practices for the education of English Learners in public school classrooms through content learning and course-embedded research practicum I, II & III.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Assess multiple theoretical frameworks and inclusion practices based on knowledge of Identity and Equity for the improvement of the education of K-12 English Learners.
- Design culturally responsive inter-disciplinary curricular unit(s) developed to support meaningful and sustained academic achievement for English Learners (ELs) with the use of multiple measures.
- Synthesize the findings and implications from an English Learner based inquiry project designed to investigate evidence-based curricular and instructional improvements for ensuring meaningful academic achievement and social-emotional thriving of K-12 English Learners.

Specialization Requirements (3 courses; 13.5 quarter units)

ITI 660	Identity, Inclusion and Equity	4.50
ITI 662	Linguistics- Academic Language ***Prerequisite:*** *ITI 660*	4.50
ITI 664	EL Achievement in Content Area ***Prerequisite:*** *ITI 662*	4.50

Emphasis in Inspired Teaching Practices

Academic Program Director: Torrence Temple; ttemple@nu.edu

Candidates explore a blending of current educational research theory with effective classroom application. Student-centered curricular practices are created using engaging instructional strategies, applying successful classroom management techniques, and adopting appropriate assessment procedures. Candidates explore a wide variety of Information Communication Technologies (ICT) digital tools and resources to become more competent users of learning technologies in their own instructional practices.

An overarching Inquiry-Based Research Proposal will be developed and written over the three courses of this emphasis. Candidates identify a research question, complete a review of literature, and design the data collection strategies. An overview of the completed proposal will be presented in a digital format along with the written document.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Develop a standards-based, engaging content and assessment plan that includes strategies to help all students succeed.
- Evaluate a variety of instructional practices that facilitate the differentiation of instruction as applied to teaching, content development, classroom management and assessment.
- Create a personal inquiry document that demonstrates the mastery of Inspired Teaching Inquiry research skills supported by digital tools.
- Employ effective ICT (Information and Communication Technologies) in a multidisciplinary unit of study.
- Design an Action Research proposal, including a research question connected to Inspired Teaching Practices.

Degree Requirements:

The emphasis Inspired Teaching Practices requires 13.5 quarter units.

Emphasis Requirements (3 Courses, 13.5 quarter units)

ITI 691	Inspired Teaching Inquiry ***Prerequisite:*** *ITL 600; ITL 604; ITL 606*	4.50
ITI 693	Inspired Student Learning ***Prerequisite:*** *ITI 691*	4.50
ITI 695	Inspired Learning Technology ***Prerequisite:*** *ITI 693*	4.50

Emphasis in Social Emotional Learning

Academic Program Director: Maggie Broderick; mbroderick@nu.edu

The Social Emotional Learning (SEL) specialization resides in the Master of Education degree program. This emphasis provides current or future teachers with a foundation of social emotional learning theories and evidence-based practices to support the development of social emotional learning skills within classrooms. Candidates will have the opportunity to self-reflect on their own knowledge and skills and examine evidence-based strategies and interventions to support their role of a classroom teacher. Candidates will compose a full research proposal in the area of SEL to include research questions, literature review, methodology and reflection to support their work in making positive changes in their everyday practice.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Evaluate social emotional learning theories and evidence-based practices.
- Self-reflect about own knowledge and skills of evidence-based practices.
- Create a full research proposal in the area of SEL to include research questions, literature review, methodology and reflection.

Degree Requirements:

The emphasis in Social Emotional Learning requires 13.5 quarter units.

Requirements for Specialization (3 courses; 13.5 quarter units)

ITI 670	Introduction to SEL ***Prerequisite:*** *ITL 600; ITL 604; ITL 606*	4.50
ITI 672	SEL in Action ***Prerequisite:*** *ITI 670 minimum standards*	4.50
ITI 674	Research in SEL ***Prerequisite:*** *ITI 672*	4.50

Master of Business Administration (group based)

Academic Program Director: Douglas Franklin; dfranklin2@nu.edu

The mission of the Master of Business Administration (MBA) program is to prepare students for leadership positions in business and to provide them with the knowledge and skills needed to successfully manage organizations in an ever-changing business environment. The MBA program imparts the conceptual understanding and application of problem-solving tools contained in basic business disciplines, including accounting, economics, data analysis, finance, management, and marketing. In addition, students are equipped with the skills needed for effective team-building (not explicitly addressed in the individual based model), quantitative and qualitative decision-making, and creative problem-solving.

Disclaimer * Students in the Master of Business Administration program can choose between two online delivery models, the individual based instruction model or the group based instruction model. Once students begin their program, they will remain in the same delivery model for the duration of the program and will follow the institutional policies aligned with that model.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Evaluate financial statements and quantitative information for decision making using appropriate information systems and tools.
- Assess the global supply chain and develop strategies that reach across different countries and cultures.
- Diagnose the systems, processes, and human capital of an organization.
- Understand decision making processes and use those processes to make effective decisions.
- Demonstrate effective communication strategies through the use of media and presentations that includes slide decks, personal presentation, and the creation of audio/visual files.
- Interpret legal compliance, ethical concerns of stakeholders, and social responsibility in terms of their impact on the conduct of business.
- Assess the economic environment within an industry and decide appropriate financial decisions for the firm.

Degree Requirements:

Group Based Model

The Master of Business Administration, MBA, requires 45 - 49.5 quarter units for degree completion. The MBA program includes 31.5 - 36 quarter units of foundational courses, which includes the capstone course. Students end the program with 13.5 quarter units of a specialization aligned with a student's career goals and interests.

Students in the MBA program are required to demonstrate competency in the areas listed below:

- Research - MBA students are required to show competency in writing skills for research purposes through their coursework.
- Computer Competency - MBA students are required to use appropriate computer skills that are necessary in writing research papers. Students must be able to prepare documents using APA formatting and advanced word processing skills, such as the creation of title pages, abstracts, tables and figures, headers and footers, page breaks, tables of contents, and hanging indents.

Students assume full responsibility for understanding both the foundational, specialization, and capstone requirements of the program. Switching programs after completing coursework may result in reevaluation, monetary loss, loss of credit hours and/or the need to take additional credit hours. Students' Academic and Finance Advisors can assist with any questions related to program requirements.

MBA students without an undergraduate degree in business will be allowed to test-out of SKS 501. Students who score 70 or above will not have to take the SKS course; however, students who score below 70 will be required to take the SKS course and purchase the required materials. Students claiming they have a good grasp of business can demonstrate this by taking the Exam. All students are eligible for this process.

The University may accept a maximum of 4.5 quarter units in transfer toward the Master of Business Administration for graduate course work completed at an external accredited college or university with a grade of "B" or better. See the Transfer Credit Policy for additional information.

Total Requirements for MBA Group Based (10 -11 courses; 45 - 49.5 quarter units)

Students entering into the MBA without a BBA will need to take SKS 501 to fulfill the requirements for students without an Undergraduate Business Degree.

Program Requirements (7 - 8 courses; 31.5 - 36 quarter units)

SKS 501	Comp Strat Knowledge Studies	4.50
MBA 510	Chg Times Bus in the 21st Cent	4.50

MBA 511	Managing People and Teams	4.50
FIN 689	Financial Management	4.50
MBA 515	Innovation and Marketing	4.50
MGT 603	Business Operations Management	4.50
MGT 608	Info & Supply Chain Systems	4.50
MBA 610	Strategic Planning (Capstone) ***Prerequisite:*** *MBA 510; MBA 511; FIN 689; MBA 515; MGT 603; MGT 608*	4.50

Students must select one of the following Specializations to satisfy the Degree Requirements:

Specialization in Behavioral Economics

Academic Program Director: Wali Mondal; wmondal@nu.edu

This specialization prepares students to understand individual and group deviations from economic theory as they relate to social, cultural, emotional, cognitive, and psychological factors. Focus on leadership and decision-making. Decision-making is explored in the context of managerial economic theory. Furthermore, the psychological aspects of economics are also evaluated. Included is a consideration of global aspects of behavioral economics. Graduates are prepared to serve in a variety of fields involving leadership, economic decision-making, and the complex analysis of human behavior.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Analyze leadership decision making from the perspective of managerial economics.
- Evaluate the operation of psychological processes in economic principles.
- Assess behavioral economics concepts in global context.

Specialization Requirements (3 courses; 13.5 quarter units) **Units:** 13.50

BHE 500	Managerial Economics and Lead	4.50
BHE 501	Psychology of Economics	4.50
BHE 502	Behavioral Eco in Global	4.50

Specialization in Entrepreneurship

Academic Program Director: Syleecia Thompson; sthompson4@nu.edu

The Entrepreneurship MBA at NU takes you beyond the classroom as you build and test your entrepreneurial ideas in real-world scenarios. In our Online MBA Entrepreneurship specialization you will explore various business disciplines, including marketing, finance, operations and strategy, as you develop skills in building businesses, investing in businesses, raising capital and evaluating business opportunities. Entrepreneurship courses emphasize analysis, decision-making and business planning of a real new venture product or service. As a graduate, you can expect to have a solid business plan that is ready to be presented to investors, banks or private entities.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Diagnose the health of an organization
- Relate media appropriate to purpose, occasion and audience, – ideas and arguments associated with business issues
- Evaluate the challenges and opportunities presented by the global business environment

- Interpret legal compliance, ethical concerns of stakeholders, and social responsibility in terms of their impact on the conduct of business
- Justify effective business solutions

Specialization Requirements (3 courses; 13.5 quarter units

ENT 501	Found of Entrepreneurship	4.50
ENT 515	New Venture Res Dev & Analysis	4.50
ENT 525	Business Plan Creation	4.50

Specialization in Financial Management

Academic Program Director: Gurdeep Chawla; gchawla@nu.edu

The Financial Management specialization works best for those seeking leadership and analysis positions in the growing, global field of financial management. With coursework applicable to domestic and international businesses, nonprofits, and governmental organizations, your studies will focus on growth and diversification policies, portfolio management, investment banking, merger strategies, exchange rate movement and risk, and case or research projects that analyze contemporary financial issues.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Evaluate the financial condition of the company and recommend the proper course of actions.
- Appraise securities portfolios and investment proposal and evaluate the relationship among the returns for foreign and domestic investment instruments.

Specialization Requirements (3 courses; 13.5 quarter units)

FIN 610	Topics in Financial Management ***Prerequisite:*** *FIN 609A, or FIN 689*	4.50
FIN 631	Security Analysis & Portfolio ***Prerequisite:*** *FIN 689*	4.50
FIN 635	International Finance ***Prerequisite:*** *FIN 689*	4.50

Specialization in Financial Technology

Academic Program Director: Justin Goldston; jgoldston@nu.edu

THIS SPECIALIZATION IS CURRENTLY NOT ACCEPTING NEW ENROLLMENT

This specialization is intended to equip graduate students with core skills needed to thrive in the evolving landscape of financial technology. These innovative and comprehensive courses incorporate elements of finance and technology with the core MBA business curriculum. Students will gain deeper understanding of financial systems, cutting-edge technologies, and develop the strategic acumen required to shape the future of business.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Evaluate new financial technologies and the role in industry.
- Appraise data analytics techniques and usage in the financial sector.
- Assess regulation and compliance within the financial technology industry.

Specialization Requirements (3 courses; 13.5 quarter units) **Units:** 13.50

FNT 500	Introduction to Fin Tech	4.50
FNT 501	Gov and Reg for Fin Tech ***Prerequisite:*** *FNT 500*	4.50
FNT 502	Data Analytics for Fin Tech ***Prerequisite:*** *FNT 501*	4.50

Specialization in General Business

Academic Program Director: Richard Thompson; rthompson@nu.edu

The General Business specialization allows students to select courses from a broad range of electives to fit their personal and professional goals. Students must complete a minimum of 13.5 credit hours and may take any graduate business courses to fulfill their specialization requirements.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Evaluate financial statements and quantitative information for decision making using appropriate information systems and tools.
- Assess the global supply chain and develop strategies that reach across different countries and cultures.
- Diagnose the systems, processes, and human capital of an organization.

Specialization Requirements (3 courses; 13.5 quarter units) **Units:** 13.50

FIN 610	Topics in Financial Management ***Prerequisite:*** *FIN 609A, or FIN 689*	4.50
HRM 637	Workforce Plan, Dev & Outsourc	4.50
GBM 502	Global Business Strat Manag	4.50

Specialization in Global Business Management

Academic Program Director: Jessica Liske; jliske@nu.edu

Modern business activities have an increasingly global reach. From supply chains to expanding consumer and B2B markets, successful companies and professionals must thoroughly understand international business environments to grow and thrive. With the International Business specialization, you'll explore cultural, economic, and legal issues, as well as international exporting, licensing, franchising, foreign direct investment, outsourcing, risk analysis, and human capital development. You'll also be able to travel to a foreign location for a full-immersion international experience.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Diagnose the health of an organization
- Relate media appropriate to purpose, occasion and audience, – ideas and arguments associated with business issues
- Evaluate the challenges and opportunities presented by the global business environment
- Interpret legal compliance, ethical concerns of stakeholders, and social responsibility in terms of their impact on the conduct of business
- Justify effective business solutions

Total Specialization Requirements (3 courses; 13.5 quarter units) **Units:** 13.50

GBM 501	Global Leadership and Change	4.50
GBM 502	Global Business Strat Manag	4.50
IBU 637	Comparative International Mgt	4.50

Specialization in Human Resource Management

Academic Program Director: Bernadette Baum; bbaum@nu.edu

This graduate-level specialization focuses on the interrelationships between human resource capital, leadership, and the business organization. Students will explore all aspects of human resource management, and address the increasing human resource issues in the economy.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Complete a job analysis of a specific job to be used for recruiting, selection, performance appraisal, training and compensation.
- Develop a recruiting plan and design a selection process for recruiting, interviewing, and selecting candidates for employment for jobs within an organization.
- Conduct a needs assessment and design a training program for current employees on a specific topic related to organizational goals.
- Assess benefits relevant to the employee population and organizational structure, and formulate a compensation system based upon merit, knowledge, and skill acquisition.
- Recognize, analyze, and effectively address ethical, legal and safety challenges faced in the workplace, and develop methods designed to prevent employer liability.

Total Specialization Requirements (3 courses; 13.5 quarter units)

HRM 630	Legal, Ethical & Safety Issues	4.50
HRM 637	Workforce Plan, Dev & Outsourc	4.50
HRM 667	Compensation & Benefits	4.50

Specialization in Leadership Studies

Academic Program Director: Julia Buchanan; jbuchanan@nu.edu

The leadership studies specialization prepares professionals to become problem-solving, change-oriented leaders in diverse, dynamic organizations. The instruction, coursework, and experiential exercises are for those desiring to understand and apply the technical and reflective processes that accompany leadership opportunities in the modern workplace whether business or nonprofit, domestic or international.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Distinguish between multiple approaches for exercising leadership to promote innovation and confront complex issues within organizations.
- Interpret organizational dynamics, group dynamics and engage in systems thinking in order to promote the development of a learning organization capable of innovation, adaptation, and orchestrating conflict.
- Evaluate ethical issues and aid organizational members in creating ethical culture appropriate to the organizational and global environment that supports operating in environments of diversity, uncertainty and unpredictability.
- Distinguish between the functions of authority, power, the practice of leadership, and utilize frameworks that serve organizational purposes.

Specialization Requirements (3 courses; 13.5 quarter units) **Units:** 13.50

LED 602	Developing Groups and Teams	4.50
LED 603	Leadership in the 21st Century	4.50
LED 605	Conflict and Power Dynamics	4.50

Specialization in Project Management

Academic Program Director: Robin Butler; rbutler2@nu.edu

In NU's online MBA Project Management specialization, you will explore principles, concepts, tools and techniques to improve project performance and organizational effectiveness. Under the guidance of mentoring professors, our MBA in Project Management specialization will have you examine all aspects of company projects, including cost estimates, budget management, cost control, risk assessment, bid negotiation and contracts, and performance reporting critical to the success of any organization.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Diagnose the health of an organization
- Relate media appropriate to purpose, occasion and audience, – ideas and arguments associated with business issues
- Evaluate the challenges and opportunities presented by the global business environment
- Interpret legal compliance, ethical concerns of stakeholders, and social responsibility in terms of their impact on the conduct of business
- Justify effective business solutions

Degree Requirements:

This specialization requires 3 courses at 13.5 quarter graduate units at National University.

Total Specialization Requirements (3 courses; 13.5 semester units)

PM 604	Project Risk Management	4.50
PM 608	Project Monitoring and Control	4.50
PM 620	Manag., Leadership & Team Bld.	4.50

Specialization in Strategic Marketing

Academic Program Director: Paul Markham; pmarkham@nu.edu

The Strategic Marketing Specialization at the graduate level transcends traditional marketing by focusing on emerging trends in the 21st century in marketing management and marketing research. Students will focus on thought leadership-driven strategic marketing, encompassing contemporary and emergent marketing management methods, global product management, precision pricing, advanced promotional methods, and proven distribution techniques. At the conclusion, students will be well prepared for the marketing workforce of tomorrow.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Evaluate marketing opportunities and successful strategies.
- Apply principles and theories of marketing strategies for management decision making.
- Synthesize varying marketing, operations, personnel and financial initiative.

Degree Requirements:

This specialization requires 3 courses at 9-semester graduate units at National University.

Total Specialization Requirements (3 courses; 13.5 quarter units)		**Units:** 13.50
MKT 521	Strategic Marketing Management	4.50
MKT 522	Advanced Digital Marketing	4.50
MKT 523	Global Product Management	4.50

Specialization in Supply Chain Management

Academic Program Director: Justin Goldston; jgoldston@nu.edu

While globalization and outsourcing impact nearly every market and industry, supply chain management skills have become essential for competitive businesses, professionals, and managers. The Supply Chain Management specialization examines the integration of logistical planning, inventory deployment, and transportation networks to achieve the most efficient physical connections between firms. Global corporations, nonprofits, healthcare providers, and government agencies demand the increased performance, timeliness, and cost savings that result from supply chain expertise.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Integrate supply chain business processes into a coherent supply chain strategy.
- Develop effective supply management and planning policies.
- Design efficient distribution networks.

Specialization Requirements (3 courses; 13.5 quarter units)

SCM 610	Supply Chain Collaboration	4.50
SCM 630	Supply Chain Planning ***Prerequisite:*** *SCM 610*	4.50
SCM 640	Distribution Management ***Prerequisite:*** *SCM 610*	4.50

Master of Early Childhood Education

Academic Program Director: Susan Gilbert; sgilbert@nu.edu

The Master of Early Childhood Education is a pathway to becoming a more effective Early Childhood Education Leader and change agent. The program engages candidates in opportunities, based upon Universal Design for Learning (UDL) Theory, to gain the skills and knowledge to advance and advocate for the field of early childhood education.

Candidates develop an in-depth area of interest for increasing competency as an INSPIRED educator. Evidence of professional growth is presented in a portfolio capstone. Candidates develop a personal teaching growth plan that is grounded in both historical and current practice as well as professional ethics to create a pathway for continuous growth and to advance the field. The inquiry-based approach to learning integrated throughout the program allows candidates to develop a line of practitioner inquiry to support and implement exceptional experiences for ALL learners while advancing the field.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Evaluate effective early childhood practice using critical thinking skills, active self-reflection and professional standards.
- Examine the impact of evidence based practices and policies on children, family, schools and community.
- Demonstrate effective leadership skills to promote and advance the field of early childhood education for children, families, educators and community.

Degree Requirements:

To receive a Master of Early Childhood Education students must complete 45 quarter units of graduate work. ATP 600 and ATP 699 must be taken at National University. A total of 4.5 quarter units of graduate credit may be granted for equivalent graduate work completed, as it applies to this degree and if the units were not used in earning another advanced degree.

Requirements for the Major (10 courses; 45 quarter units)

ATP 600	Inspired Educator	4.50
ECE 650	The Early Childhood Educator ***Prerequisite:*** *ATP 600, or MAE 610*	4.50
ECE 651	Current Issues in ECE ***Prerequisite:*** *ATP 600, or MAE 610*	4.50
ECE 652	ECE Learning & Development ***Prerequisite:*** *ATP 600, or MAE 610*	4.50
ECE 653	Best ECE Teaching Practices ***Prerequisite:*** *ATP 600, or MAE 610*	4.50
ECE 654	Collaborative Partnerships ***Prerequisite:*** *ATP 600, or MAE 610*	4.50
ECE 655	Inclusive ECE Practices ***Prerequisite:*** *ATP 600, or MAE 610*	4.50
ECE 656	Foundations of Adult Learners ***Prerequisite:*** *ATP 600, or MAE 610*	4.50
ECE 657	Foundations of ECE Advocacy ***Prerequisite:*** *ATP 600, or MAE 610*	4.50
ATP 699	Capstone/Portfolio ***Prerequisite:*** *Students must complete all major core and specialization courses prior to enrolling in the capstone course.*	4.50

Master of Education in Inspired Teaching and Learning with a Preliminary Multiple or Single Subject Teaching Credential and Internship Option (CA)

Academic Program Director: Torrence Temple; ttemple@nu.edu

The Master of Education in Inspired Teaching and Learning with a Multiple or Single Subject Teaching Credential and Internship Option is designed for candidates dedicated to inspiring all K-12 learners by ensuring social-emotional thriving, meaningful academic achievement, and equitable and inclusive learning communities. Courses meet the new California Commission on Teacher Credentialing (CTC) Program Standards, including the new 45 Teaching Performance Expectations (TPEs), composing the TPEs six domains, and Teaching Performance Assessments (TPA) associated with the revised 2.0 CalTPA model. This degree meets all CTC requirements for a Preliminary Multiple or Single Subject teaching credential and those requirements for a master's degree. Students in this degree complete a three-course emphasis in one of the following areas: English Learner Equity and Academic Achievement, Inspired Teaching Practices, Social Emotional Learning or STEAM (PK-6) or STEM (7-12) Education.

***Please Note**: Students need to satisfy/pass the Subject Matter Competency Requirement early (prior to Credential Area Methods coursework) into their programs to avoid interruptions to program progress and/or financial aid arrangements.

For additional information on credential requirements, please see the Sanford College of Education Credential Information section of the catalog.

Program Disclosure Information

The Master of Education in Inspired Teaching and Learning with a Preliminary Multiple and Single Subject Teaching Credential and Intern Option program is currently operating using credential guidelines for California only. Students who wish to use this program for credential in other states must contact the appropriate regulatory board for more information.

For up-to-date information on program licensure eligibility requirements for a state, please visit https://www.nu.edu/licensuredisclosures/

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Integrate the knowledge needed for engaging/supporting all K-12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for creating/maintaining effective learning environments for all K-12 learners, including those with diverse learning needs.
- Integrate the knowledge needed to make subject matter comprehensible for all K-12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for designing/planning learning experiences for all K-12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for assessing all K-12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for being a legal, ethical, and professional educator for all K-12 learners, including those with diverse learning needs.
- Reflect critically about professional beliefs and practices in the application of teaching, learning principles, and research needed to inspire K-12 learners as well as being an inspired teacher.

Degree Requirements: To receive a Master of Education with California Inspired Teaching and Learning Preliminary Multiple Subject Teaching Credential candidates must complete at least 67.5 quarter units, or a Master of Education with California Inspired Teaching and Learning Preliminary Single Subject Teaching Credential, candidates must complete at least 67.5 quarter units. Students must complete 54 units in residence at National University. Further information on graduate admission and evaluation can be found in the Academic Information for Graduate Degrees section of the catalog.

The Subject Matter must be met prior to beginning the Multiple Subject or Single Subject Methods courses.

Each Teacher Education/credential course (ITL) includes a required 4-hour field experience in a K-12 classroom representing the candidates' credential area and a diverse student population, with the exception of the clinical practice courses.

Candidates choosing the Internship option to obtain the Preliminary Multiple or Single Subject Teaching Credential will need to meet the Internship Eligibility requirements as outlined in the Sanford College of Education Credential Information section of the catalog and specific requirements below for this program.

Credential Admissions Requirements:

You will be required to submit the Initial Requirements e-form providing evidence/ proof of the following:

- Proof of Fingerprint Clearance through the CTC.
- Negative Tuberculosis (TB) Results-Valid within four years Or Tuberculosis Risk Assessment with Certificate of Completion- Valid within four years
- Subject Matter Competency attempt, registration or passage. Passage is required prior to starting the multiple or single subject credential methods courses.

We highly encourage students to submit the Initial Requirements e-form prior to enrollment in their first course. Students will not be able to proceed beyond the first course until an approved Initial Requirements (Credential Packet) is on file.

Additional Resources:

- **Complete the Credential Course Compass** to understand the program structure and course sequence. Link provided in Welcome Letter from NU.
- **Attend Inspired Teaching and Learning Companion Hours**, held every third Monday at 5 PM, to learn more about program-specific topics and connect with fellow students. These sessions are highly recommended.

Credential Recommendation Requirements

- Verification of Meeting U.S. Constitution requirement
- Possess a minimum of 3.0 GPA in Credential Coursework (D, F, and U grades are not accepted)
- Valid Adult, Child and Infant CPR
- Passage of CalTPA Cycles 1 and 2

Your credential recommendation request will be reviewed by National University Credential Technicians who process the application, confirm credential eligibility, and submit a recommendation to the state. You will receive an email notification to go online and pay for the credential. After payment is confirmed, you will receive e-mail confirmation from the CTC that your document has been granted. You can look up your credential document on the CTC website at: www.ctc.ca.gov

Internship Option: The Commission on Teacher Credentialing (CTC) mandates all approved intern programs provide a minimum of 120 hours of pre-service coursework prior to becoming intern eligible. Complete the foundation sequence of ITL 600, ITL 604, ITL 606, and ITL 608; meet Subject Matter, U.S. Constitution; and have a school or district letter verifying a teaching position job offer as the 'teacher of record'.

The CA Education Code stipulates a minimum of 144 hours of support and supervision must be provided to the candidate each year of intern employment and documented. Interns without a valid English Learner (EL) Authorization from CTC will be required to receive an additional 45 hours of EL preparation support each year of intern employment (Total: 189 hours).

This Internship Option requires the successful completion of the internship clinical practice experience (minimum 1 year).

The CA Commission on Teacher Credentialing requires an intern-candidate holding a valid University Internship Credential to be continuously enrolled in clinical practice support and supervision. During the first-year, the intern will take ITL 650A and ITL 551A, ITL 650B, and ITL 551B. In the event, the intern has not met all program requirements during the first year and the intern's employment continues during the second year, for National University to provide additional ongoing support and supervision, the intern will be enrolled in ITL 650C and, if needed ITL 650D. To be granted an extension for the third year of the internship, and if the intern is still employed, then, for those interns who can document a medical emergency or other extreme circumstance(s), one (ITL 650E) or both (ITL 650E and ITL 650F) courses may be granted through the University's petition process, with decisions considered on a case-by-case basis.

Interns in the Early Completion Option (ECO) route are still required to receive the general support and supervision provided to all interns while they are serving on an Intern credential.

Program Requirements (Multiple Subject 16 courses; 67.5 quarter units or Single Subject 16 courses; 67.5 quarter units)

Includes all foundation, credential area method courses, and those clinical practice courses granting graduate credit.

Introductory Core Requirement (1 course; 4.5 quarter units)

We highly encourage students to submit the Initial Requirements e-form prior to enrollment in their first course. Students will not be able to proceed beyond the first course until an approved Initial Requirements (Credential Packet) is on file.

ITL 600	Becoming a Teacher	4.50

Foundation Core Courses (3 courses; 13.5 quarter units)

ITL 604	Learners and Learning I	4.50
ITL 606	Learners and Learning II ***Prerequisite:*** *ITL 604*	4.50
ITL 608	Design and Process of Teaching ***Prerequisite:*** *ITL 606*	4.50

All Foundation Courses meet CTC requirements for Intern Pre-Service coursework.

Multiple Subject Methods Courses (5 courses; 22.5 quarter units)

PRIOR to beginning any of the Multiple Subject Credential Area Method courses below, the candidate must successfully complete all Core courses, meet subject matter, and meet any other related program requirements.

ITL 516	Mathematics Integrative Design ***Prerequisite:*** *SED605 is a prerequisite for students enrolled in special education programs only*	4.50
ITL 518	Science Integrative Design ***Prerequisite:*** *ITL 516*	4.50
ITL 510	Language-Literacy: Foundations ***Prerequisite:*** *ITL 518*	4.50
ITL 512	Language/Literacy: Strategies ***Prerequisite:*** *ITL 510*	4.50

*Upon issuance of the University Intern Credential, this course must be taken first.

ITL 530	Optimized Learning Community*	4.50

OR

Single Subject Methods Courses (5 courses; 22.5 quarter units)

PRIOR to beginning any of the Single Subject Credential Area Methods courses below, the candidate must successfully complete all Core courses, meet subject matter, and meet any other related program requirements.

ITL 526	SS Integrated Design I	4.50
ITL 528	SS Integrated Design II ***Prerequisite:*** *ITL 526*	4.50
ITL 520	Academic Language & Literacy ***Prerequisite:*** *ITL 528*	4.50
ITL 522	Content Area Literacy ***Prerequisite:*** *ITL 520*	4.50

*Upon issuance of the University Intern Credential, this course must be taken first.

ITL 530	Optimized Learning Community*	4.50

AND

Clinical Practice Pathways: Student Teaching or Internship (Student Teaching—4 courses; 13.5 quarter units or Internship—4-8 courses; 13.5–31.5 quarter units)

Candidates will complete the clinical practice experience through student teaching or the internship. The clinical practice (K12 classroom) experience courses (ITL 550A, ITL 550B, ITL 650A, ITL 650B, ITL 650C, ITL 650D, ITL 650E, ITL 650F) do NOT grant graduate credit.

Student Teaching (4 courses; 13.5 quarter units)

PRIOR to beginning any of the student teaching courses below, the candidate must successfully complete all Core courses, and subject matter, complete all Multiple or Single Subject Credential Area Method courses, and submit a successful student teaching application. The student teaching application process must be completed at least three-months prior to the candidate's intended start of student teaching. Student teaching placements in K12 classrooms are made through a collaborative partnership of the university and respective school district. The student teaching placements must align to the credential sought. Student teaching is unpaid and composed of at least 600 instructional hours (16-18 weeks of full-time student teaching) in designated K12 classrooms. Note: The two seminar courses, below, ITL 551A and ITL 551B, are 2.25 quarter units, each and will be taken concurrently with ITL 550A and ITL 550B, respectively.

ITL 550A	Student Teaching A* ***Corequisite:*** *ITL 551A*	4.50
ITL 551A	ITL Seminar A ***Corequisite:*** *ITL 550A, or ITL 650A*	2.25
ITL 550B	Student Teaching B* ***Corequisite:*** *ITL 551B;* ***Prerequisite:*** *ITL 550A*	4.50
ITL 551B	ITL Seminar B ***Prerequisite:*** *ITL 551A;* ***Corequisite:*** *ITL 550B, or ITL 650B*	2.25

or

*Does NOT grant academic credit.

Internship (4-8 courses; 13.5 – 31.5 quarter units)

PRIOR to beginning the intern courses below, the candidates must successfully complete all Pre-service courses, and subject matter, U.S. Constitution and meet all CTC requirements related to the University Intern Credential. Placement in an internship occurs as a result of the candidate holding employment in an approved CA public school and in partnership with National University. Intern placements must align to the subject matter of the credential or authorization area of credential, be in compliance with the Commission on Teacher Credentialing, and with National University's requirements. Interns need to be in good standing with the employer and National University for the duration of the active University Internship Teaching Credential. The intern serves as the teacher of record in an approved K-12 classroom and is paid by the school or school district. The University Internship Teaching Credential is good for two-years and requires the candidate to be employed in the district and enrolled in National University's intern teacher credential program. As long as the candidate holds the intern credential and is employed, they have up to two-years to earn a multiple or single subject credential. For a third year as an intern, the Commission must approve an extension of the intern credential and the candidate must obtain an approved CAS petition from National University documenting a medical emergency or other extreme circumstances necessitating an "exception to policy" and consideration on a case by case basis. If the petition is granted, the intern will be required to complete one or both courses of the following courses during the third year: ITL 650E, ITL 650F, respectively.

ITL 650A	CP Internship A: Year 1* ***Corequisite:*** *ITL 551A*	4.50
ITL 551A	ITL Seminar A ***Corequisite:*** *ITL 550A, or ITL 650A*	2.25
ITL 650B	CP Internship B: Year 1* ***Corequisite:*** *ITL 551B;* ***Prerequisite:*** *ITL 650A*	4.50
ITL 551B	ITL Seminar B ***Prerequisite:*** *ITL 551A;* ***Corequisite:*** *ITL 550B, or ITL 650B*	2.25
ITL 650C	CP Internship C: Year 2* ***Prerequisite:*** *ITL 650B*	4.50
ITL 650D	CP Internship D: Year 2* ***Prerequisite:*** *ITL 650C*	4.50
ITL 650E	CP Internship E: Year 3* ***Prerequisite:*** *ITL 650D*	4.50
ITL 650F	CP Internship F: Year 3* ***Prerequisite:*** *ITL 650E*	4.50

*Does NOT grant academic credit.

Students must also enroll in one of the following emphases.

Emphasis in STEAM (PK-6) and STEM (7-12) Education

Academic Program Director: Zhonghe Wu; zwu@nu.edu

This emphasis is intended for teacher candidates and practicing teachers. The focus is on interdisciplinary STEAM (PK-6) and STEM (7-12) education in PK-12 classrooms and how to empower interdisciplinary STEAM (PK-6) and STEM (7-12) students. Candidates select and study a topic in the interdisciplinary area of STEAM (PK-6) and STEM (7-12) education through the lens of STEAM (PK-6) and STEM (7-12) principles, standards, and programs. Candidates develop and evaluate interdisciplinary STEAM (PK-6) and STEM (7-12) teaching strategies and apply classroom practice strategies that allow students in PK-12 to become more deeply immersed in the STEAM (PK-6) and STEM (7-12) disciplines.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Analyze principles, standards, and curriculum trends and challenges in interdisciplinary STEAM (PK-6) and STEM (7-12).

- Evaluate teaching strategies in interdisciplinary STEAM (PK-6) and STEM (7-12) education.
- Develop an action research proposal applying instructional strategies to improve STEAM (PK-6) and STEM (7-12) teaching and learning in PK-12 education.

Degree Requirements:

This emphasis consists of 3 courses for a total of 13.5 quarter units.

Emphasis Requirements (3 courses; 13.5 quarter units)		**Units:** 13.50
ITI 681	Interdisciplinary STEAM/STEM ***Prerequisite:*** *ITL 600; ITL 604; ITL 606; ITL 608*	4.50
ITI 683	Inst Strategies STEAM/STEM ***Prerequisite:*** *ITI 681*	4.50
ITI 685	Action Research in STEAM/STEM ***Prerequisite:*** *ITI 681; ITI 683*	4.50

Emphasis English Learner Equity and Academic Achievement

Academic Program Director: Nilsa Thorsos; nthorsos@nu.edu

The Master of Education in Inspired Teaching and Learning Preliminary Multiple and Single Subject Teaching Credential with Specialization in English Learner Equity and Academic Achievement is designed to improve the quality of education for English Learners in grades K-12 in California public schools. Candidates will gain experience, professional knowledge and skills when identifying, examining, implementing and evaluating sustained best practices for the education of English Learners in public school classrooms through content learning and course-embedded research practicum I, II & III.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Assess multiple theoretical frameworks and inclusion practices based on knowledge of Identity and Equity for the improvement of the education of K-12 English Learners.
- Design culturally responsive inter-disciplinary curricular unit(s) developed to support meaningful and sustained academic achievement for English Learners (ELs) with the use of multiple measures.
- Synthesize the findings and implications from an English Learner based inquiry project designed to investigate evidence-based curricular and instructional improvements for ensuring meaningful academic achievement and social-emotional thriving of K-12 English Learners.

Specialization Requirements (3 courses; 13.5 quarter units)		
ITI 660	Identity, Inclusion and Equity	4.50
ITI 662	Linguistics- Academic Language ***Prerequisite:*** *ITI 660*	4.50
ITI 664	EL Achievement in Content Area ***Prerequisite:*** *ITI 662*	4.50

Emphasis in Inspired Teaching Practices

Academic Program Director: Torrence Temple; ttemple@nu.edu

Candidates explore a blending of current educational research theory with effective classroom application. Student-centered curricular practices are created using engaging instructional strategies, applying successful classroom management techniques, and adopting appropriate assessment procedures. Candidates explore a wide

variety of Information Communication Technologies (ICT) digital tools and resources to become more competent users of learning technologies in their own instructional practices.

An overarching Inquiry-Based Research Proposal will be developed and written over the three courses of this emphasis. Candidates identify a research question, complete a review of literature, and design the data collection strategies. An overview of the completed proposal will be presented in a digital format along with the written document.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Develop a standards-based, engaging content and assessment plan that includes strategies to help all students succeed.
- Evaluate a variety of instructional practices that facilitate the differentiation of instruction as applied to teaching, content development, classroom management and assessment.
- Create a personal inquiry document that demonstrates the mastery of Inspired Teaching Inquiry research skills supported by digital tools.
- Employ effective ICT (Information and Communication Technologies) in a multidisciplinary unit of study.
- Design an Action Research proposal, including a research question connected to Inspired Teaching Practices.

Degree Requirements:

The emphasis Inspired Teaching Practices requires 13.5 quarter units.

Emphasis Requirements (3 Courses, 13.5 quarter units)

ITI 691	Inspired Teaching Inquiry ***Prerequisite:*** *ITL 600; ITL 604; ITL 606*	4.50
ITI 693	Inspired Student Learning ***Prerequisite:*** *ITI 691*	4.50
ITI 695	Inspired Learning Technology ***Prerequisite:*** *ITI 693*	4.50

Emphasis in Social Emotional Learning

Academic Program Director: Maggie Broderick; mbroderick@nu.edu

The Social Emotional Learning (SEL) specialization resides in the Master of Education degree program. This emphasis provides current or future teachers with a foundation of social emotional learning theories and evidence-based practices to support the development of social emotional learning skills within classrooms. Candidates will have the opportunity to self-reflect on their own knowledge and skills and examine evidence-based strategies and interventions to support their role of a classroom teacher. Candidates will compose a full research proposal in the area of SEL to include research questions, literature review, methodology and reflection to support their work in making positive changes in their everyday practice.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Evaluate social emotional learning theories and evidence-based practices.
- Self-reflect about own knowledge and skills of evidence-based practices.
- Create a full research proposal in the area of SEL to include research questions, literature review, methodology and reflection.

Degree Requirements:

The emphasis in Social Emotional Learning requires 13.5 quarter units.

Requirements for Specialization (3 courses; 13.5 quarter units)

ITI 670	Introduction to SEL ***Prerequisite:*** *ITL 600; ITL 604; ITL 606*	4.50
ITI 672	SEL in Action ***Prerequisite:*** *ITI 670 minimum standards*	4.50
ITI 674	Research in SEL ***Prerequisite:*** *ITI 672*	4.50

Master of Education in Special Education with Preliminary Education Specialist Credential Extensive Support Needs Teaching Credential with Internship option (California)

Academic Program Director: Susan Johnson; sjohnson13@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 (CTC) approved for implementation in July 2022. This program also allows candidates to obtain a Preliminary Education Specialist Credential: ESN Credential with Intern Option (CA) as part of the master's degree. The Master of Education is ideal for educations looking to move into leadership roles or improve their own pedagogical practice.

Admission:

Complete the following requirements before starting the credential courses:

1. We highly encourage students to submit the Initial Requirements e-form prior to enrollment in their first course. Students will not be able to proceed beyond the first course until an approved Initial Requirements (Credential Packet) is on file.
2. Review graduate admission and application evaluation information in the Academic Information for Graduate Degree section of the Catalog.

Additional Resources:

1. **Complete the Credential Course Compass** to understand the program structure and course sequence. Link provided in Welcome Letter from NU.
2. **Attend Special Education Companion Hours**, held every third Thursday at 5 PM, to learn more about program-specific topics and connect with fellow students. These sessions are highly recommended. Link provided in SED 601 Student Resources.

Field Experience:

Field experience is a mandatory component of the Education Specialist Credential program. Each course requires a specific field experience in a K-12 classroom that aligns with the candidate's credential area and serves a diverse student population. Candidates will need to complete 200 hours of early fieldwork to fulfill the course requirements.

Potetential Strategies to Find Field Placements:

- **Leverage Your Network:** Reach out to your professors, mentors, or colleagues for recommendations or connections to schools in your desired area.
- **Utilize School District Resources:** Many school districts have specific programs or initiatives that connect teacher candidates with field experience placements.
- **Online Platforms:** Explore online platforms or job boards that list teaching positions or volunteer opportunities in schools.
- **Contact Schools Directly:** Research schools in your area and contact them directly to inquire about field experience possibilities.

Clinical Practice:

Students can complete their clinical practice under a paid university internship, or through a student teaching placement.

The Internship is a partnership between the district employer, the university and the student.

Student Teaching arranged through a collaborative partnership of the university and respective school district for students to serve as a guest in a classroom, with in-class support.

Prerequisites for Student Teaching:

- Complete all program courses with a C or better grade (no D or F grades accepted)
- Candidate must maintain good academic standing with a minimum 3.0 GPA
- Meet subject matter requirements
- Demonstrate professional conduct and dispositions throughout the program.
- Successful submission of a student teaching application at least three months prior to the intended start of student teaching
- Attend a mandatory Student Teaching Orientation prior to the start of the semester

Student Teaching:

- Arranged through a collaborative partnership of the university and respective school district
- No virtual school placements or TK placements allowed
- Aligned to the credential sought
- Unpaid and composed of at least 600 instructional hours (16-18 weeks of full-time student teaching) in designated K12 classrooms

University Internship:

The internship is a collaborative effort between the employer, the university, and the student. Students pursuing the Preliminary Education Specialist Credential: Mild to Moderate Support Needs (MMSN) can opt for a paid university internship. The CTC mandates that all approved internship programs require at least 120 hours of pre-service coursework before 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. To be eligible for the internship from NU, teacher candidates must complete specific coursework to be eligible, including SED 601, SED 615, SED 605, and ITL 604.

Internship Guidelines:

- NU must approve the internship placement prior to the start of employment contract.
- No virtual school placements or TK placements are allowed.
- Requires employment in an approved CA public school in partnership with National University.
- Must align with the subject matter or authorization area of the credential.
- Must comply with CTC and National University regulations.
- Candidate must maintain good standing with the employer.
- Candidate must maintain good academic standing with a minimum 3.0 GPA and no academic warnings, probations or dismissals.
- Candidate must demonstrate professional conduct and dispositions.
- Intern serves as the teacher of record in a K-12 classroom and is paid by the school or district.
- The University Internship Teaching Credential is valid for two years.
- Candidates must remain employed in the district and enrolled in National University's intern teacher credential program.
- Within two years, the candidate must earn a Mild Moderate Support Needs or Extensive Support Needs credential.

Internship Eligibility Process:

- Must have an approved Initial Requirements (packet) e-form on file which includes a Certificate of Clearance and proof of negative tuberculosis.
- Complete Preservice Courses with a 3.0 GPA (no D or F grades accepted)
- Meet Subject Matter Competency
- Meet U.S. Constitution
- Candidate must Maintain at least the required 3.0 GPA and be in good academic standing with no academic warnings, probations or dismissals.

- Account in good standing (no locks or outstanding balance)

Third-year Extension:

- If an intern is not able to complete their program in the two years allotted, they may be eligible to appeal for a third year.
- Requires CTC approval and an approved CAS petition from National University.
- Petition must document a medical emergency or other extreme circumstances.
- Interns must maintain at least the required 3.0 GPA, and be in good academic standing
- If approved, the intern will be required to complete the following support courses until credential is earned ESN 657C Internship C-F or MMS 627 C-F.
- No virtual school placements or TK placements allowed

GoReact:

GoReact is an online video coaching and collaboration platform designed to improve professional practice. All students in the Special Education program will utilize GoReact during coursework and clinical practice. Student teachers and University Interns are required to utilize GoReact during their Student Teaching/ Clinical Practice and Seminar courses. Students will need a subscription which covers all program and supervision classes. Please see the Tuition and Fees section of the catalog for the GoReact fees.

Program Disclosure Information:
The Master of Education in Special Education with a Preliminary Education Specialist Credential Extensive Support Needs is currently operating using credential guidelines for California only. Candidates who wish to use this program for credential or licensing in other states must contact the appropriate regulatory board for more information.

For up-to-date information on program licensure eligibility requirements for a state, please visit https://www.nu.edu/licensuredisclosures/

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Integrate knowledge/skills to engage and support the learning of students in ESN.
- Integrate knowledge/skills to create and maintain effective environments for learning for students with ESN.
- Synthesize and apply knowledge of how to organize subject matter for learning of students with ESN.
- Integrate knowledge needed for planning instruction and designing learning experiences for Students with ESN.
- Integrate knowledge /skills to administer and analyze formal and informal assessments to determine eligibility, inform instruction, and identify research-based interventions for all learners with ESN.
- Integrate the knowledge to meet legal, ethical, and professional obligations to advocate for all leaners with ESN.
- Reflect critically on the application of professional beliefs and teaching/learning principles necessary to work collaboratively with all stakeholders including families, other professionals, and community members serving students with ESN.
- Critique current research in special education theory and practices within inclusive and culturally responsive frameworks.
- Synthesize research methodology and findings as a professional educator, life-long learner, and scholar (consumer and producer of research).
- Demonstrate competence in the application of research methods including critiquing and synthesizing current, evidence-based educational literature.

Degree Requirements:

To receive a Master of Education in Special Education with a Preliminary Education Specialist Credential Extensive Support Needs (ESN) candidates must complete at least 81 quarter units. A total of 13.5 quarter units of equivalent graduate work may be granted if completed with a grade of "B" or better (3.0 GPA) at another regionally accredited institution, as it applies to this degree and provided the units were not used in earning another advanced degree. Further information on graduate admission and evaluation can be found in the Academic Information for Graduate Degrees section of the catalog.

You will be required to submit the Initial Requirements e-form providing evidence/ proof of the following:

- Proof of Fingerprint Clearance through the CTC.
- Negative Tuberculosis (TB) Results-Valid within four years or Tuberculosis Risk Assessment with Certificate of Completion - Valid within four years
- Subject Matter Competency attempt, registration or passage. Passage is required prior to starting the credential methods courses.

We highly encourage students to submit the Initial Requirements e-form prior to enrollment in their first course. Students will not be able to proceed beyond the first course until an approved Initial Requirements (Credential Packet) is on file.

Credential Recommendation Requirements

- Verification of Meeting U.S. Constitution requirement
- Possess a minimum of 3.0 GPA in Credential Coursework (D, F, and U grades are not accepted)
- Valid Adult, Child and Infant CPR
- Passage of CalTPA Cycles 1 and 2

Your credential recommendation request will be reviewed by National University Credential Technicians who process the application, confirm credential eligibility, and submit a recommendation to the state. You will receive an email notification to go online and pay for the credential. After payment is confirmed, you will receive e-mail confirmation from the CTC that your document has been granted. You can look up your credential document on the CTC website at: www.ctc.ca.gov

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 615	Special Education Law ***Prerequisite:*** *SED 601*	4.50
SED 605	Class/Behavior Management ***Prerequisite:*** *SED 615*	4.50
ITL 604	Learners and Learning I	4.50
ITL 606	Learners and Learning II ***Prerequisite:*** *ITL 604*	4.50
ITL 608	Design and Process of Teaching ***Prerequisite:*** *ITL 606*	4.50
SED 606	Health Care & Technology Sppt ***Prerequisite:*** *SED 605; ITL 608*	4.50
SED 607	Language/Literacy Basics ***Prerequisite:*** *SED 606*	4.50
SED 609	Lang & Lit Case Studies ***Prerequisite:*** *SED 607*	4.50
ITL 516	Mathematics Integrative Design* ***Prerequisite:*** *SED605 is a prerequisite for students enrolled in special education programs only*	4.50
SED 610	Adv. Beh. Sppts. & SEL ***Prerequisite:*** *ITL 516*	4.50

*Prerequisite requirement not applicable to students enrolled in Special Education programs.

Extensive Support Needs Specialized Requirements (3 courses; 13.5 quarter units). **Units:** 13.50

ESN 639	Fudtns for Instr. Assm. Coll ***Prerequisite:*** *SED 610*	4.50

ESN 640	Assmnt & Differentiation ***Prerequisite:*** *ESN 639*	4.50
ESN 641	Collab. & Case Mnemnt. ***Prerequisite:*** *ESN 640*	4.50

Student Teaching Extensive Support Needs (4 courses; 9 quarter units) **Units:** 9.00

ESN 659A	Seminar A ***Prerequisite:*** *ESN 641;* ***Corequisite:*** *ESN 655A, or ESN 657A*	2.25
ESN 655A	Student Teaching A ***Prerequisite:*** *ESN 641;* ***Corequisite:*** *ESN 659A*	2.25
ESN 659B	Seminar B ***Prerequisite:*** *ESN 659A;* ***Corequisite:*** *ESN 655B, or ESN 657B*	2.25
ESN 655B	Student Teaching B ***Prerequisite:*** *ESN 655A;* ***Corequisite:*** *ESN 659B*	2.25

OR
Internship Extensive Support Needs (4 courses; 9 quarter units) **Units:** 9.00

ESN 659A	Seminar A ***Prerequisite:*** *ESN 641;* ***Corequisite:*** *ESN 655A, or ESN 657A*	2.25
ESN 657A	Internship A ***Prerequisite:*** *ESN 641;* ***Corequisite:*** *ESN 659A*	2.25
ESN 659B	Seminar B ***Prerequisite:*** *ESN 659A;* ***Corequisite:*** *ESN 655B, or ESN 657B*	2.25
ESN 657B	Internship B ***Prerequisite:*** *ESN 657A;* ***Corequisite:*** *ESN 659B*	2.25

Additional Internship Clinical Support (1-4 courses; 2.25-9 quarter units) **Units:** 9.00

CTC mandates that interns must be supported during their entire clinical practice experience. Students who do not complete the credential program by the end of ESN 657B, will be required to enroll in additional clinical supervision support classes until all requirements are satisfied.

ESN 657C	Internship C ***Prerequisite:*** *ESN 657B*	2.25
ESN 657D	Internship D ***Prerequisite:*** *ESN 657C*	2.25
ESN 657E	Internship E ***Prerequisite:*** *ESN 657D*	2.25
ESN 657F	Internship F ***Prerequisite:*** *ESN 657E*	2.25

Master's Capstone Requirements (2 eight week courses; 9 quarter units) **Units:** 9.00

SED 697	Educational Research ***Prerequisite:*** *ESN 639; ESN 640; ESN 641, or MMS 617; MMS 623; MMS 620*	4.50
SED 698	Action Research Capstone ***Prerequisite:*** *SED 697 with a minimum grade of C. Incompletes in SED 697 must be awarded a passing grade before enrolling in SED 698.*	4.50

Master of Education in Special Education with Preliminary Education Specialist Credential Mild to Moderate Support Needs Teaching Credential with Internship option (California)

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 (CTC) 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:

Complete the following requirements before starting the credential courses:

1. We highly encourage students to submit the Initial Requirements e-form prior to enrollment in their first course. Students will not be able to proceed beyond the first course until an approved Initial Requirements (Credential Packet) is on file.
2. Review graduate admission and application evaluation information in the Academic Information for Graduate Degree section of the Catalog.

Additional Resources:

1. **Complete the Credential Course Compass** to understand the program structure and course sequence. Link provided in Welcome Letter from NU.
2. **Attend Special Education Companion Hours**, held every third Thursday at 5 PM, to learn more about program-specific topics and connect with fellow students. These sessions are highly recommended. Link provided in SED 601 Student Resources.

Field Experience:

Field experience is a mandatory component of the Education Specialist Credential program. Each course requires a specific field experience in a K-12 classroom that aligns with the candidate's credential area and serves a diverse student population. Candidates will need to complete 200 hours of early fieldwork to fulfill the course requirements.

Potetential Strategies to Find Field Placements:

- **Leverage Your Network:** Reach out to your professors, mentors, or colleagues for recommendations or connections to schools in your desired area.
- **Utilize School District Resources:** Many school districts have specific programs or initiatives that connect teacher candidates with field experience placements.
- **Online Platforms:** Explore online platforms or job boards that list teaching positions or volunteer opportunities in schools.
- **Contact Schools Directly:** Research schools in your area and contact them directly to inquire about field experience possibilities.

Clinical Practice:

Students can complete their clinical practice under a paid university internship, or through a student teaching placement.

The Internship is a partnership between the district employer, the university and the student.

Student Teaching arranged through a collaborative partnership of the university and respective school district for students to serve as a guest in a classroom, with in-class support.

Prerequisites for Student Teaching:

- Complete all program courses with a C or better grade (no D or F grades accepted)
- Candidate must maintain good academic standing with a minimum 3.0 GPA
- Meet subject matter requirements
- Demonstrate professional conduct and dispositions throughout the program.
- Successful submission of a student teaching application at least three months prior to the intended start of student teaching
- Attend a mandatory Student Teaching Orientation prior to the start of the semester

Student Teaching:

- Arranged through a collaborative partnership of the university and respective school district
- No virtual school placements or TK placements allowed
- Aligned to the credential sought
- Unpaid and composed of at least 600 instructional hours (16-18 weeks of full-time student teaching) in designated K12 classrooms

University Internship:

The internship is a collaborative effort between the employer, the university, and the student. Students pursuing the Preliminary Education Specialist Credential: Mild to Moderate Support Needs (MMSN) can opt for a paid university internship. The CTC mandates that all approved internship programs require at least 120 hours of pre-service coursework before 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. To be eligible for the internship from NU, teacher candidates must complete specific coursework to be eligible, including SED 601, SED 615, SED 605, and ITL 604.

Internship Guidelines:

- NU must approve the internship placement prior to the start of employment contract.
- No virtual school placements or TK placements are allowed.
- Requires employment in an approved CA public school in partnership with National University.
- Must align with the subject matter or authorization area of the credential.
- Must comply with CTC and National University regulations.
- Candidate must maintain good standing with the employer.
- Candidate must maintain good academic standing with a minimum 3.0 GPA and no academic warnings, probations or dismissals.
- Candidate must demonstrate professional conduct and dispositions.
- Intern serves as the teacher of record in a K-12 classroom and is paid by the school or district.
- The University Internship Teaching Credential is valid for two years.
- Candidates must remain employed in the district and enrolled in National University's intern teacher credential program.
- Within two years, the candidate must earn a Mild Moderate Support Needs or Extensive Support Needs credential.

Internship Eligibility Process:

- Must have an approved Initial Requirements (packet) e-form on file which includes a Certificate of Clearance and proof of negative tuberculosis.
- Complete Preservice Courses with a 3.0 GPA (no D or F grades accepted)
- Meet Subject Matter Competency
- Meet U.S. Constitution
- Candidate must Maintain at least the required 3.0 GPA and be in good academic standing with no academic warnings, probations or dismissals.

- Account in good standing (no locks or outstanding balance)

Third-year Extension:

- If an intern is not able to complete their program in the two years allotted, they may be eligible to appeal for a third year.
- Requires CTC approval and an approved CAS petition from National University.
- Petition must document a medical emergency or other extreme circumstances.
- Interns must maintain at least the required 3.0 GPA, and be in good academic standing
- If approved, the intern will be required to complete the following support courses until credential is earned ESN 657C Internship C-F or MMS 627 C-F.
- No virtual school placements or TK placements allowed

GoReact:

GoReact is an online video coaching and collaboration platform designed to improve professional practice. All students in the Special Education program will utilize GoReact during coursework and clinical practice. Student teachers and University Interns are required to utilize GoReact during their Student Teaching/ Clinical Practice and Seminar courses. Students will need a subscription which covers all program and supervision classes. Please see the Tuition and Fees section of the catalog for the GoReact fees.

Program Disclosure Information:
The Master of Education in Special Education with a Preliminary Education Specialist Credential Mild to Moderate Needs is currently operating using credential guidelines for California only. Candidates who wish to use this program for credentials or licensing in other states must contact the appropriate regulatory board for more information.

For up-to-date information on program licensure eligibility requirements for a state, please visit https://www.nu.edu/licensuredisclosures/

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Integrate knowledge/skills to engage and support the learning of students in MMSN.
- Integrate knowledge/skills to create and maintain effective environments for learning for students with SN.
- Synthesize and apply knowledge of how to organize subject matter for learning of Students with MMSN.
- Integrate knowledge needed for planning instruction and designing learning experiences for Students with MMSN.
- 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 MMSN.
- Integrate knowledge to meet legal, ethical, and professional obligations to advocate for all learners with MMSN.
- 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 MMSN..
- 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 Education Literature.

Degree Requirements:

To receive a Master of Education in Special Education with a Preliminary Education Specialist Credential Mild to Moderate Support Needs (MMSN) candidates must complete at least 81 quarter units. A total of 13.5 quarter units of equivalent graduate work may be granted if completed with a grade of "B" or better (3.0 GPA) at another regionally accredited institution, as it applies to this degree and provided the units were not used in earning another advanced degree. The California Commission on Teacher Credentialing (CCTC) mandates that Interns as well as Student Teachers be supported during the internship or clinical practice experience. Further information

on graduate admission and evaluation can be found in the Academic Information for Graduate Degrees section of the catalog.

Credential Admissions Requirements: You will be required to submit the Initial Requirements e-form providing evidence/ proof of the following:

- Proof of Fingerprint Clearance through the CTC.
- Negative Tuberculosis (TB) Results-Valid within four years or Tuberculosis Risk Assessment with Certificate of Completion- Valid within four years
- Subject Matter Competency attempt, registration or passage. Passage is required prior to starting the credential methods courses.

We highly encourage students to submit the Initial Requirements e-form prior to enrollment in their first course. Students will not be able to proceed beyond the first course until an approved Initial Requirements (Credential Packet) is on file.

Credential Recommendation Requirements

- Verification of Meeting U.S. Constitution requirement
- Possess a minimum of 3.0 GPA in Credential Coursework (D, F, and U grades are not accepted)
- Valid Adult, Child and Infant CPR
- Passage of CalTPA Cycles 1 and 2

Your credential recommendation request will be reviewed by National University Credential Technicians who process the application, confirm credential eligibility, and submit a recommendation to the state. You will receive an email notification to go online and pay for the credential. After payment is confirmed, you will receive e-mail confirmation from the CTC that your document has been granted. You can look up your credential document on the CTC website at: www.ctc.ca.gov

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 615	Special Education Law ***Prerequisite:*** *SED 601*	4.50
SED 605	Class/Behavior Management ***Prerequisite:*** *SED 615*	4.50
ITL 604	Learners and Learning I	4.50
ITL 606	Learners and Learning II ***Prerequisite:*** *ITL 604*	4.50
ITL 608	Design and Process of Teaching ***Prerequisite:*** *ITL 606*	4.50
SED 606	Health Care & Technology Sppt ***Prerequisite:*** *SED 605; ITL 608*	4.50
SED 607	Language/Literacy Basics ***Prerequisite:*** *SED 606*	4.50
SED 609	Lang & Lit Case Studies ***Prerequisite:*** *SED 607*	4.50
ITL 516	Mathematics Integrative Design* ***Prerequisite:*** *SED605 is a prerequisite for students enrolled in special education programs only*	4.50
SED 610	Adv. Beh. Sppts. & SEL ***Prerequisite:*** *ITL 516*	4.50

*Prerequisite requirement not applicable to students enrolled in Special Education programs.

Mild/Moderate Specialized Requirements (3 courses; 13.5 quarter units) **Units:** 13.50

MMS 617	Intro Assm, Collab, & Instrt ***Prerequisite:*** *SED 610*	4.50
MMS 620	Assmnt, Differentiation M/M ***Prerequisite:*** *MMS 617*	4.50
MMS 623	Collaboration & Case Mgmt. ***Prerequisite:*** *MMS 620*	4.50

Student Teaching Mild/Moderate (4 courses; 9 quarter units) **Units:** 9.00

MMS 629A	Seminar A ***Prerequisite:*** *MMS 623;* ***Corequisite:*** *MMS 625A OR; MMS 627A*	2.25
MMS 625A	Student Teaching for M/M: A ***Prerequisite:*** *MMS 623;* ***Corequisite:*** *MMS 629A*	2.25
MMS 629B	Seminar B ***Prerequisite:*** *MMS 629A;* ***Corequisite:*** *MMS 625B OR; MMS 629B*	2.25
MMS 625B	Student Teaching for M/M: B ***Prerequisite:*** *MMS 625A;* ***Corequisite:*** *MMS 629B*	2.25

OR

Internship Mild/Moderate Needs (4 courses; 9 quarter units) **Units:** 9.00

MMS 629A	Seminar A ***Prerequisite:*** *MMS 623;* ***Corequisite:*** *MMS 625A OR; MMS 627A*	2.25
MMS 627A	Internship A ***Prerequisite:*** *MMS 623;* ***Corequisite:*** *MMS 629A*	2.25
MMS 629B	Seminar B ***Prerequisite:*** *MMS 629A;* ***Corequisite:*** *MMS 625B OR; MMS 629B*	2.25
MMS 627B	Internship B ***Prerequisite:*** *MMS 627A;* ***Corequisite:*** *MMS 629B*	2.25

Additional Internship Clinical Support (1-4 courses; 2.25-9 quarter units) **Units:** 9.00

CTC mandates that interns must be supported during their entire clinical practice experience. Students who do not complete the credential program by the end of MMS 627B, will be required to enroll in additional clinical supervision support classes until all requirements are satisfied.

MMS 627C	Internship C	2.25
MMS 627D	Internship D	2.25
MMS 627E	Internship E	2.25
MMS 627F	Internship F	2.25

Master's Capstone Requirements (2 eight week courses; 9 quarter units) **Units:** 9.00

SED 697	Educational Research ***Prerequisite:*** *ESN 639; ESN 640; ESN 641, or MMS 617; MMS 623; MMS 620*	4.50
SED 698	Action Research Capstone ***Prerequisite:*** *SED 697 with a minimum grade of C. Incompletes in SED 697 must be awarded a passing grade before enrolling in SED 698.*	4.50

Master of Forensic Sciences

Academic Program Director: Mistie Measeles; mmeaseles@nu.edu

The Master of Forensic Sciences (MFS) is a specialized professional degree designed for law enforcement, lab personnel, attorneys, investigators, and other professionals seeking to upgrade their existing skills, as well as individuals who are interested in pursuing a career in the forensic sciences, law, law enforcement, private or governmental laboratories, jails and corrections, and the Medical Examiner's Office. The field of forensics focuses on the application of scientific methods to the resolution of legal problems.

The Master of Forensic Sciences degree program offers two areas of specialization. Students are required to take one specialization.

Bachelor of Science in Biology to Master of Forensic Science Transition Program

The BS Biology to MFS transition program allows students who are enrolled in the BS Biology with a cumulative grade point average of at least 3.0 and who are within completing their last six courses to register for two courses in the MFS program as electives for the bachelor's degree. Students may choose from the following courses: FSC 630, FSC 633, FSC634, FSC 635 or FSC 642. The two graduate courses are restricted to those that do not require a prerequisite. Students must complete all transition program coursework with a grade of B or better. The number of courses required to earn an MFS degree for transition program students is reduced from 12 to as few as 10 courses. Graduate-level coursework taken as part of the Biology program cannot be applied as graduate credit to the Master of Forensic Science program, nor will it transfer as graduate level credit to any other university because it becomes part of the undergraduate degree program. Students must enroll in and complete the first class in the Master's degree within 6 months of the conferral date of their undergraduate degree. The MFS program must be completed within 4 years with no break in enrollment of 12 months or more. Further rules and requirements for Transition programs are located in the university catalog.

Bachelor of Science in Criminal Justice Administration/Master of Forensic Science (MFS) Program

Students pursuing the BSCJA/MFS can choose any two FSC classes, which do not require a prerequisite.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Explain basic human anatomy, component of death investigation and techniques used for analysis of diseases and trauma, identification of unknown dead bodies; and to professionally interact with the forensic pathologist and medico-legal death investigators.
- Apply the technical procedures and methods of collection, preservation, chain of custody, analysis, comparison and report preparation of the biological, trace and toxicological evidentiary evidence.
- Analyze the basic principles and the role of crime scene investigators in forensic and legal procedures.
- Apply the basic principles of forensic photography, and explain the legal issues related to forensic photography and courtroom or trial presentation.
- Evaluate the legal and psychological issues involved in competency to stand trial, diminished capacity, and insanity defenses.
- Understand friction ridge skin differential development and how it applies to the classification of fingerprints and the methodology used in forensic individualization.
- Utilize theories, techniques and practices to all criminal and civil investigation.
- Use investigative techniques in the processing and interpretation of evidence of computer and multimedia forensics.
- Analyze the legal, ethical, and constitutional tensions between the interests of society, and the rights of individuals in connection with various criminal procedures and contexts.
- Integrate scientific research methodology to explore issues in forensic science.

Degree Requirements: To receive an MFS, students must complete at least 54 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 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.

Students must have an undergraduate degree in a laboratory science in order to enroll in the MFS with a specialization in criminalistics. The MFS with a specialization in investigation does not have a specific major requirement for the undergraduate degree.

For students in the BS in Criminal Justice Administration/MFS transition program, the University will waive the forensic sciences course(s) taken as part of the bachelor's degree (see BS in Criminal Justice transition program), but these students must still meet the residency requirements for the MFS.

Students should consult the academic director to determine at what point in the sequence they may enter the program.

Total Degree Requirements (54 quarter units)		**Units:**
Core Requirements (8 courses; 36 quarter units)		**Units:** 36.00
FSC 630	Forensic Pathology I	4.50
FSC 642	Forensic Pathology II ***Prerequisite:*** *FSC 630*	4.50
FSC 635	Forensic Anthropology	4.50
FSC 648	Forensic Photography*	4.50
FSC 647	Crime Scene Investigation	4.50
FSC 623	Fingerprint Analysis	4.50
FSC 621	Digital Evidence	4.50
FSC 662	Supervised Research Project** ***Prerequisite:*** *Satisfactory completion of all FSC courses, including area of specialization and/or elective courses or obtain approval of the Academic Program Director.*	4.50

*Students will be required to obtain their own photographic equipment, which must meet the requirements of the course. All digital cameras to be used must meet the same standards as film based forensic cameras, which includes: interchangeable lenses, manual settings for shutter and aperture, and the ability to use an external, off camera electronic flash attachment.
**This is a two-month, one-meeting-per week course with a significant research component. Grading is by H, S, or U. Students who do not complete the Research Project within the two month period are eligible, at the discretion of the instructor, to receive a grade of "IP" with a maximum of a one time six-month extension. Students who do not complete the project at the end of the extension period will need to retake FSC 662. No grade of "I" (Incomplete) can be given for this course.

Program Electives (1 course; 4.5 quarter units)

Students can take courses with the preapproval of the Faculty Advisor who should be consulted prior to scheduling of any elective. The following is recommended:

FSC 651	Topics in Forensic Sciences	4.50

Specialization in Criminalistics

Academic Program Director: Ismail Sebetan; isebetan@nu.edu

This Specialization in Criminalistics requires that students have an undergraduate degree in physical science (chemistry, biology or chemistry/biology, laboratory science) or approval of the Academic Program Director. The program culminates in a supervised master's research project directed by full-time faculty and a committee of associate and core adjunct faculty selected by the students from their program.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Apply the technical procedures and methods of collection, preservation, chain of custody, analysis, comparison and report preparation of the biological, trace and toxicological evidentiary evidence.

Degree Requirements:

Program Requirements (4 courses; 18 quarter units)

FSC 632	Trace Evidence	4.50
FSC 633	Advanced Forensic Toxicology	4.50
FSC 634	Forensic Serology and DNA	4.50
FSC 636	Advanced Forensic DNA Analysis ***Prerequisite:*** *FSC 634*	4.50

Specialization in Investigation

Academic Program Director: Ismail Sebetan; isebetan@nu.edu

This Specialization in Investigation is designed to provide graduate education in the most current and advanced forensic investigative techniques available in the field, with a wide understanding of the concepts underlying the forensic sciences. This program is suitable for those students who are interested in pursuing a career in forensic crime and death investigations. The program also allows individuals who are currently working in forensic investigation areas to develop and upgrade their individual educational skills. The program also includes forensic-related writing and research. The program culminates in a supervised master's research project directed by full-time faculty and a committee of associate and core adjunct faculty selected by students from their program.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Apply the technical procedures and methods of collection, preservation, chain of custody, analysis, comparison and report preparation of the biological, trace and toxicological evidentiary evidence.
- Evaluate the legal and psychological issues involved in competency to stand trial, diminished capacity, and insanity defenses.
- Apply profiling knowledge and crime scene analysis methods to crime scene variables.
- Analyze the legal, ethical, and constitutional tensions between the interests of society, and the rights of individuals in connection with various criminal procedures and contexts.
- Utilize theories, techniques and practices to all criminal and civil investigation.

Degree Requirements:

Program Requirements (4 courses; 18 quarter units)

FSC 620	Advanced Criminalistics	4.50
FSC 643	Forensic Psychology	4.50
FSC 622	Law and Criminal Procedure	4.50
FSC 631	Major Case Investigation	4.50

Master of Healthcare Administration

Academic Program Director: Annette Webster; awebster@nu.edu

The Master of Healthcare Administration (MHA) is a graduate professional degree designed to enhance the practice of healthcare administration/management by preparing students for entry level and middle management roles in healthcare organizations. Healthcare management 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. Faculty members have expertise in diverse fields such as management, economics, law, medicine, public health, planning, sociology, and statistics. They are united by a common commitment to solving problems and developing innovations related to the access, cost, and quality of healthcare.

The MHA program emphasizes the conceptual and analytical skills required to understand and manage today's healthcare organization and prepare for tomorrow's challenges. Special attention is given to the social contributions of the profession and its unique people-dependent focus. Also featured are experiential opportunities in project management, teamwork and leadership. Ideal candidates for the MHA program are those students looking for career advancement from middle to upper middle management; those looking for career transition into healthcare administration from other professions; and those looking to advance from clinical/ technical roles to management roles. Graduates will enhance their opportunities for professional growth and job placement through carefully planned internships and capstone experience. The MHA program is an associate member institution of the Association of University Programs in Health Administration (AUPHA).

MHA Admissions Requirements:

1. Successful completion of college level introductory statistics course such as BST322 or MTH210.

2. Have completed a baccalaureate degree with a 2.75 cumulative GPA from an institution accredited by an agency recognized by the U.S. Department of Education and/or the Council for Higher Education Accreditation (CHEA).

Internship Minnesota Students- National University's Master of Healthcare Administration Internship Coordinator will assist Minnesota students in locating an internship site within a 50-mile radius of their home address.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Demonstrate critical thinking skills and apply decision-making technology to evaluate information and to discover evidence-based solutions that are reliable.
- Communicate effectively in all forms of expression to relate facts, simplify complexity, customize, and create persuasive arguments for the target audience to improve organizational function and/or to transform organizational vision for all stakeholders.
- Use and analyze corporate financial management concepts (e.g., rate of return, net present value, and cash flow analyses); analyze trends in population, disease, and utilization data; understand principles of insurance rating, actuarial risk, and shared risk to make decisions.
- Assess the business, demographic, ethnocultural, political, and regulatory implications of decisions and develop strategies that improve the long-term success and viability of the organization.
- Evaluate political, economic, social, technological, workforce, legal, ethical and regulatory factors that impact systems, organizations, communities and individuals at multiple levels along the health care continuum.
- Implement care and processes for better outcomes with the attendant evidence-based best practices in the full scope of healthcare operations and delivery.
- Demonstrate leadership excellence through abilities and behaviors, which include establishing a vision and motivating and supporting others to work towards that shared vision and related goals.
- Evaluate alternative organizing structures and use organization structure to design performance improvement strategies.
- Apply evidence-based approaches to engage communities and multilevel partners in working together to improve modifiable determinants of health and health outcomes to achieve optimal population health.
- Employ organizational integrity by examining organizational behavior for honesty and fair dealing with all constituencies, including employees and community stakeholders

- Exercise professional behaviors consistent with self-awareness, accountability, continuous learning, and ethical and social responsibility for the greater good.

Degree Requirements:

To receive an MHA degree, students must complete at least 72 quarter units of graduate work. A total of13.5 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 quarter units were not used in earning another advanced degree. Refer to the section on graduate admission requirements for specific information regarding application and evaluation.

Core Requirements (16 courses; 72 quarter units)

HCA 600	U.S. Healthcare System	4.50
HCA 610	Health Policy ***Prerequisite:*** *HCA 600*	4.50
COH 602	Biostatistics	4.50
HCA 620	Health Organization Management ***Prerequisite:*** *COH 602*	4.50
HCA 626	Healthcare Information Systems* ***Prerequisite:*** *ANA 630*	4.50
HCA 622	Quality Appraisal & Evaluation ***Prerequisite:*** *HCA 600 and HCA 620*	4.50
COH 606	Epidemiology ***Prerequisite:*** *COH 602, or ANA 630*	4.50
HCA 660	Health Economics	4.50
HCA 628	HA Human Resources Management	4.50
HCA 630	Healthcare Law & Ethics	4.50
HCA 624	Healthcare Planning &Marketing ***Prerequisite:*** *COH 611*	4.50
HCA 663	Healthcare Accounting/Finance ***Prerequisite:*** *HCA 628*	4.50
COH 611	Public Health Research Methods	4.50
HCA 670	Healthcare Leadership ***Prerequisite:*** *HCA 624*	4.50
HCA 6900	Applied Experience in Healthcare Administration ***Prerequisite:*** *HCA 600; COH 602; HCA 610; HCA 620; HCA 622; COH 606; HCA 624; HCA 626; HCA 628; HCA 630; HCA 660; HCA 663; COH 611; HCA 670 and permission by instructor*	4.50
OR COH 500	Global Health Experience	4.50
HCA 692	Healthcare Capstone ***Prerequisite:*** *HCA 6900 or permission by instructor.*	4.50

*ANA prerequisite is NOT required for students in the MS in Healthcare Administration

Master of Public Administration

Academic Program Director: Margaret Price; mprice@nu.edu

The Master of Public Administration (MPA) is designed for students who want to pursue a career in government management at the federal, state, or local level and nonprofit management. The program is delivered and maintained through designed structured learning objectives within each class, all of which are foundational to the culminating research activity. The degree provides a wide range of skills in financial management, budgeting, quantitative methods, urban planning and redevelopment, personnel policies, politics, and grant writing. The focus on continuous improvement of written and oral communication skills through course requirements utilizing case studies, research papers and oral presentations further strengthens the skills developed and mastered. The requirement for the MPA student to complete research in a Capstone Project further bridges theory and practice.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Utilize critical thinking and research methods relevant to public administration in a multi-cultural environment.
- Evaluate the concept of new public management within a historical context.
- Analyze the impact of political influences on the public sector decision-making process.
- Analyze the division of power within American government as established by the U.S. Constitution.
- Describe, analyze, and evaluate the various approaches to managing government employees.
- Evaluate the effectiveness of public administration strategies for dealing with the media, community, and local government agencies.
- Evaluate the impact of public administration decisions on urban planning and redevelopment.
- Synthesize resources and approaches for developing grant proposals for community programs and services.

Degree Requirements:

To be awarded a Master of Public Administration, students must complete at least 54 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.

For students in the Bachelor of Public Administration/BS in Criminal Justice Administration/BS in Homeland Security and Emergency Management/BA Political Science/MPA transition program, the University will waive up to two public administration courses taken as part of the bachelor's degree (see BS in Bachelor of Public Administration/Criminal Justice Administration/BS in Homeland Security and Emergency Management/BA Political Science transition program), but these students must still meet the residency requirements for the MPA. The number of courses waived is dependent on the courses taken and grades earned in the transition program.

Core Requirements (8 courses; 36 quarter units)

PAD 620	Foundations of Public Admin	4.50
PAD 622	Seminar in Urban Affairs	4.50
PAD 626	Public Personnel Policy	4.50
PAD 627	Quantitative Methods	4.50
PAD 628	Ethics	4.50
PAD 631	Urban Planning & Redevelopment	4.50
PAD 632	Finance Mgt & Grant Admin	4.50
PAD 644	MPA Project	4.50

Program Electives (4 courses; 18 quarter units)

Students must complete four graduate courses from the following subject areas to meet the elective requirement: CJA, HUB, SCD, HRM, LED. Students who elect to have an area of specialization are not required to take additional elective requirements.

Specialization in Cybersecurity

Academic Program Director: Christopher Simpson; csimpson@nu.edu

Specialization in Cybersecurity

Description:

The purpose of the area of specialization in Cybersecurity is to provide students with the skills and theoretical concepts that will assist them when dealing with the risks of possible data theft in government or non-profit organizations. This area of specialization is designed to prepare diverse adult learners to become effective, change-oriented leaders who know how to keep data secure. This area of specialization is ideal for individuals who desire to study the latest trends to stay ahead of would-be cyber attackers.

As organizations are producing more and more data, the risks associated with possible data theft become even greater. Therefore, organizations must have leaders who know how to keep the data secure. Students in the Cybersecurity specialization will study the latest trends to stay ahead of would-be cyber attackers. Graduates will be well-prepared to anticipate and mitigate risks in managing and deploying data-intensive systems and to assume a variety of technology leadership roles in government and non-profit organizations.

The proposed MPA Specialization in Cybersecurity would consist of completing (3) Three CYB policy-oriented courses and (1) One HRM course, depending on whether they want to work on cybersecurity workforce-related development or cybersecurity policy development.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Utilize critical thinking and research methods relevant to public administration in a multi-cultural environment.
- Evaluate the concept of new public management within a historical context.
- Analyze the impact of political influences on the public sector decision-making process.
- Analyze the division of power within American government as established by the U.S. Constitution.
- Describe, analyze, and evaluate the various approaches to managing government employees.
- Evaluate the effectiveness of public administration strategies for dealing with the media, community, and local government agencies.
- Evaluate the impact of public administration decisions on urban planning and redevelopment.
- Synthesize resources and approaches for developing grant proposals for community programs and services.

Specialization in Cybersecurity (4 courses, 18 quarter units) **Units:** 18.00

CYB 612	Cybersecurity Policy ***Prerequisite:*** *CYB 608*	4.50
CYB 613	Governance in Cybersecurity ***Prerequisite:*** *CYB 612*	4.50
CYB 616	CybSec Program Management ***Prerequisite:*** *CYB 613*	4.50
Choose one of the following:		4.50
HRM 630	Legal, Ethical & Safety Issues	4.50
OR		
HRM 637	Workforce Plan, Dev & Outsourc	4.50

Specialization in Human Resource Management (group - based)

Academic Program Director: Bernadette Baum; bbaum@nu.edu

This graduate-level specialization focuses on the interrelationships between human resource capital, leadership, and the business organization. Students will explore all aspects of human resource management, and address the increasing human resource issues in the economy.

Program Learning Outcomes:

Upon successful completion of this program, students will be able to:

- Complete a job analysis of a specific job to be used for recruiting, selection, performance appraisal, training and compensation.
- Develop a recruiting plan and design a selection process for recruiting, interviewing, and selecting candidates for employment for jobs within an organization.
- Conduct a needs assessment and design a training program for current employees on a specific topic related to organizational goals.
- Assess benefits relevant to the employee population and organizational structure, and formulate a compensation system based upon merit, knowledge, and skill acquisition.
- Recognize, analyze, and effectively address ethical, legal and safety challenges faced in the workplace, and develop methods designed to prevent employer liability.

Total Specialization Requirements (3 courses; 13.5 quarter units)

HRM 630	Legal, Ethical & Safety Issues	4.50
HRM 637	Workforce Plan, Dev & Outsourc	4.50
HRM 667	Compensation & Benefits	4.50

Specialization in Organizational Leadership

Academic Program Director: Julia Buchanan; jbuchanan@nu.edu

The purpose of the area of specialization in organizational leadership is to provide students with the skills and theoretical concepts that will assist them when seeking promotions or positions in management and supervision. This area of specialization is designed to prepare diverse adult learners to become effective, change-oriented leaders in international society by adding distinctive and challenging curricula.

This area of specialization is ideal for individuals who desire to understand the technical and reflective processes that often accompany opportunities to exercise leadership in profit and not for profit organizations.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Distinguish between multiple approaches for exercising leadership to promote innovation and confront complex organizational issues.
- Interpret organizational dynamics, group dynamics and engage in systems thinking in order to promote the development of a learning organization capable of innovation, adaptation, and orchestrating conflict.
- Evaluate ethical issues and aid organizational members in creating ethical culture appropriate to the organizational and global environment that supports operating in environments of diversity, uncertainty and unpredictability.
- Distinguish between the functions of authority, power, the practice of leadership, and utilize frameworks that serve organizational purposes.

Specialization Requirements (4 courses; 18 quarter units) **Units:** 18.00

LED 602	Developing Groups and Teams	4.50
LED 603	Leadership in the 21st Century	4.50
LED 604	Leading Change and Adaptation	4.50
LED 605	Conflict and Power Dynamics	4.50

Master of Public Health

Academic Program Director: Sara Cook; scook2@nu.edu

The Master of Public Health (MPH) is a graduate professional degree designed to prepare students for leadership positions in health promotion and disease prevention, community mental health or public healthcare administration. Public Health involves multidisciplinary and collaborative strategies for solving health-related problems and promoting social justice, including programs that serve the public sector at all levels—local, state, federal, and global. Faculty members have expertise and experience in public health applied research and in higher education.

The MPH program emphasizes the application of broad-based, state-of-the-art quantitative and qualitative skills needed for problem-solving. Special attention is given to enhancement of communication skills needed to work with diverse populations. Ideal candidates for the MPH program are those students looking for career advancement within the public health sector; and those looking for career transition into public health from other health professions. Graduates will enhance their opportunities for professional growth and job placement through carefully planned internships and comprehensive capstone experience. The

MPH program is accredited by the Council on Education for Public Health (CEPH).

Admission Requirements

1. Successful completion of college level introductory statistics course such as BST322 or MTH210.
2. Completion of a baccalaureate degree with a cumulative GPA of 2.85 from a regionally accredited institution.

Additional Prerequisite Requirement

Students should be proficient in operating a personal computer, including: standard computer operating systems, electronic filing systems, basic keyboarding skills, organizing and sorting electronic documents. Knowledge of standard computer applications to include Microsoft Word, Excel, and PowerPoint and familiarity with using internet browsers and standard email systems such as MS Outlook is required.

In accordance with the competency guidelines established by the National Commission for Health Education Credentialing (NCHEC) and the Council on Education for Public Health (CEPH), the Master of Public Health program prepares graduates to master the following program learning outcomes.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Analyze and interpret Health Data
- Describe the distribution and determinants of disease, disabilities and death in human populations.
- Evaluate the environmental factors that affect the health of a community.
- Analyze the planning, organization, administration, and policies of health care organizations
- Apply the concepts and methods of social justice and behavioral sciences relevant to the identification and solution of public health problems.
- Communicate appropriate public health content in writing and through oral presentation in a culturally competent and effective manner

Degree Requirements:

To receive an MPH degree, students must complete at least 72 quarter units of graduate work including the core MPH requirements and one area of specialization. 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. Refer to the section on graduate admission requirements for specific information regarding application and evaluation.

Core Requirements (8 courses; 33 quarter units)

COH 599	Public Health Foundation	1.50
HCA 600	U.S. Healthcare System	4.50
COH 601	Global Public Health ***Prerequisite:*** *HCA 600*	4.50
COH 602	Biostatistics	4.50
COH 604	Theories of Health Behavior	4.50
COH 606	Epidemiology ***Prerequisite:*** *COH 602, or ANA 630*	4.50
COH 611	Public Health Research Methods	4.50
COH 612	Health Policy and Advocacy	4.50

Specialization in Community Mental Health

Academic Program Director: Sara Cook; scook2@nu.edu

Students in the specialization in Community Mental Health will be prepared for leadership positions in planning, implementing and evaluating community-wide prevention programs to enhance mental health.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Assess the social, political, and environmental context of mental health in relation to public health practice.
- Create evidence-based programs to prevent or reduce mental health disorders in community settings.
- Design an evaluation plan to assess the effectiveness of a community mental health program.
- Identify factors that promote or influence the occurrence, persistence, or severity of mental and behavioral disorders.
- Apply appropriate research principles and techniques to mental health.
- Construct an advocacy plan to improve culturally sensitive mental health policies in communities.

Requirements for the Specialization (7 courses; 31.5 quarter units)

COH 623	Mental Health Services	4.50
COH 627	Mental Health Populations	4.50
COH 621	PH Aspects of Drug Addiction ***Prerequisite:*** *COH 602*	4.50
COH 616	Mental Health Promotion	4.50
COH 614	Psychosocial Epidemiology ***Prerequisite:*** *COH 606*	4.50
COH 617	PH Aspects of Violence ***Prerequisite:*** *COH 604*	4.50
COH 619	PH Aspects of Human Sexuality ***Prerequisite:*** *COH 604*	4.50

Health Experience (1 course; 3 quarter units)

COH 550	Global Health Experience	3.00
OR		

COH 693C	Mental Health Experience ***Recommended: Prior completion of:*** *all core and specialization courses prior to enrolling in COH 693C*	3.00

Capstone Requirement (1 course; 4.5 quarter units)

COH 694C	Mental Health Capstone ***Recommended: Prior completion of:*** *all core and specialization courses prior to enrolling in COH 694C*	4.50

Specialization in Health Promotion

Academic Program Director: Sara Cook; scook2@nu.edu

The specialization in Health Promotion will prepare MPH students for leadership positions in health promotion, health education and health enhancement. The program emphasizes the planning, implementation and evaluation of community-wide prevention programs. The pursuit of social justice and global health are overarching concepts throughout the MPH program.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Assess factors that influence, enhance or impede health promotion.
- Explain factors that influence implementation of health promotion programs.
- Evaluate the implementation of health promotion programs.
- Integrate the results of health promotion evaluation into interventions and policies.
- Apply principles of financial management, information technology, human resource management and community building to build or enhance health promotion programs.
- Provide advice and consultation on health promotion issues.
- Apply appropriate research principles and techniques to develop health promotion programs.

Degree Requirements:

Requirements for the Specialization (7 courses; 31.5 quarter units)

COH 603	Public Health Biology	4.50
COH 608	Public Health & the Enviro	4.50
COH 605	Public Health Promotion ***Prerequisite:*** *COH 604*	4.50
COH 607	Public Health Program Develop ***Recommended Preparation:*** *COH 604*	4.50
COH 609	PH Program Evaluation	4.50
COH 618	Health Promotion Strategies ***Prerequisite:*** *COH 605 and COH 609*	4.50
COH 613	Public Health Informatics ***Prerequisite:*** *COH 606*	4.50

Health Experience (1 course; 3 quarter units)

COH 550	Global Health Experience	3.00
OR		

COH 693A	Health Promotion Experience ***Recommended: Prior completion of:*** *all core and specialization courses prior to enrolling in COH 693A.*	3.00

Capstone Requirement (1 course; 4.5 quarter units)

COH 694A	Health Promotion Capstone ***Recommended: Prior completion of:*** *all core and specialization courses prior to enrolling in COH 694A*	4.50

Specialization in Healthcare Administration

Academic Program Director: Sara Cook; scook2@nu.edu

The Specialization in Healthcare Administration will prepare MPH students for leadership positions in public and private healthcare. Healthcare management involves the organization, financing and delivery of services to prevent and treat illness and disease.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Conduct financial analysis, explain financial and accounting information, and make long-term investment decisions for a healthcare organization.
- Apply healthcare management methods to healthcare organizations.
- Use administrative and health information technology to develop process and performance improvement plans.
- Incorporate the principles of quality management for improving outcomes in healthcare organizations.
- Synthesize best practices in healthcare leadership.

Degree Requirements:

Requirements for the Specialization (7 courses; 31.5 quarter units)

HCA 620	Health Organization Management ***Prerequisite:*** *COH 602*	4.50
HCA 626	Healthcare Information Systems[**] ***Prerequisite:*** *ANA 630*	4.50
HCA 622	Quality Appraisal & Evaluation ***Prerequisite:*** *HCA 600 and HCA 620*	4.50
HCA 628	HA Human Resources Management	4.50
HCA 663	Healthcare Accounting/Finance ***Prerequisite:*** *HCA 628*	4.50
HCA 624	Healthcare Planning &Marketing ***Prerequisite:*** *COH 611*	4.50
HCA 670	Healthcare Leadership ***Prerequisite:*** *HCA 624*	4.50

[**]Please note: ANA prerequisite is NOT required for students in the Specialization in Healthcare Administration

Health Experience (1 Course; 3 quarter units)

COH 550	Global Health Experience	3.00
OR		
COH 693B	Healthcare Admin Experience ***Recommended: Prior completion of:*** *all core and specialization courses prior to enrolling in COH 693B*	3.00

Capstone Requirement (1 course; 4.5 quarter units)

COH 694B	Healthcare Admin Capstone ***Recommended: Prior completion of:*** *all core and specialization courses prior to enrolling in COH 694B*	4.50

Master of Science in Applied Behavioral Analysis

Academic Program Director: Faheema Abdool-Ghany; fabdoolghany@nu.edu

The Master of Science in Applied Behavioral program prepares students with the course work required for understanding the role of an applied behavior analyst. The curriculum includes a 10 course sequence, of which 8 courses are verified by the Behavior Analyst Certification Board. This course work along with the additional 2000 hours of approved supervision allows a student to be eligible to sit for the BCBA exam. Behavior analysts provide services to individuals, families, group homes, schools, mental health agencies, hospitals, industrial and business settings, and other agencies working with individuals who require intensive behavioral training and/or consultation. This program is designed to prepare candidates for acceptable behavior management techniques and strategies to be used in a wide range of settings. Students will be required to develop, implement, analyze, and evaluate, behaviorally accepted methods for positive behavior change across various environments. Information about becoming certified through the BACB can be found at www.bacb.com.

Program Disclosure

National University MS ABA program currently only satisfies the educational/coursework component for this certification. In addition to the educational requirements, graduates of this program will need to also meet additional requirements established by the BCBA® including supervised field experiences, applications, examinations, and background checks to become certified.

Some states and/or territories require applicants to also obtain the Licensed Behavior Analyst (LBA) credential, to practice in that state, which could include additional requirements. It is strongly recommended that the applicant contact their state board of Psychology or the issuing governing board of the LBA for more information.

BCBA Exam Prep Platform

Students in the ABA program are required to utilize an exam preparation platform to develop critical skills aligned with key program learning outcomes. Please see the Tuition and Fees section of the catalog for associated fees.

Bachelor of Arts in Psychology to Master of Science in Applied Behavior Analysis (ABA) Transition Program

Academic Program Directors: BA in Psychology: Allyson Washburn; awashburn@nu.edu, Tom Steiner; tsteiner@nu.edu; **MS in ABA:** Faheema Abdool-Ghany; fabdoolghany@nu.edu

The BA Psychology to MS Applied Behavioral Analysis transition program allows eligible BA Psychology students to begin graduate-level coursework in the MS in Applied Behavior Analysis program while completing their undergraduate degree. This pathway is designed for students with a strong interest in applied behavioral science and those seeking Board Certified Behavior Analyst (BCBA) credentialing.

Eligible students may take MS Applied Behavior Analysis program course ABA 620 (4.5 qu, 8 weeks) as an upper-division elective for the BA Psychology. Successful completion will reduce the total number of required courses for the MS in ABA from 10 to 9.

To be eligible for the transition program, students must:

- Be enrolled in the BA Psychology program
- Have a minimum cumulative GPA of 3.0
- Be within the final 6 courses of the undergraduate degree
- Receive approval from both the undergraduate and graduate Academic Program Directors

To maintain eligibility for the waiver, students must:

- Apply for and begin the MS Applied Behavioral Analysis program within 6 months of the conferral date of their BA Psychology degree
- Complete their MS ABA program within 4 years with no break in enrollment exceeding 12 months

Graduate-level coursework taken as part of the BA Psychology degree will not count as graduate-level credit within National University and may not transfer as graduate credit to other institutions. Grades earned in graduate level courses while a student is classified as an undergraduate will be calculated as part of the undergraduate

grade point average. 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:

- Understand key principles of behavior analysis, including terminology and foundational concepts.
- Apply behavior analytic techniques to design and implement effective interventions for behavior change.
- Develop behavior change programs that incorporate individualized strategies, data collection methods, and measurement systems.
- Assess the ethical considerations involved in behavior analysis practices, including client rights and professional conduct.
- Integrate knowledge and skill in the identification of the function of the behavior and the development of an intervention.
- Collaborate effectively with interdisciplinary teams, including educators, psychologists, and healthcare professionals, to achieve behavior change goals.

Degree Requirements:

To receive a Master of Science in Applied Behavior Analysis, students must complete at least 45 quarter units of graduate work. A total of 4.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution. To effectively transfer units to this degree, the transferable units were not previously used in earning another advanced degree. In addition, the coursework was completed within the past 7 years. Course equivalence cannot be granted for life experience. Please refer to the graduate information section of the University catalog for admission and evaluation.

Transfer Credit

Students who complete the Master of Science in Applied Behavior Analysis program and enroll in the Doctor of Education or the Doctor of Philosophy in Education, with a specialization in Leadership in Curriculum and Teaching, Special Education, or General Education, the Doctor of Education or the Doctor of Philosophy in Educational and Organizational Leadership can transfer up to 9 quarter units toward the degree requirements. The following equivalences would be applied to satisfying these degree requirements.

General Education

- ABA634 Supervision and Management will transfer as EDL-9100 Leadership for Diversity, Equity, Inclusion, and Social Justice
- ABA626 Functional Behavioral Assessment will transfer as EDL-9400 PK-12 Curriculum, Instruction, and Assessment

Leadership in Curriculum and Teaching

- ABA620 Philosophical underpinning ABA will transfer for LCT-7100 Dispositions of Learner and Teacher
- ABA634 Supervision and Management will transfer as EDL-9100 Leadership for Diversity, Equity, Inclusion, and Social Justice

Special Education

- ABA624 Measurement and Design will transfer as SE-7200 Analyzing Data and Monitoring Student Progress
- ABA628 Behavioral Change Procedures will transfer as SE-7400 Implementing Programs for Students with Intellectual and Learning Disabilities
- ABA630 Developing ABA Interventions will transfer as SE-7500 Implementing Programs for Students with Emotional and Behavioral Disorders

Doctor of Education or Doctor of Philosophy in Educational and Organizational Leadership

- ABA634 Supervision and Management will transfer as EDL-9100 Leadership for Diversity, Equity, Inclusion, and Social Justice
- ABA626 Functional Behavioral Assessment will transfer as EDL-9400 PK-12 Curriculum, Instruction, and Assessment

Students must pass the courses with a B or better grade to receive transfer credit.

Program Requirements (10 courses; 45 quarter units)

ABA 620	Philosophical Underpinning ABA	4.50
ABA 622	Concepts and Principles of ABA ***Prerequisite:*** *ABA 620*	4.50
ABA 624	Measurement and Design ***Prerequisite:*** *ABA 622*	4.50
ABA 626	Functional Behavior Assessment ***Prerequisite:*** *ABA 624*	4.50
ABA 628	Behavioral Change Procedures ***Prerequisite:*** *ABA 626*	4.50
ABA 630	Developing ABA Interventions ***Prerequisite:*** *ABA 628*	4.50
ABA 632	Ethics Compliance Code ***Prerequisite:*** *ABA 630*	4.50
ABA 634	Supervision and Management ***Prerequisite:*** *ABA 632*	4.50
ABA 636	Application of ABA Skills ***Prerequisite:*** *ABA 634*	4.50
ABA 670	ABA Capstone Project ***Prerequisite:*** *ABA 636*	4.50

Master of Science in Computer Science

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

Students must complete their MSCS program within four years with no break exceeding 12 months. Students may choose up to two (2) courses from the following course list: CSC 603 and CSC 605. The number of courses required to earn an MSCS degree for transition program students will be reduced from 13 to as few as 11, depending on the number of graduate classes completed within the BSCS with a grade of B or better.

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 ***Prerequisite:*** *MTH 215*	4.50
CSC 252	Programming in C++ ***Prerequisite:*** *CSC 242*	4.50
CSC 262	Programming in JAVA ***Prerequisite:*** *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 ***Prerequisite:*** *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 Principl ***Prerequisite:*** *CSC 603*	4.50
CSC 606	Modern Operating Systems ***Prerequisite:*** *CSC 600*	4.50
CSC 607	Security in Computing ***Prerequisite:*** *CSC 606*	4.50
CSC 670	User Interface Engineering	4.50

	Prerequisite: *CSC 600*	
CSC 675	Database Design and Impl. ***Prerequisite:*** *CSC 600*	4.50
CSC 678	Advanced Database Programming ***Prerequisite:*** *CSC 675*	4.50
CSC 680	Database Web Interface ***Prerequisite:*** *CSC 678*	4.50
CSC 685	Topics in Computing	4.50
CSC 686	Computer Science Project I ***Prerequisite:*** *CSC 605 and CSC 607 and CSC 670 and CSC 680*	4.50
CSC 687	Computer Science Project II ***Prerequisite:*** *CSC 686*	4.50
CSC 688	Computer Science Project III ***Prerequisite:*** *CSC 687*	4.50

Master of Science in Cybersecurity

Academic Program Director: James Jaurez; jjaurez@nu.edu,Christopher Simpson; csimpson@nu.edu

The Master of Science in Cybersecurity is a professional degree for those who endeavor through technical and managerial measures to ensure the security, confidentiality, integrity, authenticity, control, availability and utility of the world's computing and information systems infrastructure. The program has a required core and a required specialization which can be selected from some alternatives. The core is designed to provide a means of supporting the variety of backgrounds (both education and work experience) that those who wish to study this area may bring to the program. The core is also a statement of the knowledge domain that is common to most efforts in this area. The specializations provide for study in particular domains of knowledge within the field - which are also tied to communities of effort within the field.

Program Admission Requirements

All students who seek to enroll in the MS Cybersecurity program must interview with the Faculty Advisor noted above prior to enrolling in the first course of the program.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Devise a mitigation plan against both external and internal vulnerabilities to enterprise computer infrastructures and sensitive digital assets.
- Analyze and evaluate multiple risk assessment methods and strategies.
- Compare and contrast the legal and ethical aspects of cybersecurity at the Federal, State, and International level.
- Assess and summarize the legal and ethical requirements of a cyber security professional.
- Integrate project management skills to produce a cybersecurity solution.
- Evaluate the results of a security assessment to assess the security status of a network or computer system.
- Conduct in-depth research into a specific cybersecurity topic, including finding and integrating relevant research results of others.
- Integrate systems-level-infrastructure thinking into cybersecurity problem identification and resolution, and effectively communicate the solution

Degree Requirements:

To obtain the Master of Science in Cybersecurity, students must complete 58.5 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, provided the units were not used in earning another advanced degree. All students must complete the nine core requirements and choose an Area of Specialization. Please refer to the graduate admissions requirements for specific information regarding application and evaluation.

Core Requirements (9 Courses; 40.5 quarter units)

CYB 600	Cybersecurity Technology	4.50
CYB 601	Cyber Sec. Toolkit Utilization ***Prerequisite:*** *CYB 600 with a minimum grade of B.*	4.50
CYB 602	Threat Modeling & Intel	4.50

	Prerequisite: *CYB 601*	
CYB 604	Wireless and Mobile Security ***Prerequisite:*** *CYB 602*	4.50
CYB 606	NetSec Monitoring and IR ***Prerequisite:*** *CYB 604*	4.50
CYB 607	Cloud Security ***Prerequisite:*** *CYB 606*	4.50
CYB 699A	Cyber Security Project I ***Prerequisite:*** *CYB 608 and completion of one specialization area.*	4.50
CYB 699B	Cyber Security Project II ***Prerequisite:*** *CYB 699A*	4.50
CYB 699C	Cyber Security Project III ***Prerequisite:*** *CYB 699B with a minimum grade of S. Students to successfully complete CYB 699B*	4.50

Requirements for the Specializations (4 courses; 18 quarter units)

All students must choose one Specialization defined below:

Specialization in Cloud Security

Academic Program Director: James Jaurez; jjaurez@nu.edu,Christopher Simpson; csimpson@nu.edu

The specialization in Cloud Security prepares students to effectively secure cloud environments. The specialization focuses on risk management, secure cloud architecture, DevSecOps, and cloud computing assessments. Students learn to formulate risk management strategies, design secure cloud architectures, integrate security practices into DevOps, and conduct security assessments in cloud environments. Legal, regulatory, and compliance considerations are also covered. The program equips students with the knowledge and skills to address cloud security challenges, communicate security concepts, and implement continuous monitoring and improvement practices. Graduates are prepared to meet the increasing demand for cloud security professionals in various industries.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Formulate comprehensive risk management strategies using industry-standard frameworks, methodologies, and assessment techniques to secure cloud environments, in compliance with relevant legal, regulatory, and ethical requirements.
- Construct a secure cloud architecture that addresses specific organizational security requirements, integrating data protection, access control, compliance, and secure migration strategies, while leveraging concepts of secure DevOps and continuous integration/continuous deployment (CI/CD) practices.
- Develop security assessment findings in cloud environments, employing vulnerability scanning, penetration testing, and security audits, and devise strategies for continuous monitoring, reporting, and improvement of cloud security controls and practices.
- Communicate complex zero trust security concepts and strategies effectively to a range of stakeholders, including executives, IT professionals, and end-users.

Degree Requirements:

This specialization requires 18 graduate units at National University.

Program Requirements (4 courses; 18 quarter units)		**Units:** 18.00
CYB 650	Risk Mgmnt in Cloud Computing	4.50

	Prerequisite: *CYB 607*	
CYB 651	Cloud Security Architecture ***Prerequisite:*** *CYB 650*	4.50
CYB 652	Introduction to DevSecOps ***Prerequisite:*** *CYB 651*	4.50
CYB 653	Cloud Computing Assessments ***Prerequisite:*** *CYB 652*	4.50

Specialization in Digital Forensics and Incident Response

Academic Program Director: James Jaurez; jjaurez@nu.edu,Christopher Simpson; csimpson@nu.edu

The specialization in Digital Forensics and Incident Response equips students with advanced skills in evaluating, analyzing, and responding to cyber threats. Students learn to develop effective threat hunting strategies, design comprehensive incident response plans, assess digital evidence, and analyze network traffic. Legal and ethical considerations are explored throughout the program, ensuring compliance and protection against legal issues. Courses cover topics such as threat hunting, digital investigations, cloud forensics, and network forensics. Students gain practical knowledge applicable to real-world scenarios, utilizing advanced tools and techniques. Upon completion, students are prepared to address cyber incidents and contribute to the security of organizations.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Evaluate advanced cyber threats using critical thinking and advanced analytical skills to develop effective threat hunting strategies.
- Design a comprehensive incident response plans and procedures that meet legal requirements and industry best practices.
- Evaluate digital evidence using advanced digital forensics tools and techniques to identify potential sources of cyber incidents in a variety of environments.
- Analyze network traffic and data collected during digital investigations, using advanced data analysis and interpretation skills to identify patterns, weaknesses, and opportunities for process improvement.
- Evaluate legal requirements related to threat hunting, digital investigations, and incident response, using advanced knowledge of legal principles and cybersecurity frameworks to ensure compliance and protect against potential legal and ethical issues.

Degree Requirements:

This specialization requires 18 graduate units at National University.

Program Requirements (4 courses; 18 quarter units)		**Units:** 18.00
CYB 640	Threat Hunting and IR ***Prerequisite:*** *CYB 607*	4.50
CYB 641	Digital Investigations ***Prerequisite:*** *CYB 640*	4.50
CYB 642	Cloud Forensics and IR ***Prerequisite:*** *CYB 641*	4.50
CYB 643	Network Forensics ***Prerequisite:*** *CYB 642*	4.50

Specialization in Ethical Hacking & Pen Testing

Academic Program Director: Christopher Simpson; csimpson@nu.edu

The Ethical Hacking & Pen Testing specialization is designed to provide unique applications involved in the professional domain of cybersecurity. The curriculum focus is directed toward ethical hacking and penetration (Pen) testing. Penetration tests probe network and information system security components by conducting simulated attacks on systems. This specialization prepares the professional to develop rules of engagement, prepare a tool kit, discover and exploit system vulnerabilities, ethically conduct a penetration test and prepare penetration test documentation. Red Teaming practices are utilized and Red vs. Blue team exercises are executed.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Produce a penetration test authorization and rules of engagement document.
- Evaluate the results of Red Team actions against information systems.
- Assess the security of information systems using advanced penetration testing techniques.

Program Requirements (4 courses; 18 quarter units)

CYB 608	CyberSec Audit and Assessment ***Prerequisite:*** *CYB 607*	4.50
CYB 632	Ethical Hacking ***Prerequisite:*** *CYB 608*	4.50
CYB 633	Red Teaming ***Prerequisite:*** *CYB 632*	4.50
CYB 634	Advanced Penetration Testing ***Prerequisite:*** *CYB 633*	4.50

Specialization in Enterprise Cybersecurity Management

Academic Program Director: Christopher Simpson; csimpson@nu.edu

The specialization in Enterprise Cybersecurity Management provides study in the professional domain of cybersecurity that focuses on the programmatic management and governance of cybersecurity for organization. This arena particularly involves larger organizations, often in government, that have codified standards, policies and practices for this field.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Prepare a cybersecurity risk mitigation and security plan.
- Create an enterprise disaster recovery and business continuity plan.
- Integrate systems-level-infrastructure thinking into cybersecurity problem identification and resolution, and effectively communicate the solution.

Degree Requirements:

This specialization requires 18 graduate units at National University.

Program Requirements (4 courses; 18 quarter units)

CYB 608	CyberSec Audit and Assessment ***Prerequisite:*** *CYB 607*	4.50
CYB 612	Cybersecurity Policy ***Prerequisite:*** *CYB 608*	4.50

CYB 613	Governance in Cybersecurity ***Prerequisite:*** *CYB 612*	4.50
CYB 616	CybSec Program Management ***Prerequisite:*** *CYB 613*	4.50

Master of Science in Data Science

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 ***Prerequisite:*** *ANA 600*	4.50
ANA 610	Data Management for Analytics ***Prerequisite:*** *ANA 605*	4.50
ANA 615	Data Mining Techniques ***Prerequisite:*** *ANA 610*	4.50
ANA 620	Continuous Data Methods, Appl ***Prerequisite:*** *ANA 615*	4.50
ANA 625	Categorical Data Methods, Appl ***Prerequisite:*** *ANA 620*	4.50
ANA 630	Advanced Analytic Applications ***Prerequisite:*** *ANA 625*	4.50

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 ***Prerequisite:*** *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 ***Prerequisite:*** *ANA 699A*	4.50
ANA 699C	Analytics Capstone Project III ***Prerequisite:*** *ANA 699B*	4.50

Specialization in AI Leadership

Academic Program Director: Jodi Reeves; jreeves@nu.edu

This specialization develops AI literacy and leadership through hands-on experimentation by developing skills to use and assess AI-enabled applications in a variety of areas. Provides an overview of legal and ethical concerns with AI to mitigate risks and optimize organizational strategies. Explores advanced AI concepts in machine learning, XAI, robotics, and chatbots, with no coding required.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Explain how AI models work, including how they are developed and trained.
- Explore emerging AI laws, regulations, and policies.
- Analyze opportunities to leverage AI in support of organizational business strategies.
- Communicate technical information about AI systems effectively with a variety of stakeholders.

Total Specialization Requirements (5 courses; 22.5 quarter units) **Units:** 22.50

AIE 500	AI for All: Essentials	4.50
AIE 510	Responsible AI for Society	4.50
AIE 602	AI Opportunities for Orgs	4.50
AIE 660	AI Leadership: Adv Application	4.50
ANA 505	AI & Optimization Topics	4.50

Specialization in AI/Optimization

Academic Program Director: Jodi Reeves; jreeves@nu.edu

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.

Total Specialization Requirements (5 courses; 22.5 quarter units)		**Units:** 22.50
ANA 500	Python for Data Science ***Recommended Preparation:*** *Prior experience in computer programming languages such as R is helpful.*	4.50
ANA 670	Applied Optimization Methods ***Prerequisite:*** *ANA 500*	4.50
ANA 675	Neural Network & Deep Learning ***Prerequisite:*** *ANA 670*	4.50
ANA 680	Machine Learning Deployment ***Prerequisite:*** *ANA 675*	4.50
ANA 505	AI & Optimization Topics	4.50

Specialization in Business Analytics

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.

Total Specialization Requirements (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

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.

Total Specialization Requirements (5 courses; 22.5 quarter units)

ANA 650	Database Design for Analytics	4.50
ANA 655	Data Warehouse Design & Devel ***Prerequisite:*** *ANA 650*	4.50
ANA 660	Advanced SQL Programming ***Prerequisite:*** *ANA 655*	4.50
ANA 665	Data Mining & Machine Learning ***Prerequisite:*** *ANA 660*	4.50
ANA 505	AI & Optimization Topics	4.50

Specialization in Health Analytics

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.

Total Specialization Requirements (5 courses; 22.5 quarter units)

HCA 626	Healthcare Information Systems ***Prerequisite:*** *ANA 630*	4.50
COH 606	Epidemiology ***Prerequisite:*** *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)

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.

Credential Admissions Requirements:

You will be required to submit the Initial Requirements e-form providing evidence/ proof of the following prior to enrollment into courses:

- Completed Verification of Employment
- Possess a valid Teaching or Services Credential (preliminary, clear, lifetime.) Preliminary credential is accepted for admittance but must be Clear for recommendation
- Negative Tuberculosis (TB) Results-Valid within four years Or Tuberculosis Risk Assessment with Certificate of Completion- Valid within four years

Credential Recommendation Requirements

- Possess a CA Clear, Life Teaching or Services Credential with a minimum of one year remaining on the document.
- All Credential Coursework completed with a 3.0 GPA (D, F, and U grades are not accepted)
- Verification of 5 years of teaching and/or services experience in the pre-requisite credential held
- Verification of Employment Form (CL-777)
- Passage of CalAPA Cycles 1, Cycle 2, and Cycle 3

Your credential recommendation request will be reviewed by National University Credential Technicians who process the application, confirm credential eligibility, and submit a recommendation to the state. You will receive an email notification to go online and pay for the credential. After payment is confirmed, you will receive e-mail confirmation from the CTC that your document has been granted. You can look up your credential document on the CTC website at: www.ctc.ca.gov

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 ***Prerequisite:*** *EDA 653; EDA 655*	4.50
EDA 600A	Applications in Leadership ***Prerequisite:*** *EDA 654*	4.50
OR EDA 690A	Master Guided Study* ***Prerequisite:*** *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
ILD 625	Educational Research	4.50
EDA 637	Action Research ***Prerequisite:*** *ILD 625*	4.50

*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 ***Prerequisite:*** *Candidate must provide documentation showing appointment to an educational administration position requiring the Administrative Services Internship credential.*	2.25
EDA 602B	EDA Internship B ***Prerequisite:*** *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 Community College Counseling Emphasis

Academic Program Director: Melanie Shaw; mshaw3@nu.edu

The Master of Science in Educational Counseling Community College Emphasis degree provides the academic pathways for students who are committed to the professional practice of counseling in community colleges and other educational organizations. The program is designed to prepare educational counselors to be reflective social justice leaders who 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.

All coursework must be successfully 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 not designed to lead to licensure or credentialing in any state.

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. Please see the Tuition and Fees section of the catalog for the GoReact fees.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Advocate for all PK-14 students by employing anti-racist practice within educational foundations, growth and development, learning theory, and academic achievement.
- Implement the basic foundations of school counseling professional standards.
- 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 Community College Emphasis, 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.

Degree Requirements (15 courses; 72 quarter units)
Core Requirements (13 courses: 63 quarter units)

EDC 600	Foundations of Professional EC ***Prerequisite:*** *5 year CA Certificate of Clearance (CL-900) is needed before enrolling in the course.*	4.50
EDC 601	EDC Equity Driven Leadership ***Prerequisite:*** *EDC 600*	4.50
EDC 602	Ethics&Legal Mandates for EC ***Prerequisite:*** *EDC 601*	4.50
EDC 603	SEL & Academic Development ***Prerequisite:*** *EDC 602*	4.50
EDC 604	Cultural Conscious Counseling ***Prerequisite:*** *EDC 603*	4.50
EDC 605A	Individual/Group Counseling ***Prerequisite:*** *EDC 604*	4.50
EDC 605B	Individual/Group Counseling ***Prerequisite:*** *EDC 605A*	4.50
EDC 606	Trauma Informed Counseling ***Prerequisite:*** *EDC 605B*	4.50
EDC 607	Current Trends in Schools ***Prerequisite:*** *EDC 606*	4.50
EDC 608	College & Career Counseling ***Prerequisite:*** *EDC 607*	4.50
EDC 609	EDC Evaluation and Assessment ***Prerequisite:*** *EDC 608*	4.50
EDC 610	Intro EDC Research Methods ***Prerequisite:*** *EDC 609*	4.50
EDC 611	Research in Schools ***Prerequisite:*** *EDC 610*	9.00

Community College Counseling Emphasis Requirements (2 courses; 9 quarter units) **Units:** 9.00

For the Community College Counseling Emphasis, the completion of the following two courses is required after completion of the core courses.

EDC 614A	Exploration of CC Counseling ***Prerequisite:*** *EDC 600; EDC 601; EDC 602; EDC 603; EDC 604; EDC 605A; EDC 605B; EDC 606; EDC 607; EDC 608; EDC 609; EDC 610; EDC 611*	4.50
EDC 614B	Exploration of CC Counseling ***Prerequisite:*** *EDC 614A*	4.50

Emphasis in Community College Counseling

Academic Program Director: Melanie Shaw; mshaw3@nu.edu

The Master of Science in Educational Counseling with an Emphasis in Community College Counseling emphasizes the 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 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.

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. Please see the Tuition and Fees section of the catalog for the GoReact fees.

Program Learning Outcomes:

Upon successful completion of this program, students will be able to:

- Advocate for all PK-14 students by employing anti-racist practice within educational foundations, growth and development, learning theory, and academic achievement.
- Perform as equitalble driven leaders and promote social justice efforts to enhance inclusitivity 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 72 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 ***Prerequisite:*** *EDC 600; EDC 601; EDC 602; EDC 603; EDC 604; EDC 605A; EDC 605B; EDC 606; EDC 607; EDC 608; EDC 609; EDC 610; EDC 611*	4.50
EDC 614B	Exploration of CC Counseling ***Prerequisite:*** *EDC 614A*	4.50

Master of Science in Educational Counseling w/ PPS Credential and CCC Emphasis Option

Academic Program Director: Melanie Shaw; mshaw3@nu.edu

The Master of Science in Educational Counseling with PPS Credential 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.

Admissions Requirements:

You will be required to submit the Initial Requirements e-form providing evidence/ proof of the following prior to enrollment into courses:

- Provide appropriate proof of five-year California Certificate of Clearance
- Negative Tuberculosis (TB) Results-Valid within four years Or Tuberculosis Risk Assessment with Certificate of Completion- Valid within four years
- All PPS School Counseling candidates must hold a baccalaureate degree from a regionally accredited college or university to be admitted.

Pupil Personnel Service School Counseling
The Pupil Personnel Services Credential - School Counseling (PPS-SC) 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. This program is only available to California residents.

For additional information on credential requirements, please see the Sanford College of Education Credential Information section of the catalog.

***State Credential Disclosure Information**
The Master of Science in Educational Counseling Program (PPS-SC) 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. Please see the Tuition and Fees section of the catalog for the GoReact fees.

Time2Track
Students seeking the PPS SC credential will also be required to utilize Time2Track. Time2Track is a web-based software tool that lets students easily track clinical practice activities and hours. Please see the Tuition and Fees section of the catalog for the Time2Track fees.

Field Experience Requirements

In addition to meeting the admissions requirements, in order to begin unpaid field experience hours, candidates must meet all admissions requirements and return the following 45 days prior to start:

- Agreement of file between the placement District, School or Agency and National University.
- Internship (Field Experience) Application Form showing agreement between placement site and National University
- Complete all Core courses.
- Minimum 3.0 GPA (D, F and U grades are not accepted).
- Verification of zero account balance.

Recommendation Requirements

In addition to meeting the admission and field experience requirements, to be recommended for a Pupil Personnel Services: School Counseling Credential candidates must also complete and return the following:

- Passage of the ETS Praxis (#5422) examination in School Counseling (passing score is 146).
- Conferred Master's Degree in Educational Counseling.
- Submit written evaluations of performance in internship experiences by Site Supervisor to University Supervisor.
- Complete Program Evaluation Form-School Counseling.
- All credential program coursework with minimum 3.0 GPA (D, F and U grades are not accepted).
- Zero account balance.

All test results must remain valid in order to apply for credential, except for negative TB test results.

PUPIL PERSONNEL SERVICES CREDENTIAL: SCHOOL COUNSELING UNIVERSITY INTERNSHIP PROGRAM

The University internship route provides an opportunity for candidates who have been offered employment to complete clinical practice field work, while employed in an appropriate position as a school counselor. This

experience is a partnership between the candidate, National University, and the employer meant to support the candidate in an environment similar to that authorized by the credential obtained at the end of the program.

Candidates on probation or permanent academic probation are not eligible for a National University internship program. National University candidates who are interested in becoming a university intern must complete and show verification of all prerequisite requirements and go through the internship eligibility process to determine suitability for the internship program. Once intern eligible, candidates must apply for an Internship Credential which is valid for two years and issued specifically for the site of hire.

National University candidates who are interested in becoming a university intern must complete and show verification of all prerequisite requirements and go through the internship eligibility process to determine suitability for the internship program.

University Internship Prerequisite Requirements

- Proof of Fingerprint Clearance through the CTC.
- Negative TB test results or Tuberculosis Risk Assessment with Certificates of Completion (valid within the last four years).
- Completion of core EDC coursework.
- Minimum 3.0 GPA (D, F and U grades are not accepted).
- Zero account balance.
- Be enrolled in the Master of Science in Educational Counseling Program.

University Internship Eligibility Requirements

In addition to completion of all internship prerequisites, candidates are required to verify completion of the following Intern Eligibility:

- Verification of internship program prerequisites.
- Agreement on file between the employing District, School or Agency and National University.
- District or agency offer of employment for the intern as a full-time school counselor with a minimum or 10 hours per week.

Pupil Personnel Service School Counseling with Community College Counseling Emphasis

Students may opt to add on two additional courses (EDC614A and EDC614B) to earn the community college counseling emphasis pathway in addition to the Pupil Personnel Service School Counseling Credential pathway. In adding this option, the program will require 81 units of coursework to complete.

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.
- Implement the basic foundations of school counseling professional standards.
- 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.

*If students opt to do both the Pupil Personnel Services School Counseling Credential Pathway and the Community College Counseling Emphasis pathway, a total of 81 quarter units of graduate work will be required. 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.

Credential Admissions Requirements:

You will be required to submit the Initial Requirements e-form providing evidence/ proof of the following prior to enrollment into courses:

- Provide appropriate proof of five-year California Certificate of Clearance
- Negative Tuberculosis (TB) Results-Valid within four years Or Tuberculosis Risk Assessment with Certificate of Completion- Valid within four years

Credential Recommendation Requirements

- Verification of ETS Praxis Professional School Counselor Exam
- Conferred master's degree from National University's Educational Counseling program.
- Possess a minimum of 3.0 GPA in Credential Coursework (D, F, and U grades are not accepted)

Your credential recommendation request will be reviewed by National University Credential Technicians who process the application, confirm credential eligibility, and submit a recommendation to the state. You will receive an email notification to go online and pay for the credential. After payment is confirmed, you will receive e-mail confirmation from the CTC that your document has been granted. You can look up your credential document on the CTC website at: www.ctc.ca.gov

Requirements for the Major (15 courses; 72 quarter units)

All core courses must be completed before the commencement of the fieldwork/internship courses.

EDC 600	Foundations of Professional EC ***Prerequisite:*** *5 year CA Certificate of Clearance (CL-900) is needed before enrolling in the course.*	4.50
EDC 601	EDC Equity Driven Leadership ***Prerequisite:*** *EDC 600*	4.50
EDC 602	Ethics&Legal Mandates for EC ***Prerequisite:*** *EDC 601*	4.50
EDC 603	SEL & Academic Development ***Prerequisite:*** *EDC 602*	4.50
EDC 604	Cultural Conscious Counseling ***Prerequisite:*** *EDC 603*	4.50
EDC 605A	Individual/Group Counseling ***Prerequisite:*** *EDC 604*	4.50
EDC 605B	Individual/Group Counseling ***Prerequisite:*** *EDC 605A*	4.50
EDC 606	Trauma Informed Counseling ***Prerequisite:*** *EDC 605B*	4.50
EDC 607	Current Trends in Schools	4.50

	Prerequisite: *EDC 606*	
EDC 608	College & Career Counseling ***Prerequisite:*** *EDC 607*	4.50
EDC 609	EDC Evaluation and Assessment ***Prerequisite:*** *EDC 608*	4.50
EDC 610	Intro EDC Research Methods ***Prerequisite:*** *EDC 609*	4.50
EDC 611	Research in Schools ***Prerequisite:*** *EDC 610*	9.00
EDC 612A	Fieldwork Experience A ***Prerequisite:*** *EDC 600; EDC 601; EDC 602; EDC 603; EDC 604; EDC 605A; EDC 605B; EDC 606; EDC 607; EDC 608; EDC 609; EDC 610; EDC 611*	4.50
EDC 612B	Fieldwork Experience B ***Prerequisite:*** *EDC 612A*	4.50

Emphasis in Community College Counseling

Academic Program Director: Melanie Shaw; mshaw3@nu.edu

The Master of Science in Educational Counseling with an Emphasis in Community College Counseling emphasizes the 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 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.

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. Please see the Tuition and Fees section of the catalog for the GoReact fees.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Advocate for all PK-14 students by employing anti-racist practice within educational foundations, growth and development, learning theory, and academic achievement.
- Perform as equitalble driven leaders and promote social justice efforts to enhance inclusitivity 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 72 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 ***Prerequisite:*** *EDC 600; EDC 601; EDC 602; EDC 603; EDC 604; EDC 605A; EDC 605B; EDC 606; EDC 607; EDC 608; EDC 609; EDC 610; EDC 611*	4.50
EDC 614B	Exploration of CC Counseling ***Prerequisite:*** *EDC 614A*	4.50

Master of Science in Engineering Management

Academic Program Director: Ben Radhakrishnan; bradhakrishnan@nu.edu

Engineering management knowledge and skills are highly sought after in today's competitive global technological marketplace. The Master of Science in Engineering Management program is designed to bring the benefits of modern technology and high-quality graduate-level instruction to engineers, scientists, and technologists interested in advancing their skills in engineering management with specializations in:

- Project Management, which serves to better facilitate effective and efficient project/program managers.
- Systems Engineering which focuses on how to manage activities related to the life cycle of systems.

These specializations offer practical business perspectives necessary for engineering management. Unlike traditional MBA programs, these specializations emphasize management skills that are specifically built on a student's technical background and experience. The custom-designed mix of management concepts and technical expertise will help prepare professionals to direct major public and private organizations in the increasingly complicated managerial environment of today's competitive global, technical environment. In this program, engineering management principles are broadly based and draw from many different disciplines, such as applied sciences, engineering, natural sciences, mathematics, economics, business, and social sciences.

Candidates for the program must possess a Bachelor's degree in Engineering, Engineering Technology, or Physical Sciences or a closely related area from an accredited university. This will apply for their eligibility to the program. Interested students from other disciplines may be admitted to the program but may be required to complete additional courses. *Non-degree* students will not be allowed to enter this program.

For those who have a general non-science and non-engineering degree, admission would be based on relevant work experience and the following program prerequisite:

- CSC 220 – Applied Probability Stats
    - This course is a required prerequisite for ALL students.

If a student has completed this course, they have to follow the CAS petition process. CSC 220 offerings are planned before the MS Engineering Management program sequence starts. Advisors should check the CSC 220 schedule to enable the student to meet the pre-requisite requirements.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Demonstrate data analysis and critical thinking skills and techniques to manage projects and processes.
- Examine a multidisciplinary approach involving the integration of engineering, management, quality, and risk analysis in projects and processes (products and services).
- Identify, prioritize, and select relevant solutions in solving complex engineering problems and processes.

- Assess tools and techniques, resources, organizational systems, and decision-making processes for the successful management of projects and processes (products and services).
- Apply a global mindset and a knowledge of business environments in engineering management solutions.
- Demonstrate organizational and team skills needed to manage projects and processes.
- Communicate effectively using graduate-level oral and writing skills.
- Demonstrate professional and ethical responsibility in engineering management.

Degree Requirements:

To receive a Master of Science in Engineering Management, students must complete at least 58.5 quarter units of required courses. A total of 9.0 quarter units of graduate credit may be granted for equivalent graduate work completed at another accredited institution, as it applies to this degree, provided the units were not used in earning another advanced degree. Students should refer to the section in the graduate admission requirements for specific information regarding application and matriculation.

Program Prerequisites (1 course; 4.5 quarter units)

CSC 220	Applied Probability & Stats. ***Prerequisite:*** *CSC 208, or MTH 221; EGR 220*	4.50

* Standard graduate admissions requirements also apply and are found in the catalog.

Degree Requirements (9 courses; 40.5 quarter units)

All six CORE Courses must be completed before students can enroll in the first course, to one of the two Specializations students have chosen from.

Core Requirements (6 courses; 27 quarter units)

ENM 600	Engineering Management	4.50
ENM 601	Project Management	4.50
ENM 603	Operations & Supply Chain Mgmt ***Prerequisite:*** *ENM 600*	4.50
ENM 605	Advanced Engineering Economics	4.50
ENM 604	Quality Engineering	4.50
TMG 610	Global Economic & Tech Trends	4.50

Capstone Requirements (3 courses; 13.5 quarter units) **Units:** 13.50

Students must complete and pass all the courses in their Specialization prior to being enrolled in the Capstone Courses.

ENM 607A	Capstone Course I ***Prerequisite:*** *Students must complete the six Core Courses, along with their chosen Specialization courses, prior to being able to register for the Capstone Courses starting with ENM 607A. ; ENM 600; ENM 601; ENM 603; PME 602; ENM 604; TMG 610; and ENM 602; PME 601; PME 603; PME 604; , or SYE 600; SYE 601; SYE 602; SYE 603*	4.50
ENM 607B	Capstone Course II ***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*	4.50
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*

Students must choose one Area of Specialization defined below:

Specialization in Project Management

Academic Program Director: Ben Radhakrishnan; bradhakrishnan@nu.edu

From small companies to giant global institutions, project managers are fueling much of the successful development of exciting technical enterprises. Talented and knowledgeable project managers command the best assignments, salaries, other compensation and bonuses. They are the future leaders and entrepreneurs. Good project managers are not born but are nurtured from a combination of experience, time, talent, and training. Successful projects do not happen spontaneously; they require preparation, planning, and organization. This specialization is designed to provide systematic training to those who would like to pursue an engineering project management career.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Apply a multidisciplinary approach involving the integration of engineering, management, quality, and cultural analysis to the conduct of project management engineering.
- Evaluate the financial impact of projects on corporations and businesses and develop appropriate action plans through project management engineering.
- Integrate state-of-the-art technological advances to the practice of project management engineering.
- Achieve agreed-upon scope, budget and schedule requirements, using resources, organizational systems, and decision-making processes.

Degree Requirements:

The specialization requires four courses at eighteen quarter units.

Specialization Requirements (4 courses; 18 quarter units)

ENM 602	Risk, Contracts, and Legal Iss	4.50
PME 601	Advanced Project Management ***Prerequisite:*** *ENM 600; ENM 601; ENM 602 and ENM 603*	4.50
PME 603	Product Management ***Prerequisite:*** *ENM 600; ENM 601; ENM 602 and ENM 603*	4.50
PME 604	Project Finance Management ***Prerequisite:*** *ENM 600; ENM 601; ENM 602; ENM 603*	4.50

Students can register for the first Capstone Course only after all 6 of the first Core Courses, along with the completion of their 4 Specialization Courses (Program Management and Systems Engineering) have been completed, along with the appropriate passing grades.

Specialization in Systems Engineering

Academic Program Director: Ben Radhakrishnan; bradhakrishnan@nu.edu

This specialization focuses on complex technology systems that have a far reaching effect on society and its people. These systems are comprised of three types of entities: a) complex products such as aircraft, ships, land

vehicles, and military hardware; b) networks of information and infrastructure such as air traffic control, highways, and public works and environmental processes; and, c) the organizations that design, build, and maintain these products, systems and related services, i.e., businesses (public and private, for-profit and non-profit), military command, and government agencies. The systems engineering program provides knowledge in the activities related to the life cycle of systems including definition, development, deployment, and decommission

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Comprehend the fundamentals of systems and general systems theory.
- Design discrete and continuous systems utilizing appropriate systems theory, operational requirements, and component integration.
- Validate system performance with testing and evaluation methods.
- Maintain system operations at optimal conditions through the application of systems management fundamentals.

Specialization Requirements (4 courses; 18 quarter units)

SYE 600	Introduction to Systems Design	4.50
SYE 601	Systems Analysis & Design Eval ***Prerequisite:*** *SYE 600*	4.50
SYE 602	Advanced System Design ***Prerequisite:*** *SYE 601*	4.50
SYE 603	System Dynamics ***Prerequisite:*** *SYE 602*	4.50

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 Health Informatics

Academic Program Director: Patric Schiltz; pschiltz@nu.edu

As healthcare makes dramatic strides to adopt new information and communication technologies, there is a growing demand for health informatics professionals. This rapidly-developing field is only beginning to unlock the vast promise of using electronic-based information to advance health care and ultimately improve the health of individuals and populations. The MS in Health Informatics is a graduate professional degree designed to enhance the practice of health informatics by preparing students for career growth to mid-level and leadership positions within healthcare organizations, technology, and consulting firms. This program is intended for students interested in the effective use of information technologies and systems to improve the quality, safety, efficiency, and affordability of healthcare.

The MS Health Informatics program is a multidisciplinary program incorporating the synergies, faculty, and resources of National University's School of Health Professions. Program study includes coursework related to:

1) Information Systems - leadership and management of healthcare applications; including analysis, design, adoption, and optimization

2) Information Technology - effective use of database and systems administration, computer networks, security, programming, and wireless devices

3) Informatics - the structured language of healthcare, standards, data structures, health information exchange, decision support, care coordination, consumer health, socio-technical aspects of health computing, human-computer interaction, and evidenced-based practice

Along with a broad understanding of health and human services, technology, information systems, leadership, and the culture of healthcare, students apply health informatics knowledge through experiential learning opportunities with case studies, research, simulations, and a capstone project. Graduates are prepared for various roles related to leveraging technology to enhance the collection, communication, exchange, aggregation, analysis, and use of information across the health care ecosystem.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Evaluate the healthcare delivery system in the US and the impact of social, cultural, political, economic, and environmental factors affecting the management and operation of healthcare organizations.
- Evaluate health data management standards, technologies and methods to improve the quality, efficiency, equity and safety of healthcare practice and organization.
- Develop policies and technologies to protect data integrity and validity, including information privacy and security policies and procedures.
- Develop strategies for improving healthcare delivery and achieving institutional strategic initiatives using information systems and technologies.
- Evaluate leadership principles and practices in health information technology staff development, technology adoption and change management in a healthcare organization.
- Evaluate a healthcare organization's processes and systems to ensure compliance with ethical, legal and regulatory mandates and professional standards of health information technology.
- Apply statistical and research methodologies to implement evidence-based health information technology management practice and healthcare quality improvement.
- Communicate knowledge of health information systems and technology to stakeholders of the healthcare ecosystem.

Degree Requirements:

To receive a MS in Health Informatics degree, students must complete at least 54 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. Refer to the section on graduate admissions requirements for specific information regarding application and evaluation.

Core Requirements (11 courses; 49.5 quarter units)

HCA 600	U.S. Healthcare System	4.50
HTM 552	EHR Meaningful Use	4.50
CIS 601	Principles of Info. Systems	4.50
COH 602	Biostatistics	4.50
HCA 626	Healthcare Information Systems ***Prerequisite:*** *ANA 630*	4.50
HCA 622	Quality Appraisal & Evaluation ***Prerequisite:*** *HCA 600 and HCA 620*	4.50
COH 611	Public Health Research Methods	4.50
HTM 660	System Management and Planning	4.50
HTM 520	Health Information Exchange	4.50
HTM 680	Health Informatics Case Study ***Prerequisite:*** *HTM 520; HTM 552; HTM 660*	4.50
HTM 692	Health Informatics Capstone ***Prerequisite:*** *HTM 680*	4.50

Please note that prerequisites for HCA and COH courses are not required for students in the MS Health Informatics program. HTM prerequisites are required.

Program Elective (1 course; 4.5 quarter units)

LED 604	Leading Change and Adaptation	4.50
COH 613	Public Health Informatics ***Prerequisite:*** *COH 606*	4.50

HCA 663	Healthcare Accounting/Finance ***Prerequisite:*** *HCA 628*	4.50
CIS 641	IT Infrastructure	4.50
CIS 671	Current Topics ***Prerequisite:*** *CIS 650 with a minimum grade of B. The grade in CIS 650 must be at least a B as that is the required grade for completion of a Graduate Program.*	4.50
HCA 670	Healthcare Leadership ***Prerequisite:*** *HCA 624*	4.50

Please note that prerequisites for HCA and COH courses are not required for students in the MS Health Informatics program. HTM prerequisites are required.

Master of Science in Higher Education Administration

Academic Program Director: Joseph Marron; jmarron@nu.edu

The Program is designed to provide candidates with the knowledge and skills necessary for leadership positions in institutions of Higher Education. Candidates will learn to apply sound educational theory, leadership and strategic management techniques in the planning, evaluation and implementation of instructional programs and student services. Candidates will learn strategies for managing and implementing change in the dynamic higher education environment. Developing and maintaining positive community relationships and addressing diverse community needs and interests will be addressed, along with financial management and case law pertinent to higher education.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Analyze sound educational philosophy, theory and practice to managing change, policy and governance, strategic planning and analysis, student services, and enrollment management in higher education.
- Appraise change strategies, including understanding complex human phenomena such as resistance and anxiety.
- Evaluate current higher education policy in the context of its possible impact on the future of colleges and universities.
- Examine the impact community relations have on institutions of higher learning.
- Interpret major legal issues that impact higher education today and will impact higher education in the future.
- Examine resource management in higher education settings.
- Analyze strategic planning and evaluation strategies and data in the context of student, programmatic assessment, and operational needs.
- Examine the impact Student Services and Enrollment Management have on institutions of higher learning.
- Critically analyze a topic related to higher education administration through the lens of a researcher.

Degree Requirements:

To receive a Master of Science in Higher Education 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 and provided the coursework was completed within the past 7 years. Course equivalence cannot be granted for life experience. Please refer to the graduate information section of the University catalog for admission and evaluation.

Core Requirements (10 courses; 45 quarter units)

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
EDA 649	Higher Education Research	4.50
EDA 694	Thesis ***Prerequisite:*** *EDA 649*	4.50

Master of Science in Homeland Security and Emergency Management

Academic Program Director: Kenneth Christopher; kchristopher@nu.edu

The **Master of Science in Homeland Security and Emergency Management (MS-HSEM)** program represents an interdisciplinary area of research and application that brings together the fields of homeland security, terrorism and emergency management as they relate to man-made and natural disasters. The terrorist events of 9/11 highlighted the national and international need for highly educated and experienced professionals in the area of Homeland Security and Emergency Management. Naturally occurring events such as Hurricane Katrina, Southern California Wildfires, Joplin tornados, and Japanese tsunami are further evidence of the ongoing requirement for specialized knowledge in this area. Businesses, governments, and private industry must be able to prepare for, respond to, and recover from potentially debilitating natural and man-made catastrophes.

The **Master of Science in Homeland Security and Emergency Management with Emphasis in Conflict Resolution (MS-HSEM/CR)** program offers students an alternative to the traditional MS-HSEM program by integrating the development of conflict resolution skills as they relate to solving problems associated with man-made and natural disasters. Students choosing MS-HSEM/CR, in addition to building their knowledge and skills in managing the prevention, planning, response, and recovery aspects of disasters, will develop important skills and abilities in conflict diagnosis and resolution, and the building of constructive dialogue. These skills will be important elements of leading and managing teams, partnering with diverse public, private and non-profit organizations, and reducing the negative aspects of conflict that may surface during crises, emergencies and disasters.

MSHSEM Transition Program
National University students who completed a transition program as part of their undergraduate degree and who satisfy MSHSEM transition program requirements described in the catalog must complete a minimum of 45 quarter units for their MSHSEM degree. Up to nine quarter units may be earned in a transition program. The number of units required for the MSHSEM program is dependent on the coursework completed in the Bachelors transition program and the grades earned.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Integrate tools, resources and organizational systems for the successful implementation of homeland security and emergency management issues.
- Illustrate the issues related to homeland security of both natural and man-made disasters.
- Formulate global mindset to terrorism, homeland security and emergency management issues.
- Assess the impact of security issues for the operation of the public and private sectors with respect to manmade and natural disasters.
- Integrate resources, organizational systems, and decision making processes for the successful implementation of homeland security and emergency management plans.
- Assess the impact of communications and the media on terrorism, homeland security and emergency management messaging.
- Analyze the impact of national immigration policy on homeland security issues.
- Critique legal and ethical issues in homeland security and emergency management.

- Master oral and written communication skills appropriate with this profession.

Degree Requirements:

To be awarded a **Master of Science in Homeland Security and Emergency Management (MSHSEM)**, students must complete at least 54 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.

To be awarded a **Master of Science in Homeland Security and Emergency Management with Emphasis in Conflict Resolution (MSHSEM/CR)**, students must complete at least 54 quarter units of graduate work. This program integrates three conflict resolution courses into the program in place of HSE640 Leading Complex Environments; HSE620 Global Issues in Security and HSE635 Communication and Security. 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.

For students in the **BS in Homeland Security and Emergency Management/MS in Homeland Security and Emergency Management Transition program**, the University will waive up to two homeland security and emergency management courses taken as part of the bachelor's degree (see the BS in Homeland Security and Emergency Management/BS in Criminal Justice Administration/Bachelor of Public Administration transition program), but these students must still meet the residency requirements for the MS in Homeland Security and Emergency Management. The number of courses waived is dependent on the courses taken and grades earned in the transition program.

Core Requirements (12 courses; 54 quarter units)

Students enrolled in MSHSEM are to complete all 12 courses associated with the program.

HSE 613	Policies of Homeland Security	4.50
HSE 614	Infrastructure Protection	4.50
HSE 640	Leading Complex Environments	4.50
HSE 625	Domestic Terrorism ***Prerequisite:*** *None*	4.50
HSE 611	Emergency/Disaster Response	4.50
HSE 615	Fundamentals of Recovery	4.50
HSE 606	Managing Information Security	4.50
HSE 635	Communication and Security	4.50
HSE 620	Global Lessons in Security	4.50
HSE 630	Immigration Issues in Security	4.50
HSE 690A	Capstone Course ***Prerequisite:*** *Completion of at least six core courses of the program.*	4.50
HSE 690B	Capstone Course ***Prerequisite:*** *HSE 690A with a minimum grade of S. Students need to complete HSE690A before HSE690B.; Completion of at least six core courses of the program*	4.50

Students enrolled in the Emphasis for CR will take the following courses listed below in lieu of the following three courses: HSE 620, HSE 635, & HSE 640.

Emphasis in Conflict Resolution (HSEM)

Academic Program Director: Jack Hamlin; jhamlin@nu.edu

The Conflict Resolution emphasis in the Master of Science in Homeland Security and Emergency Management will enhance leadership skills and decision-making abilities, address complex challenges in the 21st Century, and promote ethical and collaborative practices. The Conflict Resolution emphasis will equip students with critical skills and knowledge to become effective leaders and practitioners. By addressing conflicts proactively, graduates will be better prepared to navigate the complex challenges of the 21st century, promote ethical practices, and build collaborative relationships. This emphasis will provide a strong foundation for their careers and enable them to make a positive impact in the homeland security and emergency management domains.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Illustrate the issues related to homeland security of both natural and man-made disasters.
- Integrate tools, resources and organizational systems for the successful implementation of homeland security and emergency management issues.
- Develop conflict resolution skills in managing problems associated with terrorism, homeland security and emergency management issues.
- Assess the impact of security issues for the operation of the public and private sectors with respect to manmade and natural disasters.
- Integrate resources, organizational systems, and decision-making processes for the successful implementation of homeland security and emergency management plans.
- Apply analytical skills in diagnosing conflicts arising in homeland security and emergency management decision and policy making.
- Critique legal, ethical and conflict issues and trends in homeland security and emergency management.
- Master oral and written communication skills appropriate with this profession.

Requirements for Emphasis (3 courses; 13.5 quarter units)		**Units:** 13.50
CRS 500	Conflict Resolution Process ***Recommended: Prior completion of:*** *It is recommended that undergraduate students enrolling in the course have completed their lower division studies.*	4.50
CRS 505	Integrative Negotiation ***Recommended: Prior completion of:*** *CRS 500; It is recommended that the undergraduate student has completed lower division studies before enrolling in this course.*	4.50
CRS 530	Ethics and Neutrality ***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.*	4.50

Students enrolled in the ***CR *** Emphasis in lieu of taking the three elective CJA courses will take the three courses associated with the emphasis below (CRS 500, CRS 505, & CRS 530).

Master of Science in Leadership Studies

Academic Program Director: Julia Buchanan; jbuchanan@nu.edu

The mission of the Master of Science in Leadership Studies (MSLS) program is to prepare diverse learners to become effective, change-oriented leaders in an international society. The program uses distinctive and challenging curriculum that integrates theory with practice, personal success with service to others, and information technology with creativity, empathy, and democracy.

The Master of Science in Leadership Studies (MSLS) program prepares individuals from a wide variety of backgrounds and interests into change-oriented leaders. As every industry and profession needs effective and ethical leadership, employers are increasingly targeting candidates that possess the capacity to take initiative, build and cultivate strong teams, orchestrate conflict, and promote innovation to serve organizational purposes. Using a collaborative, integral and holistic approach, this degree builds the skill set to think critically and analytically, learn communication skills that serve a diverse population, and develop the ability to lead change in increasingly global/complex environments. Drawing from work/life experiences, students will learn to frame problems, use systems thinking and plan strategic interventions. Students will acquire knowledge, skills and abilities through experiential learning and critical analysis.

Program Learning Outcomes:

Upon successful completion of this program, students will be able to:

- Distinguish between multiple approaches to exercising leadership in order to harness collective talent, promote innovation and confront complex issues within organizations.
- Interpret organizational dynamics, group dynamics and engage in systems thinking in order to promote the development of a learning organization capable of orchestrating conflict, creating innovation, and adaptation.
- Evaluate ethical issues and aid organizational members in creating ethical culture appropriate to the organizational and/or global arena that supports operating in environments of diversity, uncertainty and unpredictability.
- Discern between the functions of formal authority/power and the understanding of leadership and be able to apply diverse leadership skills, and utilize frameworks to serve organizational purposes.
- Identify quality scholarship and research and demonstrate the potential application of emerging leadership theory and knowledge to real world scenarios and simulations.
- Utilize dialogue and other forms of inquiry with groups and teams in order to create collective problem solving and strategic plans.
- Create frameworks to determine how decisions made might impact ethical culture, support sustainability practices and serve the organizational purpose.
- Identify quality scholarship and research and demonstrate the potential application of emerging leadership theory and knowledge to real world scenarios and simulations.
- Integrate knowledge and skills from multiple disciplines to utilize critical thinking and develop organizational problem-solving capacity.

Degree Requirements:

(12 courses; 54 quarter units)

To receive a Master of Science in Leadership Studies (MSLS), students must complete at least 54 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. Refer to the section on graduate admission procedures for specific information regarding application and evaluation.

Core Requirements (10 courses; 45 quarter units)

LED 601	Ethics and Classic Theories	4.50
LED 602	Developing Groups and Teams	4.50
LED 603	Leadership in the 21st Century	4.50
LED 604	Leading Change and Adaptation	4.50
LED 605	Conflict and Power Dynamics	4.50
LED 610	Analysis and Decision Making	4.50
LED 615	Consulting and Assessments	4.50
LED 620	World View & Adult Development	4.50
LED 680	Leadership Research ***Prerequisite:*** *LED 601; LED 602*	4.50
LED 690	Capstone Project ***Prerequisite:*** *5 LED courses*	4.50

Program Elective (2 courses; 9 quarter units)

Each student must complete two graduate business courses to meet their elective requirement.

Master of Science in Learning Experience Design and Educational Technology

Academic Program Director: Scott Moss; smoss@nu.edu

The Master of Science in Learning Experience Design and Educational Technology (MSLEDET) is for students who want to enhance their curricular design skills for multimodal delivery. Students will iteratively apply the technology and tools relevant to delivering clear, compelling content to a variety of learning audiences. Students will be prepared to act as educational technology subject-matter-experts (SME)s and change agents within their current or future institutions. Students will be immersed in research supported design philosophies, taxonomies and frameworks. Students will evolve their ability to wield instructional and educational technology in order to craft media-rich learning environments that engage their learners, clearly communicate complex concepts and adhere to contemporary institutional and accessibility standards.

Graduates will be prepared to enter careers in the fields of K-12 education (public and private), Higher Education, military, medical and corporate training roles. Graduates will be prepared for the rapidly growing employment opportunities available to people skilled in applying emerging information and telecommunication technologies to solving instructional problems. These graduates will be capable of applying their instructional design knowledge and skills to any situation in which digital technologies hold the potential for improving instruction. This program emphasizes practical applications by offering extensive training with the research supported decision-making tools that employers can recognize and rely upon. The program culminates with a final research supported educational design project.

Program Technical Requirements

Students are expected to possess a current, reliable computer with access to reliable high speed Internet connections. A working camera/microphone/speaker system allows for reliable communication with faculty and peers. Access to a suite of office products (Microsoft, Apple, Google or other) is required. Students may choose to acquire other software on a case by case basis.

It is highly recommended that learners complete EID 600 Technology Foundations before enrolling in subsequent programmatic courses. EID 600 lays the foundational expectations of the program and models the skills needed to successfully complete this degree. This program was designed to be completed linearly. Derivation from that path should involve the expectation of previous learning or additional student support.

GoReact

GoReact is an online video coaching and collaboration platform designed to improve professional practices. All MSDIET students are required to utilize GoReact. Please see the Tuition and Fees section of the catalog for the GoReact fees.

Program Learning Outcomes:

Upon successful completion of this program, students will be able to:

- Effectively filter online information.
- Synthesize contemporary design tools with extant learning theory and design principles.
- Design learning environments supported by learning theories by depicting diverse, ethical and inclusive imagery.

- Cultivate habits of mind conducive to prosocial ethics, social emotional learning, professional communication, and lifelong learning.
- Assemble a showcase portfolio synthesizing professional (instructional technology and educational design) skills supported by extant scholarship.

Degree Requirements:

To obtain a Master of Science in Learning Experience Design and Educational Technology, students must complete 45 quarter units of graduate work. Where appropriate, students can transfer a maximum of 4.5 quarter units of graduate work completed at another regionally accredited institution to meet stated requirements in the program if the units were not used toward a conferred degree. Students should refer to the section on graduate admission requirements for specific information regarding application and evaluation.

Transfer Credits

Students who complete the MS-Learning Experience Design and Educational Technology program and enroll in the PhD or EDD in Instruction Design can transfer up to 6 semester credit hours toward the degree requirements. The following equivalences would be applied to satisfying these degree requirements.

- EID610 Instructional Design will transfer for ID-8900 Foundations of Instructional Design
- EID630 Media Based Learning Objectives will transfer for ID-8930 Interactive Media Design

Students must pass the courses with a B or better grade to receive transfer credit.

Core Requirements (10 courses; 45 quarter units)

EID 600	Technology Foundations	4.50
EID 610	Instructional Design* ***Recommended Preparation:*** *EID 600 with a minimum grade of C.*	4.50
EID 620	Education, Theory & Technology* ***Recommended Preparation:*** *EID 600 with a minimum grade of C.*	4.50
EID 630	Media Based Learning Objects* ***Recommended Preparation:*** *EID 600 with a minimum grade of C.*	4.50
EID 640	Developing Online Courseware* ***Recommended Preparation:*** *EID 600 with a minimum grade of C.*	4.50
EID 655	AI to Support Learning* ***Recommended Preparation:*** *EID 600 with a minimum grade of C. NA*	4.50
EID 660	Simulated Realities & Learning* ***Recommended Preparation:*** *EID 600 with a minimum grade of C.*	4.50
EID 670	Technology and Leadership* ***Recommended Preparation:*** *EID 600 with a minimum grade of C.*	4.50
EID 680	Instructional Eval. & Devl. ***Prerequisite:*** *EID 600 with a minimum grade of C. ; EID 610 with a minimum grade of C. ; EID 620 with a minimum grade of C. ; EID 630 with a minimum grade of C. ; EID 640 with a minimum grade of C. ; EID 650 with a minimum grade of C. ; EID 660 with a minimum grade of C. ; EID 670 with a minimum grade of C.*	4.50
EID 690	Capstone ***Prerequisite:*** *EID 680 with a minimum grade of C. ALL PREVIOUS COURSEWORK should be completed.*	4.50

* It is highly recommended that learners complete EID 600 Technology Foundations before enrolling in subsequent programmatic courses. EID 600 lays the foundational expectations of the program and models the skills needed to successfully complete this degree. This program was designed to be completed linearly. Derivation from that path should involve the expectation of previous learning or additional student support.

Master of Science in Marketing

Academic Program Director: Jingyun Zhang; jzhang@nu.edu

National University's one-year Master of Science in Marketing Program will build marketing skills, enhance knowledge, and strengthen brand identity with workshop-style classes, experiential curriculum, and digital leadership. With the emergence of digital marketing technologies marketing has become a highly scientific, data-driven and interdisciplinary practice. The rapid growth in areas such as behavioral targeting, social media marketing, mobile marketing, demand generations, marketing analytics, marketing automation, and marketing operations has created a significant capability gap that has forced many companies to train IT staff to fill these marketing positions. The MS in Marketing program is designed to provide a flexible and well-rounded curriculum to accommodate students with diverse educational backgrounds and experiences. Students will receive in-depth training in all areas of marketing, including strategy, innovation, branding, social media, market research, buyer behavior, product management and international marketing.

Admissions Criteria:

1. Bachelors or higher degree from an accredited college or university;
2. Aptitude and ability to handle quantitative material
3. Communication skills and motivation.
4. Any exception to the above-mentioned requirements will need the approval of the Academic Program Director or the Chair of the Department;

Program Requirement:

Students must take the MKT 602 Marketing Management as the first course in the program. Any exception to this requirement of the program must be approved by the Academic Program Director or the Chair of the Department.

Basic Business Knowledge
Students enrolling in the MS in Marketing program are expected to have a basic understanding of business through undergraduate or graduate coursework. The International Accreditation Council for Business Education (IACBE) provides a requirement of basic business knowledge. Students holding business degrees from IACBE accredited institutions have satisfied this requirement; students who do not have a business degree or a degree from a Non-IACBE accredited institution may also have fulfilled much of this requirement. Advisors at NU can help you determine your fulfillment of this requirement.

The basic business knowledge includes:
• Markets and Organizations
• Business Statistics and Quantitative Methods
• Financial Accounting
• Economics

Basic business knowledge courses do not provide any credit for electives within the MS in Marketing degree. Students must meet the basic business knowledge requirements before taking any of the courses required in the program.

Master of Science in Marketing Transition Programs

Students must complete graduate-level coursework as part of the Bachelor of Arts in Management (BAM) or Bachelor in Business Administration (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 GPA. Students must be within completing their last six courses in their undergraduate program and have a cumulative GPA of at least a 3.0 to be eligible. Lastly, students must apply for and begin the appropriate Master's program within six months after completing their final BAM/BBA course. Students must complete their Master's program within four years with no break exceeding 12 months.

The Bachelor of Arts in Management/Master of Science in Marketing (BAM/MSMKT) Transition Program

Students in the BAM/MSMKT transition program may take one MSMKT class as an upper-division elective during the BAM. Students may choose MKT 602 (Marketing Management), or any Elective Requirements: MGT 603, 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 class selected and grade earned.

The 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 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 class selected and grade earned.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Analyze important terminology, concepts, principles, theories, analytic techniques, and facts used in the field of marketing for effective decision-making.
- Integrate Marketing with various functions of business organization to create, capture, and deliver value.
- Apply digital tools in developing marketing strategies, organizational communication, business operations, and customer relations.
- Apply ethical problems within marketing and business situations, choose a resolution, and justify that ethical choice.
- Develop a global strategic marketing plan that addresses the global forces in the business environment of a firm.

Degree Requirements:

To receive a Master of Science in Marketing, students must complete 45 quarter units of graduate work. A total of 4.5 quarter units of transferred, graduate credit may be granted for equivalent graduate work ended, as it applies to this degree and if the units not used in earning another advanced degree.

Requirements for Major (10 courses; 45 Quarter units)
Core Requirements (6 courses; 27 quarter units)

MKT 602	Marketing Management	4.50
MKT 620	Consumer Behavior ***Prerequisite:*** *MKT 602*	4.50
MKT 631	Global Marketing ***Prerequisite:*** *MKT 602*	4.50
MKT 634	Market Research ***Prerequisite:*** *MKT 602*	4.50
MKT 651	Mobile Marketing ***Prerequisite:*** *MKT 602*	4.50
MKT 660A	Strategic Marketing ***Prerequisite:*** *MKT 602; MKT 620; MKT 631 and MKT 634*	4.50

Elective Requirements (4 courses; 18 quarter units)

Students must select four (4) of the following elective courses.

GBM 502	Global Business Strat Manag	4.50
MKT 523	Global Product Management	4.50
MKT 522	Advanced Digital Marketing	4.50
MKT 521	Strategic Marketing Management	4.50
BHE 502	Behavioral Eco in Global	4.50

BHE 501	Psychology of Economics	4.50
BHE 500	Managerial Economics and Lead	4.50
MGT 603	Business Operations Management	4.50
MKT 653	Social Media ***Prerequisite:*** *MKT 602*	4.50
IBU 637	Comparative International Mgt	4.50
SCM 610	Supply Chain Collaboration	4.50
IBU 641	Topics in Int'l Business	4.50
MGT 604	Project and Program Management	4.50
COM 610	Integrated Marketing Comm	4.50
IBU 645	Intl Entrepreneurship Project	4.50

Specialization in Behavioral Economics (class-based)

Academic Program Director: Wali Mondal; wmondal@nu.edu

This specialization prepares students to understand individual and group deviations from economic theory as they relate to social, cultural, emotional, cognitive, and psychological factors. Focus on leadership and decision making. Decision making is explored in the context of managerial economic theory. Further, psychological aspects of economics are evaluated. Included is a consideration of global aspects of behavioral economics. Graduates are prepared to serve in a variety of fields involving leadership, economic decision making and complex analysis of human behavior.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Analyze leadership decision making from the perspective of managerial economics.
- Evaluate the operation of psychological processes in economic principles.
- Assess behavioral economics concepts in global context.

Specialization Requirements (3 courses; 13.5 quarter units) **Units:** 13.50

BHE 500	Managerial Economics and Lead	4.50
BHE 501	Psychology of Economics	4.50
BHE 502	Behavioral Eco in Global	4.50

Specialization in Strategic Marketing (class-based)

Academic Program Director: Paul Markham; pmarkham@nu.edu

The Strategic Marketing Specialization at the graduate level transcends traditional marketing by focusing on emerging trends in the 21st century in marketing management and marketing research. Students will focus on thought leadership-driven strategic marketing, encompassing contemporary and emergent marketing management methods, global product management, precision pricing, advanced promotional methods, and proven distribution techniques. At the conclusion, students will be well prepared for the marketing workforce of tomorrow.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Evaluate marketing opportunities and successful strategies.
- Apply principles and theories of marketing strategies for management decision making.
- Synthesize varying marketing, operations, personnel and financial initiative.

Degree Requirements:

This specialization requires 3 courses at 9-semester graduate units at National University.

Total Specialization Requirements (3 courses; 13.5 quarter units)		**Units:** 13.50
MKT 521	Strategic Marketing Management	4.50
MKT 522	Advanced Digital Marketing	4.50
MKT 523	Global Product Management	4.50

Master of Science in Nursing

Academic Program Director: Sara Briggs; sbriggs@nu.edu

The Master of Science in Nursing (MSN) degree program is for Registered Nurses who hold one of the following credentials: a nursing diploma, an associate nursing degree, or a Bachelor Degree in Nursing (BSN). In keeping with the standards for graduate education for advanced practice nursing delineated by the American Association of College of Nursing in the Essentials of Master's Education for Advanced Practice Nurses, the purpose of the MSN program is to prepare students to assume leadership roles in their particular specialization. Masters level nursing education is the appropriate level of education for nursing professionals who are seeking roles that require advanced practice skills in order to function as providers and organizers of the health care delivery process.

The Master of Science in Nursing program at National University is accredited by the Commission on Collegiate Nursing Education (CCNE), 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791.

MSN Admission Requirements

The following candidates are eligible for admission into the MSN program:

1. Candidates who hold a BSN degree from a nursing program that meets one of these criteria 1) Nationally accredited nursing program, 2) Regionally accredited University/School, if applicable, and meet the University requirements for graduate study, listed in the General Catalog under Academic Information for Graduate Degrees.

2. Candidates who are currently enrolled in the final course of their RN- BSN Completion Program and meet the University requirements for graduate study, listed in the General Catalog under Academic Information for Graduate Degrees including Admission in the Term prior to Bachelor's Degree Completion.

All MSN Candidates :

- Must provide proof of a current, active and unencumbered RN license in the State of employment and/or residence.
- Have a cumulative GPA of at least 3.0 on a 4.0 scale.
- Complete the university graduate admission application.
- Submit the MSN application packet.

Candidates who graduated from a BSN program other than NU must

- Provide one official transcript from each college or university attended by, to the Registrar's office.
- Provide two professional recommendations on approved forms, preferably from individuals who hold graduate or doctoral degrees.

Prior to the start of their specialization courses, all candidates must:

- Provide evidence of current, active professional liability and malpractice insurance coverage throughout the program.
- Provide evidence of specified immunizations, a report of a recent physical examination, a clear drug screen and background check and current BLS certification.

Additional Program Information

1. Candidates are required to meet with their Admission Advisor to review the process for applying to and acceptance into the Nursing program. The specifics described are: program of study, schedules of courses, and requirements for progression in the program. Note: Prospective students should review the MSN and Post-Graduate Certificate packet before submitting the application.
2. Students should be proficient in operating a personal computer, including: demonstrated competency in standard computer operating systems and electronic filing systems, basic keyboarding skills, organizing and sorting electronic documents; demonstrated knowledge of standard computer applications to include Microsoft Word and Excel; familiarity with using internet browsers and standard email systems such as MS Outlook.
3. The MSN program is online with a mandatory onsite component. All accepted applicants must attend a virtual online program orientation. In addition, students in the FNP and PMHNP specializations are required to attend three or four one-day Objective Structured Clinical Examination (OSCE) (which may be in person at an NU campus or virtual). FNP and PMHNP practicum courses are offered as immersion practicum experiences, conducted in faculty approved, in-person, preceptored clinical settings.
4. Students who request a change in specialization after they have been admitted to a prior specialization must resubmit an application packet including a new goal statement, and one recommendation form completed addressing the new specialization area. A new resume is not required. All prerequisites must be met prior to admission into the new specialization. The new application will be re-submitted via the Graduate Nursing e-form Application in SOAR by the Admission Counselor.
5. Students who withdraw from the program or withdraw their application prior to beginning the program will not need to reapply if the point of initial application occurred within one year of re-application. Students requesting to be re-admitted after one year of initial application for admissions will need to resubmit a new application packet including all required items needed for the application packet and drug screening, background check, immunizations and physical examination. Re-application to the program does not guarantee acceptance or provide an advantage to being accepted.

Program Disclosure Information

The Master of Science in Nursing (MSN) degree program is for Baccalaureate prepared nurses and is currently accredited by the Commission on Collegiate Nursing education (CCNE). In keeping with the standards for Graduate Education for Advanced Practice Nursing delineated by the American Association of Colleges of Nursing in the Essentials of Master's Education for Advanced Practice Nurses, the purpose of the MSN program is to prepare students to assume leadership roles in their particular specialization. Master's-level Nursing education is the appropriate level of education for Nursing professionals who are seeking roles that require advanced practice skills in order to function as providers and organizers of the healthcare delivery process. Students must complete one of the specializations listed in the university catalog.

This program is not available in all 50 States, please see licensure website https://www.nu.edu/licensuredisclosures/ or see an enrollment advisor for up-to date information.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Implement appropriate theories, models, frameworks, and concepts from nursing and non-nursing disciplines when designing interventions that influence healthcare outcomes for diverse populations in a variety of settings.
- Collaborate with interdisciplinary teams, to evaluate fiscally appropriate healthcare delivery systems that integrate research and clinical expertise to provide evidence-based, patient-centered care.
- Evaluate economic, policy, environmental, and social forces that impact nursing practice, health care delivery and quality of health care.
- Participate in the analysis, implementation and evaluation of strategies for improving nursing practice through the implementation of health information systems and technologies.
- Demonstrate a professional commitment to creating an environment of lifelong learning for patients, families, communities, and other healthcare practitioners.

Degree Requirements:

To receive a Master of Science in Nursing degree, students must complete 87- 89 quarter units of graduate credit. A maximum 13.5 quarter units of graduate credit may be transferred to meet program requirements. Refer to the General Catalog section on graduate admission requirements for specific information regarding admission and evaluation. Students must maintain a cumulative GPA of 3.0 and must maintain a B (84%) in all core and specialization courses.

Core Requirements (6 courses; 27 quarter units)

NSG 600	Advanced Practice Nursing	4.50
NSG 620	Theory in Advanced Practice	4.50
NSG 623	Biomedical Statistics	4.50
NSG 606	Health Policy & Finance	4.50
NSG 607	EBP for Advanced NSG Practice	4.50
NSG 622	QI & Project Management	4.50

Students must pass all core courses before beginning specialization courses.

Specialization in Family Nurse Practitioner

Academic Program Director: Irene Benliro; ibenliro@nu.edu

The Family Nurse Practitioner (FNP) specialization will prepare advanced practice nurses to manage the care of individuals and families across the lifespan. The FNP program is designed for nurses who hold a Baccalaureate Degree in nursing (BSN) who wish to advance their knowledge, education and skills to practice in an Advanced Practice role as a FNP. Graduates are eligible to sit for the FNP national certification examinations offered by the American Nurses Credentialing Center (ANCC) or the American Academy of Nurse Practitioners (AANP). The Program emphasis is to foster the FNP's abilities to critically think; make differential diagnoses; use evidence-based findings to improve healthcare outcomes; and be accountable for the provision of healthcare to diverse individuals and families in the areas of health promotion, disease prevention, management of acute and chronic health conditions and primary care. The FNP provides clinical management of primary care conditions in a variety of clinics and community-based settings.

Admission Requirements
Students applying for the FNP area of specialization must be accepted to the MSN program.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Synthesize theoretical and empirical knowledge derived from the physical and behavioral sciences and humanities as a basis for professional advanced clinical nursing practice.
- Devise evidence-based health promotion and disease prevention strategies at the patient, family, organizational, community, and population levels for the purpose of improving healthcare outcomes.
- Utilize current technologies to deliver, enhance, and document care across multiple settings to achieve optimal outcomes.
- Advocate for culturally sensitive health care systems and policies that meet ethical and legal standards as a means to improve outcomes and reduce disparity.
- Model collaboration with interdisciplinary and intradisciplinary teams in healthcare systems delivering care to complex, multi-need patients, families, and communities.
- Analyze the impact of national and global health policy on the cost, quality, and access to care in diverse patient populations.

Degree Requirements:

Students must complete a total of 62 quarter units for the FNP specialization. Students must maintain a cumulative GPA of 3.0 and must maintain a B (84%) in all courses. Students must obtain at least 600 hours at an approved practicum site with a designated approved preceptor during the practicum courses.

Total Specialization Requirements (12 courses; 62 quarter units)
Preparation for FNP Specialization (3 courses; 15 quarter units)

NSG 681	Advanced Physical Assessment*	6.00
NSG 641	Advanced Pharmacology I*	4.50
NSG 682	Advanced Pathophysiology*	4.50

*Students have the option of taking the preparation for FNP specialization concurrently with the 6 MSN core courses.

Specialization Requirements (9 courses; 47 quarter units)

Students must pass all Preparation for FNP Specialization courses before beginning any specialization courses.

NSG 680	Diversity Issues in APN	4.50
FNP 642	Advanced Pharmacology II	4.50
FNP 683A	Primary Care of Adult and Aged ***Corequisite:*** *FNP 683C*	4.50
FNP 683C	Care of Adult & Aged Practicum ***Corequisite:*** *FNP 683A*	6.00
FNP 684A	Primary Care-Women & Children ***Corequisite:*** *FNP 684C*	4.50
FNP 684C	Women and Children Practicum ***Corequisite:*** *FNP 684A*	6.00
FNP 685A	FNP Residency ***Corequisite:*** *FNP 685C*	4.50
FNP 685C	FNP Residency Practicum ***Corequisite:*** *FNP 685A*	8.00
FNP 689	FNP Capstone	4.50

Specialization in Psychiatric-Mental Health Nurse Practitioner - Lifespan

Academic Program Director: Khadija Hamisi; khamisi@nu.edu

The Psychiatric-Mental Health Nurse practitioner- Lifespan (PMHNP) is registered nurse prepared at the master's degree level and specializes in primary mental health care for individuals, groups and populations across the lifespan. The PMHNP Program is designed for nurses who hold a Baccalaureate Degree in Nursing (BSN), who wish to advance their knowledge, education and skills to practice in an advanced practice role as a PMHNP. This advanced practice nurse maintains a critical role in the health care team and ensures collaboration and the provision of safe, effective, coordinated care. As an independent member of the health care team, and in partnership with patients, the PMHNP provides a variety of evidence-based services and therapies. The PMHNP assesses, makes diagnoses and plans care for complex psychiatric and concomitant medical issues, including the prescription and management of psychoparmacologic agents. The PMHNP advocates for patients and their families within a recovery and trauma-informed paradigm. The PMHNP ensures that patients and their families are engaged and actively participate in their behavioral health (mental health and substance use) care as they respond to the illness experience. The PMHNP continuously enhances their care through quality improvement and safety efforts and influences policy at the local, regional and national levels. The PMHNP melds the art and science of professional nursing and skillfully manages the acute and enduring issues posed by people with behavioral health issues across the lifespan. Graduates of this PMHNP Program are eligible to sit for the American Nurses Credentialing Center (ANCC) Psychiatric-Mental Health Nurse Practitioner Lifespan competency-based examination.

Admission Requirements
Students applying for the PMHNP area of specialization must be accepted to the MSN program.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Synthesize theoretical and empirical knowledge derived from the physical and behavioral sciences and humanities as a basis for professional advanced clinical nursing practice.
- Devise evidence-based health promotion and disease prevention strategies at the patient, family, organizational, community, and population levels for the purpose of improving health care outcomes.
- Utilize current technologies to deliver, enhance, and document care across multiple settings to achieve optimal outcomes.
- Apply organizational and systems leadership to current healthcare issues for the promotion of quality, effective and safe patient care, including the emphasis on ethical and critical decision making, effective working relationships, and a systems-perspective approach.
- Model collaboration and coordination with interprofessional teams in health care systems delivering care to complex, multi-need patients, families and communities.
- Synthesize broad organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population behavioral health care and services to individuals, families, and identified populations.

Degree Requirements:

Students must complete a total of 60 quarter units for the PMHNP specialization. Students must maintain a cumulative GPA of 3.0 and must maintain a B (84%) in all courses. Students must obtain at least 540 hours at an approved practicum site with a designated approved preceptor during the practicum courses.

Total Specialization Requirements (12 courses; 60 quarter units)
Preparation for PMHNP Specialization Courses (3 courses; 15 quarter units)

NSG 641	Advanced Pharmacology I*	4.50
NSG 681	Advanced Physical Assessment*	6.00
NSG 682	Advanced Pathophysiology*	4.50

*Students have the option of taking the preparation for MNP specialization concurrently with the 6 MSN core courses.

Specialization Requirements (9 courses; 45 quarter units)

Students must pass all Preparation for PMHNP Specialization courses before beginning any specialization courses.

NSG 680	Diversity Issues in APN	4.50
MNP 643	Psychopharmacology in MH Care	4.50
MNP 694	MH Care: Adults/Aging Adults ***Corequisite:*** *MNP 694C*	4.50
MNP 694C	Adults/Aging Adults Practicum ***Corequisite:*** *MNP 694*	8.00
MNP 687	MH Care: Children/Adolescents ***Corequisite:*** *MNP 687C*	4.50
MNP 687C	Children/Adoles Practicum ***Corequisite:*** *MNP 687*	6.00
MNP 688A	Introduction to Psychotherapy ***Corequisite:*** *MNP 688C*	4.50
MNP 688C	Intro Psychotherapy Practicum ***Corequisite:*** *MNP 688A*	4.00
MNP 697	PMHNP Capstone	4.50

Master of Science in School Psychology with Pupil Personnel Services Credential (California)

Academic Program Director: Elizabeth McEvoy-Rumbo; emcevoyrumbo@nu.edu

The Master of Science in School Psychology program trains candidates to be change agents in the Pk-12 setting through research, practice, and advocacy. The program's curriculum aligns with California Commission for Teacher Credentialing (CTC) standards and the National Association of School Psychologists (NASP) practice model domains. Candidates in this program are prepared for the position of school psychologist in the state of California. Candidates are encouraged to be active in the local, state, and national professional organizations to stay relevant in the field of school psychology. Candidates accepted into the program earn a graduate degree for the Master of Science in School Psychology and are recommended for a Pupil Personnel Services Credential in School Psychology. Successful completion of the program encompasses passing of all coursework, practicum and internship, a comprehensive exam, and receiving a score of 155 on the School Psychology PRAXIS exam.

The School Psychology program is offered as an online program. The online modality provides students with the ability to attend weekly recorded synchronous class sessions. Each course includes learning activities that are embedded within the online course shell. Candidates in the program are required to attend sixteen (16) mandatory all-day Saturday sessions for the four assessment courses held online via Zoom. The Saturday sessions provide candidates with the opportunity to engage in experiential 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. Fieldwork and practicum experiences will be on-site at schools.

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
- Students must have a CL-900 fingerprint clearance on file with at least three years prior to expiration to be admitted to the program. In lieu of the CL-900, students may also submit a California Clear Credential or an Administrative Credential with at least three years prior to expiration.

Practicum Prerequisites
In accordance with CTC standards, candidates must complete a minimum of 450-hour practica in a K-12 public school setting. Course credit for practicum will be provided through enrollment in PED 618A, PED 618B, and PED 618C. A credentialed school psychologist (with a minimum of three years in the field post internship) must be at the same campus as the candidate to supervise and evaluate the candidate's performance. Candidates must successfully complete all prerequisite courses, with cleared and submitted fingerprints, and a passing score on the CBEST prior to starting practicum. Students are required to be at their practicum site a minimum of one full day for PED 618A and a minimum of two (2) full days a week during PED 618B and PED 618C.

Internship Prerequisites
Internship is the culminating experience in a school psychology training program. Candidates must complete all required practicum hours (450) and receive a passing grade in all practicum courses prior to starting internship. Candidates must complete the internship experience under the supervision of a credentialed and experienced (minimum of three years) school psychologist. In PED 642 and 646 (Internship I and II), candidates will complete their internship hours (1,200) and experiences only in public school-based settings, in accordance with CTC requirements. Candidate performance during internship will be evaluated by the site-based supervisor(s) and an assigned university supervisor.

Program Disclosure Information
Master of Science in School Psychology with Pupil Personnel Services Credential School Psychology program adheres to the credential guidelines for California only. Students who wish to use this program for employment and/or credentials in other states must contact the appropriate regulatory board in that state for more information.

For up-to-date information on program licensure eligibility requirements for the university, please visit: https://www.nu.edu/licensuredisclosures/. For up-to-date information on pupil personnel services credential for

California preparation, please visit:https://www.ctc.ca.gov/credentials/leaflets/Pupil-Personnel-Credential-In-California-(CL-606C).

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- School Psychology candidates will demonstrate knowledge and skills in varied methods of assessment and data collection for the purpose of identifying strengths and needs, implementing evidence-based practices, progress monitoring, and evaluation at the student, classroom, and school-level.
- School Psychology candidates will demonstrate knowledge and skills in varied consultation methods, collaboration, and communication with all school-based stakeholders, families, and community agencies to effectively coordinate interventions and services across academic, social/emotional, and behavioral domains.
- School Psychology candidates will demonstrate knowledge and skills in direct academic interventions for children and families that consider the impact of culture, language, cognition, and social influences on academic skills and collaborate with others to implement evidence-based interventions and instructional strategies.
- School Psychology candidates through assessment, data collection methods and evidence-based strategies will demonstrate knowledge of direct interventions that focus on behavioral and social/emotional interventions for children and families in order to develop and implement mental health supports to promote social-emotional functioning and mental health.
- School Psychology candidates will demonstrate knowledge of school systems, programs, and services (direct and indirect services, school and systems structure, preventive and responsive services, dual language learners, multi-tiered systems of support, general and special education, technology resources and evidence-based school practices) that promote academic outcomes learning, social development, and mental health to create and maintain effective and supportive learning environments for children and others.
- School Psychology candidates will demonstrate knowledge of principles and research related to resilience and risk factors, mental health services, school response and recovery, discipline policies, evidence-based strategies for effective crisis response including treat and risk assessments to promote services that enhance learning, mental health, school safety, and physical well-being through protective and adaptive factors.
- School Psychology candidates will demonstrate evidence-based culturally responsive mental health and social-emotional counseling and interventions to enhance and support positive family-school interactions and facilitate strong family/school partnerships with the community.
- School Psychology candidates will demonstrate a social justice lens of equity and diversity for all students in schools and demonstrate skills of equitable practice through assessment, counseling, and intervention across general and special education settings.
- School Psychology candidates will demonstrate various data collection techniques and be knowledgeable about research design and analysis used in school settings to support evidence-based practices for the individual, group, and system.
- School Psychology candidates will demonstrate knowledge of special education law, ethics, professional practices, school psychology history, service models, professional standards, dispositions, and self-care.

Degree Requirements:

To receive a Master of Science in School Psychology, students must complete at least 94.5 quarter units of graduate work. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and if the units were not used in earning another advanced degree. Students are not awarded the master's degree until they have completed all graduate and credential coursework, including internship, and exit interview. Course equivalence cannot be granted for life experience. Students must complete all coursework with at least a B, GPA of 3.0 or better. Any lower grade mark, B- (2.7) or below, will require a student to take the course again until the minimum passing grade is obtained (B, 3.0).

Credential Admissions Requirements:

You will be required to submit the Initial Requirements e-form providing evidence/ proof of the following prior to enrollment into courses:

- Provide appropriate proof of five-year California Certificate of Clearance
- Negative Tuberculosis (TB) Results-Valid within four years Or Tuberculosis Risk Assessment with Certificate of Completion- Valid within four years

Credential Recommendation Requirements

- Verification of ETS Praxis Professional School Psychology Exam
- Faculty Exit Interview
- Conferred master's degree from National University's Educational Counseling program.
- Possess a minimum of 3.0 GPA in Credential Coursework (D, F, and U grades are not accepted)

Your credential recommendation request will be reviewed by National University Credential Technicians who process the application, confirm credential eligibility, and submit a recommendation to the state. You will receive an email notification to go online and pay for the credential. After payment is confirmed, you will receive e-mail confirmation from the CTC that your document has been granted. You can look up your credential document on the CTC website at: www.ctc.ca.gov

Total Unit Requirements (23 courses; 94.5 quarter units) **Units:** 94.50

Candidates are required to complete a minimum of 450 hours and successfully pass PED 618A, PED 618B, and PED 618C prior to beginning their internship. Candidates must complete practicum experience under the supervision of a credentialed and experienced (three years in the field) school psychologist. Attendance is required online and/or face-to-face for all courses.

Core Requirements (20 courses; 81 quarter units) **Units:** 81.00

Candidates are required to complete ALL 450 hours of practicum prior to starting their internship. Candidates must complete the practicum experience under the supervision of a credentialed and experienced (three-year) school psychologist.

PED 606	Foundations in School Psych	4.50
PED 608	Ethics and Dispositions ***Prerequisite:*** *PED 606*	4.50
PED 610	Tests and Measurements ***Prerequisite:*** *PED 608*	4.50
PED 612	Special Education and Law ***Prerequisite:*** *PED 610*	4.50
PED 614	Academic interventions ***Prerequisite:*** *PED 612*	4.50
PED 616	Cognitive Assessments ***Prerequisite:*** *PED 614*	4.50
PED 620	Developmental Milestones ***Prerequisite:*** *PED 616*	4.50
PED 622	Consultation in Schools ***Prerequisite:*** *PED 620*	4.50
PED 624	Academic and Processing Asmnts ***Prerequisite:*** *PED 622*	4.50
PED 618A	Practicum A ***Prerequisite:*** *PED 624*	1.50
PED 626	Rdg Assessment & Intervention ***Prerequisite:*** *PED 624*	4.50
PED 628	Intro to Research	4.50

	Prerequisite: *PED 626*	
PED 630	Behavior & SEL Interventions ***Prerequisite:*** *PED 628*	4.50
PED 618B	Practicum B ***Prerequisite:*** *PED 630*	1.50
PED 632	Social Emotional Assessments ***Prerequisite:*** *PED 630*	4.50
PED 634	Individual and Grp Counseling ***Prerequisite:*** *PED 632*	4.50
PED 618C	Practicum C ***Prerequisite:*** *PED 634*	1.50
PED 636	Mental Health &Crisis Response ***Prerequisite:*** *PED 634*	4.50
PED 638	Childhood Dev. Disorders ***Prerequisite:*** *PED 636*	4.50
PED 640	Special Population Assessments ***Prerequisite:*** *PED 638*	4.50

Internship requirements (3 courses; 13.5 units) **Units:** 13.50

PED 650	Internship I ***Prerequisite:*** *PED 618C and PED 640 and* ***Corequisite:*** *PED 644 Students must complete all core course requirements and practicum courses before moving into internship.*	4.50
PED 644	Internship Seminar ***Corequisite:*** *PED 650 If a student has not been enrolled into PED 644 by completion of PED 650, it will be at the discretion of the faculty to enroll students during PED 651. Advisors should contact faculty prior to enrollment for approval.*	4.50
PED 651	Internship II ***Prerequisite:*** *PED 650 and PED 640*	4.50

Graduate Certificates - Group Based

Graduate Certificate in AI and Machine Learning

Academic Program Director: Jodi Reeves; jreeves@nu.edu

Topics in this Graduate Certificate 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.

Certificate Requirements (5 courses; 22.5 quarter units)

ANA 500	Python for Data Science ***Recommended Preparation:*** *Prior experience in computer programming languages such as R is helpful.*	4.50
ANA 670	Applied Optimization Methods ***Prerequisite:*** *ANA 500*	4.50
ANA 675	Neural Network & Deep Learning ***Prerequisite:*** *ANA 670*	4.50
ANA 680	Machine Learning Deployment ***Prerequisite:*** *ANA 675*	4.50
ANA 505	AI & Optimization Topics	4.50

Graduate Certificate in Consciousness, Psychology and Transformation

Academic Program Director: Craig Chalquist; cchalquist@nu.edu

The Consciousness Psychology and Transformation Certificate allows individuals to gain graduate-level knowledge in the interdisciplinary field of consciousness studies, delving into such topics as emotional and social intelligence, mindfulness and meditation, including research on and the benefits of each of these. Students learn and apply a consciousness and holistic perspective to their personal and work lives. This multi-perspective approach to human development and awareness is responsive to a widespread longing for deeper meaning and purpose, powerful tools of psycho-spiritual transformation, and fuller human potential.

Some highlights of this curriculum include:

- Personal and professional growth and transformation: the professional environment increasingly recognizes the value of personal growth, in areas such as emotional intelligence, interpersonal communication, and mindfulness.

- A holistic and systems perspective: human beings are connected to larger living systems in nature. The ecological and societal challenges of our day require a leap to holistic and system thinking.
- A developmental perspective: a developmental and evolutionary approach is applied to the individual human life cycle as well as to the larger processes of cultural evolution.
- Mindfulness and presence: integrating meditation and presence practices to daily routines can foster mindfulness, relieve stress, and enhance well-being and personal evolution.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Explain and apply a developmental view of consciousness and human evolution to oneself, others, and systems.
- Demonstrate intrapersonal and interpersonal intelligence, wisdom, and accountability, using psychological and spiritual principles and practices.
- Explain and apply systems theory principles at the individual, community, organizational, and planetary levels.
- Apply communication skills, diversity leadership skills, information literacy skills, and professional development skills in service of consciousness growth and systems change.
- Apply critical, creative and multi-perspectival thinking, inquiry, and meaning-making skills in service of consciousness growth and systems change.

Degree Requirements:

To apply for the CTS Certificate Program, a Bachelor's degree from a regionally-accredited college or university, preferably with an overall GPA of 3.0. Applicants with a lower GPA will be considered, provided their application is strong in other respects. Additionally, all applicants must write a personal statement of 5-7 pages describing their formative life experiences and personal development, along with delineating their reasons for wanting to enroll in the certificate program.

To receive the CTS Certificate, students must complete the 20 quarter units of required courses.

Program Requirements (9 courses; 20 quarter units)

CNS 5012	Emotional Intelligence	3.00
CNS 5030	Consciousness of Sleep & Dream	2.00
CNS 5013	Social Intelligence ***Prerequisite:*** *CNS 5012*	3.00
CNS 5015	Body Consciousness/Body Wisdom	2.00
CNS 5010	Paradigms of Consciousness	3.00
CNS 5017	Human Dev & Consciousness	2.00
CNS 5275	Living Sys & Crea Potential	2.00
CNS 5048	Spiral Dynamics&Social Change ***Prerequisite:*** *CNS 5017*	1.00
CNS 5037	Neuroscience & Mindfulness ***Prerequisite:*** *CNS 5010*	2.00

Graduate Certificate in Forensic and Crime Scene Investigations

Academic Program Director: Ismail Sebetan; isebetan@nu.edu

The Certificate in Forensic and Crime Scene Investigation (FCSI) is designed to prepare individuals to enter the field of forensic and crime scene investigation and for those currently in the field as law enforcement personnel, criminal investigators, evidence technicians, forensic nurses, prosecutors, attorneys, judges and other members of the multidisciplinary team involved in criminal investigation who would like to further develop their skills and expertise.

Students who wish to pursue a master's degree can apply some or all the academic credits awarded in the certificate program toward the MFS degree, assuming they meet the GPA and other requirements of that degree program.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Demonstrate understanding of basic human anatomy, component of death investigation and techniques used for analysis of diseases and trauma, and identification of unknown dead bodies.
- Differentiate the characteristic features of the various types of violent death with the circumstances under which those deaths occur and to meaningfully interact with the forensic pathologist and medico-legal death investigators.
- Demonstrate and describe the basic principles and the role of crime scene investigators in forensic and legal procedures.
- Identify, collect, transport, preserve, and explain the evidentiary value of physical evidence including chain of custody.
- Explain and use the investigative techniques utilized in the processing, and interpretation of evidence of computer and multimedia (video, image, audio) forensics, and the application of the field in both the criminal and civil arenas.
- Analyze the constitutional tensions between the interests of society, on the one hand, and the rights of individuals, on the other, in connection with various criminal procedures and contexts.
- Demonstrate understanding of friction ridge skin differential development and how it applies to the classification of fingerprints and the methodology used in forensic individualization.

Degree Requirements:

Students who wish to pursue a master's degree can apply some or all the academic credits awarded in the certificate program toward the MFS degree, assuming they meet the GPA and other requirements of that degree program.

Certificate Requirements (7 courses; 31.5 quarter units)

FSC 630	Forensic Pathology I	4.50
FSC 642	Forensic Pathology II ***Prerequisite:*** *FSC 630*	4.50
FSC 647	Crime Scene Investigation	4.50
FSC 620	Advanced Criminalistics	4.50
FSC 621	Digital Evidence	4.50
FSC 622	Law and Criminal Procedure	4.50
FSC 623	Fingerprint Analysis	4.50

Post-Graduate Family Nurse Practitioner Certificate

Academic Program Director: Mary McHugh; mmchugh@nu.edu

The Post-Graduate FNP Certificate will prepare advanced practice nurses to manage the care of individuals and families across the lifespan. This program is designed for nurses who hold a Master of Science in Nursing (MSN) or Doctor of Nursing Practice (DNP) or Doctor of Philosophy (PhD), who wish to advance their knowledge, education, and skills to practice in an advanced practice role as a FNP. Graduates are eligible to sit for the FNP national certification examinations offered by the American Nurses Credentialing Center (ANCC) or the American Academy of Nurse Practitioners (AANP). The program emphasis is to foster the FNP's abilities to critically think; make differential diagnoses; use evidence-based findings to improve healthcare outcomes; and be accountable for the provision of healthcare to diverse individuals and families in the areas of health promotion, disease prevention, management of acute and chronic health conditions and primary care. The FNP provides clinical management of primary care conditions in a variety of clinics and community-based settings.

*This certificate program is a non-degree, graduate-level program. Upon completion of the program, participant receives a Post-Graduate Family Nurse Practitioner Certificate.

The Post-Graduate Certificate in Family Nurse Practitioner program at National University is accredited by the Commission on Collegiate Nursing Education (CCNE), 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791.

Admission Requirements

To be eligible for admission to the Post-Graduate FNP Certificate program at National University, candidates must:

- Meet the University requirements for graduate study, listed in the General Catalog under admission requirements.
- Hold a Master's or doctoral degree in nursing from a program that meets one of these criteria 1) State Board of Nursing approved, 2) Nationally accredited, 3) from a regionally accredited University/School, if applicable.
- Provide proof of current, active, and unencumbered RN license in the State of residence.
- Have a GPA of at least 3.0 in graduate course work, on a 4.0 scale. Candidates with a GPA of 2.5-2.99 will be considered by the MSN Admissions Committee on a case by case basis.
- Have completed the University Application for Graduate Admissions.
- Have completed the Post-Graduate Certificate application packet.
- Provide one official transcript from each college or university attended to the Registrar Office.
- Have two professional recommendation on approved forms, preferably from individuals who hold graduate or doctoral degrees.

Prior to the start of the program, candidates are required to:

- Provide evidence of current, active professional liability and malpractice insurance coverage throughout the program.
- Provide evidence of specified immunizations, a report of a recent physical examination, a clear drug screen and background check, and current BLS certification.

Additional Program Information

- Candidates are required to meet with their Admission Counselor to review the process for applying to and acceptance into the Nursing Program. The specifics described are: program of study, schedules of courses, and requirements for progression in the Program. Note: Prospective students should review the MSN & Post-Graduate Certificate packet before submitting the application.
- Students should be proficient in operating a personal computer, including: demonstrated competency in standard computer operating systems and electronic filing systems, basic keyboarding skills, organizing and sorting electronic documents; demonstrated knowledge of standard computer applications to include Microsoft Word and Excel; familiarity with using internet browsers and standard email systems such as MS Outlook.
- Post-Graduate FNP Certificate program is online with mandatory onsite component. All accepted applicants must attend one virtual online program orientation. In addition, students in the FNP and PMHNP specializations are required to attend three or four one-day Objective Structured Clinical Examination (OSCE) (which may be in person at an NU Campus or virtual). FNP and PMHNP practicum courses are offered as immersion practicum experiences, conducted in faculty approved, in-person, preceptored clinical settings.
- Students who request a change in specialization after they have been admitted to a prior specialization must re-submit an application packet including a new goal statement, and one recommendation form completed addressing the new specialization area. A new resume is not required. All prerequisites must be met prior to admissions into the new specialization. The new application will be re-submitted via the Graduate Nursing E-form Application in SOAR by the Admission Counselor.
- Students who withdraw from the program or withdraw their application prior to beginning the program will not need to reapply if the point of initial application occurred within one year of re-application. Students requesting to be re-admitted after one year of initial application for admissions will need to resubmit a new application packet including all required items needed for the application packet and drug screening, background check, immunizations and physical examination. Reapplication to the program does not guarantee acceptance or provide an advantage to being accepted.

Program Disclosure Information

The Family Nurse Practitioner Certificate program is currently using guidelines that prepare eligible students to sit for the FNP national certification examinations offered by the American Nurses Credentialing Center (ANCC) or the American Academy of Nurse Practitioners (AANP). Please see appropriate organization for more information.

This program is designed for nurses who hold a Master of Science in Nursing (MSN) or Doctor of Nursing Practice (DNP) or Doctor of Philosophy (PhD), who wish to advance their knowledge, education, and skills to practice in an advanced practice role as a FNP.

This program is not available in all 50 States, please see licensure 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:

- Synthesize theoretical and empirical knowledge derived from the physical and behavioral sciences and humanities as a basis for professional advanced clinical nursing practice.
- Devise evidence-based health promotion and disease prevention strategies at the patient, family, organizational, community, and population levels for the purpose of improving healthcare outcomes.
- Utilize current technologies to deliver, enhance, and document care across multiple settings to achieve optimal outcomes.
- Advocate for culturally sensitive health care systems and policies that meet ethical and legal standards as a means to improve outcomes and reduce disparity.
- Model collaboration with interdisciplinary and intradisciplinary teams in healthcare systems delivering care to complex, multi-need patients, families, and communities.
- Analyze the impact of national and global health policy on the cost, quality, and access to care in diverse patient populations.

Degree Requirements:

The Post-Graduate FNP Certificate Program of Study includes 62 quarter units. Refer to the General Catalog section on graduate admission requirements for specific information regarding admission and evaluation.

Students must obtain at least 600 hours at an approved practicum site with a designated approved preceptor during the practicum courses. Students must maintain a cumulative GPA of 3.0 and must maintain a B (84%) in all core and specialty courses.

Total Program Requirements: (12 courses; 62 quarter units)
Preparation for the Certification (5 courses; 24 quarter units)

Experienced, practicing Advanced Practice Registered Nurses (APRN) can waive NSG 641, NSG 681, and NSG 682 if taken previously. All students can waive NSG 641, NSG 681, NSG 600, and NSG 680 if taken less than five (5) years prior to application to the Certificate Program, and NSG 682 if taken less than seven (7) years prior to application to the Certificate Program. Doctoral level courses may be used to waive these courses.

NSG 600	Advanced Practice Nursing	4.50
NSG 680	Diversity Issues in APN	4.50
NSG 641	Advanced Pharmacology I	4.50
NSG 681	Advanced Physical Assessment	6.00
NSG 682	Advanced Pathophysiology	4.50

Requirements for the Certification (7 courses; 38 quarter units)

FNP 642	Advanced Pharmacology II	4.50
FNP 683A	Primary Care of Adult and Aged ***Corequisite:*** *FNP 683C*	4.50
FNP 683C	Care of Adult & Aged Practicum	6.00

	Corequisite: *FNP 683A*	
FNP 684A	Primary Care-Women & Children ***Corequisite:*** *FNP 684C*	4.50
FNP 684C	Women and Children Practicum ***Corequisite:*** *FNP 684A*	6.00
FNP 685A	FNP Residency ***Corequisite:*** *FNP 685C*	4.50
FNP 685C	FNP Residency Practicum ***Corequisite:*** *FNP 685A*	8.00

Post-Graduate Psychiatric Mental Health Nurse Practitioner Certificate

Academic Program Director: Mary McHugh; mmchugh@nu.edu,Susan Drummond; sdrummond@nu.edu

The Post-Graduate PMHNP Certificate program will prepare advanced practice nurses to provide primary mental health care for individuals, groups and populations across the lifespan. This Certificate Program is designed for nurses who hold a Master of Science in Nursing (MSN) or Doctor of Nursing Practice (DNP) or Doctor of Philosophy in Nursing (PhD) who wish to advance their knowledge, education, and skills to practice in an advanced practice role as a PMHNP. This advanced practice nurse maintains a critical role in the health care team and ensures collaboration and the provision of safe, effective, coordinated care. As an independent member of the health care team, and in partnership with patients, the PMHNP provides a variety of evidence-based services and therapies. The PMHNP assesses, makes diagnoses and plans care for complex psychiatric and concomitant medical issues, including the prescription and management of psychopharmacologic agents. The PMHNP advocates for patients and their families within a recovery and trauma-informed paradigm. The PMHNP ensures that patients and their families are engaged and actively participate in their behavioral health (mental health and substance use) care as they respond to the illness experience. The PMHNP continuously enhances their care through quality improvement and safety efforts and influences policy at the local, regional and national levels. The PMHNP melds the art and science of professional nursing and skillfully manages the acute and enduring issues posed by people with behavioral health issues across the lifespan. Graduates of this Post-Graduate PMHNP Certificate Program are eligible to sit for the American Nurses Credentialing Center (ANCC) Psychiatric-Mental Health Nurse Practitioner (Lifespan; formerly known as Family Psychiatric-Mental Health Nurse Practitioner) competency-based examination.

*This certificate program is a non-degree, graduate-level program. Upon completion of the program, participants receive a PMHNP Certificate of Completion.

The Post-Graduate Certificate in Psychiatric Mental Health Nurse Practitioner program at National University is accredited by the Commission on Collegiate Nursing Education (CCNE), 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791.

Admission Requirements

To be eligible for admission to the Post-Graduate PMHNP Certificate program at National University, candidates must:

- Meet the University requirements for graduate study, listed in the General Catalog under admission requirements.
- Hold a Master's or doctoral degree in nursing from a program that meets one of these criteria 1) State Board of Nursing approved, 2) Nationally accredited, 3) from a regionally accredited University/School, if applicable.
- Provide proof of current, active, and unencumbered RN license in the State of residence.
- Have a GPA of at least 3.0 in graduate course work, on a 4.0 scale. Candidates with a GPA of 2.5-2.99 will be considered by the MSN Admissions Committee on a case by case basis.
- Have completed the University Application for Graduate Admissions.
- Have completed the Post-Graduate Certificate application packet.
- Provide one official transcript from each college or university attended to the Registrar Office.
- Have two professional recommendation on approved forms, preferably from individuals who hold graduate or doctoral degrees.

Prior to the start of the program, candidates are required to:

- Provide evidence of current, active professional liability and malpractice insurance coverage throughout the program.
- Provide evidence of specified immunizations, a report of a recent physical examination, a clear drug screen and background check, and current BLS certification.

Additional Program Information

- Candidates are required to meet with their Admission Advisor to review the process for applying to and acceptance into the Nursing Program. The specifics described are: program of study, schedules of courses, and requirements for progression in the Program. Note: Prospective students should review the MSN & Post Graduate Certificate packet before submitting the application.
- Students should be proficient in operating a personal computer, including: demonstrated competency in standard computer operating systems and electronic filing systems, basic keyboarding skills, organizing and sorting electronic documents; demonstrated knowledge of standard computer applications to include Microsoft Word and Excel; familiarity with using internet browsers and standard email systems such as MS Outlook.
- Post-grad PMHNP Certificate program is online with mandatory onsite component. All accepted applicants must attend one virtual online program orientation. In addition, students in the FNP and PMHNP specializations are required to attend three or four one-day Objective Structured Clinical Examination (OSCE) (which may be in person at an NU campus or virtual). FNP and PMHNP practicum courses are offered as immersion practicum experiences, conducted in faculty approved, in-person, preceptored clinical settings.
- Students who request a change in specialization after they have been admitted to a prior specialization must re-submit an application packet including a new goal statement, and one recommendation form completed addressing the new specialization area. A new resume is not required. All prerequisites must be met prior to admissions into the new specialization. The new application will be re-submitted via the Graduate Nursing E-form Application in SOAR by the Admission Counselor.
- Students who withdraw from the program or withdraw their application prior to beginning the program will not need to reapply if the point of initial application occurred within one year of re-application. Students requesting to be re-admitted after one year of initial application for admissions will need to resubmit a new application packet including all required items needed for the application packet and drug screening, background check, immunizations and physical examination. Reapplication to the program does not guarantee acceptance or provide an advantage to being accepted.

Program Disclosure Information
The Psychiatric Mental Health Nurse Practitioner Certificate program is currently using guidelines that prepare eligible students to sit for the American Nurses Credentialing Center (ANCC) Psychiatric-Mental Health Nurse Practitioner competency-based examination. Please see appropriate organization for more information. This program is designed for nurses who hold a Master of Science in Nursing (MSN) or Doctor of Nursing Practice (DNP) or Doctor of Philosophy (PhD), and who wish to advance their knowledge, education and skills to practice in an advanced practice role as a PMHNP.

This program is not available in all 50 States, please see licensure 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:

- Synthesize theoretical and empirical knowledge derived from the physical and behavioral sciences and humanities as a basis for professional advanced clinical nursing practice.
- Devise evidence-based health promotion and disease prevention strategies at the patient, family, organizational, community, and population levels for the purpose of improving health care outcomes.
- Utilize current technologies to deliver, enhance, and document care across multiple settings to achieve optimal outcomes.
- Apply organizational and systems leadership to current healthcare issues for the promotion of quality, effective and safe patient care, including the emphasis on ethical and critical decision making, effective working relationships, and a systems-perspective approach.
- Model collaboration and coordination with interprofessional teams in health care systems delivering care to complex, multi-need patients, families and communities.

- Synthesize broad organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population behavioral health care and services to individuals, families, and identified populations.

Degree Requirements:

The Post-Graduate PMHNP Certificate Program of Study includes 60 quarter units. Refer to the General Catalog section on graduate admission requirements for specific information regarding admission and evaluation.

Students must obtain at least 540 hours at an approved practicum site with a designated approved preceptor during the practicum courses. Student must maintain a cumulative GPA of 3.0 and must maintain a B (84%) in all core and specialty courses.

Preparation for Certifications (5 courses; 24 quarter units)

Experienced, practicing Advanced Practice Registered Nurses (APRN) can waive NSG 641, NSG 681, and NSG 682 if taken previously. All students can waive NSG 641, NSG 681, NSG 600, and NSG 680 if taken less than five (5) years prior to application to the Certificate Program, and NSG 682 if taken less than seven (7) years prior to application to the Certificate Program. Doctoral level courses may be used to waive these courses.

NSG 600	Advanced Practice Nursing	4.50
NSG 641	Advanced Pharmacology I	4.50
NSG 680	Diversity Issues in APN	4.50
NSG 681	Advanced Physical Assessment	6.00
NSG 682	Advanced Pathophysiology	4.50

Requirements for the Certification (7 courses; 36 quarter units)

MNP 643	Psychopharmacology in MH Care	4.50
MNP 694	MH Care: Adults/Aging Adults ***Corequisite:*** *MNP 694C*	4.50
MNP 694C	Adults/Aging Adults Practicum ***Corequisite:*** *MNP 694*	8.00
MNP 687	MH Care: Children/Adolescents ***Corequisite:*** *MNP 687C*	4.50
MNP 687C	Children/Adoles Practicum ***Corequisite:*** *MNP 687*	6.00
MNP 688A	Introduction to Psychotherapy ***Corequisite:*** *MNP 688C*	4.50
MNP 688C	Intro Psychotherapy Practicum ***Corequisite:*** *MNP 688A*	4.00

Doctorate Degrees - Group Based

Doctor of Education in Organizational Innovation and Leadership (EdD)

Academic Program Director: Teri Marcos; tmarcos@nu.edu

The Doctor of Organizational Innovation and Leadership program is designed to prepare visionary change agents, complex problem-solvers, and effective leaders from a variety of educational enterprises including education, higher education, government, municipalities, business, healthcare, military and nonprofit agencies to innovate and provide new solutions in a time of rapid change in our society.

You will be able to innovate, generate creative solutions, and facilitate positive change and organizational transformation within your professional capacity. You will explore expanded viewpoints relative to problem identification and applied resolution strategies in educational and organizational ecosystems that can be volatile, uncertain, complex, and ambiguous. You will evolve as an adaptable leader and demonstrate the ability to disrupt the status quo with creative and practical innovations that lead to change and transformation, viewed as impactful and valued.

The program features interdisciplinary and interagency perspectives and exemplary practices that can be considered for evolving positive solutions to contemporary challenges in our increasingly complex and rapidly changing society.

This unique doctoral program provides the opportunity to focus on a current problem of practice from one's own professional workplace and use the knowledge and skills gained throughout the program to anticipate challenges and create innovative solutions that are timely and visionary. Candidates learn to evaluate internal and external factors influencing decisions for adopting and implementing innovations in various organizations.

The program provides current innovation and organizational theories, exemplary innovative educational practices, and methods of inquiry that can be employed to arrive at informed data-based decisions leading to timely and relevant innovations for the target education setting.

Program Highlights:

- The entire program can be completed 100% online with no face-to-face requirements.
- 12-week courses are offered in an asynchronous environment. Cohort members support each other through online discussions and may opt to complete assignments in groups or individually.
- Monthly starts.
- Flexible assignments and due dates to accommodate working adults and busy families.
- The program cultivates awareness of creative interdisciplinary and interagency collaborative processes and resources for change-agency that are impactful at the local, state, regional, national, and international levels.
- Coursework provides meaningful insights into human and organizational dynamics that influence the implementation of innovative solutions.
- Students explore internal and external organizational factors influencing innovation adoption, focusing on exemplary practices, ethics, and political considerations.
- The culminating project is strategically designed to be developed in partnership with caring, responsive faculty support over three years, which lends to a 93% completion rate, or nearly double the average completion rate of most doctoral programs across the U.S.

Admissions Requirements

The Doctor of Education in Organizational Innovation and Leadership program is designed as an interdisciplinary and interagency program, with a focus on creating visionary change agents and leaders who are involved with education enterprises in various organizations, such as government, military, business, community, education, nonprofits, healthcare, and nursing.

- Completed Online Application Form
- An earned master's degree from an accredited institution with a minimum 3.0 grade point average
- Official transcripts of all Master's - level coursework from the institution conferring the degree.

Transfer of Credit: Nine quarter hours may be transferred upon review and approval by doctoral faculty members.

Licensure: This program does not result in licensure.

Leave of Absence: Ed.D. candidates may apply for no more than two leaves of absence for a total of three quarters. The candidate may have no outstanding balance when applying for leave. The Program Director must approve the leave. During the leave, the candidate will be considered on active status, but tuition will not be charged. The leave will count as part of the 7-year completion requirement. At the conclusion of the leave, the candidate must resume continuous enrollment until the degree is awarded.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Evaluate internal and external factors that influence consideration of innovation adoption in educational enterprises.
- Examine human and organizational dynamics that influence implementation of innovation in educational enterprises.
- Analyze relevant innovation and organizational theories influencing contemporary educational enterprises.
- Engage contemporary systems of data analysis that inform decisions pertaining to change in educational enterprises.
- Examine contemporary methodologies to incorporate human and organizational dynamics into the evaluation of innovation initiatives.
- Generate alternative solutions in determining whether to adopt an innovation into an educational enterprise.

Degree Requirements:

To receive a Doctorate in Organizational Innovation and Leadership, students must complete 54 semester credit hours of doctoral work. In addition, students must finish the culminating project. Doctoral candidates are required to maintain a minimum grade point average of 3.0 in their coursework throughout the program. In this program, candidates will identify a current problem of practice within their own work environment and create an innovative design of practice in response by investigating current innovation and organizational factors, theories, and methodologies. While approximately 50% of candidates complete the program in 2.5 years, it is structured for candidates to finish in three years. Candidates have a maximum of seven years to complete the program.

10 courses; 56-59.33 semester credit hours

EDD 800	Intro to Innovation in Ed	6.00
EDD 805	Innovation Theories & Applic	6.00
EDD 810	Theories, Methods of Inquiry	6.00
EDD 815	Seminar in Exemplary Pract	6.00
EDD 820	Consult, Collab & Ethical Prac	6.00
EDD 825	Culm Project Proposal	6.00
EDD 830	Knowledge Mgt for Innovation	6.00
EDD 835	Emerg Issues & Trends	6.00
EDD 840A	Culminating Project A	3.00
EDD 840B	Culminating Project B ***Prerequisite:*** *EDD 840A*	3.00

Optional Course requirements 1 course; 0.67-5.33 semester credit hours (repeatable up to 8 instances)

EDD 804	Individual Support/ Mentoring	0.67

Doctor of Nurse Anesthesia Practice (DNAP)

Academic Program Director: Joseph Martin; jmartin2@nu.edu

The Doctor of Nurse Anesthesia Practice (DNAP) degree is an entry-into-practice clinical practice doctoral degree awarded to students who enter the nurse anesthesia program with a bachelors degree, and subsequently complete the three year doctoral curriculum of study. The DNAP curriculum prepares graduates in the art and science of anesthesia care delivery, and to sit for the National Certification Exam (NCE) to become a board certified - Certified Registered Nurse Anesthetist (CRNA). In addition, graduates will be educated to assume leadership positions in nurse anesthesia administration and education, with focused course work in health

organizations and systems analysis, quality assessment and improvement, leadership, policy analysis, and the implementation of evidence based practice initiatives.

The hybrid curriculum is a combination of eight on-line synchronous and asynchronous delivered courses, nineteen onsite courses, and seven clinical courses, structured in a 36 month course of study. The program will involve the completion of 138 quarter units. During the first week of the program, students engage in an intensive orientation where they are introduced to the overall curriculum, Program and University Policies.

Clinical Training:
Seven clinical practicum courses are provided in the proposed entry into practice DNAP program, which stress the application of relevant science and research to anesthesia practice while engaging in the art and science of anesthesia care delivery.

Throughout the clinical practicum coursework, students will be afforded the opportunity to plan for, and administer, all types of currently accepted general and regional anesthesia techniques, to a variety of patients ranging in medical and surgical acuity. Graduate students will be assigned to various anesthetizing locations within selected affiliate hospitals. At all times while in the clinical environment, students will be directly supervised, instructed, and counseled by a CRNA and/or physician anesthesiologist clinical preceptor. The course faculty member will supervise student progression, required case attainment, clinical work hours, and mid quarter and end of quarter evaluations.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Analyze physiologic, safety, and organizational theories to promote patient safety, enhance quality care, and improve nurse anesthesia practice.
- Synthesize relevant scientific literature and apply results to improve nurse anesthesia practice and patient care outcomes in a culturally sensitive manner.
- Develop effective communication strategies for working with complex patients, families, administrators, and other health professionals.
- Develop effective strategies for managing ethical dilemmas inherent in anesthesia patient care and the workplace.
- Demonstrate leadership skills to meet the challenges of complex health care and educational environments.
- Demonstrate doctoral level scholarship in nurse anesthesia through presentations, publications, leadership activities, and collaboration with other disciplines.
- Utilize technology and information systems to analyze, manage, and present data.
- Analyze complex patient comorbidities to formulate and implement an anesthesia plan of care.

Degree Requirements:

Nurse Anesthesia Application Procedure and Requirements

Admission Requirements:

1. Successful admission to National University.
2. Bachelor of Science in Nursing (BSN) from a NLNAC or CCNE accredited College or University or Bachelor of Science in a related physical science with licensure as a registered nurse.
3. Current unrestricted/unencumbered (clear/active) license as a registered nurse in one of the states of the United States, with eligibility for licensure throughout all states in the United States.
4. A cumulative grade point average (GPA) of 3.0 on all undergraduate courses or 3.25 on the last 60 hours of undergraduate courses on a 4.0 scale.
5. Science GPA of 3.0 or greater.
6. Successful completion of the following prerequisite courses:
    a. Pharmacology
    b. Anatomy with Lab

   c. Physiology
   d. General Chemistry (with lab)
   e. Undergraduate statistics
7. A minimum of one full year of critical care experience in an intensive care unit within the past three years as a registered nurse. Emergency department and other experiences will be considered on an individual basis. Operating room, OB, and PACU experience is not accepted as critical care experience.
8. Three favorable evaluations/recommendations from:
   a. Current clinical supervisor
   b. Fellow critical care nursing peer or anesthesia provider
   c. Academic faculty or clinical educator familiar with your academic performance
9. Professional certification in any of the following preferred: CCRN, CEN, or CFRN.
10. Current ACLS and PALS certification
11. Shadow experience in the OR with a CRNA or Anesthesiologist
12. Successful personal interview
13. Ability and willingness to travel for clinical rotation assignments, and to be flexible when required to change clinical sites at short notice.
14. Ability to meet the didactic and clinical requirements of the curriculum.

Didactic and clinical professional and physical competency standards include:

- **Ability to observe and communicate.** Nurse anesthetists must be able to observe, hear, and understand evidence about a patient's status quickly and accurately as well as communicate rapidly and clearly with patients, members of the healthcare team, and others.
- **Physical capabilities and motor skills.** Nurse anesthetists are required to move, transfer, and position patients and to locate and arrange equipment as needed; to be sufficiently mobile to provide care to several patients at a time, and to have sufficient dexterity, hand/eye coordination, and stamina to operate complicated instruments and perform procedures for prolonged periods.
- **Cognitive skills and intellectual capacities.** Nurse anesthetists are able to understand complex medical information related to patient needs and care; to transcribe and communicate that information quickly and accurately; and to distinguish standard from nonstandard patterns of patient behaviors and responses.
- **Decision-making skills.** Nurse anesthetists are expected to demonstrate the capacity to gather, organize, assess, prioritize, make decisions, and then act on information appropriately so as to facilitate the prompt and timely delivery of patient care.
- **Behavioral and social attributes.** Nurse anesthetists should exhibit professionally appropriate behaviors at all times with patients, members of the healthcare delivery team, and the public. These behaviors include capacities to establish rapport and trust including respect for team roles and norms; to preserve confidentiality; to communicate clearly with patients, other health care providers and the public; to complete work in a timely manner; and to demonstrate commitment to ensuring the quality of and upgrade the practice of nurse anesthesia.

Program Requirement (34 courses; 138 quarter units)

Students must take all of the DNAP courses in the set sequence. The program utilizes a cohort model.

ANE 800	Advanced Principles of EBP	4.50
ANE 810	Advanced Pharmacology Concepts ***Prerequisite:*** *Admission to the Nurse Anesthesia Program or prior approval from Academic Program Director*	4.50
ANE 815	Adv Human Anatomy for Anesth ***Prerequisite:*** *Admission to the Nurse Anesthesia Program or approval from Academic Program Director.*	4.50
AND ANE 816	Advanced Human Anatomy Lab	1.50

	Prerequisite: *Admission to the Nurse Anesthesia Program or prior approval from Academic Program Director.*	
ANE 820	Nurse Anesthesia Physiology I	4.50
ANE 824	Principles of Anesthesia I	4.50
ANE 825	Advanced HiFi Sim I ***Corequisite:*** *ANE 824 with a minimum grade of B-. minimum passing grade for the nurse anesthesia program is a B-.*	1.50
ANE 818	Anesthesia Pharmacology I ***Corequisite:*** *ANE 824 with a minimum grade of B-. All nurse anesthesia courses must be completed with a B- or greater for continued program matriculation.*	4.50
ANE 821	Nurse Anesthesia Physiology II	4.50
ANE 826	Principles of Anesthesia II ***Prerequisite:*** *ANE 824 with a minimum grade of B-. Required grade for metriculation minimum passing grade is B-*	4.50
ANE 827	Advanced HiFi Sim II	1.50
ANE 819	Anesthesia Pharmacology II	4.50
ANE 828	Principles of Anesthesia III	4.50
ANE 829	Advanced HiFi Sim III ***Corequisite:*** *ANE 828 (Lab component of the Principles of Anesthesia III lecture course.)*	1.50
ANE 822	Anesthesia Physiology III ***Prerequisite:*** *ANE 821 with a minimum grade of B-. B- grades are required for program progression*	4.50
ANE 823	Anesthesia Physical Assessment	4.50
ANE 830	Principles of Anesthesia IV ***Prerequisite:*** *ANE 824 with a minimum grade of B-. Minimum course grade for any anesthesia course is a B-, Curriculum in a cohort, lock-step model*	4.50
ANE 831	Advanced HiFi Sim IV ***Corequisite:*** *ANE 830 with a minimum grade of B-. B- is the minimum allowable grade for matriculation in the program*	1.50
ANE 840	Anesth Professional Aspects	4.50
ANE 801	Biostat for Nurse Anesthesia	4.50
ANE 850	Clinical and Seminar I ***Prerequisite:*** *Satisfactory completion of the didactic phase of the program.*	4.50
ANE 851	Implementing EBP in Anesthesia ***Prerequisite:*** *ANE 800 with a minimum grade of B-. Program policy for matriculation*	4.50
ANE 855	Clinical and Seminar II	4.50
ANE 856	Health Policy and Advocacy	4.50
ANE 860	Clinical and Seminar III	4.50
ANE 861	Systems Analysis-Communication	4.50
ANE 865	Clinical Rotation- Seminar IV	4.50
ANE 866	Epidemiology-Population Health ***Prerequisite:*** *ANE 801 with a minimum grade of B-. B- required for matriculation in the program*	4.50
ANE 870	Clinical Rotation-Seminar V ***Corequisite:*** *ANE 865 with a minimum grade of B-. Minimum allowable grade for matriculation*	4.50
ANE 871	Healthcare Economics - Finance	4.50
ANE 875	Clinical Rotation-Seminar VI	4.50

	Prerequisite: *ANE 870 with a minimum grade of B-. Minimum required for program progression*	
ANE 876	Capstone Project	4.50
ANE 880	Clinical Specialization ***Prerequisite:*** *ANE 870 with a minimum grade of B-. Minimum grade for matriculation*	4.50
ANE 881	DNAP Role - Healthcare Impact	4.50

Doctor of Psychology (PsyD)

Academic Program Director: Sarah Carroll; scarroll2@nu.edu,Jamie Franco; jfrancozamudio@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 for 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 and Social Sciences, a dedicated faculty of practitioner-scholars offers a student-faculty ratio of approximately 10:1. 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 program operates on a traditional academic quarter system (11 weeks), and all classes are held in person at the JFK SOPSS campus, in Pleasant Hill, CA. 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 doctoral internship. Students are also required to complete a clinical dissertation project. All students must meet the residency requirement of at least 36 units within a 12-month period, typically earned during their first four quarters in the program.

Admissions Requirements
The PsyD program accepts applications from November through mid-August. Applicants are accepted into the program once a year in the Fall quarter.

Degree and Grade Point Average (GPA) Requirement. Applicants must have a minimum GPA of 3.0 from an accredited undergraduate institution or a 3.5 from an accredited graduate institution.

Prerequisites. Four prerequisite courses taken *within the past ten years* at an institution with regional accreditation or other recognized accreditation are required for admission. The courses must be completed before starting the program with a grade of B- or better or a Credit in Credit/No Credit classes.

1. Introductory Psychology or Developmental Psychology/Human Development
2. Theories of Personality or Abnormal Psychology (undergraduate level)/Psychopathology (graduate level)
3. Statistics
4. A Diversity-related course: This course does not have to be a Psychology course. For example, it may be an overview course such as Psychology of Diversity, Cultural Anthropology, or Introduction to Social Justice/ Forensics. It can also be a course on a specific subject, such as immigrants and refugee health, feminism, or diverse populations.

Admission of applicants will be conditional until completion of any unfinished prerequisites before the fall classes begin.

Application Requirements. All application materials for the PsyD program are made through the PSYCAS portal psycas.liaisoncas.com

1. Official transcripts
2. Personal Statement (2-4 pages): The personal statement is one of the most important selection criteria and carries a similar weight to the admission interview. This statement, along with the other required documents, will be reviewed by the Admission Committee as part of the admission process to determine interview eligibility.
3. Resume/Curriculum Vitae
4. Three letters of recommendation: Preference for letters is from academic instructors and clinical supervisors.
5. Sample Academic Paper: Maximum 10 pages, not including references or cover page.

Clinically Relevant Experience: Preference is given to applicants with clinically relevant experience (e.g., working in a suicide prevention center or crisis support services agency, case management, behavioral therapy 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 1) 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/ diverse 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/ diverse 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 doctoral 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.

Doctoral Internship
Trainees apply for doctoral internships 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 the dissertation proposal successfully defended, before going to internship.

PsyD trainees are encouraged to apply for internship programs that are accredited by APA through the APPIC consortia. 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 2/Beginning Practicum. In order to sit for this exam, students must pass the following first-year courses: IPS 1, Psychopathology I & II, Clinical Interviewing Skills, Human Development, and Law & Ethics. The exam consists of 150 multiple-choice questions.

Clinical Proficiency Examination
In the Spring of Year 3, 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.

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 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, 7304, or 7308 (as directed by the dissertation chair) 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 a minimum of 30 1-hour-long sessions of individual or group psychotherapy over the course of 20 months during the time they are enrolled in the PsyD program. 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 their internship.

Licensure
Completion of the 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 of 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) 574-7720
Toll Free: (866) 503-3221
E-mail: bopmail@dca.ca.gov
Website: www.psychology.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 the ability to integrate at least two of affective, biological, cognitive, social, and/or developmental aspects of behavior.

DSK 4. Research Methods

- 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

- Demonstrate the substantially independent ability to formulate 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.
- Conduct research or other scholarly activities.
- Disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.
- Demonstrate the ability to evaluate and apply professional literature in the context of specific clinically relevant questions.

PWC 2. Ethical and Legal Standards

- 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 Values, Attitudes, and Behaviors

- 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 and Interpersonal Skills

- 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 interviews 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 the ability to apply knowledge of supervision models and practices in direct or simulated practice with psychology trainees or other health professionals.

PWC 9. Consultation and Interprofessional/Interdisciplinary Skills

- Demonstrate knowledge of and respect for the roles and perspectives of other professions.
- Demonstrate knowledge of consultation models and practices.
- Demonstrate the 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. Courses eligible for transfer credit must have been taken within the last eight years.

When transfer credit is granted for a course completed at another institution, regardless of whether the course earned quarter units or semester units, 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 and Social Sciences.

Transfer credit will only be awarded after the NU transfer credit evaluation process has been successfully completed. Whether the units are transferred as "content only" or "content plus units" will be based on whether the previously earned units are from a conferred degree or not. The number of transferred credits permitted is at the discretion of the program. Transfer credit will not be included as part of the cumulative University GPA.

Students matriculating into the PsyD program may transfer a maximum of 30 quarter units towards the required PsyD courses. Up to 18 of those units can be from a previous Master's program, and all or part of the total units can be from a previous Doctoral program.

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 PsyD Integrated Professional Seminar (IPS 1, 2 & 3).

Accreditation
The JFK School of Psychology – PsyD Program is accredited by the Commission on Accreditation of the APA.

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
Website: www.apa.org/ed/accreditation

Program Disclosure Information

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 and Social Sciences at National University Doctoral Program in Clinical Psychology (PsyD) **meets** the educational degree completion requirement for licensure in the state of California as a Licensed Psychologist.

Since many states have unique licensing requirements, the JFK School of Psychology and Social Sciences at National University cannot confirm whether its PsyD program 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 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.

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:

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
Website: 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.

The JFK School of Psychology and Social Sciences at National University PsyD 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

The PsyD program academic year is divided into four 11-week quarters

Program Learning Outcomes:

Upon successful completion of this program, students will be able to:

- Research. Develop expertise in the integration of science and Health Service Psychology practice.
- Ethics. Manage ethical issues in accordance with APA Ethical Principles, applicable laws, and relevant Health Service Psychology standards and guidelines.

- Individual and Cultural Diversity. Integrate awareness and knowledge of individual and cultural diversity in the conduct of Health Service Psychology roles.
- Professional Attitudes, Values, and Behavior. Cultivate professional values, attitudes and behaviors that are consistent with Health Service Psychology standards.
- Communication. Support effective interpersonal communication through written and oral Health Service Psychology language and concepts.
- Assessment. Develop competence in conducting evidence-based and contextually appropriate assessment consistent with the scope of Health Service Psychology.
- Intervention. Implement evidence-based and contextually appropriate interventions consistent with the scope of Health Service Psychology.
- Supervision. Incorporate Health Service Psychology supervision models and practices in professional situations.
- Consultation and Interdisciplinary Skills. Incorporate Health Service Psychology consultation models and practices in interaction with clients and other stakeholders.
- Discipline-specific Knowledge. Integrate understanding of the history, foundational science, and research principles that underlie the field of Health Service Psychology.

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.
- Thirty sessions 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 at least 3.0 must be achieved in all work for the PsyD program; All program requirements must be completed within eight calendar years of matriculation.
- Candidates for doctoral degrees are required to apply for graduation in or before the quarter in which they expect to complete all degree requirements.

Total Degree Requirement (180 quarter units)

Core Requirements Year One (14 courses; 46 quarter units)		**Units:** 46.00
PSD 7009	Group Clinical Skills	2.00
PSD 7011	Clinical Interviewing Skills	4.00
PSD 7015	Psychopathology I	3.00
PSD 7016	Psychopathology II ***Prerequisite:*** *PSD 7015 with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.*	3.00
PSD 7036	IPS 1 Multicult. Foundations	5.00
PSD 7037	IPS 1 Multicult. Integration	5.00
PSD 7038	IPS 1 Multicult. Tx Approaches	5.00
PSD 7050	The Developing Psychologist	1.00
PSD 7114	Psychometrics:Psych Assessment	2.00
PSD 7122	Psychodynamic Theory & Applic	3.00
PSD 7123	Cognitive Behavioral Theory	3.00
PSD 7124	Family Systems Theory & Applic	3.00
PSD 7141	Ethical & Legal Issues Psych	3.00
PSD 7227	Human Development	4.00

Core Requirements Year Two (12 courses; 42 quarter units) **Units:** 42.00

PSD 7107	Biological Bases of Behavior	3.00
PSD 7108	Cognitive & Affective Bases	3.00
PSD 7115	Assessment I: Intellect/Cognit ***Prerequisite:*** *PSD 7114 with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.*	4.00
PSD 7116	Assessment II: Personality I ***Prerequisite:*** *PSD 7115 with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.*	4.00
PSD 7117	Assessment III: Personality II	4.00
PSD 7131	Psych & Treatment Subst Abuse	3.00
PSD 7136	IPS 2 Applied Diagnosis	4.00
PSD 7137	IPS 2 Case Formulation	4.00
PSD 7138	IPS 2 Informed Tx Planning	4.00
PSD 7151	Research Methods & Stats I	3.00
PSD 7250	Research Methods & Stats II ***Prerequisite:*** *PSD 7151 with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.*	3.00
PSD 7251	Qualitative Rsch: Critical Rev	3.00

Core Requirements Year Three (11 courses; 29 quarter units) **Units:** 29.00

PSD 7104	Social & Cultural Bases Behavr	3.00
PSD 7110	Integrated Foundationl Science ***Prerequisite:*** *PSD 7104 with a minimum grade of B-. ; PSD 7107 with a minimum grade of B-. ; PSD 7108 with a minimum grade of B-. ; PSD 7227 with a minimum grade of B-. ; PSD 7160 with a minimum grade of B-. B- is the lowest passing grade for JFK-SOP PsyD courses.*	2.00
PSD 7160	Psychopharmacology ***Prerequisite:*** *PSD 7107 with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.*	3.00
PSD 7180	Psychology of Trauma	3.00
PSD 7236	IPS 3 Int Case Concept/Tx Plan	4.00
PSD 7237	IPS 3 Clinical Communication	4.00
PSD 7238	IPS 3 Prof Dev/Lifelong Learn	4.00
PSD 7252	Clinical Dissertation Prop I ***Prerequisite:*** *PSD 7251 with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.*	2.00
PSD 7253	Clinical Dissertation Prop II ***Recommended: Prior completion of:*** *PSD 7252*	2.00
PSD 7254	Clinical Dissertation Prop III ***Recommended: Prior completion of:*** *PSD 7253; Online training module for IRB / human participants should be completed prior to the beginning of this course.*	1.00
PSD 7601	Psych Career Skills Building ***Prerequisite:*** *PSD 7273 with a minimum grade of CR. This is the lowest passing grade for JFK-SOP PsyD courses.*	1.00

Core Requirements Year Four (3 courses; 9 quarter units) **Units:** 9.00

PSD 7003	History & Systems of Psych	3.00
PSD 7215	Foundations Prof Consultation	3.00
PSD 7230	Fundamentals Clinical Supervsn	3.00

Core Requirements Year Five (4-8 courses; 36 quarter units) **Units:** 36.00

Students must repeat any combination of the following two courses for a total of at least 36 quarter units.

PSD 7400	Full-Time Internship ***Recommended: Prior completion of:*** *Completion of all other coursework and permission of Training Director.*	9.00
PSD 7401	Part-Time Internship ***Recommended: Prior completion of:*** *Completion of all other coursework and permission of Training Director.*	4.50

Electives (18 quarter units)

Students select a minimum of 18 total quarter units comprised of any combination of elective courses. Some courses are repeatable but have a maximum number of quarter units that can count toward the 18 elective quarter units / 180 total quarter units needed for graduation.

General Electives (all are repeatable)		
PSD 7303	Dissertation Completion ***Recommended: Prior completion of:*** *PSD 7254*	0.00
PSD 7308	Diss Study - Supplemental ***Recommended: Prior completion of:*** *PSD 7254*	5.00
PSD 7309A	Topics in Doctoral Psychology	1.00
PSD 7309B	Topics in Doctoral Psychology	2.00
PSD 7309C	Topics in Doctoral Psychology	3.00
PSD 7330	Externship-Concurrent w/IPS ***Recommended: Prior completion of:*** *all year one coursework; a minimum of 6 months clinical experience. Training office approval required.*	0.00
PSD 7331	Externship ***Prerequisite:*** *PSD 7138 with a minimum grade of CR. This is the lowest passing grade for JFK-SOP PsyD courses.*	1.00
PSD 7332	Externship - Assessment ***Prerequisite:*** *PSD 7720 with a minimum grade of B-. Course must be passed, and minimum passing grade is B-*	2.00
PSD 7335	Externship - Supplemental ***Prerequisite:*** *PSD 7331 with a minimum grade of CR. Students must have successfully completed the PSD 7331 course four times in order to enroll in this class.*	1.00
PSD 7336	Externship - Assessment Suppl ***Prerequisite:*** *PSD 7332 with a minimum grade of CR. Students must have successfully completed the PSD 7332 course two times in order to enroll in this class.*	2.00
PSD 7402	Internship - Supplemental ***Prerequisite:*** *PSD 7400 with a minimum grade of CR. Students must have successfully completed the PSD 7400 course four times in order to enroll in this class.*	9.00
PSD 7529	Externship - Integrated Health	1.00
PSD 7539	Externship-Forensic/Correction	1.00
PSD 7550	Clinical Topics in Sport Psych	3.00
PSD 7559	Externship - Sport	1.00
PSD 7602	Summer Field Placement ***Recommended Preparation:*** *Take when instructed by Training Office.*	0.00
General Electives (not repeatable)		

PSD 7170A	Functional Neuroanatomy ***Prerequisite:*** *PSD 7107 with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.*	2.00
PSD 7170B	Neuropathology ***Prerequisite:*** *PSD 7170A with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.*	3.00
PSD 7170C	Neuropsychological Principles ***Prerequisite:*** *PSD 7170B with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.*	3.00
PSD 7171	Neuropsychological Rehab ***Recommended: Prior completion of:*** *PSD7107 (Biological Bases), and PSD7170A-B-C (foundational neuropsychology courses) are strongly recommended.*	1.00
PSD 7173	Overview of Pediatric Assessmt ***Recommended: Prior completion of:*** *PSD7107 (Biological Bases), and PSD7170A-B-C (foundational neuropsychology courses) are strongly recommended.*	1.00
PSD 7174	Neuropsychology of Aging	1.00
PSD 7178	Multicultural Issues in Assess ***Prerequisite:*** *PSD 7116 with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.*	1.00
PSD 7304	Pre-Internship Diss Study ***Recommended: Prior completion of:*** *PSD 7254*	4.00
PSD 7521	Fndmntls Integrated Healthcare	1.00
PSD 7522	Health Psychology	2.00
PSD 7523	Motivational Interviewing	1.00
PSD 7524	Behav Health in Primary Care	1.00
PSD 7525	Neurobiology of Trauma	2.00
PSD 7526	Communication in Healthcare	1.00
PSD 7527	Bariatric Psychology	1.00
PSD 7530	Corr Psych/Cultural Awareness	2.00
PSD 7531	Forensic Psych/Multicultural	2.00
PSD 7533	Forensic/Correctional Assess. ***Prerequisite:*** *PSD 7116 with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.*	3.00
PSD 7535	Exprt Tstmny/Advncd Rprt Wrtng	2.00
PSD 7561	Vicarious Trauma & Self-Care	1.00
PSD 7562	Trauma Assessment & Tx	2.00
PSD 7563	Socio-Cult Issues of Trauma	2.00
PSD 7564	Trauma Tx and Intervention	2.00
PSD 7710	Tx of Trauma via Psychodrama	1.00
PSD 7711	Art Therapy & Trauma	1.00
PSD 7712	Somatic Tx of Trauma	1.00
PSD 7713	Systemic & Historical Trauma	2.00
PSD 7720	Assessment Integration ***Prerequisite:*** *PSD 7115 with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.; PSD 7116 with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.*	2.00

Courses Required for Licensure		
PSD 7701	Spousal/IPV Abuse Prev Assess	2.00
PSD 7702	Child Abuse Assessmt/Reporting	1.00

PSD 7703	Aging and Long-Term Care	1.00
PSD 7704	Suicide Prevention and Assess	1.00
PSD 7705	Human Sexuality	1.00

Concentration in Correctional and Forensic Psychology

Academic Program Director: Sharon Christensen; schristensen@nu.edu

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 the Academic Program Director for the concentration.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Demonstrate the ability to apply current knowledge of diagnostic classification systems to client difficulties. Plan and implement formal assessment of referred clients, considering their diagnostic situation and intersecting cultural identities. Integrate data from multiple sources and communicate findings in a clear and accurate way.

Concentration Requirements (4 courses, 9 quarter units)

In order to obtain permission to enroll in the concentration, candidates must contact the Academic Program Director prior to enrolling.

PSD 7530	Corr Psych/Cultural Awareness	2.00
PSD 7531	Forensic Psych/Multicultural	2.00
PSD 7533	Forensic/Correctional Assess. ***Prerequisite:*** *PSD 7116 with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.*	3.00
PSD 7535	Exprt Tstmny/Advncd Rprt Wrtng	2.00

Concentration in Integrated Healthcare

Academic Program Director: Pilar Corcoran - Lozano; pilar.corcoran-lozano@natuniv.edu

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 setting utilizing an integrated healthcare approach to managing acute and chronic illnesses. Students have the opportunity to train in a team setting with medical, nursing, and social work

professionals. 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 to enroll in this concentration, please contact the Academic Program Director for the concentration.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Establish effective therapeutic relationships, gather and integrate clinically relevant information, conceptualize cases, develop treatment plans, implement evidence-based and contextually appropriate interventions, and evaluate intervention effectiveness.

Concentration Requirements (5 courses: 7 units)

In order to obtain permission to enroll in the concentration, candidates must contact the Academic Program Director prior to enrolling.

PSD 7521	Fndmntls Integrated Healthcare	1.00
PSD 7522	Health Psychology	2.00
PSD 7523	Motivational Interviewing	1.00
PSD 7524	Behav Health in Primary Care	1.00
PSD 7525	Neurobiology of Trauma	2.00

Students may enroll in additional elective courses if desired.

Optional Electives

PSD 7526	Communication in Healthcare	1.00
PSD 7527	Bariatric Psychology	1.00

Concentration in Neuropsychology

Academic Program Director: Peter Van Oot; pvanoot@nu.edu

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 contact the Academic Program Director for the concentration.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Demonstrate the ability to apply current knowledge of diagnostic classification systems to client difficulties. Plan and implement formal assessment of referred clients, considering their diagnostic situation and intersecting cultural identities. Integrate data from multiple sources and communicate findings in a clear and accurate way.

Concentration Requirements (7 courses; 12 quarter units)

In order to obtain permission to enroll in the concentration, candidates must contact the Academic Program Director prior to enrolling.

PSD 7170A	Functional Neuroanatomy ***Prerequisite:*** *PSD 7107 with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.*	2.00
PSD 7170B	Neuropathology ***Prerequisite:*** *PSD 7170A with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.*	3.00
PSD 7170C	Neuropsychological Principles ***Prerequisite:*** *PSD 7170B with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.*	3.00
PSD 7171	Neuropsychological Rehab ***Recommended: Prior completion of:*** *PSD7107 (Biological Bases), and PSD7170A-B-C (foundational neuropsychology courses) are strongly recommended.*	1.00
PSD 7173	Overview of Pediatric Assessmt ***Recommended: Prior completion of:*** *PSD7107 (Biological Bases), and PSD7170A-B-C (foundational neuropsychology courses) are strongly recommended.*	1.00
PSD 7174	Neuropsychology of Aging	1.00
PSD 7178	Multicultural Issues in Assess ***Prerequisite:*** *PSD 7116 with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.*	1.00

Concentration in Trauma Psychology

Academic Program Director: Matthew Mock; mmock@nu.edu

The Trauma Concentration provides education and training for students who are interested in working with individuals and communities impacted by trauma. Coursework in this concentration offers didactic and experiential training in the utilization of trauma-informed approaches to assess and treat clients. Students have an opportunity to learn about multiple aspects of trauma, including adverse childhood experiences (ACE), historical and intergenerational trauma, crisis trauma, racial trauma, vicarious trauma, and more. Classroom learning has applications to subsequent clinical settings.

The training in this concentration references the New Haven Competencies for Trauma Psychology (2014) and policies described in "Guidelines on Trauma Competencies for Education and Training" approved by the APA Council of Representatives, 2015.

This concentration trains students in mental health assessment, diagnosis, and intervention for individuals, including adults who have experienced traumas. The experiences of traumas and their impact on psychological functioning will be studied. Upon completion of this concentration, students will be prepared to work in a wide range of settings, including community-based clinics, hospitals and VA settings, health centers, colleges and universities, and other clinical practice settings.

The concentration is also designed to facilitate student entrance into APA - accredited internships serving those impacted by trauma. For the specific requirements to enroll in this concentration, please contact the Academic Program Director for the concentration.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Implement evidence-based and contextually appropriate interventions consistent with the scope of Health Service Psychology.

Concentration Requirements (5 courses; 9 quarter units)

PSD 7525	Neurobiology of Trauma	2.00
PSD 7561	Vicarious Trauma & Self-Care	1.00
PSD 7562	Trauma Assessment & Tx	2.00
PSD 7563	Socio-Cult Issues of Trauma	2.00
PSD 7564	Trauma Tx and Intervention	2.00

Students may complete additional optional units if desired.

Optional Electives

PSD 7710	Tx of Trauma via Psychodrama	1.00
PSD 7711	Art Therapy & Trauma	1.00
PSD 7712	Somatic Tx of Trauma	1.00
PSD 7713	Systemic & Historical Trauma	2.00

Graduate Credentials - Group Based

Clear Administrative Services Credential Induction Program (California)

Academic Program Director: Wayne Padover; wpadover@nu.edu
This program is to be developed from the Professional Administrative Services Credentials Standards adopted by California Commission for Teacher Credentialing (CTC) on February 13, 2014, which is an Administrator Induction Program (AIP) to support beginning school administrators in their administrative roles, to advance their knowledge and skills related to the California Professional Standards for Education Leaders (CPSEL), and to become effective school leaders and administrators that results in the success of all students. The program consists of four 4.5 qu courses spread over a two-year period as per Commission policy.
Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Facilitate the development and implementation of a shared vision of learning and growth of all students.
- Develop a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.
- Manage the organization to cultivate a safe and productive learning and working environment.
- Collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.
- Model professionalism, ethics, integrity, justice, and equity for faculty and staff.
- Influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.

Degree Requirements:

The program is for credentialing purposes, only. Once all four courses are successfully completed, the University can recommend the student to the Commission for a credential.

Credential Admissions Requirements:

You will be required to submit the Initial Requirements e-form providing evidence/ proof of the following prior to enrollment into courses:

- Valid Preliminary Administrative Credential
- Current employment in an appropriate Administrative Services position
- Negative Tuberculosis (TB) Results-Valid within four years Or Tuberculosis Risk Assessment with Certificate of Completion- Valid within four years

Credential Recommendation Requirements

- Possess a minimum of 3.0 GPA in Credential Coursework (D, F, and U grades are not accepted)
- Valid Preliminary Administrative Services Credential (with at least one year remaining on document)
- Two years of experience as an Administrator

Your credential recommendation request will be reviewed by National University Credential Technicians who process the application, confirm credential eligibility, and submit a recommendation to the state. You will receive an email notification to go online and pay for the credential. After payment is confirmed, you will receive e-mail

confirmation from the CTC that your document has been granted. You can look up your credential document on the CTC website at: www.ctc.ca.gov

(4 courses; 18 quarter units)

EDA 610	Induction Seminar	4.50
EDA 611	Pro Development Seminar I ***Prerequisite:*** *EDA 610 with a minimum grade of S. Must have the knowledge and skills gained in EDA 602 to be successful in this course. All courses in this program build upon the knowledge gained in the previous class.*	4.50
EDA 612	Pro Development Seminar II ***Prerequisite:*** *EDA 611 with a minimum grade of S. Courses in this program scaffold learning.*	4.50
EDA 613	Assessment Seminar ***Prerequisite:*** *EDA 612 with a minimum grade of S. Courses in the program scaffold knowledge.*	4.50

Inspired Teaching and Learning Preliminary Multiple Subject Teaching Credential and Internship Option (California)

Academic Program Director: Nilsa Thorsos; nthorsos@nu.edu

Inspired Teaching and Learning Preliminary Multiple Subject Teaching Credential and internship option is designed for candidates who are dedicated to inspiring all K-12 learners by ensuring for them: social-emotional thriving, meaningful academic achievement, and equitable and inclusive learning communities. The program and courses meet the California Commission on Teacher Credentialing (CTC) requirements for a Preliminary Multiple Subject teaching credential. Candidates are required to successfully complete foundation courses, multiple subject credential method courses, and a clinical practice path (student teaching or internship).

*__Please Note__: To avoid interruptions to program progress and/or financial aid arrangements, students need to satisfy/pass the Subject Matter Competency Requirement **PRIOR** to starting the multiple subject credential area method courses.

Internship Option: The Commission on Teacher Credentialing (CTC) mandates all approved intern programs provide a minimum of 120 hours of pre-service coursework prior to becoming Intern Eligible. Candidates must complete the foundation sequence of ITL 600, ITL 604, ITL 606, ITL 608; Subject Matter Competency, U.S. Constitution; and have a school or district letter verifying a teaching position job offer as the 'teacher of record'.

GoReact

GoReact is an online video coaching and collaboration platform designed to improve professional practice. All Inspired Teaching and Learning Student Teachers and University Interns are required to utilize GoReact during their Student Teaching/ Clinical Practice and Seminar courses. Student Teachers and Interns will need a subscription which covers all supervision classes. Please see the Tuition and Fees section of the catalog for the GoReact fees.

For additional information on credential requirements, please see the Sanford College of Education Credential Information section of the catalog.

Program Disclosure Information
The Preliminary Multiple Subject Teaching Credential and Intern Option program is currently operating using credential guidelines for California only. Students who wish to use this program for credential in other states must contact the appropriate regulatory board for more information.

For up-to-date information on program licensure eligibility requirements for a state, please visit: https://www.nu.edu/licensuredisclosures/

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Integrate the knowledge needed for engaging/supporting all K-12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for creating/maintaining effective learning environments for all K-12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for making subject matter comprehensible for all K-12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for designing/planning learning experiences for all K-12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for assessing all K-12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for being a legal, ethical, and professional educator for all K-12 learners, including those with diverse learning needs.
- Reflect critically about professional beliefs and practices in the application of teaching and learning principles needed to inspire K-12 learners as well as being an inspired teacher.

Degree Requirements:

To receive a California Preliminary Multiple Subjects Teaching Credential, candidates must complete at least 54 graduate units, 31.5 of which must be completed in residency to meet the residency requirement.

Additionally, the Subject Matter must be passed prior to beginning the Multiple Subject Credential Methods courses.

Each credential course (ITL) includes a required 4-hour field experience in one or more K-6 classrooms, representing a diverse K-12 student population, with the exception of the clinical practice courses.

Candidates choosing the Internship option with the Preliminary Multiple Subject Teaching Credential will need to meet the Internship Eligibility requirements as outlined in the Sanford College of Education Credential information section of the catalog and specific requirements below for this program.

Credential Admissions Requirements:

You will be required to submit the Initial Requirements e-form providing evidence/ proof of the following:

- Proof of Fingerprint Clearance through the CTC.
- Negative Tuberculosis (TB) Results-Valid within four years Or Tuberculosis Risk Assessment with Certificate of Completion- Valid within four years
- Subject Matter Competency attempt, registration or passage. Passage is required prior to starting the multiple or single subject credential methods courses.

We highly encourage students to submit the Initial Requirements e-form prior to enrollment in their first course. Students will not be able to proceed beyond the first course until an approved Initial Requirements (Credential Packet) is on file.

Credential Recommendation Requirements

- Verification of Meeting U.S. Constitution requirement
- Possess a minimum of 3.0 GPA in Credential Coursework (D, F, and U grades are not accepted)
- Valid Adult, Child and Infant CPR
- Passage of CalTPA Cycles 1 and 2

Your credential recommendation request will be reviewed by National University Credential Technicians who process the application, confirm credential eligibility, and submit a recommendation to the state. You will receive an email notification to go online and pay for the credential. After payment is confirmed, you will receive e-mail confirmation from the CTC that your document has been granted. You can look up your credential document on the CTC website at: www.ctc.ca.gov

Internship Option: The Commission on Teacher Credentialing (CTC) mandates all approved intern programs provide a minimum of 120 hours of pre-service coursework prior to becoming Intern Eligible. Candidates must complete the foundation sequence of ITL 600, ITL 604, ITL 606, ITL 608; meet Subject Matter and U.S. Constitution; and have a school or district letter verifying a teaching position job offer as the 'teacher of record'.

The CA Education Code stipulates a minimum of 144 hours of support and supervision must be provided to the candidate each year of intern employment and documented. Interns without a valid English Learner (EL) Authorization from CTC will be required to receive an additional 45 hours of EL preparation support each year of intern employment (Total 189 hours).

This Internship Option requires the successful completion of the internship clinical practice experience (minimum 1 year and maximum of 2 years). The CA Commission on Teacher Credentialing (CTC) requires an intern-candidate holding a valid University Internship Credential to be continuously enrolled in clinical practice support and supervision. During the first-year, the intern will take ITL 650A and ITL 551A, ITL 650B and ITL 551B. If, by the end of the first year, the intern's employment continues and the program requirements have not been completely met, then, National University is required to provide additional ongoing support and supervision to the intern. Additionally, the intern will need be enrolled in ITL 650C and, if needed, ITL 650D. For the intern to continue for a third year, the Commission must approve an extension of the intern credential and National University must approve the intern's petition for an exception to policy. With the petition, the intern is required to document a medical emergency or other extreme circumstances necessitating an 'exception to policy'. The petition's approval is granted on a case by case basis and would require the intern to complete one or both courses of the following courses: ITL 650E, ITL 650F, respectively.

Interns in the Early Completion Option (ECO) route are still required to receive the general support and supervision provided to all interns while they are serving on an Intern credential.

Total Requirements for Credential (13 courses, 54 quarter units) **Units:**

Introductory Core Course (1 course; 4.5 quarter units)

ITL 600	Becoming a Teacher	4.50

We highly encourage students to submit the Initial Requirements e-form prior to enrollment in their first course. Students will not be able to proceed beyond the first course until an approved Initial Requirements (Credential Packet) is on file.

Foundation Core Requirements (3 courses; 13.5 quarter units)

ITL 604	Learners and Learning I	4.50
ITL 606	Learners and Learning II ***Prerequisite:*** *ITL 604*	4.50
ITL 608	Design and Process of Teaching ***Prerequisite:*** *ITL 606*	4.50

All Foundation Courses meet CTC requirements for Intern Pre-Service coursework.

Multiple Subject Methods Courses (5 courses; 22.5 quarter units)

ITL 516	Mathematics Integrative Design ***Prerequisite:*** *SED605 is a prerequisite for students enrolled in special education programs only*	4.50
ITL 518	Science Integrative Design ***Prerequisite:*** *ITL 516*	4.50
ITL 510	Language-Literacy: Foundations ***Prerequisite:*** *ITL 518*	4.50
ITL 512	Language/Literacy: Strategies ***Prerequisite:*** *ITL 510*	4.50
ITL 530	Optimized Learning Community*	4.50

*Upon issuance of the University Intern Credential, this course must be taken first.

Clinical Practice Pathways: Student Teaching or Internship (Student Teaching—4 courses; 13.5 quarter units or Internship—4-8 courses; 13.5–31.5 quarter units)

Candidates will complete the clinical practice experience through student teaching or the internship. The clinical practice (K12 classroom) experience courses (ITL 550A, ITL 550B, ITL 650A, ITL 650B, ITL 650C, ITL 650D, ITL 650E, ITL 650F) do NOT grant graduate credit.

Student Teaching (4 courses; 13.5 quarter units)

Student Teaching will be arranged by the university for candidates who have completed all program coursework and met all program/state requirements. Student Teaching is unpaid and composed of at least 600 instructional hours in designated K12 classrooms.

ITL 550A	Student Teaching A* ***Corequisite:*** *ITL 551A*	4.50
ITL 551A	ITL Seminar A ***Corequisite:*** *ITL 550A, or ITL 650A*	2.25
ITL 550B	Student Teaching B* ***Corequisite:*** *ITL 551B;* ***Prerequisite:*** *ITL 550A*	4.50
ITL 551B	ITL Seminar B ***Prerequisite:*** *ITL 551A;* ***Corequisite:*** *ITL 550B, or ITL 650B*	2.25

*Does NOT grant graduate credit

Internship (4–8 courses; 13.5–31.5 quarter units)

Placement in an internship occurs as a result of the candidate holding employment in an approved CA public school and in partnership with National University. Intern placements must align to the subject matter credential, be in compliance with the Commission on Teacher Credentialing, and meet National University's requirements. Interns need to be in good standing as a teacher of record with an approved school employer and enrolled in National University for the duration of the active University Internship Teaching Credential. The intern serves as the teacher of record in an approved K-12 classroom and is paid by the school or school district. The University Internship Teaching Credential is good for two-years and requires the candidate to be employed in the district and enrolled in National University's intern teacher credential program. As long as the candidate holds the intern credential and is employed, they have up to two-years to earn multiple subject credential. For a third year as an intern, the Commission must approve an extension of the intern credential and the candidate must obtain an approved petition from National University by documenting a medical emergency or other extreme circumstances necessitating an 'exception to policy'. Consideration on a case by case basis. If the petition is granted, the intern will be required to complete one or both courses of the following courses during the third year: ITL 650E, ITL 650F, respectively.

ITL 650A	CP Internship A: Year 1* ***Corequisite:*** *ITL 551A*	4.50
ITL 551A	ITL Seminar A ***Corequisite:*** *ITL 550A, or ITL 650A*	2.25
ITL 650B	CP Internship B: Year 1* ***Corequisite:*** *ITL 551B;* ***Prerequisite:*** *ITL 650A*	4.50
ITL 551B	ITL Seminar B ***Prerequisite:*** *ITL 551A;* ***Corequisite:*** *ITL 550B, or ITL 650B*	2.25
ITL 650C	CP Internship C: Year 2* ***Prerequisite:*** *ITL 650B*	4.50
ITL 650D	CP Internship D: Year 2* ***Prerequisite:*** *ITL 650C*	4.50
ITL 650E	CP Internship E: Year 3* ***Prerequisite:*** *ITL 650D*	4.50
ITL 650F	CP Internship F: Year 3* ***Prerequisite:*** *ITL 650E*	4.50

*Does NOT grant academic credit.

Inspired Teaching and Learning Preliminary Multiple Subject Teaching Credential and Internship Option with Bilingual Authorization (Spanish) CALIFORNIA

Academic Program Director: Clara Amador-Lankster; camadorl@nu.edu

Inspired Teaching and Learning Preliminary Multiple Subject Teaching Credential and Internship option with Bilingual Authorization is designed for candidates who are dedicated to inspiring all K-12 learners by ensuring for them: social-emotional thriving, meaningful academic achievement, and equitable and inclusive learning communities. The program and courses meet the California Commission on Teacher Credentialing (CTC) requirements for a Preliminary Multiple Subject teaching credential. Candidates are required to successfully complete foundation courses, multiple subject credential method courses, bilingual methods courses and bilingual clinical practice path (student teaching or internship). The added Bilingual Authorization (SPANISH/ENGLISH) meets all new Bilingual Program Standards and newly adopted Bilingual Teaching Performance Expectations (BTPEs) approved by CTC in December 2021.

***Please Note**: To avoid interruptions to program progress and/or financial aid arrangements, students need to satisfy/pass Subject Matter Competency Requirement (e.g., CSET), CSET Spanish (Subtest III) **PRIOR** to starting the Bilingual Authorization method courses.

Internship Option: The Commission on Teacher Credentialing (CTC) mandates that all approved intern programs provide a minimum of 120 hours of pre-service coursework prior to becoming Intern Eligible. Candidates must complete the foundation sequence of ITL 600, ITL 604, ITL 606, ITL 608; meet Subject Matter; pass CSET Spanish Subtest III, U.S. Constitution and have a school or district letter verifying a teaching position job offer as the 'teacher of record'.

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:

- Integrate the knowledge needed for engaging/supporting all K12 learners, including those with diverse learning needs, in Bilingual/Dual Language Classrooms.
- Integrate the knowledge needed for creating/maintaining effective learning environments for all K12 learners, including those with diverse learning needs, in Bilingual/Dual Language Classrooms.
- Integrate the knowledge needed for making subject matter comprehensible for all K12 learners, including those with diverse learning needs, in Bilingual/Dual Language Classrooms.
- Integrate the knowledge needed for designing/planning learning experiences for all K12 learners, including those with diverse learning needs, in Bilingual/Dual Language Classrooms.
- Integrate the knowledge needed for assessing all K12 learners, including those with diverse learning needs, in Bilingual/Dual Language Classrooms.
- Integrate the knowledge needed for being a legal, ethical, and professional educator for all K12 learners, including those with diverse learning needs, Bilingual/Dual Language Classrooms.
- Analyze and examine the philosophical, theoretical, historical, legal and legislative foundations of education policies, school programs and research on the effectiveness of Bilingual/Dual Language education and bilingualism in the United States.
- Promote students' social-emotional growth, bilingual development, and sense of individual and civic responsibility using asset-based interventions, restorative practices, and conflict resolution practices that foster a linguistically inclusive community.
- Design learning experiences for all students that apply research on the cognitive and metacognitive effects of bilingualism, biliteracy, translanguaging and transliteracies as developmental linguistic processes including, but not limited to, cross-linguistic transfer, contrastive analysis, and language use.
- Design bilingual instruction by planning, developing, implementing and assessing standards - aligned content instruction in English and target language which integrates knowledge of the linguistic repertoires and registers across contexts and content areas and transferability between primary and target language.

- Employ a variety of culturally relevant, unbiased instructional and assessment strategies, appropriate to students' transnational educational experiences, language proficiency and developmental levels in both languages, that promote student achievement across program models.
- Demonstrate intercultural communication and interaction with families and communities that is linguistically and culturally responsive and affirming in order to empower families' leadership development for civic engagement in bilingual/dual language education schools.

Degree Requirements:

To receive a California Preliminary Multiple Subjects Teaching Credential with Bilingual Authorization, candidates must complete at least 72 graduate units, 31.5 of which must be completed in residency to meet the residency requirement.

Suibject Matter Compentency and CSET Spanish(Subtest III) must be passed prior to beginning the Multiple Subject Bilingual Authorization Credential Methods courses.

Each Teacher Education and Bilingual /credential course (ITL, BIL) includes a required 4-hour field experience in a K-12 classroom representing the candidates' credential area and a diverse bilingual/multilingual student population, with the exception of the bilingual clinical practice courses.

Candidates choosing the Bilingual Internship option to obtain the Preliminary Multiple Subject Teaching Credential with Bilingual Authorization will need to meet the Internship Eligibility requirements as outlined in the Sanford College of Education Credential Information section of the catalog and specific requirements below for this program.

Credential Admissions Requirements:

You will be required to submit the Initial Requirements e-form providing evidence/ proof of the following:

- Proof of Fingerprint Clearance through the CTC.
- Negative Tuberculosis (TB) Results-Valid within four years Or Tuberculosis Risk Assessment with Certificate of Completion - Valid within four years
- Subject Matter Competency attempt, registration or passage. Passage is required prior to starting the multiple or single subject credential methods courses.
- Provide registration, attempt or proof of passage of the CSET Spanish III. Passage is required prior to Bilingual Authorization Methods courses.

We highly encourage students to submit the Initial Requirements e-form prior to enrollment in their first course. Students will not be able to proceed beyond the first course until an approved Initial Requirements (Credential Packet) is on file.

Credential Recommendation Requirements

- Verification of Meeting U.S. Constitution requirement
- Possess a minimum of 3.0 GPA in Credential Coursework (D, F, and U grades are not accepted)
- Valid Adult, Child and Infant CPR
- Passage of CalTPA Cycles 1 and 2

Your credential recommendation request will be reviewed by National University Credential Technicians who process the application, confirm credential eligibility, and submit a recommendation to the state. You will receive an email notification to go online and pay for the credential. After payment is confirmed, you will receive e-mail confirmation from the CTC that your document has been granted. You can look up your credential document on the CTC website at: www.ctc.ca.gov

Bilingual Internship Option

The Commission on Teacher Credentialing (CTC) mandates all approved intern programs provide a minimum of 120 hours of pre-service coursework prior to becoming Intern Eligible. Candidates must complete the foundation sequence of ITL 600, ITL 604, ITL 606, ITL 608; meet Subject Matter Compentency and U.S. Constitution; and have a school or district letter verifying a teaching position job offer as the 'teacher of record'.

The CA Education Code stipulates a minimum of 144 hours of support and supervision must be provided to the candidate each year of intern employment and documented. Interns without a valid English Learner (EL) Authorization from CTC will be required to receive an additional 45 hours of EL preparation support each year of intern employment (Total 189 hours).

This Internship Option requires the successful completion of the bilingual internship clinical practice experience (minimum 1 year and maximum of 2 years).

The CA Commission on Teacher Credentialing requires an intern-candidate holding a valid University Internship Credential to be continuously enrolled in clinical practice support and supervision. During the first-year, the intern will take BIL640A and BIL641A, BIL640B and BIL641B. In the event, the intern has not met all program requirements during the first year and the intern's employment continues during the second year, for National University to provide additional ongoing support and supervision, the intern will be enrolled in BIL640C, 640D. While still employed, a bilingual intern candidate may be enrolled in BIL640E and 640F when granted a third year extension with appropriate documentation of a medical emergency or other extreme circumstance(s) through the University's petition process, with decisions considered on a case-by-case basis.

Credential Requirements (17 - 21 courses; 72 - 90 quarter units)

Includes all ITL foundation core, credential area methods, bilingual methods courses and those bilingual clinical practice courses.

Introductory Core Course (1 course; 4.5 quarter units)

ITL 600	Becoming a Teacher	4.50

We highly encourage students to submit the Initial Requirements e-form prior to enrollment in their first course. Students will not be able to proceed beyond the first course until an approved Initial Requirements (Credential Packet) is on file.

Foundation Core Requirements (3 courses; 13.5 quarter units)

ITL 604	Learners and Learning I	4.50
ITL 606	Learners and Learning II ***Prerequisite:*** *ITL 604*	4.50
ITL 608	Design and Process of Teaching ***Prerequisite:*** *ITL 606*	4.50

All Foundation Courses meet CTC requirements for Intern Pre-Service coursework.

Multiple Subject Methods Courses (5 courses; 22.5 quarter units)

ITL 516	Mathematics Integrative Design ***Prerequisite:*** *SED605 is a prerequisite for students enrolled in special education programs only*	4.50
ITL 518	Science Integrative Design ***Prerequisite:*** *ITL 516*	4.50
ITL 510	Language-Literacy: Foundations ***Prerequisite:*** *ITL 518*	4.50
ITL 512	Language/Literacy: Strategies ***Prerequisite:*** *ITL 510*	4.50
ITL 530	Optimized Learning Community*	4.50

** Upon issuance of the University Intern Credential, this course must be taken first.

Multiple Subject Bilingual Methods Courses (4 courses; 18 quarter units)

PRIOR to beginning any of the Bilingual Authorization Method courses below, the candidate must successfully complete all Core and Methods courses, meet Subject Matter Competency, pass CSET Spanish Subtest III and meet any other related program requirements.

BIL 620	Hist Foundation BIL Ed in US ***Prerequisite:*** *ITL 600; ITL 604; ITL 606; ITL 608; ITL 530; ITL 510, or ITL 520 and ITL 512, or ITL 522 and ITL 516, or ITL 526 and ITL 518, or ITL 528*	4.50
BIL 622	Dual Lang Teaching Methods ***Prerequisite:*** *BIL 620*	4.50
BIL 624	Span Lit Learn and Instruction ***Prerequisite:*** *BIL 622*	4.50
BIL 626	Sociolinguistics Bil Lang Edu ***Prerequisite:*** *BIL 624*	4.50

Clinical Practice Pathways: Bilingual Student Teaching or Bilingual Internship (Student Teaching—4 courses; 13.5 quarter units or Internship—4-8 courses; 13.5–31.5 quarter units)

Candidates will complete the bilingual clinical practice experience through student teaching or the internship. The bilingual clinical practice (bilingual/dual language K12 classroom) experience courses (BIL 540A, BIL540B, BIL 640A, BIL 640B) do NOT grant graduate credit.

Bilingual Student Teaching (4 courses; 13.5 quarter units)

PRIOR to beginning any of the Bilingual Student Teaching below, the candidate must successfully complete all Core and Methods courses, meet Subject Matter Competency, pass CSET Spanish Subtest III and meet any other related program requirements and submit a successful student teaching application. The bilingual student teaching application process must be completed at least three-months prior to the candidate's intended start of student teaching. Bilingual student teaching placements in Bilingual/Dual Language K12 classrooms are made through a collaborative partnership of the university and respective school districts. The bilingual student teaching placements must align to the CSET credential sought. Bilingual student teaching is unpaid and composed of at least 600 instructional hours (16-18 weeks of full-time student teaching) in designated Bilingual/ Dual Language K12 classrooms. Note: The two seminar courses below BIL 541A and BIL 541B are 2.25 quarter units each and will be taken concurrently with BIL 540A and BIL 540B respectively.

BIL 540A	Bilingual Student Teaching ***Corequisite:*** *BIL 541A, or BIL 640A*	4.50
BIL 541A	Bilingual Clinical Prac Sem ***Corequisite:*** *BIL 540A, or BIL 640A*	2.25
BIL 540B	Bilingual Student Teaching ***Corequisite:*** *BIL 541B, or BIL 640B;* ***Prerequisite:*** *BIL 540A*	4.50
BIL 541B	Bilingual Clinical Prac Sem ***Corequisite:*** *BIL 540B, or BIL 640B;* ***Prerequisite:*** *BIL 541A*	2.25

OR Bilingual Internship (4-8 courses; 13.5 – 31.5 quarter units)

PRIOR to beginning any of the Bilingual Authorization courses below, the candidate must successfully complete all Core courses, pass CBEST, meet Subject Matter Competency, pass CSET Spanish Subtest III and meet all CTC requirements related to the University Intern Credential. Placement in a bilingual internship occurs as a result of the candidate holding employment in an approved CA public school and in partnership with National University. Bilingual intern placements must align to the credential sought, be in compliance with the Commission on Teacher Credentialing, and with National University's requirements. Bilingual interns need to be in good standing with the employer and National University for the duration of the active University Internship Teaching Credential. The intern serves as the teacher of record in an approved Bilingual/Dual Language K-12 classroom and is paid by the school or school district. The University Internship Teaching Credential is good for a maximum of two-years and requires the candidate to be employed in the district and enrolled in National University's intern teacher credential program. As long as the candidate holds the intern credential and is employed, they have up to two-years to earn a multiple or single subject credential with a Bilingual Authorization. For a third year as an intern, the Commission must approve an extension of the intern credential and the candidate must obtain an approved

CAS petition from National University documenting a medical emergency or other extreme circumstances necessitating an "exception to policy" and consideration on a case by case basis. If the petition is granted, the intern will be required to complete one or both courses of the following courses during the third year: ITL 650E, ITL 650F, respectively.

BIL 640A	Bilingual Internship A ***Corequisite:*** *BIL 540A*	4.50
BIL 541A	Bilingual Clinical Prac Sem ***Corequisite:*** *BIL 540A, or BIL 640A*	2.25
BIL 640B	Bilingual Internship B ***Prerequisite:*** *BIL 640A;* ***Corequisite:*** *BIL 541B, or BIL 640B*	4.50
BIL 541B	Bilingual Clinical Prac Sem ***Corequisite:*** *BIL 540B, or BIL 640B;* ***Prerequisite:*** *BIL 541A*	2.25
BIL 640C	Bilingual Internship C ***Prerequisite:*** *BIL 640A; BIL 640B*	4.50
BIL 640D	Bilingual Internship D ***Prerequisite:*** *BIL 640A; BIL 640B; BIL 640C*	4.50
BIL 640E	Bilingual Internship E ***Prerequisite:*** *BIL 640A; BIL 640B; BIL 640C; BIL 640D*	4.50
BIL 640F	Bilingual Internship F ***Prerequisite:*** *BIL 640A; BIL 640B; BIL 640C; BIL 640D; BIL 640E*	4.50

Inspired Teaching and Learning Preliminary Single Subject Teaching Credential and Internship Option (California)

Academic Program Director: Nilsa Thorsos; nthorsos@nu.edu

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*__Please Note__: To avoid interruptions to program progress and/or financial aid arrangements, students need to satisfy/pass the Subject Matter Competency Requirement **PRIOR** to starting the single subject credential area method courses.

Internship Option: The Commission on Teacher Credentialing (CTC) mandates all approved intern programs provide a minimum of 120 hours of pre-service coursework prior to becoming Intern Eligible. Complete the foundation sequence of ITL 600, ITL 604, ITL 606, ITL 608; meet subject matter and U.S. Constitution; and have a school or district letter verifying a teaching position job offer as the 'teacher of record'.

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For additional information on credential requirements, please see the Sanford College of Education Credential Information section of the catalog.

Program Disclosure Information
The Preliminary Single Subject Teaching Credential and Intern Option program is currently operating using credential guidelines for California only. Students who wish to use this program for credential in other states must contact the appropriate regulatory board for more information.

For up-to-date information on program licensure eligibility requirements for a state, please visit https://www.nu.edu/licensuredisclosures/

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Integrate the knowledge needed for engaging/supporting all K-12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for creating/maintaining effective learning environments for all K-12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for making subject matter comprehensible for all K-12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for designing/planning learning experiences for all K-12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for assessing all K-12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for being a legal, ethical, and professional educator for all K-12 learners, including those with diverse learning needs.
- Reflect critically about professional beliefs and practices in the application of teaching and learning principles needed to inspire K-12 learners as well as being an inspired teacher.

Degree Requirements:

To receive a California Preliminary Single Subject Teaching Credential and Intern Option, candidates must complete at least 54 quarter units of graduate credit, 31.5 of which must be taken in residence at National University. The degree consists of those courses granting degree units in the: Core, Single Subject Credential Methods, Clinical Practice (student teaching or internship). Further information on graduate admission and evaluation can be found in the Academic Information for Graduate Degrees section of the catalog.

Additionally, the Subject Matter must be passed prior to beginning the Single Subject Credential Methods courses.

Each credential course (ITL) includes a required 4-hour field experience in one or more classrooms (grades 7-12) representing diverse student populations. The field experience requirement is associated with the clinical practice courses.

Candidates choosing the Internship option with the Preliminary Single Subject Teaching Credential will need to meet the Internship Eligibility requirements as outlined in the Sanford College of Education Credential information section of the catalog and specific requirements below for this program. Once the candidate is Intern Eligible, the Commission on Teacher Credentialing (CTC) mandates all approved internship programs require a minimum of 120 hours of pre-service coursework (ITL 600, ITL 604, ITL 606, ITL 608) prior to becoming eligible for the Internship Option.

Credential Admissions Requirements:

You will be required to submit the Initial Requirements e-form providing evidence/ proof of the following:

- Proof of Fingerprint Clearance through the CTC.
- Negative Tuberculosis (TB) Results-Valid within four years Or Tuberculosis Risk Assessment with Certificate of Completion- Valid within four years
- Subject Matter Competency attempt, registration or passage. Passage is required prior to starting the multiple or single subject credential methods courses.

We highly encourage students to submit the Initial Requirements e-form prior to enrollment in their first course. Students will not be able to proceed beyond the first course until an approved Initial Requirements (Credential Packet) is on file.

Additional Resources:

- Complete the Credential Course Compass to understand the program structure and course sequence. Link provided in Welcome Letter from NU.
- Attend Inspired Teaching and Learning Companion Hours, held every third Monday at 5 PM, to learn more about program-specific topics and connect with fellow students. These sessions are highly recommended.

Credential Recommendation Requirements

- Verification of Meeting U.S. Constitution requirement
- Possess a minimum of 3.0 GPA in Credential Coursework (D, F, and U grades are not accepted)
- Valid Adult, Child and Infant CPR
- Passage of CalTPA Cycles 1 and 2

Your credential recommendation request will be reviewed by National University Credential Technicians who process the application, confirm credential eligibility, and submit a recommendation to the state. You will receive an email notification to go online and pay for the credential. After payment is confirmed, you will receive e-mail confirmation from the CTC that your document has been granted. You can look up your credential document on the CTC website at: www.ctc.ca.gov

Internship Option: The Commission on Teacher Credentialing (CTC) mandates all approved intern programs provide a minimum of 120 hours of pre-service coursework prior to becoming Intern Eligible. Complete the foundation sequence of ITL 600, ITL 604, ITL 606, ITL 608; meet subject matter and U.S. Constitution; and have a school or district letter verifying a teaching position job offer as the 'teacher of record'.

The CA Education Code stipulates a minimum of 144 hours of support and supervision must be provided to the candidate each year of intern employment and documented. Interns without a valid English Learner (EL) Authorization from CTC will be required to receive an additional 45 hours of EL preparation support each year of intern employment (Total 189 hours).

The Internship Option is designed to be completed within two years and the university may not extend intern documents beyond that time. The CA Commission on Teacher Credentialing (CTC) requires an intern-candidate holding a valid University Internship Credential to be continuously enrolled in clinical practice support and supervision. During the first-year, the intern will take ITL 650A and ITL 551A, ITL 650B and ITL 551B. By the start of the second year, if the intern's employment continues and the program's requirements have not been met, then, the Commission requires National University to provide the intern with ongoing, K12 classroom-based support and supervision. Therefore, the intern will need be enrolled in ITL 650C and, if needed, ITL 650D. For the intern to continue for a third year, the Commission must approve an extension of the University Intern Credential and National University must approve the intern's petition for an exception to policy. For the petition, the intern is required to document a medical emergency or other extreme circumstances necessitating an 'exception to policy'. The petition's approval is granted on a case by case basis and would require the intern to complete one or both of the following courses: ITL 650E, ITL 650F, respectively.

Interns in the Early Completion Option (ECO) route are still required to receive the general support and supervision provided to all interns while they are serving on an Intern credential.

Credential Requirements (13 courses; 54 quarter units)

Includes all foundation core, credential area methods, and those clinical practice courses granting graduate credit.

Introductory Core Requirements (1 course; 4.5 quarter units)

We highly encourage students to submit the Initial Requirements e-form prior to enrollment in their first course. Students will not be able to proceed beyond the first course until an approved Initial Requirements (Credential Packet) is on file.

ITL 600	Becoming a Teacher	4.50

Foundation Core Requirements (3 courses; 13.5 quarter units)

ITL 604	Learners and Learning I	4.50
ITL 606	Learners and Learning II ***Prerequisite:*** *ITL 604*	4.50
ITL 608	Design and Process of Teaching ***Prerequisite:*** *ITL 606*	4.50

All Foundation Courses meet CTC requirements for Intern Pre-Service coursework.

Single Subject Credential Area Methods Courses (5 courses; 22.5 quarter units)

PRIOR to beginning any of the Single Subject Credential Area Methods courses below, the candidate must successfully complete all Core courses, Subject Matter, and meet any other related program requirements.

ITL 526	SS Integrated Design I	4.50
ITL 528	SS Integrated Design II ***Prerequisite:*** *ITL 526*	4.50
ITL 520	Academic Language & Literacy ***Prerequisite:*** *ITL 528*	4.50
ITL 522	Content Area Literacy ***Prerequisite:*** *ITL 520*	4.50
ITL 530	Optimized Learning Community*	4.50

*Upon issuance of the University Intern Credential, this course must be taken first.

Clinical Practice Pathways: Student Teaching or Internship (Student Teaching—4 courses; 13.5 quarter units or Internship—4-8 courses; 13.5 – 31.5 quarter units)

Candidates will complete the clinical practice experience through student teaching or the internship. The following clinical practice courses do NOT grant graduate credit (ITL 550A, ITL 550B, ITL 650A, ITL 650B, ITL 650C, ITL 650D, ITL 650E, ITL 650F).

Student Teaching (4 courses; 13.5 quarter units)

PRIOR to beginning any of the student teaching courses below, the candidate must successfully complete all Core courses, meet Subject Matter Competency, complete all Single Subject Credential Area Method courses, and submit a successful student teaching application. The student teaching application process must be completed at least three-months prior to the candidate's intended start of student teaching. Student teaching placements in K12 classrooms are made through a collaborative partnership of the university and respective school district. The student teaching placements must align to the CSET credential sought. Student teaching is unpaid and composed of at least 600 instructional hours (16-18 weeks of full-time student teaching) in designated K12 classrooms. Note: The two seminar courses, below, ITL 551A and ITL 551B, are 2.25 quarter units, each and will be taken concurrently with ITL 550A and ITL 550B, respectively.

ITL 550A	Student Teaching A* ***Corequisite:*** *ITL 551A*	4.50
ITL 551A	ITL Seminar A ***Corequisite:*** *ITL 550A, or ITL 650A*	2.25
ITL 550B	Student Teaching B* ***Corequisite:*** *ITL 551B;* ***Prerequisite:*** *ITL 550A*	4.50
ITL 551B	ITL Seminar B ***Prerequisite:*** *ITL 551A;* ***Corequisite:*** *ITL 550B, or ITL 650B*	2.25

OR

*Does NOT grant academic credit.

Internship (4–8 courses; 13.5–31.5 quarter units)

PRIOR to beginning the intern courses below, the candidates must successfully complete all Core courses, meet Subject Matter Competency and U.S. Constitution, and meet all CTC requirements related to the University Intern Credential. Placement in an internship occurs as a result of the candidate holding employment in an approved CA public school and in partnership with National University. Intern placements must align to the CSET credential, be in compliance with the Commission on Teacher Credentialing, and with National University's requirements. Interns need to be in good standing with the employer and National University for the duration of the active University Internship Teaching Credential. The intern serves as the teacher of record in an approved K12 classroom and is paid by the school or school district. The University Internship Teaching Credential is good for a maximum of two-years and requires the candidate to be employed in the district and enrolled in National University's intern teacher credential program. As long as the candidate holds the intern credential and is employed, they have up to two-years to earn the single subject credential. For a third year as an intern, the Commission must approve an extension of the intern credential and the candidate must obtain an approved petition by National University by documenting a medical emergency or other extreme circumstances necessitating an 'exception to policy'. Consideration is on a case by case basis. If the petition is granted, the intern will be required to complete one or both courses of the following courses during the third year: ITL 650E, ITL 650F, respectively.

ITL 650A	CP Internship A: Year 1* ***Corequisite:*** *ITL 551A*	4.50

ITL 551A	ITL Seminar A ***Corequisite:*** *ITL 550A, or ITL 650A*	2.25
ITL 650B	CP Internship B: Year 1* ***Corequisite:*** *ITL 551B;* ***Prerequisite:*** *ITL 650A*	4.50
ITL 551B	ITL Seminar B ***Prerequisite:*** *ITL 551A;* ***Corequisite:*** *ITL 550B, or ITL 650B*	2.25
ITL 650C	CP Internship C: Year 2* ***Prerequisite:*** *ITL 650B*	4.50
ITL 650D	CP Internship D: Year 2* ***Prerequisite:*** *ITL 650C*	4.50
ITL 650E	CP Internship E: Year 3* ***Prerequisite:*** *ITL 650D*	4.50
ITL 650F	CP Internship F: Year 3* ***Prerequisite:*** *ITL 650E*	4.50

*Does NOT grant academic credit.

Inspired Teaching and Learning Preliminary Single Subject Teaching Credential and Internship Option with Bilingual Authorization (Spanish) CALIFORNIA

Academic Program Director: Clara Amador-Lankster; camadorl@nu.edu

Inspired Teaching and Learning Preliminary Single Subject Teaching Credential and Internship option with Bilingual Authorization is designed for candidates who are dedicated to inspiring all K-12 learners by ensuring for them: social-emotional thriving, meaningful academic achievement, and equitable and inclusive learning communities. The program and courses meet the California Commission on Teacher Credentialing (CTC) requirements for a Preliminary Single Subject teaching credential. Candidates are required to successfully complete foundation courses, multiple subject credential method courses, bilingual methods courses and bilingual clinical practice path (student teaching or internship). The added Bilingual Authorization (SPANISH/ENGLISH) meets all new Bilingual Program Standards and newly adopted Bilingual Teaching Performance Expectations (BTPEs) approved by CTC in December 2021.

***Please Note**: To avoid interruptions to program progress and/or financial aid arrangements, students need to satisfy/pass the Subject Matter Competency Requirement (e.g., CSET) prior to starting the Single Subject method courses and pass CSET Spanish (Subtest III) PRIOR to starting the Bilingual Authorization method courses.

Internship Option: The Commission on Teacher Credentialing (CTC) mandates that all approved intern programs provide a minimum of 120 hours of pre-service coursework prior to becoming Intern Eligible. Candidates can meet the 120-hours requirement through one of two pathways. Complete the foundation sequence of ITL 600, ITL 604, ITL 606, ITL 608; pass CBEST; pass CSET; pass CSET Spanish (Subtest III) and have a school or district letter verifying a teaching position job offer as the 'teacher of record'.

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:

- Integrate the knowledge needed for engaging/supporting all K12 learners, including those with diverse learning needs, in Bilingual/Dual Language Classrooms.
- Integrate the knowledge needed for creating/maintaining effective learning environments for all K12 learners, including those with diverse learning needs, in Bilingual/Dual Language Classrooms.
- Integrate the knowledge needed for making subject matter comprehensible for all K12 learners, including those with diverse learning needs, in Bilingual/Dual Language Classrooms.
- Integrate the knowledge needed for designing/planning learning experiences for all K12 learners, including those with diverse learning needs, in Bilingual/Dual Language Classrooms.
- Integrate the knowledge needed for assessing all K12 learners, including those with diverse learning needs, in Bilingual/Dual Language Classrooms.
- Integrate the knowledge needed for being a legal, ethical, and professional educator for all K12 learners, including those with diverse learning needs, Bilingual/Dual Language Classrooms.
- Analyze and examine the philosophical, theoretical, historical, legal and legislative foundations of education policies, school programs and research on the effectiveness of Bilingual/Dual Language education and bilingualism in the United States.
- Promote students' social-emotional growth, bilingual development, and sense of individual and civic responsibility using asset-based interventions, restorative practices, and conflict resolution practices that foster a linguistically inclusive community.
- Design learning experiences for all students that apply research on the cognitive and metacognitive effects of bilingualism, biliteracy, translanguaging and transliteracies as developmental linguistic processes including, but not limited to, cross-linguistic transfer, contrastive analysis, and language use.
- Design bilingual instruction by planning, developing, implementing and assessing standards - aligned content instruction in English and target language which integrates knowledge of the linguistic repertoires and registers across contexts and content areas and transferability between primary and target language.

- Employ a variety of culturally relevant, unbiased instructional and assessment strategies, appropriate to students' transnational educational experiences, language proficiency and developmental levels in both languages, that promote student achievement across program models.
- Demonstrate intercultural communication and interaction with families and communities that are linguistically and culturally responsive and affirming in order to empower families' leadership development for civic engagement in bilingual/dual language education schools.

Degree Requirements:

To receive a California Preliminary Single Subject Teaching Credential with Bilingual Authorization, candidates must complete at least 72 graduate units, 31.5 of which must be completed in residency to meet the residency requirement.

We highly encourage students to submit the Initial Requirements e-form prior to enrollment in their first course. Students will not be able to proceed beyond the first course until an approved Initial Requirements (Credential Packet) is on file. The packet includes a number of requirements, such as cleared background clearance and Negative TB test. To better understand the requirements, please refer to the Sanford College of Education's Credential Information section located in this catalog.

The CSET (MS or SS) and CSET Spanish (Subtest III) must be passed prior to beginning the Multiple Subject Bilingual Authorization Credential Methods courses.

Each Teacher Education and Bilingual /credential course (ITL, BIL) includes a required 4-hour field experience in a K-12 classroom representing the candidates' credential area and a diverse bilingual/multilingual student population, with the exception of the bilingual clinical practice courses.

Candidates choosing the Bilingual Internship option to obtain the Preliminary Single Subject Teaching Credential with Bilingual Authorization will need to meet the Internship Eligibility requirements as outlined in the Sanford College of Education Credential Information section of the catalog.

Bilingual Internship Option

The Commission on Teacher Credentialing (CTC) mandates all approved intern programs provide a minimum of 120 hours of pre-service coursework prior to becoming Intern Eligible. Candidates can meet the 120-hours requirement through one of two pathways. Complete the foundation sequence of ITL 600, ITL 604, ITL 606, ITL 608; pass CBEST; pass CSET; and have a school or district letter verifying a teaching position job offer as the 'teacher of record'.

The CA Education Code stipulates a minimum of 144 hours of support and supervision must be provided to the candidate each year of intern employment and documented. Interns without a valid English Learner (EL) Authorization from CTC will be required to receive an additional 45 hours of EL preparation support each year of intern employment (Total 189 hours).

This Internship Option requires the successful completion of the bilingual internship clinical practice experience (minimum 1 year and maximum of 2 years).

The CA Commission on Teacher Credentialing requires an intern-candidate holding a valid University Internship Credential to be continuously enrolled in clinical practice support and supervision. During the first-year, the intern will take BIL640A and BIL641A, BIL640B and BIL641B. In the event, the intern has not met all program requirements during the first year and the intern's employment continues during the second year, for National University to provide additional ongoing support and supervision, the intern will be enrolled in BIL640C, 640D. While still employed, a bilingual intern candidate may be enrolled in BIL640E and 640F when granted a third year extension with appropriate documentation of a medical emergency or other extreme circumstance(s) through the University's petition process, with decisions considered on a case-by-case basis.

Credential Requirements (17 - 21 courses; 72 - 90 quarter units)

Includes all ITL foundation core, credential area methods, bilingual methods courses and those bilingual clinical practice courses.

Introductory Core Course (1 course; 4.5 quarter units)

ITL 600	Becoming a Teacher	4.50

We highly encourage students to submit the Initial Requirements e-form prior to enrollment in their first course. Students will not be able to proceed beyond the first course until an approved Initial Requirements (Credential Packet) is on file.

Foundation Core Requirements (3 courses; 13.5 quarter units)

ITL 604	Learners and Learning I	4.50
ITL 606	Learners and Learning II ***Prerequisite:*** *ITL 604*	4.50
ITL 608	Design and Process of Teaching ***Prerequisite:*** *ITL 606*	4.50

All Foundation Courses meet CTC requirements for Intern Pre-Service coursework.

Single Subject Methods Courses (5 courses; 22.5 quarter units)

ITL 526	SS Integrated Design I	4.50
ITL 528	SS Integrated Design II ***Prerequisite:*** *ITL 526*	4.50
ITL 520	Academic Language & Literacy ***Prerequisite:*** *ITL 528*	4.50
ITL 522	Content Area Literacy ***Prerequisite:*** *ITL 520*	4.50
ITL 530	Optimized Learning Community*	4.50

*Upon issuance of the University Intern Credential, this course must be taken first.

Single Subject Bilingual Methods Courses (4 courses; 18 quarter units)

PRIOR to beginning any of the Bilingual Authorization Method courses below, the candidate must successfully complete all Core and Methods courses, meet Subject Matter Competency, pass CSET Spanish (Subtest III) and meet any other related program requirements.

BIL 620	Hist Foundation BIL Ed in US ***Prerequisite:*** *ITL 600; ITL 604; ITL 606; ITL 608; ITL 530; ITL 510, or ITL 520 and ITL 512, or ITL 522 and ITL 516, or ITL 526 and ITL 518, or ITL 528*	4.50
BIL 622	Dual Lang Teaching Methods ***Prerequisite:*** *BIL 620*	4.50
BIL 624	Span Lit Learn and Instruction ***Prerequisite:*** *BIL 622*	4.50
BIL 626	Sociolinguistics Bil Lang Edu ***Prerequisite:*** *BIL 624*	4.50

Clinical Practice Pathways: Bilingual Student Teaching or Bilingual Internship (Student Teaching—4 courses; 4.5 quarter units or Internship—4-8 courses; 13.5–31.5 quarter units) Candidates will complete the bilingual clinical practice experience through student teaching or the internship.

The bilingual clinical practice (bilingual/dual language K12 classroom) experience courses (BIL 540A, BIL540B, BIL 640A, BIL 640B) do NOT grant graduate credit.

Bilingual Student Teaching (4 courses; 13.5 quarter units) PRIOR to beginning any of the Bilingual Authorization Method courses below, the candidate must

successfully complete all Core and Methods courses, meet Subject Matter Competency, pass CSET Spanish (Subtest III) and meet any other related program requirements.

PRIOR to beginning any of the Bilingual Authorization Method courses below, the candidate must successfully complete all Core and Methods courses, meet Subject Matter Competency, pass CSET Spanish (Subtest III) and meet any other related program requirements and submit a successful student teaching application. The bilingual student teaching application process must be completed at least three-months prior to the candidate's intended start of student teaching. Bilingual student teaching placements in Bilingual/Dual Language K12 classrooms are made through a collaborative partnership of the university and respective school districts. The bilingual student teaching placements must align to the CSET credential sought. Bilingual student teaching is unpaid and composed of at least 600 instructional hours (16-18 weeks of full-time student teaching) in designated Bilingual/Dual Language K12 classrooms.

BIL 540A	Bilingual Student Teaching ***Corequisite:*** *BIL 541A, or BIL 640A*	4.50
BIL 541A	Bilingual Clinical Prac Sem ***Corequisite:*** *BIL 540A, or BIL 640A*	2.25
BIL 540B	Bilingual Student Teaching ***Corequisite:*** *BIL 541B, or BIL 640B;* ***Prerequisite:*** *BIL 540A*	4.50
BIL 541B	Bilingual Clinical Prac Sem ***Corequisite:*** *BIL 540B, or BIL 640B;* ***Prerequisite:*** *BIL 541A*	2.25

OR Bilingual Internship (4-8 courses; 13.5 – 31.5 quarter units)

PRIOR to beginning any of the Bilingual Authorization Method courses below, the candidate must successfully complete all pre-service courses, meet Subject Matter Competency, pass CSET Spanish (Subtest III) and meet any other related program requirements. All CTC requirements related to the University Intern Credential. Placement in a bilingual internship occurs as a result of the candidate holding employment in an approved CA public school and in partnership with National University. Bilingual intern placements must align to the CSET credential, be in compliance with the Commission on Teacher Credentialing, and with National University's requirements. Bilingual interns need to be in good standing with the employer and National University for the duration of the active University Internship Teaching Credential. The intern serves as the teacher of record in an approved Bilingual/Dual Language K-12 classroom and is paid by the school or school district. The University Internship Teaching Credential is good for a maximum of two-years and requires the candidate to be employed in the district and enrolled in National University's intern teacher credential program. As long as the candidate holds the intern credential and is employed, they have up to two-years to earn a multiple or single subject credential with a Bilingual Authorization. For a third year as an intern, the Commission must approve an extension of the intern credential and the candidate must obtain an approved CAS petition from National University documenting a medical emergency or other extreme circumstances necessitating an "exception to policy" and consideration on a case by case basis. If the petition is granted, the intern will be required to complete one or both courses of the following courses during the third year: ITL 650E, ITL 650F, respectively.

BIL 640A	Bilingual Internship A ***Corequisite:*** *BIL 540A*	4.50
BIL 541A	Bilingual Clinical Prac Sem ***Corequisite:*** *BIL 540A, or BIL 640A*	2.25
BIL 640B	Bilingual Internship B ***Prerequisite:*** *BIL 640A;* ***Corequisite:*** *BIL 541B, or BIL 640B*	4.50
BIL 541B	Bilingual Clinical Prac Sem ***Corequisite:*** *BIL 540B, or BIL 640B;* ***Prerequisite:*** *BIL 541A*	2.25
BIL 640C	Bilingual Internship C ***Prerequisite:*** *BIL 640A; BIL 640B*	4.50
BIL 640D	Bilingual Internship D	2.25

	Prerequisite: *BIL 640A; BIL 640B; BIL 640C*	
BIL 640E	Bilingual Internship E ***Prerequisite:*** *BIL 640A; BIL 640B; BIL 640C; BIL 640D*	4.50
BIL 640F	Bilingual Internship F ***Prerequisite:*** *BIL 640A; BIL 640B; BIL 640C; BIL 640D; BIL 640E*	4.50

Post-Credential Bilingual Authorization (Spanish) for Multiple Subject, Single Subject and/or Education Specialist Credential (California)

Academic Program Director: Clara Amador-Lankster; camadorl@nu.edu

This program is designed as a Bilingual Authorization to be added to an existing base credential for teachers holding Multiple Subject, Single Subject, or Education Specialist (Moderate Support Needs and Extensive Support Needs) teaching credentials. Candidates must meet program admission requirements and complete a four-course sequence of Bilingual Methods courses, plus one course on Bilingual Applied Clinical Practice, to be eligible for the added Bilingual Authorization (Spanish).

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Analyze and examine the philosophical, theoretical, historical, legal and legislative foundations of education policies, school programs and research on the effectiveness of Bilingual/Dual Language education and bilingualism in the United States.
- Promote students' social-emotional growth, bilingual development, and sense of individual and civic responsibility using asset-based interventions, restorative practices, and conflict resolution practices that foster a linguistically inclusive community.
- Design learning experiences for all students that apply research on the cognitive and metacognitive effects of bilingualism, biliteracy, translanguaging and transliteracies as developmental linguistic processes including, but not limited to, cross-linguistic transfer, contrastive analysis, and language use.
- Design bilingual instruction by planning, developing, implementing, and assessing standards - aligned content instruction in English and target language which integrates knowledge of the linguistic repertoires and registers across contexts and content areas and transferability between primary and target language.
- Employ a variety of culturally relevant, unbiased instructional and assessment strategies, appropriate to students' transnational educational experiences, language proficiency and developmental levels in both languages, that promote student achievement across program models.
- Demonstrate intercultural communication and interaction with families and communities that are linguistically and culturally responsive and affirming in order to empower families' leadership development for civic engagement in bilingual/dual language education schools.

Degree Requirements:

Candidates must complete at least 22.5 quarter units to receive an added bilingual authorization (Spanish/ English).

Before admission to this program, candidates must provide proof of an active CTC credential (Multiple Subject/ Single Subject/Mild-Moderate/Moderate Severe), a current work assignment, and the number of years employed as a certificated teacher in public schools in California. Candidates must pass CSET LOTE (Subtest III) before admission to the Post-Credential Bilingual Authorization program.

Each BIL Methods Course includes a mandatory 4-hour field experience in a Bilingual/Dual Language K-12 classroom that represents a diverse bilingual and multilingual student population.

Credential Admissions Requirements:

You will be required to submit the Initial Requirements e-form providing evidence/ proof of the following prior to enrollment into courses:

- Proof of Valid Multiple, Single, or Education Specialist Credential
- Negative Tuberculosis (TB) Results- Valid within four years or Tuberculosis Risk Assessment with Certificate of Completion- Valid within four years
- Provide registration, attempt, or proof of passage of the CSET Spanish III. Passage is required prior to Bilingual Authorization Methods courses.

Credential Recommendation Requirements

- Possess a minimum of 3.0 GPA in Credential Coursework (D, F, and U grades are not accepted)

National University Credential Technicians will review your credential recommendation request, process the application, confirm credential eligibility, and submit a recommendation to the state. You will receive an email notification to go online and pay for the credential. After payment is confirmed, you will receive an email confirmation from the CTC that your document has been granted. You can look up your credential document on the CTC website at www.ctc.ca.gov

Bilingual Methods Courses (4 courses; 18 quarter units)

PRIOR to beginning any of the Bilingual Authorization Method courses below, the candidate must successfully complete CSET LOTE (Subtest III) and meet any other related program requirements.

BIL 620	Hist Foundation BIL Ed in US ***Prerequisite:*** *ITL 600; ITL 604; ITL 606; ITL 608; ITL 530; ITL 510, or ITL 520 and ITL 512, or ITL 522 and ITL 516, or ITL 526 and ITL 518, or ITL 528*	4.50
BIL 622	Dual Lang Teaching Methods ***Prerequisite:*** *BIL 620*	4.50
BIL 624	Span Lit Learn and Instruction ***Prerequisite:*** *BIL 622*	4.50
BIL 626	Sociolinguistics Bil Lang Edu ***Prerequisite:*** *BIL 624*	4.50

AND Bilingual Clinical Practice (1 course; 4.5 quarter units) Candidates will complete 24 hours of bilingual clinical practice experience virtually and/or remotely.

BIL 540C	BIL Applied Clinical Practice ***Prerequisite:*** *BIL 620; BIL 622; BIL 624; BIL 626*	4.50

Preliminary Administrative Services Credential Option (California)

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.

Credential Admission Requirements

You will be required to submit the Initial Requirements e-form providing evidence/ proof of the following prior to enrollment into courses:

- Completed Verification of Employment
- Possess a valid Teaching or Services Credential (preliminary, clear, lifetime.) Preliminary credential is accepted for admittance but must be Clear for recommendation
- Negative Tuberculosis (TB) Results-Valid within four years Or Tuberculosis Risk Assessment with Certificate of Completion- Valid within four years

Credential Recommendation Requirements

- Possess a CA Clear, Life Teaching or Services Credential with a minimum of one year remaining on the document.
- All Credential Coursework completed with a 3.0 GPA (D, F, and U grades are not accepted)
- Verification of 5 years of teaching and/or services experience in the pre-requisite credential held
- Verification of Employment Form (CL-777)
- Passage of CalAPA Cycles 1, Cycle 2, and Cycle 3

Your credential recommendation request will be reviewed by National University Credential Technicians who process the application, confirm credential eligibility, and submit a recommendation to the state. You will receive an email notification to go online and pay for the credential. After payment is confirmed, you will receive e-mail confirmation from the CTC that your document has been granted. You can look up your credential document on the CTC website at: www.ctc.ca.gov

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 ***Prerequisite:*** *EDA 653; EDA 655*	4.50
EDA 600A	Applications in Leadership ***Prerequisite:*** *EDA 654*	4.50
OR EDA 690A	Master Guided Study ***Prerequisite:*** *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 ***Prerequisite:*** *Candidate must provide documentation showing appointment to an educational administration position requiring the Administrative Services Internship credential.*	2.25
EDA 602B	EDA Internship B ***Prerequisite:*** *Candidate must provide documentation showing appointment to an educational administration position requiring the*	2.25
	Administrative Internship credential.; EDA 602A with a minimum grade of S. Students need to be successful in EDA 602A before moving into EDA 602B.	

Preliminary Education Specialist Authorization: Extensive Support Needs Teaching Credential with Internship option (California)

Academic Program Director: Sharen Bertrando; sbertrando@nu.edu

The preliminary education specialist Extensive Support Needs (ESN) credential program is designed to provide candidates with critical skills needed to teach in inclusive classrooms, providing children with disabilities with extensive support needs. The program is designed for courses to be taken in sequential order. The program allows candidates 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 is aligned with the new Education Specialist Authorization and Standards of the California Commission on Teacher Credentialing (CTC) approved for implementation in July 2022.

Admission

Several requirements must be completed prior to beginning the credential courses. We highly encourage students to submit the Initial Requirements e-form prior to enrollment in their first course. Students will not be able to proceed beyond the first course until an approved Initial Requirements (Credential Packet) is on file.

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.
CTC 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 615, SED 605, and ITL 604.**

The CTC 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 students in the Special Education program will utilize GoReact during coursework and clinical practice. Student teachers and University Interns are required to utilize GoReact during their Student Teaching/ Clinical Practice and

Seminar courses. Students will need a subscription which covers all program and 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 the learning of students in ESN.
- Integrate knowledge/skills to create and maintain effective environments for learning for students with ESN.
- Synthesize and apply knowledge of how to organize subject matter for learning of students with ESN.
- Integrate knowledge needed for planning instruction and designing learning experiences for students with ESN.
- Integrate knowledge /skills to administer and analyze formal and informal assessments to determine eligibility, inform instruction, and identify research-based interventions for all learners with ESN.
- Integrate the knowledge to meet legal, ethical, and professional obligations to advocate for all leaners with ESN.
- Reflect critically on the application of professional beliefs and teaching/learning principles necessary to work collaboratively with all stakeholders including families, other professionals, and community members serving students with ESN.
- 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 addresses 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 CTC Universal Teaching Performance Expectations (TPEs), which compose the TPEs' seven domains and Teacher Performance Assessments (TPAs) associated with the new Education Specialist CALTPA model. The TPEs and TPAs form the program's backbone 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 quarter units)

Please Note: Students need to satisfy/pass the 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.

Credential Admissions Requirements:

You will be required to submit the Initial Requirements e-form providing evidence/ proof of the following:

- Proof of Fingerprint Clearance through the CTC.
- Negative Tuberculosis (TB) Results-Valid within four years Or Tuberculosis Risk Assessment with Certificate of Completion - Valid within four years
- Subject Matter Competency attempt, registration or passage. Passage is required prior to starting the credential methods courses.

We highly encourage students to submit the Initial Requirements e-form prior to enrollment in their first course. Students will not be able to proceed beyond the first course until an approved Initial Requirements (Credential Packet) is on file.

Credential Recommendation Requirements

- Verification of Meeting U.S. Constitution requirement
- Possess a minimum of 3.0 GPA in Credential Coursework (D, F, and U grades are not accepted)
- Valid Adult, Child and Infant CPR
- Passage of CalTPA Cycles 1 and 2

Your credential recommendation request will be reviewed by National University Credential Technicians who process the application, confirm credential eligibility, and submit a recommendation to the state. You will receive an email notification to go online and pay for the credential. After payment is confirmed, you will receive e-mail confirmation from the CTC that your document has been granted. You can look up your credential document on the CTC website at: www.ctc.ca.gov

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 615	Special Education Law ***Prerequisite:*** *SED 601*	4.50
SED 605	Class/Behavior Management ***Prerequisite:*** *SED 615*	4.50
ITL 604	Learners and Learning I	4.50
ITL 606	Learners and Learning II ***Prerequisite:*** *ITL 604*	4.50
ITL 608	Design and Process of Teaching ***Prerequisite:*** *ITL 606*	4.50
SED 606	Health Care & Technology Sppt ***Prerequisite:*** *SED 605; ITL 608*	4.50
SED 607	Language/Literacy Basics ***Prerequisite:*** *SED 606*	4.50
SED 609	Lang & Lit Case Studies ***Prerequisite:*** *SED 607*	4.50
ITL 516	Mathematics Integrative Design* ***Prerequisite:*** *SED605 is a prerequisite for students enrolled in special education programs only*	4.50
SED 610	Adv. Beh. Sppts. & SEL ***Prerequisite:*** *ITL 516*	4.50

*Pre-requisite requirement not applicable to 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 ***Prerequisite:*** *SED 610*	4.50
ESN 640	Assmnt & Differentiation ***Prerequisite:*** *ESN 639*	4.50
ESN 641	Collab. & Case Mnemnt. ***Prerequisite:*** *ESN 640*	4.50

Student Teaching Extensive Support Needs (4 courses; 9 quarter units) **Units:** 9.00

ESN 659A	Seminar A ***Prerequisite:*** *ESN 641;* ***Corequisite:*** *ESN 655A, or ESN 657A*	2.25

ESN 655A	Student Teaching A ***Prerequisite:*** *ESN 641;* ***Corequisite:*** *ESN 659A*	2.25
ESN 659B	Seminar B ***Prerequisite:*** *ESN 659A;* ***Corequisite:*** *ESN 655B, or ESN 657B*	2.25
ESN 655B	Student Teaching B ***Prerequisite:*** *ESN 655A;* ***Corequisite:*** *ESN 659B*	2.25

OR

Internship Extensive Support Needs (4 courses; 9 quarter units) **Units:** 9.00

ESN 659A	Seminar A ***Prerequisite:*** *ESN 641;* ***Corequisite:*** *ESN 655A, or ESN 657A*	2.25
ESN 657A	Internship A ***Prerequisite:*** *ESN 641;* ***Corequisite:*** *ESN 659A*	2.25
ESN 659B	Seminar B ***Prerequisite:*** *ESN 659A;* ***Corequisite:*** *ESN 655B, or ESN 657B*	2.25
ESN 657B	Internship B ***Prerequisite:*** *ESN 657A;* ***Corequisite:*** *ESN 659B*	2.25

Additional 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 ***Prerequisite:*** *ESN 657B*	2.25
ESN 657D	Internship D ***Prerequisite:*** *ESN 657C*	2.25
ESN 657E	Internship E ***Prerequisite:*** *ESN 657D*	2.25
ESN 657F	Internship F ***Prerequisite:*** *ESN 657E*	2.25

Preliminary Education Specialist Authorization: Mild to Moderate Support Needs Teaching Credential with Internship option (California)

Academic Program Director: Sharen Bertrando; sbertrando@nu.edu

The 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, providing children with disabilities with extensive support needs. The program is designed for courses to be taken in sequential order. The program allows candidates 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 is aligned with the new Education Specialist Authorization and Standards of the California Commission on Teacher Credentialing (CTC) approved for implementation in July 2022.

Please Note: Students need to satisfy/pass the 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. We highly encourage students to submit the Initial Requirements e-form prior to enrollment in their first course. Students will not be able to proceed beyond the first course until an approved Initial Requirements (Credential Packet) is on file. 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, 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 eight (8) months in length. Participants serve as the "teacher of record" under an internship credential. CTC mandates that Interns and 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: Mild to Moderate Support Needs (MMSN) will need to meet the Internship Eligibility requirements. Courses required include **SED 601, SED615, SED 605,** and **ITL 604**.

The CTC 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 students in the Special Education program will utilize GoReact during coursework and clinical practice. Student teachers and University Interns are required to utilize GoReact during their Student Teaching/ Clinical Practice and Seminar courses. Students will need a subscription which covers all program and 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 the learning of students in MMSN.
- Integrate knowledge/skills to create and maintain effective environments for learning for students with MMSN.
- Synthesize and apply knowledge of how to organize subject matter for learning of students with MMSN.
- Integrate knowledge needed for planning instruction and designing learning experiences for students with MMSN.
- 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 MMSN.
- Integrate the knowledge to meet legal, ethical, and professional obligations to advocate for all leaners with MMSN.
- 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 MMSN.
- 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 CTC Universal Teaching Performance Expectations (TPEs) composing the TPEs' seven domains and Teacher Performance Assessments (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 quarter units)

Please Note: Students need to satisfy/pass the 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.

Credential Admissions Requirements:
You will be required to submit the Initial Requirements e-form providing evidence/ proof of the following:

- Proof of Fingerprint Clearance through the CTC.

- Negative Tuberculosis (TB) Results-Valid within four years Or Tuberculosis Risk Assessment with Certificate of Completion- Valid within four years
- Subject Matter Competency attempt, registration or passage. Passage is required prior to starting the credential methods courses.

We highly encourage students to submit the Initial Requirements e-form prior to enrollment in their first course. Students will not be able to proceed beyond the first course until an approved Initial Requirements (Credential Packet) is on file.

Credential Recommendation Requirements

- Verification of Meeting U.S. Constitution requirement
- Possess a minimum of 3.0 GPA in Credential Coursework (D, F, and U grades are not accepted)
- Valid Adult, Child and Infant CPR
- Passage of CalTPA Cycles 1 and 2

Your credential recommendation request will be reviewed by National University Credential Technicians who process the application, confirm credential eligibility, and submit a recommendation to the state. You will receive an email notification to go online and pay for the credential. After payment is confirmed, you will receive e-mail confirmation from the CTC that your document has been granted. You can look up your credential document on the CTC website at: www.ctc.ca.gov

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 615	Special Education Law ***Prerequisite:*** *SED 601*	4.50
SED 605	Class/Behavior Management ***Prerequisite:*** *SED 615*	4.50
ITL 604	Learners and Learning I	4.50
ITL 606	Learners and Learning II ***Prerequisite:*** *ITL 604*	4.50
ITL 608	Design and Process of Teaching ***Prerequisite:*** *ITL 606*	4.50
SED 606	Health Care & Technology Sppt ***Prerequisite:*** *SED 605; ITL 608*	4.50
SED 607	Language/Literacy Basics ***Prerequisite:*** *SED 606*	4.50
SED 609	Lang & Lit Case Studies ***Prerequisite:*** *SED 607*	4.50
ITL 516	Mathematics Integrative Design ***Prerequisite:*** *SED605 is a prerequisite for students enrolled in special education programs only*	4.50
SED 610	Adv. Beh. Sppts. & SEL ***Prerequisite:*** *ITL 516*	4.50

Mild/Moderate Specialized Requirements (3 courses; 13.5 quarter units) **Units:** 13.50

MMS 617	Intro Assm, Collab, & Instrt ***Prerequisite:*** *SED 610*	4.50
MMS 620	Assmnt, Differentiation M/M ***Prerequisite:*** *MMS 617*	4.50
MMS 623	Collaboration & Case Mgmt. ***Prerequisite:*** *MMS 620*	4.50

Student Teaching Mild/Moderate (4 courses; 9 quarter units) **Units:** 9.00

MMS 629A	Seminar A ***Prerequisite:*** *MMS 623;* ***Corequisite:*** *MMS 625A OR; MMS 627A*	2.25
MMS 625A	Student Teaching for M/M: A ***Prerequisite:*** *MMS 623;* ***Corequisite:*** *MMS 629A*	2.25
MMS 629B	Seminar B ***Prerequisite:*** *MMS 629A;* ***Corequisite:*** *MMS 625B OR; MMS 629B*	2.25
MMS 625B	Student Teaching for M/M: B ***Prerequisite:*** *MMS 625A;* ***Corequisite:*** *MMS 629B*	2.25
MMS 627A	Internship A ***Prerequisite:*** *MMS 623;* ***Corequisite:*** *MMS 629A*	2.25
MMS 627B	Internship B ***Prerequisite:*** *MMS 627A;* ***Corequisite:*** *MMS 629B*	2.25

OR

Internship Mild/Moderate Support Needs (4 courses; 9 quarter units) **Units:** 9.00

MMS 629A	Seminar A ***Prerequisite:*** *MMS 623;* ***Corequisite:*** *MMS 625A OR; MMS 627A*	2.25
MMS 627A	Internship A ***Prerequisite:*** *MMS 623;* ***Corequisite:*** *MMS 629A*	2.25
MMS 629B	Seminar B ***Prerequisite:*** *MMS 629A;* ***Corequisite:*** *MMS 625B OR; MMS 629B*	2.25
MMS 627B	Internship B ***Prerequisite:*** *MMS 627A;* ***Corequisite:*** *MMS 629B*	2.25

Additional Internship Clinical Support (1-4 courses; 2.25-9 quarter units) **Units:** 9.00

CTC mandates that interns must be supported during their entire clinical practice experience. Students who do not complete the credential program by the end of MMS 627B, will be required to enroll in additional clinical supervision support classes until all requirements are satisfied.

MMS 627C	Internship C	2.25
MMS 627D	Internship D	2.25
MMS 627E	Internship E	2.25
MMS 627F	Internship F	2.25

Pupil Personnel Services School Counseling Credential (California)

Academic Program Director: Melanie Shaw; mshaw3@nu.edu

This Credential **ONLY** Option is available to candidates who hold a **Master's Degree And A Valid California Pupil Personal Service: School Social Work (PPS - SSW) or School Psychology (PPS - SP) Credential.** The Pupil Personnel Services School Counseling Credential option provides students with the acquired skills to become social justice leaders and competent school-based mental health professionals through a program of study aligned with the American School Counselor Association's (ASCA) National Standards. This pathway provides PPS candidates with the acquired skills, knowledge, and abilities to become a professional school counselor and involves a combination of coursework, practicum, and fieldwork.

Successful completion of this program of study leads to the Pupil Personnel Services School Counseling Credential and a Child Welfare and Attendance (CWA) authorization. Credentials are awarded through the California Commission on Teacher Credentialing (CCTC).

Admission Requirement

1. A five-year CA Certificate of Clearance (CL-900) is needed before enrolling in any course.
2. Must have a master's degree from an accredited university and hold a current Pupil Personal Service: School Social Work (PPS - SSW) or School Psychology (PPS - SP) credential issued by the California Commission on Teacher Credentialing (CTC) and employed as a School Psychologist or Social Worker in a CA public school.
3. Currently must be employed as a PPS-SSW or PPS-SC at a Pre-K through 12th grade California public school.

GoReact

GoReact is an online video coaching and collaboration platform designed to improve professional practices. All educational counseling students are required to utilize GoReact. Please see the Tuition and Fees section of the catalog for the GoReact fees.

Time2Track

Time2Track is a web-based software tool that lets students easily track clinical practice activities and hours. All Educational Counseling students seeking the PPS - SC credential are required to utilize Time2Track. Please see the Tuition and Fees section of the catalog for the Time2Track fees.

Program Disclosure Information

The Pupil Personnel Service School Counseling Credential Program is currently operating using credential guidelines for California only. Students who wish to use this program for credentials in other states must contact the appropriate regulatory board for more information.

For up-to-date information on program licensure eligibility requirements for a state, please visit:

- https://www.nu.edu/licensuredisclosures/

Program Learning Outcomes:
Upon successful completion of this program, students will be able to:

- Implement the basic foundations of school counseling professional standards.
- Advocate for all PK-16 students by employing anti-racist practice within educational foundations, growth and development, learning theory, and academic achievement.
- Perform as equitable driven leaders and promote social justice efforts to enhance inclusivity and access for all.
- Distinguish among major developmental theories of practice (personality, social, physical, emotional, and cognitive development) and chronological stages of human development that impact student academic development and life-long learning.
- Examine, analyze, and construct social and emotional research-based practice.
- Evaluate legal and ethical practices of professional school counseling.
- Evaluate and assess program development for equitable outcomes.
- Demonstrate competence in the application of research methods.

Degree Requirements:

For the Credential **ONLY** Option, candidates must hold a **Master's Degree And A Valid Pupil Personal Service: School Social Work (PPS - SSW) or School Psychology (PPS - SP) Credential** and must complete at least 36 quarter units of graduate work to receive a Pupil Personnel Services School Counseling Credential.

Requirements for candidates who hold a Master's degree with a valid Pupil Personal Service: School Social Work (PPS - SSW) or School Psychology (PPS - SP) Credential:
Students who hold a Master's degree with a **valid** Pupil Personal Service: School Social Work (PPS - SSW) or School Psychology (PPS - SP) credential must complete the following courses for a total of 36 qu and complete the ETS Praxis exam (#5422) with a score of 146 or better.

*****Coursework must have been completed within the ***past 5 years***. Course equivalence cannot be granted for life experience.

Credential Requirements (8 courses; 36 quarter units) **Units:** 36.00

EDC 600	Foundations of Professional EC ***Prerequisite:*** *5 year CA Certificate of Clearance (CL-900) is needed before enrolling in the course.*	4.50
EDC 601	EDC Equity Driven Leadership ***Prerequisite:*** *EDC 600*	4.50
EDC 602	Ethics&Legal Mandates for EC ***Prerequisite:*** *EDC 601*	4.50
EDC 603	SEL & Academic Development ***Prerequisite:*** *EDC 602*	4.50
EDC 604	Cultural Conscious Counseling ***Prerequisite:*** *EDC 603*	4.50
EDC 605A	Individual/Group Counseling ***Prerequisite:*** *EDC 604*	4.50
EDC 605B	Individual/Group Counseling ***Prerequisite:*** *EDC 605A*	4.50
EDC 612A	Fieldwork Experience A ***Prerequisite:*** *EDC 600; EDC 601; EDC 602; EDC 603; EDC 604; EDC 605A; EDC 605B; EDC 606; EDC 607; EDC 608; EDC 609; EDC 610; EDC 611*	4.50
ETS Praxis Exam (#5422) with a score of 146 or better.		

Degree Information - Individual Based

- Master of Business Administration
- Master of Arts in Marriage and Family Therapy
- Master of Arts in Psychology
- Master of Education
- Master of Education in Educational Leadership
- Master of Law and Business
- Master of Science in Child and Adolescent Developmental Psychology
- Master of Science in Clinical Mental Health Counseling
- Master of Science in Entrepreneurship
- Master of Science in Forensic Psychology
- Master of Science in Health Psychology
- Master of Science in Industrial and Organizational Psychology
- Master of Science in Information Technology
- Master of Science in Organizational Leadership
- Master of Science in Sport Psychology
- Master of Science in Technology Management
- Master of Global Human Resources
- Master of Social Work
- Education Specialist
- Post-Baccalaureate Certificate in Business
- Post-Baccalaureate Certificate in Marriage and Family Therapy

- Post-Baccalaureate Certificate in Psychology
- Post-Master's Certificate in Business
- Post-Master's Certificate in Marriage and Family Therapy
- Post-Master's Certificate in Nursing
- Post-Master's Certificate in Psychology
- Doctor of Criminal Justice
- Doctor of Business Administration
- Doctor of Education
- Doctor of Education in Educational and Organizational Leadership
- Doctor of Education in Instructional Design
- Doctor of Health Administration
- Doctorate of Marriage and Family Therapy
- Doctor of Nursing Practice in Executive Leadership
- Doctor of Philosophy in Business Administration
- Doctor of Philosophy in Computer Science
- Doctor of Philosophy in Cybersecurity
- Doctor of Philosophy in Data Science
- Doctor of Philosophy in Education
- Doctor of Philosophy in Educational and Organizational Leadership
- Doctor of Philosophy in Instructional Design
- Doctor of Philosophy in Marriage and Family Therapy
- Doctor of Philosophy in Organizational Leadership
- Doctor of Philosophy in Human Resource Management
- Doctor of Philosophy in Psychology
- Doctor of Public Administration
- Doctor of Philosophy in Technology Management
- Juris Doctor

Courses - Group Based

ABA 617 ABA Bridge (1.50)
Prerequisite: *ABA 600, ABA 601, ABA 602, ABA 603, ABA 604, ABA 606, ABA 622 and ABA 624*

Duration: 4
This bridge course meets the new Tasklist 5 requirements set forth by the Behavior Analyst Certification Board® (BACB®) for students that have taken coursework from TaskList 4. The course combines standards from ABA 626 and ABA 634. It entails 5 hours of Behavior Assessment and 20 hours of Supervision and Management.

ABA 620 Philosophical Underpinning ABA (4.50)
Duration: 8
This 8-week course is designed to develop competence in the history and philosophy of behaviorism, explore theoretical approaches to understanding behavior, and interpret behavior using the concepts and principles of behavior analysis. The course outlines the goals of behavior analysis as a science, explains the philosophical assumptions underpinning behavior analysis, describes and explains behavior from the perspective of radical behaviorism, and examines the dimensions of Applied Behavior Analysis (ABA).

ABA 622 Concepts and Principles of ABA (4.50)

Prerequisite: *ABA 620*

Duration: 8
Enhances students' proficiency in the technical terminology specific to the science of behavior. Building upon the concepts introduced in ABA620, students will engage in in-depth study and application of key behavioral terms and concepts. The course emphasizes the importance of precise and accurate language use for effective communication in the field of Applied Behavior Analysis (ABA). Through a variety of instructional methods, students will develop a comprehensive understanding of the terminology essential for professional practice in behavior analysis.

ABA 624 Measurement and Design (4.50)
Prerequisite: *ABA 622*

Duration: 8
Develop an understanding of how principles of behavior are discovered through basic research practices in the science of behavior. This course focuses on the terminology required to discuss measurement and research design.

ABA 626 Functional Behavior Assessment (4.50)
Prerequisite: *ABA 624*

Duration: 8
Gain competence in the technical skills necessary to collect data using standard methods in the field (e.g., FBA), graph and analyze that data consistent with the practices in the field, and recognize the characteristics of research design consistent with a single case.

ABA 628 Behavioral Change Procedures (4.50)
Prerequisite: *ABA 626*

Duration: 8
Develop competence in the application of behavior analysis to a variety of settings where professionals are working to effect behavior change.

ABA 630 Developing ABA Interventions (4.50)
Prerequisite: *ABA 628*

Duration: 8
Expands students' knowledge of applying behavior analysis to a wide range of assessment and intervention decisions made by clinicians in various settings. It is designed to extend learning across the entire process of behavior change planning in applied environments. Students will deepen their understanding of behavior analytic assessment and intervention strategies, enhancing their skills in developing comprehensive behavior change plans tailored to diverse settings and populations.

ABA 632 Ethics Compliance Code (4.50)
Prerequisite: *ABA 630*

Duration: 8
Competence in understanding the ethical implications of professional behavior analytic work in applied settings. Emphasizing the importance of ethical decision-making and legal compliance, students will explore the standards and guidelines governing behavior analytic practice. The course prepares students to navigate complex ethical dilemmas and legal considerations, ensuring responsible and effective professional conduct in diverse applied environments.

ABA 634 Supervision and Management (4.50)
Prerequisite: *ABA 632*

Duration: 8
Introduction to the fundamentals of organizational behavior management (OBM) aims to develop students' competence in recognizing leadership and supervision skills essential for behavior analysts working in applied settings. Students will explore key concepts in OBM, including organizational culture, performance management, and effective leadership practices. Through case studies and practical exercises, students will develop the skills necessary to foster organizational change, enhance staff performance, and effectively supervise behavior analytic programs within applied settings.

ABA 636 Application of ABA Skills (4.50)
Prerequisite: *ABA 634*

Duration: 4
Provide students with the foundational skills necessary to navigate the early stages of conducting behavior analytic research. Through a combination of theoretical instruction, students will learn how to select behavior-analytic research tactics, compose a comprehensive literature review, articulate a research question, and connect that question to self-assessment and data. Throughout the course, students will engage in practical exercises, discussions, and assignments designed to reinforce their understanding of each course learning objective. By the end of the course, students will have developed the foundational skills necessary to embark on their own behavior analytic research project.

ABA 670 ABA Capstone Project (4.50)
Prerequisite: *ABA 636*

Duration: 4
Develop essential skills and knowledge necessary to produce a comprehensive capstone project demonstrating competency in defining a research problem, designing a method to address the problem, and conducting and reporting an investigation to its conclusion. By the end of the course, students will have produced a robust capstone project demonstrating their ability to contribute meaningfully to the field of behavior analysis. This project will culminate their academic and professional journey, showcasing their proficiency in research design, execution, and dissemination, as well as their readiness to apply behavior analytic principles to address complex societal challenges. Students will emerge as competent and confident practitioners prepared to make significant contributions to advancing behavior analysis and its applications in diverse contexts.

ACC 201 Financial Accounting Funds. (4.50)
A survey of basic accounting theory and the application of accounting principles, this course includes the recording and summarization of business transactions in the form of financial statements under the rules of generally accepted accounting principles. (GAAP). It is designed for students who have little or no prior knowledge of financial accounting, this course corresponds to Principles of Accounting I at other colleges.

ACC 202 Managerial Accounting Funds. (4.50)
Prerequisite: *ACC 201*
This course is an overview of the use of financial accounting and cost accounting data for the design and preparation of reports to aid management in organizing, directing, controlling, and decision-making functions. The topics include the fundamentals of cost accounting, budgeting and responsibility accounting for cost and profit centers.

ACC 410A Intermediate Accounting I (4.50)
Prerequisite: *ACC 201*
Often referred to as "Intermediate Accounting," ACC 410A, B and C cover a substantial portion of the U.S. accounting standards known as GAAP (generally accepted accounting principles). In particular, ACC 410A entails a more in-depth and detailed study of the principal financial statements, accounting concepts, revenue and expense recognition, and accounting for cash, receivables, and inventories.

ACC 410B Intermediate Accounting II (4.50)
Prerequisite: *ACC 410A*
Duration: 4
Often referred to as "Intermediate Accounting," (See ACC 410A for a series description.) ACC 410B covers accounting for plant, property and equipment, intangible assets, leases, current and long-term liabilities, and stockholders' equity and retained earnings.

ACC 410C Intermediate Accounting III (4.50)
Prerequisite: *ACC 410B*
Often referred to as "Intermediate Accounting," (See ACC 410A for a series description.) ACC 410C covers earnings per share, investments, deferred income taxes, pensions, accounting changes and errors, preparation of the statement of cash flows, and full disclosures with emphasis on segment and interim reporting.

ACC 431 Advanced Accounting (4.50)
Prerequisite: *ACC 410C*
Duration: 4
An examination of advanced concepts of accounting for business combinations, with emphasis on the consolidation of parent/subsidiary balance sheet and income statement reporting. It also covers accounting for the formation, operation, and liquidation of partnerships, as well as special reporting requirements for multinational entities.

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.

ACC 433 Managerial Accounting (4.50)
Prerequisite: *ACC 202*
Duration: 4
This course covers managerial accounting topics for decision-making including relevant costs, balanced scorecard, value added and non-value added costs, allocations of indirect costs using direct, step, and reciprocal methods, allocating joint cost, main and by-product costing, determination of Economic Order Quantity (EOQ), accounting for spoilage, transfer pricing, performance measurement, and capital budgeting techniques.

ACC 434 Government and Nonprofit Acct (4.50)
Prerequisite: *ACC 201*
A study of the specialized accounting principles applicable to state and local governments and other non-profit organizations, with an emphasis on fund accounting principles used in the recording of assets, liabilities, equity, revenues and expenditures. Also covers the analysis and interpretation of financial statements of such governmental and nonprofit entities.

ACC 435A Auditing I (4.50)
Prerequisite: *ACC 431*
Duration: 4
A study of financial statement audits in accordance with auditing standards promulgated by authoritative bodies. Topics include planning of the audit engagement, auditor's responsibility for fraud, review of internal controls, gathering substantive evidence using analytical procedures and test of account balances for the revenues, acquisition and expenditures, and inventory processes.

ACC 435B Auditing II (4.50)
Prerequisite: *ACC 435A*
Duration: 4
A continuation of ACC 435A, this course focuses on sampling plan and techniques, gathering substantive evidence for cash and investment cycle, long-term debts and owners' equity, and contingent liabilities. It also covers audit work papers, audit opinions, attestation services, compilation and reviews, and auditor's legal liability associated with an audit engagement.

ACC 436 Applied Tech for Accountants (4.50)
Prerequisite: *ACC 201*
Duration: 4
Emphasis on the design and internal control perspectives of accounting information systems, including systems analysis, decision support systems, system implementation, and the audit of management information systems.

ACC 515 Accounting Ethics (4.50)
Duration: 4
Studies the fundamentals of accounting ethics focusing on case and scenarios analysis, discussions, identification of possible solutions focusing on students acquisition of good ethical judgement. The objective of the course is to increase a students ethical sensitivity to major areas of ethical concern in the study of accounting. At the present time, completion of the course provides credit for CPA licensing in the State of California.

ACC 555 Data Analytics (4.50)
Duration: 4
Provides skills to input, manage, and analyze large sets of data. Other skills emphasized are the extraction of relevant data and the effective communication of that information to the end user. Exposure will be provided to one or more ERP systems.

ACC 588A CPA Internship I (4.50)
Prerequisite: *ACC 653M; ACC 652M; ACC 654M; ACC 615M; ACC 640M; ACC 631M*
Duration: 24
This is a field practicum placement course which will be conducted under the supervision of a licensed CPA. Students will work as an accounting apprentice while participating in an academic seminar. This course will include formal learning assessments administered at a regular cadence. This course is 6 months in duration and will meet outside of regular class hours. International students are subject to special restrictions and should consult their international student admissions advisor. Grading is S, U or I.

ACC 588B CPA Internship II (4.50)
Prerequisite: *ACC 588A*
Duration: 24
This is the continuation of a field practicum placement course which will be conducted under the supervision of a licensed CPA. Students will work as an accounting apprentice while participating in an academic seminar. This course will include formal learning assessments administered at a regular cadence. This course is 6 months in duration and will meet outside of regular class hours. International students are subject to special restrictions and should consult their international student admissions advisor. Grading is S, U or I.

ACC 601M Foundations of Financial Acc (4.50)
Basic financial accounting theory, including the recording of business transactions and preparation of financial statements using "generally accepted accounting principles" (GAAP). Analysis and interpretation of financial data to assist users in their decision-making. Spreadsheets and accounting system software.

ACC 604 Managerial Accounting (4.50)
Duration: 4
A study of accounting concepts and reporting techniques applied in a management decision-making context, Students analyze accounting data from real-world case studies and present their analysis, conclusions, and recommendations. Managerial accounting models used by diverse enterprises in virtually all industrialized nations include cost accounting and the behavior of costs, budgeting, differential analysis, and responsibility accounting are examined. Reporting techniques involving the use of current spreadsheet and graphic presentation technology are presented.

ACC 610M Financial Accounting I (4.50)
Prerequisite: *ACC 601M*
Duration: 4
The first of two courses covering a substantial portion of U.S. financial reporting principles known as GAAP, including an in-depth review of the conceptual framework and principal financial statements. Emphasis is on revenue and expense recognition, together with accounting for current assets.

ACC 611M Financial Accounting II (4.50)
Prerequisite: *ACC 610M*
Duration: 4
The second of a two course sequence covering a substantial portion of U.S. financial reporting principles known as GAAP, accounting for tangible assets, natural resources and intangible assets, current and long-term liabilities, leases, and shareholder equity.

ACC 615M Advanced Financial Accounting (4.50)
Duration: 4
Examination of concepts of accounting for business combinations, with emphasis on the consolidation and financial reporting of parent/subsidiary relationships. Accounting for the formation, operation, and liquidation of partnerships, foreign currency translation and hedging, segment reporting, and international financial reporting standards.

ACC 620M Taxation of Individuals (4.50)
Duration: 4
Study of the statutory provisions, judicial doctrines, and implementation of the theory and practice of federal income taxation of individuals.

ACC 621M Taxation of Business Entities (4.50)
Duration: 4
A study of the statutory provisions, judicial doctrines, and implementation of the theory and practice of federal income taxation of "C" corporations, "S" corporations, and partnerships.

ACC 630M Cost Accounting (4.50)
Prerequisite: *ACC 601M*
Duration: 4
This course discusses cost terminology, cost measurement concepts, cost accumulation systems, accumulating, and allocating overhead costs using various cost drivers.

ACC 631M Advanced Managerial Accounting (4.50)
Duration: 4
Application of accounting concepts and reporting techniques applied in a management decision-making context and analysis of accounting data from a real-world case study and present their analysis, conclusions, and recommendations.

ACC 640M Acc for Gov't & NFP Entities (4.50)
Duration: 4
Accounting principles used by governmental units and non-profit organizations. Concepts of fund accounting and the analysis and interpretation of the financial statements.

ACC 651M Auditing Procedures (4.50)
Duration: 4
Auditing procedures (compliance and substantive) for cash, receivables, inventory, payables, long-term debt, equity balances and related income statement accounts. Writing of auditor's reports, including special reports, and review/compilation reports in accordance with AICPA standards.

ACC 652M Forensic Accounting (4.50)
Duration: 4
A combination of accounting and investigative techniques used to discover financial crimes. Skills necessary to collect, analyze, and evaluate accounting evidence will be developed. Interpretation of suspicious activities and formal reporting thereof will be developed.

ACC 653M Internal Controls (4.50)
Duration: 4
Mechanisms, rules, and procedures implemented by a company to ensure the integrity of financial and accounting information, promote accountability and prevent fraud. Committee of Sponsoring Organizations of the Treadway Commission control standards covered.

ACC 654M Legal Issues in Accounting (4.50)
Duration: 4
Covers critical legal issues such as contracts, loan documents, and taxation. Emphasis on ensuring that experienced accountants make sound decisions based on sound financial and legal information.

ACC 657 Accounting Information Systems (4.50)
Prerequisite: *ACC 601M*
Study of the design and internal control perspectives of accounting information systems, including systems analysis, decision support systems, system implementation, and the audit of management information systems.

ACC 695M Cases in Accounting & Auditing (4.50)
Prerequisite: *Completion of all core and elective courses*
Duration: 4
A capstone course in which students apply the knowledge and skills acquired in preceding coursework to their analysis of real life situations involving financial accounting and reporting, cost/managerial accounting, tax and/or auditing issues. Selected cases may require the researching of relevant authoritative pronouncements, laws, regulations and the like. Course is eligible for In Progress (IP) grading.

ACEX 2100X History of Sport (4.50)
A survey of the history of American sport with a focus on European influences, as well as the influences of technological, cultural, racial, and economic diversity from Colonial American to present day.

ACEX 2101X Philosophy of Coaching (4.50)
Duration: 4
A survey of basic coaching philosophies in sports. The concepts of motivation, planning, player development, and training will be explored. Historical examples will be used to highlight the importance and development of coaching techniques.

ADC 205 Intro to Substance Abuse (4.50)
Duration: 4
Focus on the definitions and diagnostic criteria for substance abuse and dependence, theories of etiology, medical and social model approaches, and the use of 12-step programs as adjuncts to treatment. It introduces the twelve core functions of chemical dependency counseling.

ADC 215 Physiology of Substance Abuse (4.50)
Prerequisite: *PSY 100*
Duration: 4
A survey of drug classifications and medical complications of their use, and the basic mechanisms of drug absorption, metabolism, distribution and elimination. Mechanisms of tolerance, dependence and withdrawal are emphasized. Also covered is an overview of brain systems involved in drug use, abuse and dependence.

ADC 225 Law and Ethics (4.50)
Prerequisite: *PSY 100*
Duration: 4
This course explores the ethical and legal issues related to substance abuse counseling. Topics includes laws related to confidentiality, mandated reporting scope of practice, informed consent, and recod keeping as well as ethical systems and standards. Students will practice the application standards in a case study format.

ADC 235 Case Management (4.50)
Duration: 4
The 12 Core Functions related to the assessment and management of client progress while in chemical dependency treatment are covered. Skills related to intake assessment, diagnosis, treatment planning and developing effective referrals will be taught and practiced. Concepts related to psychoeducation, special populations, prevention, and community outreach will be discussed.

ADC 245 Individual Counseling I (4.50)
Prerequisite: *ADC 205*
Duration: 4
Focus on the major theories and techniques of substance abuse counseling. Emphasis will be on strategies related to assisting clients in accepting the diagnosis of substance abuse and the early stages of recovery. Considerations for working with special populations will be discussed. Students will use case studies to apply techniques.

ADC 265 Group & Family Counseling (4.50)
Duration: 4
This course examines group counseling and family systems theories related to working with substance abuse clients and their families. Students will learn the application of these theories through the use of video sessions and case studies.

ADC 275 Personal & Professional Growth (4.50)
Duration: 4
This course examines two inter-related concepts of counseling: personal awareness and growth with professional growth. This course is designed to assist students to begin the process of becoming aware of their personal issues and how those may impact their work with clients.

ADC 295 Guided Study (1.50-4.50)
Individual study of a selected topic or content area under the guidance of the instructor.

ADR 400 Alternative Dispute Resolution (4.50)
This introductory course will provide students with a broad understanding of ADR. The course will cover Negotiation, Mediation, Arbitration how each is used, and the advantages and disadvantages of each method. The course utilizes role plays, simulations, and case studies.

ADR 405 Negotiation Fundamentals (4.50)
An introductory interactive course designed for students and the business professional to develop the verbal and analytical skills required to perform effectively as a negotiator in conflict situations. Students will participate in negotiating exercises, and learn different negotiating techniques through simulations, videos, and case studies.

ADR 410 Facilitation Fundamentals (4.50)
An interactive, introductory course designed for students and business professionals to develop an understanding of group dynamics and decision making as a basis for learning the roles, processes and techniques of group facilitation. The course utilizes role plays, simulations, and case studies.

ADR 415 Mediation Fundamentals (4.50)
An introductory interactive and entertaining course designed for students and business professionals to develop the skills required to perform effectively as a mediator. Students will be introduced to different mediation styles such as facilitative, transformative, and evaluative methods. The course utilizes negotiating principles, role plays, videos, and case studies.

ADR 420 Communication & Conflict (4.50)
This course will explore workplace, interpersonal and team conflict dynamics and methods for effective communication in such conflict situations. Participants will learn communication skills for resolving such conflicts for themselves, between others and within a team or group, and strategies for preventing or defusing rising conflict. Additionally, participants will learn how to integrate conflict resolution into various organizational cultures.

ADR 425 Issues in Conflict Management (4.50)
This course will explore the nature of cultural differences in various conflict situations. Through the examination of various cultural perceptions, participants will learn how to apply concepts of cultural fluency in a variety of conflicting cultural scenarios, and employ personal, interpersonal and inter group skills to bridge cultural differences and achieve mutually beneficial outcomes. Students will participate in role plays, videos, and case studies to enhance their understanding of these issues.

ADR 430 Ethics and Neutrality (4.50)
This course explores the behavior of mediators, arbitrators and other neutrals to avoid conflicts of interest and perceived partiality. Through case study and role playing the participant will learn appropriate behavior that improves the quality of the process, enhances competency and promotes acceptance of and confidence in ADR processes. Students will be introduced to topics such as how to remain impartial during a mediation, avoiding conflicts of interest, quality of the process, competency, confidentiality and promoting public confidence in the mediation process.

AGE 601 Foundations of Gerontology I (4.50)
Foundations of Gerontology I: Global and Societal Impacts of Aging Populations presents an overview of the global and societal aspects of aging through examination of critical, complex issues ranging from health care and social policy to new roles in the second half of life. Topics include long-term care and rationing of health care; autonomy and end-of-life decisions; the age-versus-need debate; Social Security and the future of retirement; and longevity and the biological basis of aging. Emphasis on trends and future developments is balanced by attention to case studies and practice and policy issues.

AGE 602 Foundations of Gerontology II (4.50)
This course reviews a broad range of topics relating to the personal and interpersonal aspects of aging. Through the major theoretical and methodological traditions in gerontology, the seeming paradox of continuity versus change for older adults in areas relating to self and others: health and wellness promotion, cognitive changes in aging, resilience of older women and elders of color, intergenerational relationships, and social and public policies for older adults.

AGE 610 Wellness/Engagement in Aging (4.50)
Prerequisite: *AGE 602*
Wellness and Engagement in Older Adults examines the coping, expressive, contributive, and influence needs of older adults. Topics include holistic geriatric care, reminiscence and autobiography, wisdom and creativity, lifelong learning, spirituality and contemplative practice, and social and civic engagement.

AGE 611 Psychology of Older Adults (4.50)
Prerequisite: *AGE 602*
Psychology and Neuropsychology of Older Adults will examine age-related changes in neurological and psychological function and methods for assessing them. Specific areas of study will include the age-related changes in memory, intellectual development in older adults, motivation and emotion over the life course, personality, and aging and mental health.

AGE 612 Public Policy and Aging (4.50)
Prerequisite: *AGE 601*
Public Policy, Politics, and Aging reviews major legislation and programs impacting older adults, including the analysis of current legal and regulatory issues and examination of policy-making and political processes affecting development and imple¬mentation of aging services. Learners will compare United States aging policies to those of other countries and develop resources for effectively advocating for policy changes.

AGE 613 Counseling Older Adults (4.50)
Prerequisite: *AGE 602*
Counseling Older Adults examines current theories and applications of assessment and intervention techniques with older adults and their families. Topics include innovative treatment modalities, ethical and legal issues affecting clinical practice with this population, and personhood in aging and dementia.

AGE 614 Cross-cultural Practice (4.50)
Prerequisite: *AGE 601*
Cross-cultural Practice with Aging Populations focuses on the processes of aging and the problems of older adults in the United States and throughout the world from both theoretical and applied perspectives. Particular emphasis is given to understanding the relationship between non-Western and Western experiences in terms of social, cultural, economic, political, and demographic concomitants.

AGE 615 Managing Aging Services (4.50)
Prerequisite: *AGE 601*
Administration/Management in Programs for Older Adults applies theories of administration and system management to public and volunteer programs and services for older adults including residential institutions and community programs; emphasis is on bringing a person-centered, life course perspective to the development of competencies needed to perform core managerial functions in aging services organizations: program planning, organizational design, human resource management, supervision, finance, information system, and program evaluation

AGE 616 Physical Change and Aging (4.50)
Physiology of Development and Aging examines the lifespan physiology of human development, growth, and aging; major emphasis on the physiology of the later years and implications for health maintenance and longevity.

AGE 620 Integrative Project A (4.50)
Prerequisite: *AGE 601 with a minimum grade of B-.; AGE 602 with a minimum grade of B-.*
First course of two-course sequence providing an interdisciplinary forum for exploring current issues in aging and culminating in a project that addresses a specific challenge or opportunity facing older adults and their communities. Topic areas will reflect the background and interests of students in the program.

AGE 630 Integrative Project B (4.50)
Prerequisite: *AGE 601 with a minimum grade of B-.; AGE 602 with a minimum grade of B-.; AGE 620 with a minimum grade of B-.*

The second course of a two-course sequence providing an interdisciplinary forum for exploring current issues in aging and culminating in a project that addresses a specific challenge or opportunity facing older adults and their communities. Topic areas will reflect the background and interests of students in the program.

AIE 500 AI for All: Essentials (4.50)
Duration: 4
Provides an overview of what artificial intelligence is, how it works, and why it matters. Develops AI literacy through hands-on experimentation. Develops skills to assess and personally utilize AI-enabled applications, emphasizing practical, creative, and productive approaches for daily life and lifelong learning. No background in computer science is required.

AIE 510 Responsible AI for Society (4.50)
Duration: 4
Analyzes the promise and perils of AI for society. Provides an overview of legal, ethical, and policy concerns, as well as potential strategies to mitigate risks. Considers emerging regulatory frameworks in the United States and other democracies. Cultivates a nuanced and culturally aware understanding of the global implications of AI, focusing on creating humane, economical, legal, and sustainable solutions.

AIE 602 AI Opportunities for Orgs (4.50)
Duration: 4
Develops the expertise to formulate and communicate AI-enabled organizational strategies, balancing innovation with ethical considerations. Includes identifying opportunities, risks, stakeholders, and resources, using a variety of case studies.

AIE 660 AI Leadership: Adv Application (4.50)
Duration: 4
Prepares students to engage critically and confidently with AI systems and technology professionals, leveraging AI-enabled capabilities and contributing to collaborative and cross-functional initiatives. Provides a deeper technical understanding of how AI works, including relevant aspects of computer science and data science. Enables students to communicate effectively with both engineers and end users.

ANA 200 Intro to Data Science (4.50)
Duration: 4
Conceptual foundation for the field of Data Science, with emphasis on ethically using Data Science skills and tools in a variety of fields.

ANA 210 Applied Ethics for AI (4.50)
Duration: 4
Guiding principles of ethics will be examined for the application of Artificial Intelligence (AI) in a responsible manner for positive societal impact. Different ethical frameworks will be studied to navigate the pitfalls of unethical uses of AI. The code of AI ethics for organizations, data protection, and explainable AI will also be explored.

ANA 230 Intro to Data Visualization (4.50)
Prerequisite: *ANA 200*
Duration: 4
Develop skills to acquire and visualize data to clearly communicate Data Science insights to a variety of project stakeholders.

ANA 240 Introduction to AI (4.50)
Duration: 4
Explores the history of Artificial Intelligence (AI) technology and current applications in a variety of industries including manufacturing, healthcare, transportation, energy and more. No-coding AI solutions to natural language processing, computer vision, generative AI and other areas will be investigated.

ANA 310 Data Acquisition (4.50)
Prerequisite: *ANA 200 and ANA 230*
Duration: 4
Students will apply Data Acquisition techniques for different kinds of data, including structured and unstructured data collected from a variety of sources.

ANA 320 Data Management and Governance (4.50)
Prerequisite: *ANA 310*
Duration: 4
Application of the Data Management and Governance Process for Analytics including: Data Structure, Privacy, Security, and working with Customer-Centered Databases. Evaluation of how these data relate and aggregates in databases, data marts, data warehouses, and data lakes and how they are used by analytical decision tools will be explored through case studies and projects.

ANA 330 Data Preparation (4.50)
Prerequisite: *ANA 320 and MTH 330*
Duration: 4
Develop skills to clean, transform, and prepare raw data for exploratory statistical Analysis. Transform and merge multiple data sources into a single useable data set for analysis. The progression will then focus on standardizing variable formats, investigating outliers, analyzing missing data, and in general conduct a thorough exploration of the dataset. This process will highlight the limitations, strengths, and potential biases of the dataset and how to reduce these biases.

ANA 340 Data Mining (4.50)
Prerequisite: *ANA 330*
Duration: 4
Apply Data Mining Methods to reduce data dimensionality and build predictive models for linear regression and classification trees. Hands-on work on practical data mining problems will be part of the course curriculum.

ANA 350 Data Modeling (4.50)
Prerequisite: *ANA 340*
Duration: 4
The process of data modeling and optimization will be continued with association analysis, cluster analysis, and other unsupervised learning methods. Hands-on work on practical data mining problems will be part of the course curriculum.

ANA 420 Advanced Data Management (4.50)
Prerequisite: *ANA 350*
Duration: 4
Develop the skills to acquire, organize, and manage data with open-source Python tools including Jupyter notebooks, Panda, and NumPy.

ANA 430 Advanced Data Visualization (4.50)
Prerequisite: *ANA 420*
Duration: 4
Develop Python skills to create high-quality visualizations and deploy interactive dashboards to effectively communicate data, methods, analysis, and results to maximize value for stakeholders of a Data Science project.

ANA 480 Machine Learning Methods (4.50)
Prerequisite: *ANA 430*
Duration: 4
Develop Python Skills to create Machine Learning models for supervised and unsupervised learning in a variety of Data Science applications.

ANA 485 Neural Networks (4.50)
Prerequisite: *ANA 480*
Duration: 4
Develop Python Skills to create models for deep learning and neural networking.

ANA 499A Data Science Project I (4.50)
Prerequisite: *Prior completion of all Major Prep, Major, and Concentration classes in BS Data Science program are to be completed before registering for this course.; ANA 485, or CYB 456, or BIO 471*
Duration: 4
Initiation of the Data Science team project to encompass all parts of the Data Science Life Cycle. Team building, team collaboration, and conflict resolution are implemented in the proposal of a Data Science project. Technical aspects of Data Acquisition, Data Management, Data Preparation, Data Mining, Data Modeling, and visualization are proposed in a presentation to project advisors and stakeholders.

ANA 499B Data Science Project II (4.50)
Prerequisite: *ANA 499A*
Duration: 4
Continuation of Data Science Team project. Data Acquisition, Data Cleaning, and Analytic Methodology are implemented and presented to project advisors and stakeholders in a written project report.

ANA 499C Data Science Project III (4.50)
Prerequisite: *ANA 499B*
Duration: 4
Completion of Data Science Team project. Technical aspects of Data Analysis, Data Mining, Data Modeling, and Data Visualization are implemented and presented to project advisors and stakeholders in a written project report.

ANA 500 Python for Data Science (4.50)
Recommended Preparation: *Prior experience in computer programming languages such as R is helpful.*
Duration: 4
Learn python programming language and apply to data science applications.

ANA 505 AI & Optimization Topics (4.50)
Duration: 4
Investigate advanced topics in Artificial Intelligence and Optimization in state-of-the-art applications.

ANA 600 Fundamentals of Analytics (4.50)
Duration: 4
Introduction to statistical modelling and data analysis using R programming to explore data variation, model the data, and evaluate the models. Analysis and evaluation of different types of regression models and error analysis methods.

ANA 605 Analytic Models & Data Systems (4.50)
Prerequisite: *ANA 600*
Duration: 4
Forms of data, gap analysis, model building, and interpretation will form the foundation for students to ethically apply data analytics to facilitate modern knowledge discovery techniques.

ANA 610 Data Management for Analytics (4.50)
Prerequisite: *ANA 605*
Duration: 4
Application of the data management process for analytics including acquiring and auditing data, assembling data into a modeling sample, performing basic data integrity checks, cleansing data, feature engineering and data visualization.

ANA 615 Data Mining Techniques (4.50)
Prerequisite: *ANA 610*
Duration: 4
Application of data mining methods and predictive modeling. Design of objectives, data selection and preparation, analytic method selection such as classification and decision trees, and predictive modeling will be used for a variety of case studies and practical industry applications.

ANA 620 Continuous Data Methods, Appl (4.50)
Prerequisite: *ANA 615*
Application of methods for analyzing continuous data for knowledge discovery. Analytic continuous data concepts and methods are developed with practical skills in exploratory data analysis. Descriptive statistics, goodness-of-fit tests, correlation measures, single and multiple linear regression, and analysis of variance and covariance are covered. Applying continuous data methods using case studies and real world data will leverage statistical assessment and interpretation.

ANA 625 Categorical Data Methods, Appl (4.50)
Prerequisite: *ANA 620*
Application of methods for analyzing categorical data for knowledge discovery. Analytic categorical data analysis concepts and methods are developed with practical skills in exploratory data analysis. Descriptive statistics of discrete data, contingency tables, and methods of generalized linear models are covered. Applying categorical methods using case studies and real world data will leverage statistical assessment and interpretation.

ANA 630 Advanced Analytic Applications (4.50)
Prerequisite: *ANA 625*
Advanced application of data analytics methods for knowledge discovery. This course will explore several of the advanced topics in data analytics such as methods for longitudinal data, factor and principal components analysis, multivariate logistic regression, and multivariate analysis of variance (ANOVA). Application using case studies and real world data will leverage statistical assessment and interpretation.

ANA 650 Database Design for Analytics (4.50)
Duration: 4
Analysis of database design and implementation for analytical applications in “big data.” Topics include requirements collection, conceptual and logical database design, normalization, an introduction to SQL, and the designing of a data mart.

ANA 655 Data Warehouse Design & Devel (4.50)
Prerequisite: *ANA 650*
A course on how to design and develop a data warehouse application for “big data”. Topics include user requirement collection, dimensional modeling, ETL (Extraction, Transformation, Loading) procedures, information access and delivery, as well as the optimization and long-term maintenance of a data warehouse.

ANA 660 Advanced SQL Programming (4.50)
Prerequisite: *ANA 655*
An in-depth treatment of data manipulation with Structured Query Language (SQL). This course covers views, triggers, sequences, reporting, sub-queries, query optimization and how to use SQL for data warehouse manipulation.

ANA 665 Data Mining & Machine Learning (4.50)
Prerequisite: *ANA 660*
This advanced data mining course focuses on various machine learning and artificial intelligence techniques. Topics include data mining methods ranging from classification rules, association rules, and instance-based learning to semi-supervised learning and multi-instance learning.

ANA 670 Applied Optimization Methods (4.50)
Prerequisite: *ANA 500*
Duration: 4
Model optimization problems in a variety of applications in machine learning and artificial intelligence. Identify suitable optimization algorithms for different applications in industry.

ANA 675 Neural Network & Deep Learning (4.50)
Prerequisite: *ANA 670*
Duration: 4
Apply neural network analytical methods to a variety of applications in artificial intelligence using python. Analyze deep learning predictive models in industrial applications.

ANA 680 Machine Learning Deployment (4.50)
Prerequisite: *ANA 675*
Duration: 4
Deploy machine learning models in the cloud. Optimize ML models for a variety of applications in industry.

ANA 699A Analytic Capstone Project I (4.50)
Prerequisite: *All core and specialization courses in an analytics program with a minimum GPA of 3.0 or approval of Lead Faculty.*
Duration: 4
Master's level research in analytic project design, problem framing, and technical presentation. Team building, team collaboration, and conflict resolution are implemented in the proposal of a data science project. Strategic and technical aspects of data acquisition, data cleaning, and analytic methodology are proposed and presented to project advisors and stakeholders.

ANA 699B Analytic Capstone Project II (4.50)
Prerequisite: *ANA 699A*
Duration: 4
Continuation of master's level research in analytic project implementation, technical writing, and project presentation. Strategic and technical aspects of data acquisition, data cleaning, and analytic methodology are implemented and presented to project advisors and stakeholders.

ANA 699C Analytics Capstone Project III (4.50)
Prerequisite: *ANA 699B*
Duration: 4
Completion of master's level research in analytic project implementation, technical writing, and project presentation. Strategic and technical aspects of data analysis and visualization are implemented and presented to project advisors and stakeholders in a written thesis.

ANE 800 Advanced Principles of EBP (4.50)
Duration: 12
Exploration of study designs, measurement tools, and data collection strategies in research and evidence-based practice data collection. Logic of statistical models used in the evaluation of research designs and measures. Identification of an evidence-based scholarly question pertinent to nurse anesthesia practice.

ANE 801 Biostat for Nurse Anesthesia (4.50)
Duration: 12
Course designed for advanced practice nurses. Topics include descriptive statistics, elementary probability, probability distributions, one- and two-sample normal inference (point estimation, hypothesis testing, and confidence intervals), power and sample size calculations, one- and two-sample binomial inference, underlying assumptions and diagnostic work. Includes primary statistical tools used in epidemiology and health services research; multiple linear regression, logistic regression, and survival analysis.

ANE 810 Advanced Pharmacology Concepts (4.50)
Prerequisite: *Admission to the Nurse Anesthesia Program or prior approval from Academic Program Director*
Duration: 12
This course is a comprehensive examination of pharmacokinetics, pharmacodynamics and pharmacotherapeutics as well as the clinical application of advanced pharmacology and pharmacotherapeutics for the advanced practice nurse managing complex and common disease conditions. The course integrates the pathophysiology of various disease states with underlying biochemical mediators and available drug treatments as well as new drug discovery, neurotransmission, the central nervous system, mediators of pain and inflammation, and renal and cardiovascular agents. Doctoral nurse anesthesia graduate students will learn the treatment of human diseases with pharmacological mediators.

ANE 815 Adv Human Anatomy for Anesth (4.50)
Prerequisite: *Admission to the Nurse Anesthesia Program or approval from Academic Program Director.*
Duration: 12
Advanced Human Anatomy for Nurse Anesthesia uses an organ system approach for a comprehensive exploration of the normal microscopic and gross structures of the human body, as well as anatomical pathology based on the microscopic and macroscopic examination of organs and tissues. Doctoral nurse anesthesia graduate students will also investigate functions and embryological variations of many structures with special emphasis on how these topics relate to anesthesia management.

ANE 816 Advanced Human Anatomy Lab (1.50)
Prerequisite: *Admission to the Nurse Anesthesia Program or prior approval from Academic Program Director.*
Duration: 12
Advanced Human Anatomy for Nurse Anesthesia Lab utilizes a systematic approach to a comprehensive exploration of the normal microscopic and gross structures of the human body, as well as anatomical pathology based on the microscopic and macroscopic examination of organs and tissues. Doctoral nurse anesthesia graduate students will also investigate functions of many structures with special emphasis on how these topics relate to anesthesia management. Three hours of laboratory work per week provide hands on study of scientific models and dissection of biological organs and organisms as well as microscope studies of histology.

ANE 818 Anesthesia Pharmacology I (4.50)
Corequisite: *ANE 824 with a minimum grade of B-. All nurse anesthesia courses must be completed with a B- or greater for continued program matriculation.*
Duration: 12
The anesthesia pharmacology course examines the unique pharmacologic agents that are specific to anesthesia administration. Focus will be placed on inhalation agents, induction drugs, neuromuscular blocker, adrenergic agents, and local anesthetics. Exploration of current evidence related to pharmacologic therapies will serve as the course underpinning.

ANE 819 Anesthesia Pharmacology II (4.50)
Duration: 12
The second of a two-course anesthesia pharmacology sequence. Detailed exploration/investigation of pharmacokinetics and pharmacodynamics of anesthesia specific drugs. Factors modifying anesthetic management of perioperative patients are thoroughly explored.

ANE 820 Nurse Anesthesia Physiology I (4.50)
Duration: 12
This course is a comprehensive examination of cellular, membrane, skeletal muscle and neurological physiology with particular emphasis on how these topics relate to anesthesia management. Doctoral nurse anesthesia graduate students will also investigate the pathophysiology of various disease states and the underlying biochemical mediators involved.

ANE 821 Nurse Anesthesia Physiology II (4.50)
Duration: 12
Nurse Anesthesia Physiology II is the second of a three course physiology series. In this course a comprehensive examination of cardiovascular, immune, endocrine and gastro-intestinal physiology with particular emphasis on how these topics relate to anesthesia management will occur. Doctoral nurse anesthesia graduate students will also investigate the pathophysiology of various disease states regarding these respective systems and the underlying biochemical mediators involved.

ANE 822 Anesthesia Physiology III (4.50)
Prerequisite: *ANE 821 with a minimum grade of B-. B- grades are required for program progression*
Duration: 12
Nurse Anesthesia Physiology III is a comprehensive examination of respiratory, renal and reproductive physiology with particular emphasis on how these topics relate to anesthesia management. Doctoral nurse anesthesia graduate students will also investigate the pathophysiology of various disease states regarding these respective systems and the underlying biochemical mediators involved.

ANE 823 Anesthesia Physical Assessment (4.50)
Duration: 12
Development of advanced clinical reasoning and assessment skills to determine client health status and needs. Application of physiological, pathophysiological, and psychosocial concepts with implications for Nurse Anesthesia.

ANE 824 Principles of Anesthesia I (4.50)
Duration: 12
This course presents the fundamental concepts of anesthesia and introduces the student to the procedures and principles of nurse anesthesia practice. Principles presented include monitoring and assessment skills, airway management (including endotracheal intubation), preoperative assessment, documentation, the anesthesia gas machine and related current technology

ANE 825 Advanced HiFi Sim I (1.50)
Corequisite: *ANE 824 with a minimum grade of B-. minimum passing grade for the nurse anesthesia program is a B-.*
Duration: 12
Advanced high fidelity simulation is designed to complement didactic learning, mirror clinical environments, and to provide learning through transformation of experience. Advanced high fidelity simulation learning activities are specifically used to enhance critical thinking, problem solving, and skills development appropriate for the doctoral nurse anesthesia student.

ANE 826 Principles of Anesthesia II (4.50)
Prerequisite: *ANE 824 with a minimum grade of B-. Required grade for metriculation minimum passing grade is B-*
Duration: 12
Exploration of anesthetic delivery to patients with increasing co-morbidities and complex anesthesia needs. Airway management and ultrasound guided regional anesthesia techniques are thoroughly covered, with special attention given to acute and chronic pain management. Anesthetic techniques for the specialty practice of cardiac, thoracic, and vascular anesthesia is analyzed.

ANE 827 Advanced HiFi Sim II (1.50)
Duration: 12
Advanced high fidelity simulation is designed to complement didactic learning, mirror clinical environments, and to provide learning through transformation of experience. Advanced high fidelity simulation learning activities are specifically used to enhance critical thinking, problem solving, and skills development appropriate for the doctoral nurse anesthesia student.

ANE 828 Principles of Anesthesia III (4.50)
Duration: 12
A detailed investigation of anesthesia care, including preoperative planning, implementation, and perianesthetic management for complex anesthesia delivery. Examination of specialty anesthesia practice, to include an in depth investigation of obstetrical, pediatric/neonatal, and ambulatory surgical populations. Development of a perioperative plan of care for patients undergoing Ear/Nose/Throat, laparoscopic, robotic, obstetrical, and gynecological procedures will be constructed and critiqued.

ANE 829 Advanced HiFi Sim III (1.50)
Corequisite: *ANE 828 (Lab component of the Principles of Anesthesia III lecture course.)*
Duration: 12
Advanced high fidelity simulation is designed to complement didactic learning, mirror clinical environments, and to provide learning through transformation of experience. Advanced high fidelity simulation learning activities are specifically used to enhance critical thinking, problem solving, and skills development appropriate for the doctoral nurse anesthesia student.

ANE 830 Principles of Anesthesia IV (4.50)
Prerequisite: *ANE 824 with a minimum grade of B-. Minimum course grade for any anesthesia course is a B-, Curriculum in a cohort, lock-step model*
Duration: 12
Detailed study of anesthesia care preoperative planning, implementing, and perianesthetic management for complex anesthesia delivery. Specialty anesthesia practice foci of neuro-cranial and neuro-spine, trauma, critical care, transplant, hepatic, and renal surgery will be covered.

ANE 831 Advanced HiFi Sim IV (1.50)
Corequisite: *ANE 830 with a minimum grade of B-. B- is the minimum allowable grade for matriculation in the program*
Duration: 12
Advanced high fidelity simulation is designed to complement didactic learning, mirror clinical environments, and to provide learning through transformation of experience. Advanced high fidelity simulation learning activities are specifically used to enhance critical thinking, problem solving, and skills development appropriate for the doctoral nurse anesthesia student.

ANE 840 Anesth Professional Aspects (4.50)
Duration: 12
This course presents topics surrounding professional nurse anesthesia practice. Course topics include: Professional qualifications and capabilities of the Nurse Anesthetist, advanced practices roles and responsibilities, professional involvement and lobbying, governmental and non-governmental regulation of Nurse Anesthesia practice, Standards of Care within anesthesia, professional reimbursement, health care marketplace trends, influencing health care policy, assessing and selecting CRNA practice settings, the American Legal System and its impact on CRNA practice, the anatomy of malpractice litigation, clinical competency, continuous quality improvement, cultural competency, ethical issues and decision making.

ANE 850 Clinical and Seminar I (4.50)
Prerequisite: *Satisfactory completion of the didactic phase of the program.*
Duration: 12
Provides supervised clinical practicum experience for the student nurse anesthetist to begin administering anesthesia to patients with minimal co-morbidities or complex anesthesia requirements. The student will engage in the entire perioperative course under the direct supervision of a CRNA or Anesthesiologist.

ANE 851 Implementing EBP in Anesthesia (4.50)
Prerequisite: *ANE 800 with a minimum grade of B-. Program policy for matriculation*
Duration: 12
Implementing evidence in nurse anesthesia practice extends knowledge of the basic principles of evidence-based practice. This on-line course examines the use of research in practice. Understanding, appraising and using evidence for practice are addressed. Evaluation of clinical practice guidelines and systematic reviews form the foundation for implementing change in anesthesia practice. Professional advocacy and methods for change are evaluated.

ANE 855 Clinical and Seminar II (4.50)
Duration: 12
Critique and intensive review of the principles and applications of perioperative nurse anesthesia practice. Scholarly inquiry of specific anesthesia case studies and patient care management techniques. Thorough investigation of current evidence for anesthesia case management, to include critique of the current literature and development of case study review.

ANE 856 Health Policy and Advocacy (4.50)
Duration: 12
This course will delve into the world of healthcare policy and advocacy as it relates to APRNs. We will talk about the process of how policy is created, discuss aspects which drive policy such as interest groups, lobbyists and organizations. We will discuss the IOM report and how it has impacted APRN healthcare related policy and how these impact APRN practice. We will discuss advocacy and the future of CRNA practice and involvement in driving and shaping policy.

ANE 860 Clinical and Seminar III (4.50)
Duration: 12
A clinical and seminar course that continues to add increasing anesthesia complexity, comorbidities, and autonomous clinical decision making. Scholarly inquiry of complex anesthesia case studies and patient care management techniques. Thorough investigation of current evidence for anesthesia case management, to include critique of the current literature and development of case study review.

ANE 861 Systems Analysis-Communication (4.50)
Duration: 12
This course will analyze healthcare systems and various communication methods as each relates to Advanced Practice Registered Nurses (APRNs). Exploration of the communication methods and systems APRNs interact with will drive the course discussions related to professional interactions, healthcare systems and communication including online. The course will evaluate communication methods and their impact on APRN practice as well as professional implications. Application activities related to communication within nurse anesthesia will occur at the practice level.

ANE 865 Clinical Rotation- Seminar IV (4.50)
Duration: 12
This course is a critique and intensive review of the principles and applications of evidence-based nurse anesthesia practice. This course requires scholarly inquiry of specific anesthesia case studies and patient care management techniques. A thorough investigation of current evidence for anesthesia case management including critique of the current literature and the development of publishable case study is required. Inquiry in this course builds upon prior clinical rotation/seminar courses, increasing in complexity and depth of review.

ANE 866 Epidemiology-Population Health (4.50)
Prerequisite: *ANE 801 with a minimum grade of B-. B- required for matriculation in the program*
Duration: 12
Emphasizes the concepts and premises of the science of epidemiology. Methods of hypothesis formulation and evaluation are stressed. Techniques for quantifying the amount of disease (or other health indicator) in populations are introduced, followed by discussion of epidemiologic study designs useful for identifying etiologic factors and other relevant correlates of disease. Uses a series of case studies to teach the principles and practice of epidemiology, ranging from surveillance and descriptive epidemiology to outbreak investigations and analytic methods. Focuses on the use of sound epidemiologic judgment

ANE 870 Clinical Rotation-Seminar V (4.50)
Corequisite: *ANE 865 with a minimum grade of B-. Minimum allowable grade for matriculation*
Duration: 12
Critique and intensive review of the principles and applications of perioperative nurse anesthesia practice. Scholarly inquiry of specific anesthesia case studies and patient care management techniques. Thorough investigation of current evidence for anesthesia case management, to include critique of the current literature and development of case study review. Inquiry in this course builds upon prior clinical rotation/seminar courses, increasing in complexity and depth of review.

ANE 871 Healthcare Economics - Finance (4.50)
Duration: 12
This course will analyze healthcare economics and finance as it relates to the Advanced Practice Registered Nurse (APRN). Exploration of the process of economic policy creation and anesthesia practice finances, will drive the course discussions related to interest groups, healthcare models, efficiency and quality. The course will evaluate regulatory policies and their impact on the healthcare economics and APRN practice related policy. Application activities of economics within nurse anesthesia will occur at the practice level and practice models.

ANE 875 Clinical Rotation-Seminar VI (4.50)
Prerequisite: *ANE 870 with a minimum grade of B-. Minimum required for program progression*
Duration: 12
Critique and intensive review of the principles and applications of perioperative nurse anesthesia practice with advancing complexity and comorbidities. Scholarly inquiry of specific anesthesia case studies and patient care management techniques. Thorough investigation of current evidence for anesthesia case management, to include critique of the current literature and development of case study review. Inquiry in this course builds upon prior clinical rotation/seminar courses, increasing in complexity, autonomy, of clinical anesthesia case management.

ANE 876 Capstone Project (4.50)
Duration: 12
This course emphasizes the synthesis, critique, and application of learning gained in the program to support quality clinical practice and organizational systems. The DNAP candidate, in consultation with their academic advisor, proposes a project that begins with a thorough and scientific evaluation of a current healthcare issue requested by an approved healthcare entity. Following approval of the proposal by the academic chair and project committee, the DNAP candidate will complete the doctoral project within two academic years as evidenced by the rendering of recommendation(s) or design of an innovative clinical practice or program solving an actual healthcare issue.

ANE 880 Clinical Specialization (4.50)
Prerequisite: *ANE 870 with a minimum grade of B-. Minimum grade for matriculation*
Duration: 12
Provides supervised clinical practicum experience for the senior student registered nurse anesthetist in advanced anesthesia clinical disciplines. The student will engage in the entire perioperative course under the direct supervision of a CRNA or Anesthesiologist. Advanced anesthesia specializations in these rotations for this course include: advanced ambulatory anesthesia; advanced thoracic/vascular anesthesia; advanced cardiac anesthesia; advanced neuroanesthesia; advanced obstetrical anesthesia; transplant anesthesia; advanced pediatric anesthesia; advanced regional anesthesia; non-surgical pain management; transition into practice.

ANE 881 DNAP Role - Healthcare Impact (4.50)
Duration: 12
Advanced exploration of the Doctorate of Nurse Anesthesia Practice role, and contributions graduates are prepared to make in nurse anesthesia practice, leadership, and education. Students explore the history, social context, and philosophical basis of the DNAP role. Students will also develop an understanding of the value of transformative leadership in healthcare through use of critical exploration of the literature. Students engage with leaders in administration, education, policy, and research. The role of individuals, teams, and consultants in leading change will be topics of discussion

ANH 604 Clinical Research Analytics (4.50)
Duration: 4
Application of health data analytics to improve health results in clinical care. The focus will be on data integration and analysis from the perspective of patient care, decision support, and quality control for evidence-based solutions.

ANH 607 Health Outcomes Research (4.50)
Duration: 4
Application of health data analytics to guide decisions about the health of populations and individuals. Population and individual level data integration and analysis will be conducted to provide evidenced-based solutions in clinical trials and assessment of recovery time, patient stays, risk of complications, morbidity, and mortality.

ARL 645 Dev. Fluency in Reading (4.50)
Duration: 4
Research-based analysis of English phonology, morphology and orthography, with attention to teaching students to become proficient readers through recognizing sound-print relationships. Incorporates current approaches to phonemic awareness, explicit phonics instruction, recognition of high-frequency words and spelling patterns for both English speakers and English language learners.

ARL 646 Comprehension Strategies (4.50)
Duration: 4
Provides an investigation of meaning-making at both the local (discourse) and global (general knowledge) levels. Covers research-based models of discourse processing and representation construction. Introduces strategies to promote guided reading, independent reading, and study skills in all content areas, using the concepts of connecting background experience and applying self-monitoring strategies.

ART 110 Visual Arts (4.50)
Duration: 4
Fundamentals of visual arts presented through drawing and other media. Students develop their own creative vision while learning aesthetic values and concepts, as well as how to handle materials. Students supply basic art materials.

ART 225 Introduction to Art History (4.50)
Prerequisite: *ENG 102*
Duration: 4
Survey of the main periods in art history, with emphasis on the complex relationship between art and society. Explores the development of Western art from Prehistoric to Contemporary.

ART 250 Self-Reflection via Visual Art (4.50)
Recommended Preparation: *ART 225; ART 110*
Duration: 4
Inquiry and self-reflection presented through the visual arts. Students explore their past, present and future aspirations through learning and applying the fundamental strategies and techniques of painting and other visual media. Students investigate self-knowledge through journal writing, a sketchbook practice and visual art assignments. Students supply basic painting art materials.

ART 315 Film as Art (4.50)
Prerequisite: *ENG 102*
Survey of the art of cinema from the silent period to the present; examines film techniques and theories; explores film styles and genres, focusing on elements such as lighting, editing, and cinematography; establishes a basis by which students can make aesthetic judgments.

ART 323 Modern Art (4.50)
Prerequisite: *ENG 102*
An introduction to the major movements, styles and artists from Impressionism to the present. Examines how themes of contemporary art reflect the social, historical and cultural events of the period.

ART 329 World Art (4.50)
Prerequisite: *ENG 102*

Duration: 4
This course approaches the fundamentals of visual and applied arts from a global perspective and provides an overview of World Art from ancient times to the present. Areas covered include the visual arts of South Asia, East Asia, the Islamic World, Native North, Central and South Americas, Africa and Oceania. Students learn how to describe and appreciate, as well as critically think and write about, art from diverse cultures and historical eras.

ART 400 Expressive and Integrative Art (4.50)
Prepares students to integrate the arts into daily instruction in grade K-8. Emphasis is on recognition of cultural diversity through activities in the arts. Provides basic knowledge of content areas for planning appropriate cross-curricular activities.

ASL 120 American Sign Language I (4.50)
Duration: 4
An introduction to American Sign Language (ASL). Students will learn beginning ASL skills as used in daily life. The class is primarily taught using American Sign Language and written English without audio/sound. Explores the culture and community of Deaf people in the United States.

ASL 130 American Sign Language II (4.50)
Prerequisite: *ASL 120*

Duration: 4
A continuation of American Sign Language I. Students will continue to learn beginning ASL skills as used in daily life. The class is primarily taught using American Sign Language and written English without audio/sound. Explores the culture and community of Deaf people in the United States. Concepts and skills learned in ASL 120 will be essential to student success in this course.

ATP 600 Inspired Educator (4.50)
Duration: 4
Explore research literature on inspired and effective teaching to inform development of personalized teaching growth plan. Select two inquiry questions to explore during the specializations of choice. Create digital portfolio for program. Required first course in program.

ATP 699 Capstone/Portfolio (4.50)
Prerequisite: *Students must complete all major core and specialization courses prior to enrolling in the capstone course.*

Duration: 4
Provide evidence of increasing depth of knowledge in instruction, assessment, and digital learning skills for research, curriculum design and professional growth by selecting and defending artifacts produced throughout the program. Grading is H, S, U only. Course is eligible for In Progress (IP) grade.

BAN 300 Intro to Business Analytics (4.50)
Prerequisite: *MNS 205 and MTH 210*

Duration: 4
Comprehensive approach to understanding Data Issues, Analytics, and Business Strategies. Topics include: types of data sets, different analytical methods, legal and ethical issues involving data and analytics, and tools for descriptive business analytics.

BAN 400 Business Data Visualization (4.50)
Prerequisite: *BAN 300*

Duration: 4
An overview of data visualization, key design principles and techniques for visualizing data, and the fundamentals of communication that are required for effective data presentation using Excel and Tableau. Including how to collect and process data; create interactive visualizations; critique visualizations; and present data effectively. Other topics may include ethical uses of information displays, storytelling, infographics, immersive visualizations, and information dashboard design.

BAN 405 Regression and Forecasting (4.50)
Prerequisite: *BAN 300*

Duration: 4
Basic principles and implementation techniques of statistical inference, analysis of variance, simple and multiple regression analysis, time-series analysis of trends, cyclical and seasonal components, and forecasting. Emphasizes an understanding of how these tools can support Business Analytics. Develop a high level of proficiency in Microsoft Excel.

BAN 410 Data Mining for Bus Analytics (4.50)
Prerequisite: *BAN 300; BAN 405*

Duration: 4
Methods of data mining and how to apply them to business problems. Topics may include: association, classification, clustering, logistic regression, decision trees, neural networks, support vector machines, and market/basket analysis. Data preparation, visualization, and feature selection are also addressed, as are boosting and random forests.

BAN 415 Mgmt Models and Simulations (4.50)
Prerequisite: *BAN 300; MNS 407*

Duration: 4
Modeling tools and techniques for complex and dynamic business environments. Topics may include: linear, discrete, and nonlinear optimization, multicriteria decision making, decision analysis under uncertainty, and simulation.

BAN 640 Performance MGT & SCM Process (4.50)
Duration: 4
Performance Management (PM) and Supply Chain Management (SCM) require metrics and indicators to measure value, weaknesses and opportunities through business intelligence. Using data to set objectives and measure the internal and external performances through analytics has been a proven method to business success. Business analytics provide a proactive approach to identify and solve problems before it takes place. Data improvement, data quality assessment, data cleansing and normalization, methods and process improvements will be discussed.

BAN 645 Prediction in Marketing (4.50)
Duration: 4
New technologies have opened new arenas in prediction and marketing. Subjects of predictive analytics topics and its role in enterprise marketing will be discussed. The course applies predictive analytic tools to derive the organization's strategic direction. Market and product analysis will be used to illustrate the development process. Results will be drawn from actual predictive analytics applications and interpreted in the context of business impact.

BAN 650 Probabilistic Finance Models (4.50)
Duration: 4
Financial world faces uncertainty that affects the outcome of sound investments. Leaders are utilizing probabilistic analytic models that alleviate ambiguity on making decision for profitable returns. Theories and practical tools focusing on model building; constructing, processing, and presenting probabilistic information will be discussed. Utilization of analytical software to solve problems on axioms of probability, conditioning and probability trees, random variables and distributions expectation.

BAN 655 Analytical Security & Ethics (4.50)
Duration: 4
Every step of online transactions should be considered with security in mind. Accessing the organizations' data requires operators to apply the proper security and privacy while the data is stored, transmitted, accessed and when it is worked on. Work with confidential data involves strong ethical practices to be aware of security breaches and how to mitigate threats.

BER 600 Intro to Bereavement Studies (4.50)
Provides an introduction to basic bereavement concepts and theories. This introductory course is the prerequisite for the certificate program. Topics examined include the history of bereavement, normal bereavement responses, disenfranchised losses, and major bereavement theories. Personal experiences with loss will be explored.

BER 604 Dying Patient and the Family (4.50)
Prerequisite: *BER 600*

Examines the unique nature of anticipated death and dynamics between the dying patient and the family. The dying process is explored from biological, psychological, social and spiritual perspectives. Health care systems involved with death are also explored. Learners will acquire knowledge to support the dying patient and the family.

BET 401 Medical Devices I (4.50)
Prerequisite: *EGR 240, or CEE 420;*

Duration: 4
Introduction to low risk medical devices and instrumentation. Devices such as electronic thermometers, surgical microscopes, ultrasonic nebulizers and sphygmomanometers will be studied. Topics include biosignals acquisition, processing, and filtering; design of devices; embedded design and implementation; and testing and calibration of devices.

BET 401L Medical Devices I Lab (1.50)
Corequisite: *BET 401*

Laboratory hands on practical course will support classroom theoretical pedagogy. The accelerated laboratory sessions will introduce fundamental embedded biomedical circuit designs of devices covered in BET 401. Analog, digital and mixed signals, real-time and emulated biosignals for broad biomedical application as practice in clinical environment will be explored. The lab activities include setup, calibration, testing, troubleshooting, data collection and proper analytical report.

BET 402 Medical Devices II (4.50)
Prerequisite: *BET 401; BET 401L*

Advanced course that introduces medium and high risk medical devices and instrumentation. During this course, devices such as ECG, EEG, Endoscopes and ventilators will be examined. Topics include biosignals acquisition, processing, and filtering; design of devices; embedded design and implementation, and testing and calibration of devices.

BGS 301 Intro. to General Studies (4.50) ***Historical - See Addendum 88 A***
Focus on the integration of knowledge across various disciplines, essential to a critical and interdisciplinary approach. Emphasis on the interconnectedness of different fields of knowledge central to broad, critical and holistic view of education.

BGS 499 Capstone Project (4.50)
Prerequisite: *BGS 301; Completion of other major requirements. Must be taken within last three classes prior to graduation.*

Duration: 4
Course focuses on the preparation of a digital e-portfolio integrating the student's general studies experience, interests, and research while emphasizing their diverse, complementary career capabilities. Grading is H, S or U only.

BHE 500 Managerial Economics and Lead (4.50)
Duration: 4
In this course, students study the price system, market structure, and consumer theory as they apply to managers in a variety of decision-making environments. This course covers the use of mathematical and economic decision-making tools for determining optimal levels of output, resource usage, and capacity planning.

BHE 501 Psychology of Economics (4.50)
Duration: 4
A component of behavioral economics, the psychology of economics combines insights from psychology and economics and delves into the scientific examination of decision-making. Unlike traditional economic models that view individuals as purely rational actors, this field acknowledges people as emotional and impulsive beings who are shaped by their surroundings and situations. Throughout this course, students will investigate the main drivers behind choices, including probability, risk, reward, and the concept of time. Students will examine various human biases and behavioral tendencies that impact decisions, often without our conscious awareness. By utilizing its distinctive methodology to analyze a wide range of real-life scenarios, this field equips us with effective tools to enhance the decision-making processes.

BHE 502 Behavioral Eco in Global (4.50)
Duration: 4
Behavioral economics applied to macroeconomic and political contexts in which domestic and international businesses operate. The course emphasizes current macroeconomic innovations and events such as cryptocurrency with a focus on business cycles and policies; global trade and world financial and monetary systems; institutional analysis of government-firm relationships, sustainable development, the environment, and social responsibility.

BIL 540A Bilingual Student Teaching (4.50)
Corequisite: *BIL 541A, or BIL 640A*

Duration: 9
Constitutes the first half of bilingual student teaching experience (9 weeks) which will account for and document 300 hours out of 600 total hours. Clinical practice placement in a district-university approved California K-12 bilingual/dual language classroom corresponding to the designated CSET credential area to meet the Teaching Performance Experiences (TPEs) composed of 45 new TPE elements plus the Bilingual Teaching Performance Expectations (BTPEs). Grading is S, U or In Progress (IP).

BIL 540B Bilingual Student Teaching (4.50)
Corequisite: *BIL 541B, or BIL 640B;* ***Prerequisite:*** *BIL 540A*

Duration: 9
Constitutes the second half of bilingual student teaching experience (9 weeks) which will account for and document 300 hours out of 600 total hours. Clinical practice placement in a district-university approved California K-12 bilingual/dual language classroom corresponding to the designated CSET credential area to meet the Teaching Performance Experiences (TPEs) composed of 45 new TPE elements plus the Bilingual Teaching Performance Expectations (BTPEs). Grading is S, U or In Progress (IP).

BIL 540C Bil Virtual Clinical Practice (4.50) ***Historical - See Addendum 88 A***
Prerequisite: *BIL 620; BIL 622; BIL 624; BIL 626*

Duration: 4
This course on Bilingual Virtual Clinical Practice will allow Multiple Subject or Single Subject or Education Specialist credentialed candidates to complete 24 hours of Bilingual Virtual Clinical Practice to meet practice and teaching performance associated with earning a Bilingual Authorization to be added to an active base credential. Bilingual Virtual Clinical Practice will take place through observations, instructional design, teaching and scenario analysis of virtual or onsite Bilingual/Dual Language classrooms in CA public schools. Grading is S, U or In Progress (IP).

BIL 541A Bilingual Clinical Prac Sem (2.25)
Corequisite: *BIL 540A, or BIL 640A*

Duration: 8
Explores and applies all Teaching Performance Expectations (TPEs) and all Bilingual Teaching Performance Expectations (BTPEs) in preparation to submit Cycle 1 of the California Teacher Performance Assessment (CalTPA) in a bilingual/dual language classroom. For bilingual interns, this seminar is taken after completing the BIL640A Bilingual Internship and concurrently taken with BIL640B. For bilingual student teachers, a seminar is concurrently taken with BIL540A Bilingual Student Teaching. Grading is S, U or Incomplete (I).

BIL 541B Bilingual Clinical Prac Sem (2.25)
Corequisite: *BIL 540B, or BIL 640B;* ***Prerequisite:*** *BIL 541A*
Duration: 8
Explores and applies all Teaching Performance Expectations (TPEs) and Bilingual Teaching Performance Expectations (BTPEs) in preparation to submit Cycle 2 of the California Teacher Performance Assessment (CalTPA) in a bilingual/dual language classroom. For bilingual interns, this seminar is taken after completing the BIL640A Bilingual Internship and BIL541A, and concurrently taken with BIL640B. For bilingual student teachers, this seminar is concurrently taken with BIL540B Bilingual Student Teaching. Grading is S, U or Incomplete (I).

BIL 620 Hist Foundation BIL Ed in US (4.50)
Prerequisite: *ITL 600; ITL 604; ITL 606; ITL 608; ITL 530; ITL 510, or ITL 520 and ITL 512, or ITL 522 and ITL 516, or ITL 526 and ITL 518, or ITL 528*
Duration: 4
Historical Foundations of Bilingual Education in the United States Examination of historical foundations and context for bilingual education, bilingualism in the United States, including philosophical, theoretical, legal, and legislative foundations of bilingual education. Analysis of culture in terms of country of origin, geographic barriers, linguistic patterns and ways in which these trends impact migration, immigration and settlement in the United States.

BIL 622 Dual Lang Teaching Methods (4.50)
Prerequisite: *BIL 620*
Duration: 4
Examines the knowledge, skills, and abilities (KSAs) for bilingual methodology and culture. Provides candidates with a depth of knowledge regarding current research-based theories in academic and content literacy in two languages. Identifies the interconnectedness among four language domains, language forms and functions. Emphasis is placed on the understanding and knowledge of various Bilingual Programs with evaluation of PK-12 student academic achievement.

BIL 624 Span Lit Learn and Instruction (4.50)
Prerequisite: *BIL 622*
Duration: 4
Literacy Learning and Instruction in Spanish/Enseñanza de la Lecto-Escritura en Español Examines how children acquire and develop literacy in Spanish as their native language in the context of a Bilingual/Dual Language education classroom in California. Provides an in-depth examination of research-based theories and best instructional practices for the development of listening and speaking and teaching reading and writing in Spanish as a primary language - Enseñanza de lecto-escritura en Español. Addresses the interconnectedness among four language domains, language forms and functions in Spanish as primary and second language in the classroom.

BIL 626 Sociolinguistics Bil Lang Edu (4.50)
Prerequisite: *BIL 624*
Duration: 4
Sociolinguistics and Culture in Bilingual/Dual Language Education in the United States Examines sociolinguistics and culture in bilingual and dual language education in the USA. Addresses different aspects of the traditions, roles, status, and communication patterns of the culture of emphasis. Provides a context in Spanish (the target language) in which candidates will speak, read and write within the course work.

BIL 640A Bilingual Internship A (4.50)
Corequisite: *BIL 540A*
Duration: 16
This course constitutes the first half of a Bilingual Internship experience (4 months) as a teacher of record in a Bilingual/Dual Language Classroom. Clinical practice placement in a district-university approved California K-12 bilingual/dual language classroom corresponding to the designated CSET area, meeting six Teaching Performance Experience (TPE) domains composed of 45 TPE elements plus the Bilingual Teaching Performance Expectations (BTPEs). Grading is S, U or In Progress (IP).

BIL 640B Bilingual Internship B (4.50)
Prerequisite: *BIL 640A;* ***Corequisite:*** *BIL 541B, or BIL 640B*
Duration: 16
This course constitutes the second half of a Bilingual Internship experience (4 months) as a teacher of record in a Bilingual/Dual Language Classroom. Clinical practice placement in a district-university approved California K-12 bilingual/dual language classroom corresponding to the designated CSET area, meeting six Teaching Performance Experience (TPE) domains composed of 45 TPE elements plus the Bilingual Teaching Performance Expectations (BTPEs). Grading is S, U or In Progress (IP).

BIL 640C Bilingual Internship C (4.50)
Prerequisite: *BIL 640A; BIL 640B*
Duration: 16
This course constitutes an additional segment of a Bilingual Internship experience (4 months) as a teacher of record in a Bilingual/Dual Language Classroom to be completed until all program requirements have been met. Clinical practice placement in a district-university approved California K-12 bilingual/dual language classroom corresponding to the designated CSET area, meeting six Teaching Performance Experience (TPE) domains composed of 45 TPE elements plus the Bilingual Teaching Performance Expectations (BTPEs). Grading is S, U or In Progress (IP).

BIL 640D Bilingual Internship D (4.50)
Prerequisite: *BIL 640A; BIL 640B; BIL 640C*
Duration: 16
This course constitutes an additional segment of a Bilingual Internship experience (4 months) as a teacher of record in a Bilingual/Dual Language Classroom to be completed until all program requirements have been met. Clinical practice placement in a district-university approved California K-12 bilingual/dual language classroom corresponding to the designated CSET area, meeting six Teaching Performance Experience (TPE) domains composed of 45 TPE elements plus the Bilingual Teaching Performance Expectations (BTPEs). Grading is S, U or In Progress (IP).

BIL 640E Bilingual Internship E (4.50)
Prerequisite: *BIL 640A; BIL 640B; BIL 640C; BIL 640D*
Duration: 16
This course constitutes an additional segment of a Bilingual Internship experience (4 months) as a teacher of record in a Bilingual/Dual Language Classroom to be completed until all program requirements have been met. Clinical practice placement in a district-university approved California K-12 bilingual/dual language classroom corresponding to the designated CSET area, meeting six Teaching Performance Experience (TPE) domains composed of 45 TPE elements plus the Bilingual Teaching Performance Expectations (BTPEs). Grading is S, U or In Progress (IP).

BIL 640F Bilingual Internship F (4.50)
Prerequisite: *BIL 640A; BIL 640B; BIL 640C; BIL 640D; BIL 640E*
Duration: 16
This course constitutes an additional segment of a Bilingual Internship experience (4 months) as a teacher of record in a Bilingual/Dual Language Classroom to be completed until all program requirements have been met. Clinical practice placement in a district-university approved California K-12 bilingual/dual language classroom corresponding to the designated CSET area, meeting six Teaching Performance Experience (TPE) domains composed of 45 TPE elements plus the Bilingual Teaching Performance Expectations (BTPEs). Grading is S, U or In Progress (IP).

BIM 400 Info Mgmt in Organizations (4.50)
Overview of Information Systems (IS) infrastructure and its utilization in today's global business environment. The use of technological tools and the role of information systems will be discussed from the organizational strategic, tactical and operational view. Students learn how to choose and utilize information and knowledge to gain competitive advantage in the industry.

BIO 100 Survey of Bioscience (4.50)
Duration: 4
Introduction to the scientific method and the basic principles of the life sciences. Examination of cellular, organismal, population, and community biology based on the unifying concept of evolution. This course may not be taken for credit if BIO161 and/or BIO162, or their equivalents, have been completed.

BIO 100A Survey of Bioscience Lab (1.50)
Prerequisite: *BIO 100 for non-science majors (GE), or BIO 163 for science majors*

Duration: 4
Study of the unifying principles of life with emphasis on the following topics: molecular biology of the cell and cellular processes, including energy metabolism, membrane transport, and cell division; classical and population genetics; the mechanism of evolution and the evolutionary basis of species classification. Emphasis on the scientific method as applied in laboratory sciences, using demonstrations, experiments, and/or field trips. It may include inquiry-based research activities.

BIO 110 Introduction to Human Biology (4.50)
Duration: 4
Fundamental concepts of cellular and human biology, including the chemistry of life, cellular organization, organ systems, human anatomy, and the use of the metric system to calculate biometric measurements.

BIO 161 General Biology 1 (4.50)
Fundamental concepts of biochemistry, cell biology, genetics. Concepts include important organic molecules, cell structure and function, metabolism and enzyme activity, cellular respiration and photosynthesis, DNA structure, meiosis and mitosis, Mendelian genetics. Intended for science majors.

BIO 162 General Biology 2 (4.50)
Prerequisite: *BIO 161*

Evolution, taxonomy, biodiversity, ecology. Concepts include evolutionary processes, taxonomy and phylogeny of the kingdoms of life, and ecological processes at the levels of the population, community and ecosystem. Intended for science majors.

BIO 163 General Biology 3 (4.50)
Prerequisite: *BIO 161; BIO 162*

Duration: 4
Morphology and physiology of multicellular organisms, particularly plants and animals. Concepts include plant structure and physiology and comparative animal morphology and physiology. Intended for science majors.

BIO 169A General Biology Lab (1.50)
Prerequisite: *BIO 161; BIO 162; BIO 163*

Duration: 4
Laboratory course in general biology intended for science majors. Topics include the application of the scientific method, examination of cellular processes (eg. respiration, photosynthesis, mitosis, meiosis), Mendelian genetics, operation of basic laboratory equipment, taxonomic classification, and investigations of structure and function of prokaryotes, protists, fungi, plants, and animals.

BIO 191A Online Hum Anat and Phys I Lab (1.50)
Corequisite: *BIO 201;* ***Recommended: Prior completion of:*** *BIO 100; BIO 100A; CHE 101; CHE 101A*

Duration: 8
This course uses virtual labs and online resources to explore human anatomy and physiology. This first lab course in the series covers body plan, microscopes, cells, tissues, skin, bone, muscle, the nervous system, and special senses. Students should verify that this course will transfer to their desired program.

BIO 192A Online Anat and Phys II Lab (1.50)
Corequisite: *BIO 202;* ***Prerequisite:*** *BIO 191A with a minimum grade of C-. Passing grade required; BIO 201 with a minimum grade of C-. Passing grade required*

Duration: 8
This course uses virtual labs and online resources to explore human anatomy and physiology. This second lab course in the series covers autonomic nervous, endocrine, cardiovascular, immune, respiratory, digestive, urinary, and reproductive systems, along with clinical lab tests. Students should verify that this course will transfer to their desired program.

BIO 193A Online Microbiology Lab (1.50)
Corequisite: *BIO 203;* ***Recommended: Prior completion of:*** *BIO 191A; BIO 201; CHE 101; CHE 101A*

Duration: 8
This course uses virtual labs and online resources to instruct students about biosafety procedures, as well as methods for the isolation, quantification, and identification of microorganisms. Students will become familiar with light microscopy, along with the preparation and analysis of stained slides. Students should verify that this course will transfer to their desired program.

BIO 201 Human Anatomy and Physiol I (4.50)
Corequisite: *BIO 191A, or BIO 201A;* ***Recommended: Prior completion of:*** *BIO 100; BIO 100A; CHE 101; CHE 101A*

Duration: 8
Areas of study include biological chemistry, cells, tissues, organ systems (integumentary, skeletal, muscular and nervous), and their functional relation to each other. Topics also include the aging process and diseases in these systems, as well as the development and repair of the organs and tissues in these systems. BIO201 should be taken with the co-requisite section of either BIO191A or BIO 201A with the same instructor (and classmates).

BIO 201A Human Anatomy and Physiol Lab (1.50)
Corequisite: *BIO 201;* ***Recommended: Prior completion of:*** *BIO 100; BIO 100A; CHE 101; CHE 101A or equivalent courses.*

Duration: 8
This laboratory course examines organ systems (skeletal, muscular and nervous). Students conduct cat/fetal pig dissections to identify and learn how skeletal muscles are organized according to body region. Sheep brain is used as a model to study human brain.

BIO 202 Human Anatomy and Physiol II (4.50)
Corequisite: *BIO 202A, or BIO 192A;* ***Prerequisite:*** *BIO 201 and BIO 201A*

Duration: 8
Organ systems (autonomic nervous system, endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary and reproductive), and their functional relation to each other. In each system, the function of any specific molecules, cells, tissues, and organs are considered along with any diseases that may impact each system and how repair occurs.

BIO 202A Human Antmy andPhysiol LabII (1.50)
Corequisite: *BIO 202;* ***Prerequisite:*** *BIO 201; BIO 201A*

Duration: 8
This laboratory course examines homeostasis in the heart, lungs, liver and kidneys, along with digestive, and urinary systems. Chromosomes, mitosis, meiosis, development and different types of inheritance through the testing of vision, hearing and taste and smell. Cat/fetal pig is used to study the internal organs.

BIO 203 Introductory Microbiology (4.50)
Corequisite: *BIO 193A; BIO 203A Students should take both lecture and lab courses concurrently and with the same instructor to ensure a consistent learning experience. Students who are retaking one of the two courses or present special circumstances should petition for exception to this requisite.;* ***Recommended: Prior completion of:*** *BIO 100 and BIO 100A; CHE 101 and CHE 101A or equivalent courses; BIO 201 and BIO 201A; BIO 202 and BIO 202A*

Duration: 8
Biology of pathogenic and nonpathogenic microbes, including bacteria, fungi, protozoans, and viruses. The epidemiology of disease-causing agents is studied, along with the fundamentals of the human immune response. Students should take both lecture and lab courses concurrently and with the same instructor to ensure a consistent learning experience. Students who are retaking one of the two courses or present special circumstances should petition for exception to this requisite.

BIO 203A Introductory Microbiology Lab (1.50)
Corequisite: *BIO 203;* ***Recommended: Prior completion of:*** *BIO 100; BIO 100A; CHE 101; CHE 101A; BIO 201 and BIO 201A; BIO 202 and BIO 202A*

Duration: 8
Introduces students to procedures for handling microbes, methods of identification of microorganisms (microscopic and by diagnostic media), preparation of stained slides and wet mounts, aseptic techniques, isolation of a single colony, preparation of a pure culture, as well as inoculation and interpretation of select diagnostic tests. This two-month course is a combination of lecture and laboratory activities. Students should take both lecture and lab courses concurrently and with the same instructor to ensure a consistent learning experience. Students who are retaking one of the two courses or present special circumstances should petition for exception to this requisite.

BIO 205A Pre-health laboratory skills (1.50)
Prerequisite: *BIO 191A with a minimum grade of C-. A passing grade is required in this prerequisite lab course.; BIO 192A with a minimum grade of C-. A passing grade is required in this prerequisite lab course.; BIO 193A with a minimum grade of C-. A passing grade is required in this prerequisite lab course.*

Duration: 4
This laboratory course is specifically designed for students who have completed the BIO191A/BIO192A/BIO193A online laboratory series but need hands-on experiences for Anatomy & Physiology and Microbiology laboratory courses (for example, to apply to allied health programs). This course combines the laboratory techniques, procedures, and skills for Anatomy & Physiology and Microbiology labs. These include lab safety protocols, microscopy, cell staining, bacterial culturing, molecular techniques for bacterial identification, dissections, and physiological tests such as ECGs and spirometry. Note that this lab course is accepted as fulfilling the onsite requirements for National University nursing program admission. If applying to a different program, check your university and program requirements to determine transferability of this course.

BIO 302 Biodiversity (4.50)
Prerequisite: *BIO 100 and BIO 100A or equivalent*

Duration: 4
Survey of the scope and importance of biodiversity. Examines concepts of biodiversity, with emphasis on the importance of biodiversity to ecosystem functioning and human society. Threats to biodiversity are considered, as well as conservation and preservation solutions.

BIO 305 Genetics (4.50)
Prerequisite: *BIO 100 and CHE 101, or BIO 162 and CHE 142*

Duration: 4
Principles of genetics and heredity. Topics include linkage and pedigree analysis, DNA replication and repair, gene expression and regulation, inheritance of traits, genetic engineering, relationship of genetics to human health, and application of genetics to understanding the evolution of species.

BIO 306 Survey of Molecular Biology (4.50)
Prerequisite: *BIO 305*

Duration: 4
A survey of Molecular Biology focused on gene structure, organization, regulation and expression. Topics in Genetic Engineering and Genome Evolution are covered, as well as DNA replication, recombination, transcription and post-transcriptional mechanisms in both Eukaryotic and Prokaryotic cells.

BIO 310 Evolution (4.50)
Prerequisite: *BIO 161; BIO 162; BIO 163; and BIO 169A*

Duration: 4
Evolutionary biology. Topics include the history of life, the fossil record, causes of microevolution (including natural selection and mutation), macroevolutionary processes (including speciation and extinction), evolutionary genetics and developmental biology ("evo-devo"), phylogeny construction, and taxonomy.

BIO 330 Ecology (4.50)
Prerequisite: *BIO 161; BIO 162; BIO 163; BIO 169A; CHE 141; CHE 142; CHE 143; CHE 149A*

Duration: 4
A study of the relationship of plants and animals to their environment and to one another. Emphasizes populations, the population-community interface and community structure and interactions within the ecosystem.

BIO 385 Biomechanics of Sport (4.50)
Duration: 4
This course looks at the role of external and biomechanical factors in athletic performance. Course content includes the biomechanics of athletic performance, linear and angular kinetics, the role of torque and force in athletic performance, and the risks associated with biomechanical stress in athletics.

BIO 386 Exercise Physiology (4.50)
Duration: 4
Provides a theoretical basis for understanding the body's acute and chronic adaptations to the stresses of exercise. Emphasis is given to systems physiology, the neuromuscular and cardiovascular bases of training responses, vascular physiology, energy production, cardiopulmonary function, and the significance of these effects for health and performance. Emphasis will be placed upon the practical application of exercise physiology principles to coaching, teaching, and other physical training practices.

BIO 406 Cellular Biology (4.50)
Prerequisite: *BIO 161; BIO 162; BIO 163; BIO 169A; CHE 141; CHE 142; CHE 143; CHE 149A;* ***Corequisite:*** *BIO 406A*

Duration: 8
Introduction to cellular biology, including fundamentals of cell structure and function, inter- and intracellular communication through signaling and signal transduction, cell growth and energy generation through aerobic respiration and photosynthesis. Examination of cellular events and analysis of specific case studies in cell biology.

BIO 406A Cellular Biologyy Labb (1.50)
Corequisite: BIO 406; Prerequisite: BIO 161; BIO 162; BIO 163; BIO 169A; CHE 141; CHE 142; CHE 143; CHE 149A
Duration: 8
Hands-on laboratory course, taken concurrently with cell biology lecture. This lab emphasizes concepts and techniques essential in cellular biology, including bacterial and eukaryotic cell culturing, gene editing tools, quantitative PCR, ELISA, and nucleic acid and protein analyses.

BIO 407 Molecular Biology (4.50)
Prerequisite: *BIO 161; BIO 162; BIO 163; BIO 169A; CHE 141; CHE 142; CHE 143; CHE 149A; BIO 305;* ***Corequisite:*** *BIO 407A*

Duration: 8
An introduction to molecular biology focusing on gene structure, organization, regulation and expression. Topics in genetic engineering and genome evolution are covered, as well as DNA replication, recombination, transcription and post-transcriptional mechanisms in both eukaryotic and prokaryotic cells.

BIO 407A Molecular Biology Lab (1.50)
Corequisite: *BIO 407;* ***Prerequisite:*** *BIO 161; BIO 162; BIO 163; BIO 169A; CHE 141; CHE 142; CHE 143; CHE 149A; BIO 305*

Duration: 8

Hands-on laboratory course that emphasizes techniques essential to molecular biology including DNA extraction, purification and quantification; polymerase chain reactions; and restriction enzyme digestion.

BIO 414 Invertebrate Zoology (4.50)
Prerequisite: *BIO 161; BIO 162; BIO 163; BIO 169A; CHE 141; CHE 142; CHE 143; CHE 149A;* ***Corequisite:*** *BIO 414A*

Duration: 4

Comparative study of invertebrates: taxonomy, structure, physiology, reproduction, evolution, and behavior.

BIO 414A Invertebrate Zoology Lab (1.50)
Corequisite: *BIO 414*

Duration: 4

Hands-on laboratory complement of invertebrate zoology, involving specimen investigations, demonstrations, and experiments. Contact hours (45.0) are based on a 3:1 ratio; i.e., 3 lab hours = 1 lecture hour equivalent.

BIO 416 Vertebrate Zoology (4.50)
Corequisite: *BIO 416A;* ***Prerequisite:*** *BIO 161; BIO 162; BIO 163; BIO 169A; CHE 141; CHE 142; CHE 143; CHE 149A*

Duration: 4

Study of the life of Vertebrates integrating the anatomy, physiology, ecology, evolution and behavioral adaptations that enable them to survive effectively in their natural environment.

BIO 416A Vertebrate Zoology Laboratory (1.50)
Corequisite: *BIO 416*

Duration: 4

Hands-on laboratory complement of vertebrate zoology, involving specimen investigations, anatomical examination, and live observations when feasible.

BIO 420 Animal Behavior (4.50)
Prerequisite: *BIO 100A; BIO 161; BIO 162; BIO 163*

Duration: 4

Study of animal behavior, integrating genetic, physiological, ecological, and evolutionary perspectives.

BIO 430 Immunology (4.50)
Recommended Preparation: *BIO 203, or BIO 406, or equivalent courses.*

Duration: 4

Examination of the structure and function of the immune components, including the complement system, innate and adaptive responses, and immune cell signaling. Analysis of fundamental concepts such as antibodies, antigens, antigen-antibody complexes, allergic reactions, lymphatic and hematopoietic systems, cancer, and autoimmune and immunodeficiency diseases.

BIO 440 Botany (4.50)
Prerequisite: *BIO 161; BIO 162; BIO 163; BIO 169A; CHE 141; CHE 142; CHE 143; CHE 149A*

Duration: 4

Plant biology, including structure, function, evolution, taxonomy, and diversity of major groups of plants.

BIO 450 Natural History of California (4.50)
Prerequisite: *BIO 100 and BIO 100A, or BIO 161; BIO 162; BIO 163 and BIO 169A*

Duration: 4

Study of the flora, fauna, and biomes of California. This course includes field trips, with sites selected for each academic center within the University.

BIO 460 Marine Biology (4.50)
Prerequisite: *BIO 161 with a minimum grade of C. Student must have taken General Biology or equivalent ; BIO 162 with a minimum grade of C. Student must have taken General Biology or equivalent ; BIO 163 with a minimum grade of C. Student must have taken General Biology or equivalent*

Duration: 4
Global approach to the science of marine biology. Study of life in the marine environment and the structure and function of various marine ecosystems such as coral reefs, mangroves, and estuaries. Analysis and evaluation of the human impact on ocean ecology.

BIO 461 Marine Biology Field Studies (4.50)
Recommended Preparation: *BIO 162 with a minimum grade of C. Student must have a grade of C or higher*

Duration: 1
Survey of marine habitats for fish species identification and quantification; survey of marine mammal (dolphins and manatees) ecology and behavior; identification of sea turtle species nesting and ecology; assessment of sea grass health and species identification; coral identification and health; ecosystem health and methods of monitoring. Species list composition, biopsying techniques, and basics of biological field work. Taught in a field laboratory in Turneffe Atoll, Belize; requires international travel. Contact instructor for approval and additional requirements.

BIO 470 Bioinformatics (4.50)
Corequisite: *BIO 470A;* ***Prerequisite:*** *BIO 161 with a minimum grade of C-. Student must have passed the class with a C- or better; BIO 162 with a minimum grade of C-. Student must have passed the class with a C- or better; BIO 163 with a minimum grade of C-. Student must have passed the class with a C- or better*

Duration: 8
Analysis of biotechnology-related information using software tools to store, manipulate, and extract information from protein and nucleic acid sequence data. Topics include genome annotation, gene and protein prediction, sequence alignment, and analysis of aligned sequences in the description of patterns of protein or species relationships and gene expression.

BIO 470A Bioinformatics Lab (1.50)
Corequisite: *BIO 470*

Duration: 8
Techniques essential to bioinformatics. Topics include practical knowledge of databases, basic commands in Unix and R, sequence alignment and annotation, and gene-expression quantification.

BIO 471 Adv. Bioinformatics (4.50)
Corequisite: *BIO 471A;* ***Prerequisite:*** *BIO 470*

Duration: 8
Advanced analysis of Biotechnology-related information using programming tools to store, manipulate, and extract information from protein and nucleic acid sequence data. Topics include: Genome Annotation, Gene and Protein prediction, Sequence Alignment, and Analysis of Aligned Sequences in the description of patterns of Protein or Species relationships and Gene Expression.

BIO 471A Adv. Bioinformatics Lab (1.50)
Corequisite: *BIO 471;* ***Prerequisite:*** *BIO 470A*

Duration: 8
Advanced techniques are essential to Bioinformatics. Topics include: practical knowledge of databases, libraries in Python and/or R, verifying and evaluating analyses, developing a research project, and communicating results to Biologists.

BIO 480 Studies in Biology (4.50)
Duration: 4
Project-based study in biology under the individual direction of the faculty. Topics and sites are specifically designed in collaboration with teachers and students. Units can be taken separately or cumulatively; this course can be repeated depending upon the needs of individual students.

BIO 485 Contemporary Topics in Biology (4.50)
Prerequisite: *BIO 305, or BIO 310, or BIO 330*

Duration: 4
Examination of current topics in biology. Emphasis on evaluation, discussion, and analysis of peer-reviewed literature.

BIS 301 Intro to Interdisc. Studies (4.50)
This course is designed to develop the mindset of a holistic thinker or inter-disciplinarian and that of a knowledge explorer, a participant observer and citizen leader in a culturally-diverse and interdependent world. The course is organized around instructional units and a number of related modules. It is based on a principle of "information-giving, information-receiving, and information-exchanging." Emphasis is placed on reading, reflection, web resources and enrichment lectures, action research, writing, dialogue, and debate.

BIS 400 Interdis. Research Methods (4.50)
Prerequisite: *BIS 301 with a minimum grade of C-. Students that cannot pass BIS301 with a C- or better will be unlikely to succeed in this course.*

Duration: 4
This four week course examines the way in which scholars conduct original research across academic disciplines. Students assess the value and application of both quantitative and qualitative approaches to creating knowledge, and compare and contrast the manner in which they are applied. Students read scholarly articles with the intent of defining the relationship between the research question (or hypothesis), and the methods utilized. Students will be asked to consider how training within the purview of a given discipline structures one's thinking, and the value added by taking an interdisciplinary approach. Students also interpret data in peer reviewed studies and other academic materials.

BIS 401 Interdisciplinary Practice: In (4.50)
Prerequisite: *BIS 301 and four additional courses from the major*

This course is a sequel to the introductory course interdisciplinary studies, BIS 301. It is the second of three course courses in the Bachelor of Arts program. It is a "how-to course" on interdisciplinary inquiry designed to provide students with an opportunity to use digital tools to explore and examine the assumptions and the relevance of connectivity between and among various disciplines on the College of Letters and Sciences. It is anticipated that the students will learn how to examine issues critically and approach problems holistically. They will also learn how to integrate the knowledge acquired in their program of study to date and create a space and a voice to demonstrate the practice of interdisciplinary.

BIS 405 Interdisciplinary Sciences (4.50)
Prerequisite: *BIS 301;* ***Recommended: Prior completion of:*** *MTH 204, or MTH 215*

Duration: 4
This elective is open to non-science majors. This trans-disciplinary course is a comprehensive team science approach to learning the basic concepts of genetic anthropology, human evolution, migration and cultural diversity, genetics and human variation, and epidemiology of disease. It will make use of computer technology. Students will participate in virtual learning environments and be introduced to interdisciplinary case studies. Teams of students will engage in investigative data search and analysis. Patterns of human migration will be examined within the context of cultural diversity, language, and the impact of environment on disease.

BIS 499 Interdisciplinary Studies Proj (4.50) ***Historical - See Addendum 88 A***
Prerequisite: *BIS 301; BIS 400 and Any other FIVE program courses*

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.

BST 322 Intro to Biomedical Statistics (4.50)
Duration: 4
An introduction to concepts, procedures and software used in the statistical analysis of data in the health professions.

BUS 485A Capstone Strat Bus Policy I (4.50)
Prerequisite: *MNS 205; MTH 210; MTH 215, or MTH 220 and ECO 203; ACC 201; ACC 202; LAW 204; BIM 400; MGT 309; MGT 400; FIN 310; MNS 407; MKT 302A; IBU 430; MGT 451*

Duration: 4
Students apply the principal concepts and skills learned in each of their BBA program core courses to real-world business situations. Students' ability to integrate this knowledge and to apply and articulate critical analysis to cases and other assignments are among the key objectives of this course. This is the first part of a two-part sequence. The focus of part A is on scanning and evaluating a current business situation for strategic planning.

BUS 485B Capstone Strat Bus Policy II (4.50)
Prerequisite: *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.*

Duration: 4
Second part of the BBA capstone sequence. It builds on BUS 485A by focusing on 5-year strategies, as well as implementation, evaluation, and control of the strategic plan. Students also take the BBA program comprehensive exam in this class.

CEE 300 Advanced Engineering Math (4.50)
Prerequisite: *CSC 209 and CSC 310*

Duration: 4
This course introduces the mathematical fundamentals and numerical methods for engineering practice. Emphasis is placed on mathematical modeling using differential equations and associated numerical methods for solutions. The topics include complex numbers, differential equations, systems of linear differential equations, Laplace transform and their applications in engineering. MATLAB is introduced as a tool for solving mathematical problems that require numerical solutions.

CEE 310 Circuit Analysis (4.50)
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 310L Circuit Analysis Lab (1.50)
Corequisite: *CEE 310*

Duration: 8
Centers on experiments covering the theoretical material in CEE310. Students will design, implement and analyze basic circuits. Experiments include: Ohm's law; Kirchhoff's laws; series and parallel resistors; voltage and current dividers; delta-wye configurations; mesh-current and node-voltage analysis; superposition and Thevenin equivalents; inverting and non-inverting amplifier circuits; series RC and RL circuits.

CEE 324 Linear Systems and Signals (4.50)
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 324L Linear Systems and Signals Lab (1.50)
Corequisite: *CEE 324*

Duration: 8
This lab course provides a collection of hands-on experiments for supporting the lectures of CEE 324. The experiments are designed to enable students to understand the theory behind signals and systems as well as validate the theory with real-world examples. The lab will cover time-domain and frequency-domain characterization of signals and systems, transforms, filtering and sampling.

CEE 340 Embedded Systems (4.50)
Prerequisite: *CSC 252 and CEE 420 and CSC 340;* ***Corequisite:*** *CEE 340L*

Duration: 8
This course introduces embedded systems design concepts. Students will explore designing embedded systems to solve real world problems using appropriate hardware and programming languages C and C++. Topics covered include Digital Input and Output; Analog Output; Analog Input; Serial Communications; Liquid Crystal Displays; Interrupts, Timers and Tasks; Memory, Data Management, and connected networked device design basics to create everyday solutions. This course is a corequisite with the CEE340L lab, in which students will participate in laboratory exercises using an ARM-based controller system board and peripherals.

CEE 340L Embedded Systems Lab (1.50)
Corequisite: *CEE 340*

Duration: 8
This is a practical hands-on course that enables the creation of real-world embedded solutions. Students will apply what they have learned in CEE340 to systematically design, implement, test, and deploy solutions to real-world problems. The course provides a number of laboratory exercises using ARM based microcontroller and peripherals enabling students to eventually build more complex solutions interfacing with various devices, programming I/O ports and interrupts, and working with sensors and actuators.

CEE 420 Microelectronics (4.50)
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.

CEE 420L Microelectronics Lab (1.50)
Corequisite: *CEE 420*

Duration: 8
This lab course is designed to supplement the material of CEE420, to assist students in obtaining a better understanding of the operation of microelectronic circuits. Laboratory activities include the design, construction, computer simulation, and analysis of transistor circuits, multi-stage amplifiers, operational amplifiers, current drivers and other semiconductor circuits.

CEE 430 Digital Signal Processing (4.50)
Prerequisite: *CEE 324*

Duration: 4
Describes all the necessary tools and techniques required to understand and design digital signal processing systems. Topics include: transformations of discrete time signals, the fast Fourier transform, and the z-transform. Advanced topics include: A/D and D/A converters and digital signal filtering.

CEE 440 VLSI Design (4.50)
Prerequisite: *CEE 420*

Duration: 4
VLSI design introduces students to fabrication and layout techniques necessary to design large scale systems. Specific topics include: CMOS logic, MOSFET theory, layout design rules including all the factors required for an effective circuit design. Advanced topics include: capacitance requirements, clocking, and power consumption, circuit simulation and performance estimation.

CEE 498A Capstone Design Project I (4.50)
Prerequisite: *Complete all core courses except capstone courses OR permission by the program lead.*

Duration: 4
This sequence of three capstone courses provides students with an opportunity to apply the knowledge and skills acquired throughout their undergraduate studies to a real-world engineering design or research project. In the first course of this sequence, under the guidance of a faculty advisor, students will work in teams to select the project, identify the project needs, develop engineering requirements with realistic constraints, and complete a functional design for the project. Grading is H/S/U only. The course is eligible for an In Progress (IP) grade.

CEE 498B Capstone Design Project II (4.50)
Prerequisite: *CEE 498A*

Duration: 4
In the second course of this three-course series, students complete the design, refine the specifications, implement, and test the design under the mentorship of a faculty advisor. Evaluation is based on a pass/fail system, and the course allows for an In Progress (IP) grade option.

CEE 498C Capstone Design Project III (4.50)
Prerequisite: *CEE 498B*

Duration: 4
In the third course of a three-course sequence, students finalize the design and build a prototype. With the mentoring of the faculty, each group of the students completes the written report, delivers a presentation and demonstration of their capstone design project to a panel of expert judges. Grading is H/S/U only. The course is eligible for an In Progress (IP) grade.

CEN 320 Surveying, Metrics and GIS (4.50)
Prerequisite: *EGR 219*

Duration: 4
Land and topographic surveying with global position systems and geographic information systems (GIS). Fundamentals of distance, leveling angles, theodolites, transverse surveys and computations. Hands-on with ArcView GIS to understand the basic GIS concepts and applications in land planning.

CEN 323 Structural Analysis (4.50)
Prerequisite: *EGR 220 and EGR 225*

Duration: 4
Introduction to analysis of wood, steel and concrete structures. Basic structural loads, forces and moments in beams, columns and trussed systems. Internal reactions and method of sections. Stress, sheer and deformation in beams and columns. Basic design fundamentals.

CEN 325 Soil Mechanics and Foundation (4.50)
Prerequisite: *CEN 323*

Duration: 4
An introduction to soil mechanics and foundation engineering. The course teaches the students how to solve certain fundamental problems related to consolidation, shear strength, and design of shallow and deep foundations; and familiarizes students with relevant terms and soil tests so that they can work effectively with geotechnical engineering specialists. The course features soil basics, including their derivation,identification and classification. The principles of water flow in soils, settlement and heave, and shear strength of soils will be discussed. Consolidation problems, factors of safety for foundations, and foundation settlement prediction will also be covered.

CEN 410 Constr Materials and Methods (4.50)
Prerequisite: *MTH 215*

Duration: 4
An overview of the basic materials and methods utilized in construction projects. Wood, steel, masonry, glass, and concrete and other material are introduced along with their associated construction systems in foundations, framing, cladding, windows, doors, finishes and roofing.

CEN 413 Plans and Specifications (4.50)
Prerequisite: *EGR 219*

Duration: 4
Drawing and interpretation of plans, sections, details, symbols, notes and details in architectural, construction and shop drawings. Coordination and reference between drawings. Specification creation incorporating material properties, construction techniques and legal factors. Industry standards from AIA and CSI are presented.

CEN 416 Mech and Electrical Systems (4.50)
Prerequisite: *MTH 215*

Duration: 4
The impact of M/E systems on the design and construction process including energy considerations. Fundamentals of HVAC, plumbing, fire protection, electrical distribution, lighting, information systems, and vibrations in the building system.

CEN 419 Est., Scheduling and Control (4.50)
Prerequisite: *CEN 410*

Duration: 4
An introduction to the fundamentals of construction management, estimating, scheduling and control. Quantity takeoff estimations for material, time, equipment and overhead are presented. Activity durations, scheduling and project updating for control are covered.

CEN 420 Est., Scheduling & Control II (4.50)
Prerequisite: *CEN 419*

Duration: 4
An advanced course built on the fundamentals of construction management, estimating, scheduling and control introduced in CEN 419. Topics concerning quantity takeoff estimations for material, time, equipment, overhead, critical path, and precedence networks for activity durations, scheduling, and project updating for control are presented.

CEN 421 Constr, Acct, Finance and Law (4.50)
Prerequisite: *ACC 201*

Duration: 4
Application of business accounting and financial principles to the construction industry. Construction accounting systems, depreciation and financial analysis are introduced. Labor, overhead, and profit management are presented. Cash flow, time value of money, and legal aspects specific to construction industry contracts are introduced.

CEN 422 Field Inspection and Safety (4.50)
Prerequisite: *CEN 410*

Duration: 4
Integration of safety and productivity into daily field operations through inspection and accountability. Examines accident costs and contributing factors and techniques for risk minimization. Presents the relationship between safety and quality and techniques for site, structure, general and mechanical and electrical system inspections.

CEN 425 Design & Const Process Integra (4.50)
Duration: 4
An introduction to the detailed processes of construction management and the relevant tools, processes and techniques that are involved. Students will be developing skills and knowledge to integrate and manage the overall construction process including the project proposal and design, cost estimate, contract document drawings and specifications, construction schedule, and project presentation.

CEN 480 Sustainable Construction (4.50)
Duration: 4
An introduction to the basic principles of sustainability as it applies to construction. Sustainability encompasses the 3Es of economics, environment and equity. Sustainable construction is examined in all stages of a building life-cycle from design to commissioning and beyond. This course provides both broad knowledge of sustainable construction techniques and uses in-depth design tools for integrating sustainable principles into modern construction management processes.

CEN 486A Construction Senior Project I (4.50)
Prerequisite: *Completion of 10 core courses in construction program.*

Duration: 4
A team capstone project that demonstrates a synthesis of learning accumulated in the construction program. This is the first part of a three-part sequence. Students will form teams and begin research leading to a senior project proposal.

CEN 486B Construction Senior Project II (4.50)
Prerequisite: *CEN 486A*

Duration: 4
A team capstone project that demonstrates a synthesis of learning accumulated in the construction program. This is the second part of a three-part sequence. Students begin to implement the project that was proposed in CEN 486A.

CEN 486C Construction Senior ProjectIII (4.50)
Prerequisite: *CEN 486B*

Duration: 4
A team capstone project that demonstrates a synthesis of learning accumulated in the construction program. This is the third part of a three-part sequence. Students finalize the project that was proposed in CEN 486A and CEN 486B.

CHD 440 Drugs, Values and Society (4.50)
An examination of the history of substance use and abuse in the United States. Examines individual and institutional values that underpin chemically dependent behavior as well as socio-cultural factors, including media images, consumer product advertising, myths and stereotypes and subculture/life-style issues. Provides an overview of the social services structure, including outreach, education, prevention and treatment models.

CHE 101 Introductory Chemistry (4.50)
Recommended Preparation: *MTH 204*

Duration: 4
An introductory chemistry course where students will learn fundamental concepts of General Chemistry. Main topics include atoms, elements and the periodic table, chemical bonding, molecular structure, acids, bases, chemical reactions, and chemical equilibrium. The course provides a strong foundation in chemistry, allowing students to apply the chemical processes that occur in nature and our bodies to a broad understanding of how chemistry plays a central role in everyday life.

CHE 101A Introductory Chemistry Lab (1.50)
Prerequisite: *CHE 101, or CHE 141 for Science Majors.*

Duration: 4
In this course, students will complement their knowledge of chemistry by applying the chemical principles discussed in the lectures to hands-on experiments. Topics covered in this course include the use of separation techniques based on physical and chemical properties, chemical reactions and stoichiometry, titrations, properties of solutions, chemical equilibrium, spectrophotometry, and calorimetry. Upon successful completion of this laboratory course, students should be able to use the concepts and calculations learned to explain facts and observations in their everyday lives.

CHE 120A Intro to Chem Eng Lab (1.50)
Prerequisite: *CHE 101*

Duration: 8
An online-only laboratory class that introduces engineering students to the fundamentals and procedures of chemistry laboratory. Open only for students in the Master of Science in Environmental Engineering, and is not a substitute for the course CHE 101A.

CHE 141 General Chemistry 1 (4.50)
Prerequisite: *MTH 204 or MTH 215*

Duration: 4
General Education Chemistry course, first in a series of three. Content equivalent to one semester of General Chemistry I, including foundations of chemistry, electronic structure, periodic properties, composition of substances and solutions, reaction stoichiometry, gases laws, and thermochemistry.

CHE 142 General Chemistry 2 (4.50)
Prerequisite: *CHE 141*

Duration: 4
CHE 142 is a General Education course equivalent to the second semester of General Chemistry, covering bonding, solutions, chemical kinetics, chemical equilibrium, and acids/bases. Concepts learned in General Chemistry I, CHE 141, are required to succeed in this course.

CHE 143 General Chemistry 3 (4.50)
Corequisite: *CHE 149A;* ***Prerequisite:*** *CHE 142*

Duration: 4
Third part of a series on General Chemistry. Advanced concepts learned in this course will provide students with tools to explain complex chemical situations that can also be observed in everyday life.

CHE 149A General Chemistry Laboratory (1.50)
Corequisite: *CHE 143*

Duration: 8
Augments student understanding of important concepts in chemistry through hands-on experiments. Students will become proficient in advanced chemistry laboratory techniques, will learn how to operate modern instruments, will acquire the necessary skills to collect data accurately and to perform error analyses.

CHE 150 Introductory Organic Chemistry (4.50)
Prerequisite: *CHE 101 and CHE 101A, or CHE 141 and CHE 142 and CHE 143 and CHE 149A; Prerequisites for this course are NOT required for BSCLS students.*

Duration: 4
Introduces the basics of organic chemistry. Covers the structures, properties, and reactions of common organic compounds and functional groups. Students will explore the significance of organic chemistry in various scientific disciplines, particularly in biological, health, and environmental sciences.

CHE 150A Introductory Organic Chem Lab (1.50)
Prerequisite: *CHE 150 with a minimum grade of C-. A student must have passed the lecture to take the lab.*

Duration: 4
Designed to introduce students to the practical aspects of organic chemistry, this course covers basic techniques for handling, analyzing, and identifying organic compounds. Chemistry lab safety methods are discussed in detail. Students learn how to synthesize simple, small organic molecules and carry out a variety of organic chemistry lab procedures.

CHE 350 Organic Chemistry I (4.50)
Prerequisite: *CHE 142*

Duration: 4
Introduces students to the chemistry of carbon compounds and their properties, structures, and reactions. It emphasizes the study of the properties and reactions of aliphatic, halides, alcohols, esters, thiols and sulfides, and aromatic compounds, which, in conjunction with selected experiments, gives an understanding of the mechanisms of organic reactions.

CHE 351 Organic Chemistry II (4.50)
Prerequisite: *CHE 350*

Duration: 4
Study of the properties and reactions of aromatic compounds, aldehydes, ketones, carboxylic acids, amines, and amides. In addition, students are introduced to the use of modern spectroscopic techniques to analyze and predict structures of organic molecules.

CHE 360 Biochemistry I (4.50)
Prerequisite: *CHE 350; CHE 351*

Duration: 4
Study of the structures and functions of important classes of biological molecules: proteins, carbohydrates, nucleic acids, and lipids. A strong and current background in chemistry is required to successfully complete this course.

CHE 361 Biochemistry II (4.50)
Prerequisite: *CHE 360*

Duration: 4
A continuation of CHE 360. This course concentrates on the principles of cellular regulatory processes and synthesis of biological molecules.

CIS 301 Mgmt Information Systems (4.50)
Overview of core concepts related to the emerging interconnections between technology, the organization, and information management.

CIS 310 Technology Project Management (4.50)
Foundation of project management - project integration, scope, time, cost, quality, human resources, communications, risk, and procurement. The focus is on the concepts, skills, tools, and techniques involved in information technology project management. Students will develop a project plan using Microsoft Project.

CIS 314 IT Arch and Infrastructure (4.50)
Prerequisite: *CIS 301*

Duration: 4
This is the first of the two-course sequence providing comprehensive coverage on IT infrastructure architecture. It introduces IT infrastructure architecture and building blocks. It also covers infrastructure non-functional attributes such as availability, performance, and security. Specific topics include cloud computing fundamentals, availability and performance concepts, security concepts, infrastructure building blocks including data centers, networks, storage, computers and servers, operating systems, and end user devices.

CIS 315 IT Arch and Infrastructure II (4.50)
Prerequisite: *CIS 314 with a minimum grade of C. This is a continuation of CIS 314. Therefore, students must possess the necessary fundamental knowledge to continue.*

Duration: 4
This is the second of the two-course sequence providing comprehensive coverage on IT infrastructure architecture. It introduces IT infrastructure architecture and building blocks. It also covers infrastructure non-functional attributes such as availability, performance, and security. Specific topics include cloud computing fundamentals, availability and performance concepts, security concepts, infrastructure building blocks including data centers, networks, storage, computers and servers, operating systems, and end user devices. Infrastructure management is also explored.

CIS 320 Systems Analysis & Integration (4.50)
Prerequisite: *CIS 301*

Duration: 4
Comprehensive introduction to the planning, analysis, design, and implementation of contemporary information systems. Students will examine the role and responsibility of a System Analyst. Several approaches to system requirements are also covered.

CIS 350 Database Management Systems (4.50)
Duration: 4
Fundamentals of database systems. An introductory approach to developing database applications: students learn to evaluate a business situation and then build and design a database application. The focus is from systems design to distribution and integration of the system through hands-on experience. Core theories and ideas of database management systems are also covered.

CIS 421 Enterprise Arch. and Systems (4.50)
Prerequisite: *CIS 350*
Duration: 4
This course explores the characteristics, design, selection, implementation and management of enterprise architecture frameworks and IT infrastructure and solutions. The focus is on ERP systems and their fit with business needs. Topics include enterprise architecture, data/information architecture, common ERP modules, cloud computing and ERP, and emerging technologies.

CIS 423 IS Strategy, Mgt & Acquisition (4.50)
Prerequisite: *CIS 421*
Duration: 4
This course takes a management perspective in exploring the acquisition, development and implementation of plans and policies to achieve efficient and effective information systems. Students will address topics relating to defining the IS infrastructure and the systems that support the operational and strategic needs of the organization. The course examines developing a framework that will allow leaders of organizations to assess existing IS infrastructures and emerging technologies as well as how these technologies affect organizational strategy.

CIS 430 Web/EB Design & Development (4.50)
Prerequisite: *CIS 350*
Duration: 4
Focuses on two aspects of website management: technical and business aspects. An introduction to Web languages and technologies is made with some in-depth coverage of HTML and CSS. How to manage people, content, and suppliers is covered in the business focus.

CIS 435 Introduction to AI (4.50)
Prerequisite: *CIS 350*
Duration: 4
This course introduces students to the emerging field of Artificial Intelligence, its potential applications and technologies. Students will be provided a basic understanding of what is inside Artificial Intelligence. Students will learn the different stages involved in a typical AI Project. They will also be introduced to machine learning models, neural network, deep learning algorithms, and data mining methods.

CIS 436 Topics in AI (4.50)
Prerequisite: *CIS 435*
Duration: 4
This course covers different topics in the emerging field of Artificial Intelligence, its potential applications and technologies. It discusses the basics of natural language processing, data visualization, and computer vision. Tools available to implement AI will also be covered. Students will create data visualizations and machine learning models for industry-relevant applications.

CIS 474 Information Systems Security (4.50)
Prerequisite: *CIS 421, or 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.

CIS 475 IS Security Technology (4.50)
Prerequisite: *CIS 474*
Duration: 4
This course covers the technical aspects of information security for computer systems and networks. Various topics of information security will provide students with an understanding of the tools and technologies used to design secure information systems and networks. With the understanding of what security is, this course discusses access control mechanisms, methods of attack, and secure protocols. It includes how to secure telecommunications networks and the Internet. Cryptography is discussed in regards to privacy and secrecy. There is an emphasis on physical security followed by application and system development security. In addition, there will be a discussion of vulnerability assessments and penetration testing and an examination of digital forensics. This course, together with CIS 474, may help students prepare for the Certified Information Systems Security Professional (CISSP) exam.

CIS 490A Info Systems Project I (4.50)
Prerequisite: *CIS 310 and CIS 430 and CIS 423 and CIS 435 and CIS 475 and CSC 350*
Duration: 4
A precursor to the final IS/IT product development capstone course. Students research their area of interest and learn how to apply project management tools in the preliminary development process of their final project product. Grading is by H, S or U only. It is important to note that the capstone course sequence CIS490A, CIS490B, and CIS490C must be taken in consecutive months. In case a student is not able to successfully complete this course sequence in consecutive months, the student will be required to start with CIS490A in the future, whenever this course sequence is offered.

CIS 490B Info Systems Project II (4.50)
Prerequisite: *CIS 490A with a minimum grade of S. CIS 490B is a continuation of CIS 490A. Therefore, students must complete CIS 490A successfully to continue.*
Duration: 4
A capstone hands-on project in the student's area of interest. Students apply skills learned, principles, topics and tools that have been taught throughout the program to develop an IS/IT specific product. Grading is H, S or U only. It is important to note that the capstone course sequence CIS490A, CIS490B, and CIS490C must be taken in consecutive months. In case a student is not able to successfully complete this course sequence in consecutive months, the student will be required to start with CIS490A in the future, whenever this course sequence is offered.

CIS 490C Info Systems Project III (4.50)
Prerequisite: *CIS 490B with a minimum grade of S. CIS 490C is a continuation of CIS 490B. Therefore, students must complete CIS 490B successfully to continue.*
Duration: 4
This is a continuation of CIS490B. Students apply skills learned, principles, topics and tools that have been taught throughout the program to develop an IS/IT specific product in the student's area of interest. It is important to note that the capstone course sequence CIS490A, CIS490B, and CIS490C must be taken in consecutive months. In case a student is not able to successfully complete this course sequence in consecutive months, the student will be required to start with CIS490A in the future, whenever this course sequence is offered.

CIS 601 Principles of Info. Systems (4.50)
Duration: 4
Overview of information systems with emphasis on establishing a firm foundation for the further study of the core components of the information systems field. This includes the exploration of the interaction of Information Systems with legal, ethical, cultural, human resources, business philosophies and organizational structures.

CIS 641 IT Infrastructure (4.50)
Duration: 4
This course includes a careful analysis of the hardware, software and organization needed to provide IT to a domain (organization) with particular emphasis on networks. It is intended that graduates will be better able to contribute to needs analysis for and design and implementation of effective, technically correct IT infrastructure solutions.

CIS 671 Current Topics (4.50)
Prerequisite: *CIS 650 with a minimum grade of B. The grade in CIS 650 must be at least a B as that is the required grade for completion of a Graduate Program.*
Duration: 4
Exploration of a current topic not otherwise covered in the curriculum. Previous offering of this course does not predict future availability; new courses may replace these. Topic varies by term and instructor.

CJA 229 Introduction to Policing (4.50)
Duration: 4
This course is designed to provide the student with a basic understanding of the role of the peace officer in American society. The course will examine the steps in selecting candidates for the position of a police officer, the complexity of the enforcement requirement, the challenges that face peace officers each day, and the limitations placed on peace officers by all three branches of government at both the state and federal levels. ***This course is available only to students enrolled in an articulated program between National University and a public safety, police, or related organization. For more information on your eligibility to participate in an articulated program, please contact your employer.

CJA 230 Intro to Criminal Justice (4.50)
Duration: 4
The criminal justice system is a network of government and private agencies intended to manage persons accused of a crime as well as persons who have been convicted of an offense. The course is designed to provide students with a basic understanding of the criminal justice system. The course will examine the interrelated pillars, consisting of law enforcement, the judiciary, and corrections.

CJA 337 The Juvenile Offender (4.50)
A study of the nature and control of juvenile delinquency. Examines patterns of delinquent behavior, factors of causation, juvenile law and the juvenile justice system. Students also learn policies and procedures in treatment and prevention.

CJA 340 Corrections (4.50)
An introduction to the field of corrections and the corrections continuum. Topics include contemporary theories of punishment, corrections and rehabilitation, local, state, federal and military confinement facilities and community alternatives to incarceration.

CJA 351 Courts & the Judicial Process (4.50)
A study of concepts and theories regarding the utilization, organization and management of the judicial process. Critically reviews the issues of fair trial, speedy trial, free press, calendar control, judicial responsibility and new technology. Students analyze the roles of the legal actors, problems of lower, trial and appellate courts and the distribution of judicial powers.

CJA 352 Criminal Law and Procedure (4.50)
A survey of jurisprudential philosophy and case study of common law and statutory crimes. Discusses historical development, theory, principles and functions of criminal law. Also covers elements of due process, rule of law and the role of the constitution in protecting rights.

CJA 356 Criminal Evidence (4.50)
A study of the elements of criminal law as applied to various theories of criminal evidence to enhance understanding of the various issues facing prosecutors, criminal justice practitioners and law enforcement agents. This course will explore the application of evidentiary issues and its relationship to investigations and criminal conduct.

CJA 400 Gangs in America (4.50)
Exposes students to the basic trends of criminal behavior as it relates to gangs in America and the causative and contributory factors of gang behavior. It explores the general personality, intellectual and social perspectives of criminal behavior as it relates to gangs.

CJA 401 Criminal Intelligence (4.50)
Exposes students to the basic trends of criminal intelligence as it relates terrorism around the world. The focus will be on the domestic and international threats of terrorism and the basic security issues that surround terrorism today. The student will gain an understanding of terrorism and the many factors that support and drive the terrorist movements throughout the world. The students will also analyze the laws and special forces which nations within the international community have created to meet this challenge. This course also presents an overview of computer crimes and the use of the internet to disrupt computer services throughout the world. The student will learn about emerging laws and digital solutions to block the use or spread of digital crimes or terrorism.

CJA 431 Criminology (4.50)
This course exposes the students to the basic tenets of criminal behavior, the causative and contributory factors of behavior. It explores the general personality, intellectual and social perspectives of criminal behavior.

CJA 434 Survey of Forensic Sciences (4.50)
An introduction to the forensic sciences. Includes topics such as forensic photography, firearms and tool mark identification, the examination of questioned documents, hair and fiber analysis, serology, instrumental analysis, forensic pathology and odontology and forensic psychology.

CJA 441 Organized & White Collar Crime (4.50)
This course will expose the students to elite and corporate deviance, the incidence and prevalence of white collar and organized crimes. The course explores the theoretical foundations of all types of occupational crimes, with a comparative, analytical global look at these crimes. It also exposes the students to the forms and causes of these crimes, the legal and law enforcement and societal responses to such crimes.

CJA 443 Curr Issues in Law Enforcement (4.50)
Using a seminar approach, this course focuses on current specific problems and issues within the law enforcement community. Topics may include police morale, the retention of sworn personnel and future trends in law enforcement.

CJA 446 CJ Management and Leadership (4.50)
An analysis of the organization and management of criminal justice agencies. Discusses principles of supervision and motivation of personnel, management problems and solutions, decision-making and administration of policies and procedures.

CJA 453 Ethics and the C J System (4.50)
Duration: 4
In depth exploration of the historical foundations of ethical decision making and how it informs the criminal justice system. Particular attention to the relationship of critical thinking skills and ethical decision making to current issues.

CJA 457 Minorities/Crime/Soc. Justice (4.50)
A review of the criminological literature and theoretical applications of the law and criminal justice as seen from a racial, gender specific, class and ethnic orientation.

CJA 458 Financial Investigations (4.50)
Investigates the accounting steps required to effectively pursue financial crimes. Topics include the five standards of proof, different classifications of evidence as well as the intricacies involved in how an investigator might develop the evidence necessary for a forfeiture proceeding.

CJA 459 Crime and the Media (4.50)
Duration: 4
Explore the complex relationship between media and the criminal justice system. Gain understanding of how media influences both public opinion and the criminal justice system.

CJA 460 Principles of Investigation (4.50)
An introduction to the practices and procedures involved in conducting civil and criminal investigations. Topics include learning about crimes and their elements, modus operandi, major goals of investigations, primary functions and responsibilities of investigating officers/agents and the investigator's relationship with other individuals and agencies involved in an investigation.

CJA 464 Constitutional Law for CJ (4.50)
A study of the fundamentals of the U.S. Constitution, the rights and protections of the accused; an exploration of the case law and the judicial system, the rights and responsibilities of the police and citizenry.

CJA 465 Practicum in Criminal Justice (1.50-4.50)
A practicum designed for students seeking field experience in law enforcement. Students receive academic guidance from criminal justice faculty and supervision at the field placement site. Typically, the practicum requires students to work a minimum of 100-150 hours under supervision. At the completion of the practicum, students are required to write an in-depth research paper about their experiences during their placements with coordination and support from their faculty advisor and field supervisor. Units are arranged and determined based on assignment and number of hours prearranged at the placement site. Grading is S or U only.

CJA 467 Intl. & Domestic Terrorism (4.50)
Exposes the students to the basics of terrorism and its global impact; terrorism investigation and intervention strategies. It describes the factors to be considered when implementing psychological, social, investigative and legal techniques against terrorism and its related crimes.

CJA 470 Criminal Justice Capstone (4.50)
Recommended: Prior completion of: *all of the prior core courses. CJA 470 Capstone should be the final course in the BSCJA major.*

Duration: 8
Critical analysis of scenarios from three areas of the criminal justice system--policing, corrections, and courts to demonstrate deep understanding of the complex interplay of media influence, ethics, critical thinking and viable solutions. Grading is H, S, or U only. Eligible for In Progress "In Progress."

CJA 528 Critical Issues in CJ (4.50)
Duration: 4
A focus on contemporary issues related to problem-oriented policing (POP) and community-oriented policing (COP). Other topics include morale, motivation, retention, selection, recruitment, standards and training, evidence, arrest, lethal force, victim-witness, police reserves, and the cooperation of citizens in law enforcement by the criminal justice manager.

CJA 540 International CJA Experience (4.50)
Duration: 4
Visit foreign countries and investigate the origins of modern courts, corrections, and law enforcement that are historical precursors of the current U.S. legal and criminal justice system. Students develop a thorough understanding of the emergence of criminal justice and forensic science through lectures and presentations by experts and historians of the criminal justice systems in the host countries. Grading is Satisfactory/ Unsatisfactory only.

CJA 541 Comparative CJ Systems (4.50)
Duration: 4
This course compares the American criminal justice system with other systems around the world. Students will evaluate the systems of law, police, courts, and corrections in 30 different countries and examine the diversity that exists in the world's legal systems. The course also examines and compares American and foreign justice policies.

CJA 570 Violence and Victimization (4.50)
Duration: 4
This course examines the causes of criminal victimization and looks at theories associated with violent victimization. It analyzes the offender-victim relationship, and presents ideas on preventing violence, and on responding to criminal victimization.

CJA 605 CJ Theory, Practice & Policy (4.50)
Duration: 4
An overview of criminal justice administration, the history of police administration, organizational systems' theory, principles, ideology, and managerial practice that has shaped the criminal justice profession.

CJA 608 Leadership in CJ (4.50)
Recommended: Prior completion of: *CJA 605*
Duration: 4
Exploration of the theory and application of leadership in various forms. The course will analyze leadership as a complex process and will draw upon diverse positions, ethical considerations and applied approaches, particularly in the area of criminal justice. Leadership will be evaluated from multiple dimensions and perspectives. An examination of emerging forms of 21st century leadership, influence and power, chaos, and collaboration. Students will experience using leadership problem-solving skills with real-life classroom scenarios.

CJA 615 Legal Issues in CJ (4.50)
Recommended: Prior completion of: *CJA 608*
Duration: 4
An assessment of legal issues, legal terminology and analysis of court decisions involving criminal justice agencies; and exposure to criminal or civil liability involving wrongful death, wrongful termination, police corruption, and discrimination lawsuits.

CJA 624 Professional Ethics in CJ (4.50)
Recommended: Prior completion of: *CJA 615*
Duration: 4
A study of ethical, legal, and professional controversies, and personal dilemmas and approaches to solving those conflicts. Using a case study format, students evaluate personal values or biases and the abuse of power and authority. The course also examines police or justice practices involving cases of ethical or police policy violations.

CJA 630 Const Law & Criminal Procedure (4.50)
Recommended: Prior completion of: *CJA 624*
Duration: 4
An exploration of the history of the U.S. Constitution, separation of powers, and the rights and protections of the accused; an exploration of case law, the judicial system and judicial review, and the rights and responsibilities of the government and citizenry.

CJA 645 Advanced Criminological Theory (4.50)
Recommended: Prior completion of: *CJA 630*
Duration: 4
An overview course that explores the important criminological theories. The course will evaluate and compare the following theories: Classical, Positivist, Trait, Social Disorganization, Differential Association, Strain, Control, Labeling, Radical Choice, Deterrence, and Feminist theories. The course will analyze each theory and its relevance to crime in 21st century America.

CJA 690A Capstone I (4.50)
Prerequisite: *Students must have successfully completed three core courses in the MCJ program prior to being enrolled into CJA 690A.*
Duration: 4
A capstone project course in which students develop solutions to identified problems. In the capstone course students will learn to identify problems or issues in the criminal justice arena and develop solutions or responses to those problems. The course will culminate with a final presented project.

CJA 690B Capstone II (4.50)
Prerequisite: *CJA 690A*
Duration: 4
This is the second half of the capstone project course in which students continue to develop solutions to identified problems. In the capstone course students will learn to identify problems or issues in the criminal justice arena and develop solutions or responses to those problems. The course will culminate with a final presented project.

CLS 301 Clinical Biochemistry (4.50)
Recommended: Prior completion of: *CHE 142*
Duration: 4
Explores the physiologic aspect of human metabolism and its role in health and disease. The derivation of energy and nutrients from digestive and absorptive processes, and the synthesis and metabolism of carbohydrates, fats and proteins.

CLS 305 Clinical Immunology (4.50)
Recommended: Prior completion of: *CHE 101; BIO 161; BIO 203 or equivalent*
Duration: 4
Explores the immune system structure and function in health and disease. Topics include hypersensitivity, autoimmunity, immunodeficiency, transplant and tumor immunology, flow cytometry and other immunological techniques.

CLS 310 Clinical Virology (4.50)
Recommended: Prior completion of: *CHE 101; BIO 161; BIO 203 or equivalent*
Duration: 4
Exploration of viral structure, classification, properties and interaction of viruses with cells, organisms and populations. Viral cultivation, the laboratory diagnosis of viral infections, and prevention and control of infection.

CLS 315 Molecular Diagnostics (4.50)
Recommended: Prior completion of: *BIO 162 and CHE 142*
Duration: 4
This course provides an overview of the principles of clinical molecular diagnostics, the use of molecular techniques to diagnose disease, quality assurance in the molecular lab and DNA based tissue typing.

CLS 320 Clinical Lab Management (4.50)
Exploration of financial, personnel-related, operational and marketing issues affecting the clinical laboratory.

CLS 401 Quantitative Analysis (4.50)
Recommended: Prior completion of: *CHE 142*
Duration: 4
Study of established methods and instrumentation used in chemical analysis including titration, extraction, chromatography, spectroscopy, buffers, electrochemistry and kinetic methods.

CLS 405 Clinical Microbiology (4.50)
Recommended Preparation: *CLS 301 with a minimum grade of B.; CLS 305 with a minimum grade of B.; CLS 315 with a minimum grade of B.*
The Clinical Microbiology course is a comprehensive course which will cover major groups of pathogenic bacteria, fungi, parasites, and Mycobacteria. Students will learn correct safety procedures, differentiate BSL's, disinfection techniques, and BSC use. Study current trends in antibiotic use and their applications. Additionally study of human parasitic disease and Mycobacterial disease will be covered.

CLS 410 Clinical Hematology (4.50)
Recommended Preparation: *CLS 301 with a minimum grade of B.; CLS 315 with a minimum grade of B.; CLS 305 with a minimum grade of B.*
The Clinical Hematology course will cover the diagnosis and management of blood cell disorders, anatomy and physiology of hematopoiesis, routine specialized hematology tests, analysis, classification, and monitoring of blood cell abnormalities.

CLS 490 Individual Seminar/Research (4.50)
Prerequisite: *Requires prior approval from the Academic Program Director and Department Chair. ;*
Recommended Preparation: *Must have completed all required Core classes and have a 2.5 overall GPA.*
Duration: 8
A student-initiated opportunity to participate in an online seminar or individual research for academic credit with, and under the direction of a faculty member. Projects are expected to involve experimental approaches in the field of Clinical Laboratory Science or a related Subject Area. Requires prior completion of a Guided Study Application.

CLS 495 Clinical Lab Science Capstone (4.50)
Prerequisite: *Must have completed all required core classes.*
A student initiated project in the field of clinical laboratory science or a closely related subject area which culminates in a scholarly professional written report and an oral presentation. Grading is by H, S or U only. Course is eligible for an "IP" grade.

CNS 5010 Paradigms of Consciousness (3.00)
A paradigm is a model of reality, or aspects of reality, held by a community, and affirmed and enacted through communal behavior. Society today is shaped by past paradigms of consciousness as well as those which are newly emerging. This course explores the nature of paradigms, how they emerge, how they are sustained and how they are changed. We give particular attention to the evolution of various paradigms of consciousness and reality – from indigenous to modern, postmodern, holistic, and integral – and examine the potential of each to contribute to personal, social, and global transformation.

CNS 5012 Emotional Intelligence (3.00)
Duration: 4
This course focuses on emotional intelligence—the capacity to recognize, understand, regulate, and creatively channel the wisdom and energy of emotional experience, as well as to empathize and relate to others' emotions. Students learn what emotions are and how they arise physiologically, experientially, and behaviorally. A phenomenological approach enables students to connect with and describe emotions in order to enter more directly into the multi- layered, visceral experience of their emotional lives. The practice of mindfulness allows students to observe, track, and comprehend their experience with openness, curiosity, and acuity. Mindfulness also enables students to identify and work with habitual cognitive schemas and emotional reactions.

CNS 5013 Social Intelligence (3.00)
Prerequisite: *CNS 5012*
This course applies emotional intelligence, along with intuition, social knowledge, and cultural competence, to interpersonal contexts. Students practice techniques of effective listening and understand how emotional triggers can block interpersonal connection. The course also focuses on effective communication, the capacity to attune to another's experience while remaining connected to one's own. Students explore how emotional triggers through relationship and provide an opportunity for the expansion of self-awareness and integration. Topics include the principles of nonviolent communication, conflict resolution, and the process of coming into conscious relationship.

CNS 5015 Body Consciousness/Body Wisdom (2.00)
This experiential course gives students the opportunity to explore their authentic body experiences from a variety of somatic modalities, and in so doing to contact their own lived body wisdom. Students develop greater body consciousness through exercises addressing parts of the body, body systems, and their body in relationship to self, other and the natural world. A variety of movement practices promote creativity and self-expression, supporting the development of emotional intelligence and interpersonal communication. Students integrate a repertoire of body-centered skills to apply to personal challenges, spiritual growth and life enrichment.

CNS 5017 Human Dev & Consciousness (2.00)
This course imparts a meta- perspective on human development and on the evolution of human consciousness. Developmental models assist us in perceiving the growth potentials across the human lifespan, culminating in conscious leadership. The course introduces various models of human development, such as Erikson's psychosocial development, Kohlberg and Gilligan's moral development, Fowler's faith development and Kegan's adult development. The course also explores basic elements of Ken Wilber's integral theory, including the four quadrants, the difference between states and stages, and premodern, modern, and postmodern altitudes. Topics include models of consciousness, the relationship of Self/self, and the potential of integral psychology to deepen our understanding of and engagement with personal psycho-spiritual development as well as social/global change.

CNS 5023 Shamanic Traditions (2.00)
Shamanic traditions and practices, as an expression of the human relationship with self, community and the earth, are integral to the human story, yet sorely missing in modern culture. Shamanic traditions, with their animistic worldview and emphasis on nature as the matrix for human life, are of renewed importance in our ecological age. Within each person's ancestral lineages can be found evidence of earth- based spirituality, nurtured and supported through shamanic traditions. Course topics include shamanic world-views, shamanism as a healing modality, and the role of shamans in indigenous and Western cultures. In this class, students research shamanic practices within their ancestral lineages with the intention of integrating these practices with one's life purpose and work.

CNS 5025 Cosmology & Consciousness (3.00)
Prerequisite: *CNS 5010*
Duration: 11
Cosmology is the study of the origin, structure, evolution, and eventual fate of the universe. Perhaps the most mysterious and intriguing aspect of the universe is the fact that it has evolved to include living beings with experience and even self-consciousness. Using the principles of systems theory, we can view the evolution and development of human consciousness not as separate from the rest of the cosmos, as is usually thought, but as integral parts of the experiential expansion of the cosmos. In this view, experience is as fundamental a feature of the universe as is space, time, energy, and matter. This participatory cosmology asks us all to become aware of our subjective states as causal elements in the continuing unfolding of the cosmos.

CNS 5030 Consciousness of Sleep & Dream (2.00)
Students examine recent scientific research in sleep and dreams and explore different phenomena of the dreaming mind. The course incorporates a variety of understandings and techniques for working with dreams, including Freudian, Jungian, and Gestalt psychological approaches, contemporary dream interviewing, content analysis, lucid dreams, "psi" dream phenomena and indigenous approaches to dreams. Students also explore their own dreams, using different experiential and creative explorations.

CNS 5035 Philosophy of Mind (2.00)
Duration: 8
This course provides a scholarly grounding in the core philosophical issues surrounding the study of consciousness. The course explores the three main "problems" in philosophy of mind: (1) the "mind-body" problem (how does consciousness relate to the physical world? (2) the "problem of other minds" (how can we know if other people, animals, plants or even rocks have consciousness?) and (3) the "problem of free will" (do we really have choice, or are we determined by genetics and environment).

CNS 5037 Neuroscience & Mindfulness (2.00)
Prerequisite: *CNS 5010*
The human brain, with its ultimate purpose for ensuring survival, organizing information, and meaning making, is also deceptive and limiting by its own nature. In order not to overload consciousness with billions of bits of seemingly irrelevant data, the brain constructs and projects a reality that we assume and believe is ultimate reality. Our default mode network operates to ensure we are focused on bits of information that serve the self, for the sake of survival and personal thriving. Yet when the brain is introduced to meditation, mindfulness practices, or psychedelics, we find consistent reported states of unity consciousness, ego dissolution, ah-ha moments, flow, increased empathy towards others, the planet, and one's self, and greater creative problem-solving ability. Ample neuroscientific, therapeutic, and phenomenological evidence indicates that meditation, mindfulness practices, and psychedelics expand human consciousness, positively change world-views, and offer profound experiences of well- being. This course covers how meditation, mindfulness practices, and psychedelics operate on neurological and personal spheres. It also addresses how the integration of neuroscience, psychology, psychedelic sciences, and meditation practices is the cutting edge of human potential and healing.

CNS 5039 Consciousness & Pop Culture (1.00)
Duration: 4
Explores 1) how themes of consciousness, spiritual transformation, and the paranormal are portrayed in popular media -- through novels, comics, film, TV, video games, and art -- and 2) how our consciousness, spirituality, and transformative potentials are impacted and expanded through these popular representations. Examine themes such as: how superhero stories help us realize our higher selves, or alien encounter stories help us explore the deepest reaches of our soul, and how science fiction might help us chart the sacred, or change the world. Assignments include watching films and TV clips, and reading popular stories, with an eye towards exploring how they influence attitudes about, or help us positively transform, self, consciousness, and culture.

CNS 5042 Writing Your Story (1.00)
This course offers a creative, transformative and healing writing practice that integrates personal narrative, voice and connection. The writing method fosters empathy, discernment, trust and confidence, and offers clear guidelines for cultivating a safe writing environment through the use of positive, non-judgmental feedback, deep listening and witnessing. Research has shown that writing about one's deepest thoughts and feelings can improve health and well- being. The unique events of life are sacred stories that need to be shared and witnessed, and they can become a person's greatest source of creativity. This class allows students to discover, tell and write their personal life stories.

CNS 5043 Psychology of Happiness (1.00)
For most of its modern history, psychological research has primarily been focused on studying maladaptive emotions and behaviors while paying little attention to happiness and optimal human functioning. For the past two decades, the relatively new field of positive psychology has been redressing this imbalance by researching the fulfilled individual, the thriving community, and other features of a flourishing life. This course explores the latest research in the psychology of happiness and well-being. Students learn powerful insights and practices that enhance a person's quality of living by cultivating empathy, compassion, love, hope, forgiveness, gratitude, creativity, kindness, generosity, and resilience. Through lectures, discussions, videos, and hands-on exercises, students gain knowledge of how to help themselves and others live satisfying and meaningful lives that contribute to the greater good.

CNS 5046 Creativity & Transf: Self-Expl (2.00)
This course explores the links between creativity and transformation at both the individual and collective levels. Through lecture, discussion, and experiential exercises, we investigate the nature of creativity, intuition, and transformation; the characteristics of the creative personality; the stages of the creative process; and the transformative benefits of creative expression for self and society. Students learn diverse methods for understanding and overcoming creative obstacles, for optimizing creative consciousness and expression, and for harnessing creative power for transformative purposes. Students engage in creative expression as a transformative practice and explore the inner states and outer behaviors that arise from this experiential work.

CNS 5047 Inner Guidance (1.00)
For millennia, spiritual and psychological thinkers have sought to discern, understand, and follow their inner guidance and help others do so. Whether understood in spiritual or psychological terms, this guidance is invaluable to personal healing and living an independent, creative, and fulfilling life connected to others and contributing to the larger world. This 1-unit course explores transpersonal, psychological, and somatic perspectives and practices for activating, testing, and living this inner guidance and helping others do the same. Most approaches agree on the crucial need to identify, heal, release, or transform psychosocial factors that obstruct the perception and actualization of inner guidance.

CNS 5048 Spiral Dynamics&Social Change (1.00)
Prerequisite: *CNS 5017*
Duration: 4
Spiral Dynamics is a model of conscious, cultural evolution that differentiates eight distinct stages of personal and cultural development and carries great explanatory power when applied to the complexities of our emerging global world. These eight stages of development are values-based, delineating core values around which the eight world-views are organized: safety; power; order; success; equality of people; process-orientation; synthesis- orientation. Understanding the underlying values and world-views held by individuals and different cultural groups, and how change emerges through the spiral of conscious cultural development, is a powerful leadership tool for facilitating personal and social change. Students apply the 8-stage model to real-world situations on a contemporary issue of strong personal interest.

CNS 5120 Diversity, Community, Leadrshp (3.00)
Prerequisite: *CNS 5013*
Duration: 11
This course explores the multiple meanings of diversity, leadership, and community and directs students in a self- inquiry process about — who am I, who am I becoming, who are we, and who do we want to be as leaders in an emerging paradigm of global citizenship, interrelationship, interconnection, and compassion? Students explore diversity, community development, leadership skills, new breakthrough ideas, and technologies for expressing their highest and deepest values as agents of transformative change in the personal lives, families, and communities.

CNS 5125 Transpersonal Psychology (3.00)
Transpersonal psychology explores the higher and deeper dimensions of human experience and relationship, including religious visions, sacred encounters, mystical moments, synchronicities, past-life memories, near-death experiences, cosmic consciousness, ecstasy, psychic phenomena, and prophetic dreams. This course explores major transpersonal concepts, theories, practices, and research findings. Topics include transpersonal models of human consciousness and development, the relationship of Self to self, non-ordinary states of consciousness, the perennial philosophy, meditation, lucid dreaming, entheogens, shamanic journeys, parapsychology, neurophenomenology, transpersonal therapies, spiritual emergency, and spiritual bypassing. Through readings, contemplative exercises, written assignments, and in-class discussions, students deepen insight into their own and others' psychological and spiritual experience and development.

CNS 5212 Psychology of Dreams (2.00)
Prerequisite: *CNS 5030*
Duration: 8
This course examines Western psychological traditions of dream interpretation. The pioneering work of Sigmund Freud and Carl Jung, both of whom were directly inspired by their own dream experiences, is explored, along with later research on the role of dreaming in human development, creativity, and healing. Students will be encouraged to think critically about these psychological theories, to test them in connection with their own dreams, and to seek new creative integrations with the dream theories of other cultures and traditions, including indigenous approaches to dreams.

CNS 5230 Metaphors & Symbols Transform (2.00)
This course explores the importance, meaning, and purpose of metaphors and symbols in both mapping and catalyzing psychological and spiritual growth. Students examine symbols and metaphors of transformation experienced by mystics and spiritual practitioners across time, cultures, and religious traditions. These concepts and images—such as enlightenment, liberation, rebirth, unfoldment, journey, and metamorphosis--have enabled individuals and communities to express the inexpressible and invoke the invisible. Students also apply these principles to personal, community, and planetary transformation. The course includes experiential exercises and applications to daily life. CNS 5270 Issues in Science and Consciousness 1-3 In-depth research and analysis of specific topics in science and consciousness. Topics may include genetics, chaos, synchronicity, complexity, and biology of consciousness.

CNS 5275 Living Sys & Crea Potential (2.00)
This course introduces the basic principles of Living Systems Theory using theoretical and experiential components. Students apply these principles and practices to a selected area of interest (ecology, psychological development, community/cultural development, education, business or spiritual leadership, etc.). We also explore feedback processes, the interdependence of all life, creative emergence, individual development, family systems and the impact of systems thinking on organizational transformation and social change.

CNS 5286 World Spirituality, Evolving (2.00)
What paths lie ahead for religion and spirituality in the 21st Century? How might the insights of modernity and post- modernity impact, inform, and complement humanity's ancient wisdom traditions? How are we to enact, together, new evolutionary, integral, participatory spiritual visions and contemplative practices – independently, or within or across our respective traditions – that can respond adequately to the personal, social, and planetary challenges of our times? This experientially focused course will explore these questions through an integral, inter- spiritual, and cross-cultural selection of readings, meditations, personal and group inquiries, fieldwork assignments, and rituals.

CNS 5347 Spirituality, Symbols & Dreams (2.00)
Duration: 8
Dreams have awakened human beings to religious experience and spiritual perception since the dawn of humanity. This course examines perennial spiritual themes that appear in our dreams, such as: the presence of the numinous or the sacred; experiences of the religious emotions; the dynamics of fragmentation and oneness, healing and balance in the psyche; the developmental and transformative role of dreams; dreams of fate, purpose and destiny; dreams of life and death; earth and nature dreams; cosmic dreams; and dreams and the subtle body. Students are expected to engage with dreams as a spiritual practice and the subjective states that arise through dreaming throughout the course.

CNS 5349 Integral Life Practice (2.00)
The complex challenges of our time demand that we give the best of ourselves to the world, yet many of these challenges leave us with little time for self-care or self-cultivation. An integral life practice, which draws on both ancient and modern insights and techniques as well as the principles of cross-training to maximize the effectiveness of our efforts, offers a streamlined approach to transformative practice and thriving. Through this course, students engage in individual and collective self-assessment exercises, and learn to design and implement an integrative program of practices to promote physical health, emotional balance, mental clarity, and spiritual awakening.

CNS 5405 Transformational Leadership (2.00)
Recommended Preparation: *CNS 5275*
Duration: 8
This course explores principles and practices of Transformational Leadership, and application of these principles to personal and professional development. Course topics include: development of capacities such as a high level of self-awareness, deep listening personal accountability, integrity and emotional intelligence; challenging the status quo; encouraging creativity; fostering diversity, inclusion and supportive relationships; articulating a clear vision; managing conflict and motivating others to achieve their unique leadership potential; application of systems thinking/theory; creating vision and courage to implement change; embodiment of Wisdom and Compassion in Action, and strategies for actualizing and manifesting personal and professional intentions and goals. Course includes readings, experiential exercises, and application of leadership to personal and professional projects.

CNS 5414 Group Facilitation (2.00)
Prerequisite: *CNS 5013*
Duration: 8
This professional development course enables students to gain comfort and facility guiding both structured exercises and also sharing what arises for each member in a less structured context. Students learn to create, grow, and sustain a group so that its unfolding process is built on safety. This involves skillfully managing the natural ongoing process of self-disclosure, being mindful of how groups develop over time, learning basic skills of Non-Violent Communication, and giving and receiving feedback in emotionally healthy ways. Students learn about group facilitation from three distinct modalities: by participating in the small group of the class as facilitated by the instructor, by the theory related to formation and development of healthy groups, and by facilitating their own small group, with guidance and oversight provided by the instructor. Attention is given to creating group cultures that are holistic: body, mind, emotion, soul, and spirit.

CNS 5455 Prof. Identity & Life Purpose (1.00-3.00)
Using multiple soul-encounter technologies (Jungian Journaling, Entelechy Method, Guided Meditation, Cross Species Dialogue, 20-Years Process, and Voice Dialogue) students explore different aspects of their soul's calling in relation to work, including the eight dimensions of purpose: Vision, Values, Powers, Essence, Give-away, Mission, Message and Delivery System. Emerging from multiple soul- encounters, students uncover a picture of their optimum work life: where they know their unique gifts and how (and where) to deliver them, for whom they are meant for, and a strong business plan that allows for success in both the survival dance of making a living and the sacred dance of embracing one's true purpose.

CNS 5481 Archetypal Myth and Dream (3.00)
Duration: 11
In this course students explore the role, weight, and significance of life's mythic dimension from the standpoint of depth psychology. C. G. Jung, James Hillman, Lopaka Kapanui, Joseph Cambell, Leslie Marmon Silko, Kwame Scruggs, Lihui Yang, Christine Downing, and a host of other theories and thinkers and writers have claimed that mythic presence, events, and situations are not dead or extinct, but alive and addressing us continually. Students explore this claim through discussions, dream work, film, stories, and writings that disclose the deep myth-making layers of the psyche, demonstrating the ways mythology and mythic thinking are highly significant modes of understanding self, other, and the world.

CNS 5482 Consciousness Integration (3.00)
Duration: 11
This course, taken at the conclusion of the program, offers students the opportunity to integrate cumulative learning from the Consciousness Psychology and Transformation curriculum, both personally and conceptually. The intent of the course is to assist students with reviewing and integrating core consciousness principles and practices and to gain stronger conceptual and practical mastery of the entire curriculum. The course includes a review of the foundational ideas from the core curriculum, gathered through student presentations. Additionally, students apply these concepts and principles in a personal essay exploring their own transformation of consciousness throughout the program.

CNS 5520 Sexuality and Consciousness (1.00)
Duration: 4
Explores the relationship between sexual experience and consciousness. Engages inquiry into the nature of our sexualities and examine the role of sexuality in expanded states of consciousness, spiritual traditions, and psychospiritual healing. Explores the role of mindfulness in enhancing sexual health and wellbeing, with space made for approaching sexual trauma with care, and exploring how healing trauma can facilitate a greater flow of sexual energy. Grounded in a holistic approach to sexuality, with an alternative perspective to the narrow, genital focused understanding of sexuality that dominates American and Western culture by putting forward a whole-bodied understanding of sexual life.

CNS 5620 Issues Consciousness Studies (0.00-3.00)
Issues in the field of Consciousness Studies are explored, with topics varying according to student interests. Credit/No Credit. May be repeated for credit with a change of topic.

CNS 5670 Advanced Writing & Publishing (2.00)
Duration: 8
This course enables students to share their vision, knowledge, and wisdom by getting published,and is intended for students who with the desire and potential to publish their work. The course assists students to refine and polish their writing and prepare a manuscript for publication. An internal prerequisite for this course is an already well-written paper of high quality, for which an A grade was received in a previous course. Students learn how to: structure the paper, identify their audience or readers, identify the value of their paper, fine-tune the text, write a pitch letter, and determine where to send multiple submissions. At the end of this course, students identify a suitable journal and submit their work for publication. Not all writers become authors without guidance; this course creates the container to step into authorship.

CNS 5823 Terrapsychology (3.00)
Duration: 11
Terrapsychology is a growing field of studies, ideas, and practices for reimagining and restorying how deeply and intimately our psychological life is involved with our surroundings, whether human or other than human. More informally, we tend to see how the world gets into the heart and how the heart reflects the world. Drawing on depth psychology and ecopsychology, terrapsychology explores how terrain, place, elements, and natural processes show up in human psychology, endeavor, and story, including myth and folklore. In this course students will be introduced to terrapsychology and its practices and ask: What emerges when we listen, imagine, and feel into rich intersections of psyche, story, symbol, body, mood, and place? When we put the presence of the world at the center of psychology?

CNS 5832 Earth, Body, Spirit (2.00)
Duration: 8
This course examines the three broad stages of the human-nature relationship: the indigenous participatory worldview, the human-nature split of modern Western culture, and the reemerging participatory worldview. It addresses the overarching principle of balance in both indigenous and contemporary systems thinking. It experiments with consciousness-deepening dream, ritual and ceremonial practices that include aspects of the natural world. Taken from a variety of cultural traditions, such practices transform the objectification of nature into an appreciation of its presence, beauty, and powers of healing.

CNS 5836 Loreology (3.00)
Duration: 11
Can fiction offer a wisdom path? Loreology is the craft ("Loreologizing"), study, and philosophy of how we use compelling fiction as lore, with varying degrees of consciousness, for weaving our web is of life-guiding stories, with their limits, echantments, and possibilities. Loreology invites literalisms to turn back into lore, and rigid beliefs into elegant serifs for reenchanging, and polishing our guiding tales. In this course students survey loreology as a proposed new profession and arena for studies on the power of storytelling and imagination to shape our worldviews. Students also look into methods by which we can dream bold new future together.

CNS 5837 The Sacred in World Literature (3.00)
Duration: 8
Students read and discuss powerful stories and poems from around the world that explore the varieties of spiritual experiences and the nature of the spiritual life.These inspired literary works depict a wide range of sacred moments and numinous encounters. Students consider such questions as: What makes an experience sacred? How is spiritual experience connected to creativity? What metaphors, symbols, and literary techniques have writers used to express the inexpressible? Are there stages to the spiritual life? How does personality shape the perception of spiritual experiences? What role do religious traditions play in defining, evoking, and interpreting spiritual encounters? How do these supreme moments affect everyday life, self-transformation, social-political action? How can sacred encounters be invited and integrated into one's daily life? Mediations and writing exercises help students connect with and reflect on their own spiritual journeys.

CNS 5842 Cons Studies Integration (3.00)
Duration: 11
This course, taken at the conclusion of the program, offers students the opportunity to integrate cumulative learning from the Consciousness and Transformative Studies curriculum, both personally and conceptually. The intent of the course is to assist students with reviewing and integrating core consciousness principles and practices and to gain stronger conceptual and practical mastery of the entire curriculum. Students review the foundational ideas from the core curriculum, gathered through student presentations. Additionally, students apply these concepts and principles in a personal essay exploring their own transformation of consciousness throughout the program.

CNS 5843 Self-Marketing (2.00)
Duration: 8
In this professional development course students focus on building an effective online business structure, selecting an audience and creating content designed to promote oneself and business via social media. Through class lectures and discussions, videos, readings, written assignments and experiential exercises, students gain an understanding of how best to get their messages and material out and promote themselves online. This class is dedicated to providing a participatory experience for students to create a strong, cohesive online presence designed to drive business and support further business development and creative outlets such as book publishing and media appearances. The practical knowledge and skills gained further students' professional development and credibility as experts in their own topic areas, as well as support their creativity in projects aimed at consciousness growth and systems change.

CNS 5846 Creating a Workshop (3.00)
Duration: 11
Students learn presentation and facilitation skills that are based on concepts, principles, and practices of consciousness studies and holistic education, such as presence, mindfulness, meditation, creativity, empathy, authenticity, active listening and participatory learning. These skills are not only relevant to delivering professional presentations but also for teaching and training activities. Students plan, develop, market and present a workshop on a topic of their choice. The result is a workshop curriculum in an area of expertise that can be offered professionally in other settings.

CNS 5847 Right Livelihood (3.00)
Duration: 11
This course is designed to support students' attainment of right livelihood. The project serves as a creative and practical bridge to help students translate and apply their CPT experience to their post-CPT professional life. By a process of intensive self-reflection and extensive career research, students create a transformative career plan. They reflect on their personal and occupational histories as well as insights, practices, skills, and ways of knowing and being developed in the CPT program.

CNS 5850 Sacred Activism (2.00)
Prerequisite: *CNS 5010 and CNS 5013*
Duration: 8
This course explores sacred activism, its history, principles, and practices. Students will learn from inspiring figures like Mandela, King, and Gandhi, and explore the stories of those who have fought for justice, equality, and peace, including Malala Yousafzai and Greta Thunberg. What are the stories of those who have put their principles, and sometimes their lives, on the line to confront injustice, speak truth to power, and bring peace and reconciliation to broken communities? The course emphasizes hands-on learning, with students undertaking a community exercise or action focused on a cause or social issue of their choosing. By the end of the course, students will have a deeper understanding of engaged spirituality and transformative social activism.

COH 100 Personal Health (4.50)
Duration: 4
Designed to assist individuals to establish health behaviors for optimal physical, emotional, and sexual health and maintain a healthy environment.

COH 150 Healthcare Terminology (4.50)
Duration: 4
Presentation of healthcare service terminology and word forms. Includes language describing health and disease. Emphasizes development of medical vocabulary employing the building of terms for application in understanding and analysis of medical records.

COH 300 The Ecology of Public Health (4.50)
Prerequisite: *BIO 203A; COH 100; PSYC 100; SOC 100*
Duration: 4
Consideration of the interrelationships and interdependencies between individuals, families, groups, organizations, communities, and societies and their effects on health status. High level wellness, health, and disease are distinguished. Concepts are developed based on the evolution of public health in civilizations as well as contemporary influences.

COH 310 Culture and Health (4.50)
Prerequisite: *ILR 260*
Duration: 4
Focus is on the influence of culture and social determinants on illness, health, and rehabilitation. The relationship that culture, social and structural determinants plays in the health and wellness of both individuals and the community in which they live will be explored.

COH 315 Introduction to Epidemiology (4.50)
Prerequisite: *BST 322; ILR 260*
Duration: 4
Presents concepts and processes of this core public health discipline. Occurrence, distribution, effects, and control of diseases and conditions examined from a broad perspective. Applications of epidemiological methods included.

COH 317 Public Health Nutrition (4.50)
Prerequisite: *ENG 102;* ***Recommended Preparation:*** *COH 100*
Duration: 4
Human nutrition is examined in the context of physical and emotional health across the lifespan. The cultural, economic and political context of nutrition in contemporary society is considered. Students develop a personal nutrition plan. Interventions designed to influence better eating habits in communities are examined.

COH 318 Drug Use and Abuse (4.50)
Prerequisite: *ENG 102;* ***Recommended Preparation:*** *COH 100*
Duration: 4
Social, psychological, behavioral and physiological impacts of psychoactive drug use and abuse explored. Impacts of specific drugs on health status examined. Educational programs, public policy and treatment of addiction considered.

COH 319 Human Sexuality (4.50)
Prerequisite: *ENG 102;* ***Recommended Preparation:*** *COH 100*
Duration: 4
An exploration of the biological, psychological and sociological aspects of human sexuality. Development of a personal sexual philosophy, informed personal choice, awareness, tolerance and respect for sexual diversity. Critical analysis of research, information and public policy regarding sexuality.

COH 320 Chronic & Communicable Disease (4.50)
Prerequisite: *ILR 260*
Duration: 4
Introduction to concepts of pathological process from a public health viewpoint. Consideration of historical and contemporary disease patterns based on an understanding of pathogenic, behavioral, and environmental dimensions.

COH 321 Theories of Health Behavior (4.50)
Prerequisite: *ILR 260*

Duration: 4
Considers the significant influence that individual and collective behavior exerts on health status. Relationships of behavior and social variables are examined, including natural and built environments, economics, and public policy.

COH 380 Public Health Planning & Eval. (4.50)
Prerequisite: *COH 300; COH 315; HTM 310*

Duration: 4
Knowledge and skills essential to assessing needs, developing goals and objectives, and planning activities for health promotion programs presented. Developing program plans incorporating evaluation standards included. Program implementation explored.

COH 400 Environmental Health (4.50)
Duration: 4
Focus is on the foundations of environmental science and environmental issues. Global climate change, agriculture, biodiversity, resource management, environmental toxins, waste management, and other topics will be explored.

COH 401 Health Promotion Concepts (4.50)
Recommended: Prior completion of: *COH 300; COH 315; COH 400 and HTM 310*

Duration: 4
Designed for entry-level professionals, covers the evolving profession of health promotion. Principles and practice of health promotion included. Essential core knowledge and skills considered. Health promotion's link to other health and human service endeavors reviewed. Challenges to health promotion included.

COH 416 PH & Physical Activity (4.50)
Duration: 4
Challenges to establishing and maintaining a physically active lifestyle in society examined. Physical, psychological, and social benefits of habitual physical activities considered. Public health impacts of sedentary living presented. Interventions to improve physical activity assessed.

COH 422 Global Health (4.50)
Recommended: Prior completion of: *COH 401*

Duration: 4
Behavioral, environmental, and public policy factors affecting populations. Transportation, emigration, and immigration patterns affect health status. Substantial differences in health status among world's population examined. Course presents a broad understanding of the global aspects of health promotion.

COH 430 PH Communication Strategies (4.50)
Recommended: Prior completion of: *COH 401*

Duration: 4
Methodologies to implement health promotion programs emphasized. Levels of intervention, from individual to society, are shown. Criteria for selecting methodologies presented.

COH 435 PH Policy Marketing & Advocacy (4.50)
Recommended: Prior completion of: *COH 430*

Duration: 4
Means for influencing social environments and public policy affecting public well-being. Reaching identified target audiences through a variety of strategies examined. Successful communications and advocacy campaigns reviewed.

COH 440 Disaster Preparedness & Mgmt. (4.50)
Recommended: Prior completion of: *COH 401*

Duration: 4
Introductory study of the public health response to disasters at all levels of county, state and federal government. Emergency planning and management relative to human made and natural disasters will be explored. Students complete risk analysis, manage disaster preparation efforts, identify and analyze potential disasters, provide corrective action, plan, organize and implement contingency and recovery programs.

COH 499 Public Health Capstone (4.50)
Prerequisite: *COH 100; COH 300; COH 310; COH 315; COH 317; COH 318; COH 319; COH 320; COH 321; COH 380; COH 400; COH 401; COH 416; COH 422; COH 430; COH 435; COH 440*

Duration: 8
The public health capstone provides students the opportunity to integrate, synthesize and apply knowledge through cumulative, experiential, and scholarly activities. The capstone involves an 8-week (4.5 unit) course and the choice of 1 of 2 options: 1. Fieldwork with an organization - 75 hours or 2. Scholarly Activity with a Faculty Advisor- 75 hours. Documentation of approved 75 hours can begin up to 6 months in advance after participating in orientation and receiving written approval from Lead Faculty. Students are expected to initiate contact and interview with public health preceptors from currently affiliated agencies or fulltime faculty in the Department of Community Health. Students may also request an affiliation agreement for a new agency including a current employer. Students seeking experience from their current employer must demonstrate that duties are separate from current job duties. Students may work with one or more preceptors according to interests, abilities, and availability and may complete approved certifications towards accumulation public health experience. Grading is S/U only. Course is IP eligible.

COH 500 Global Health Experience (4.50)
Exploration of the healthcare system and public health issues facing global communities. Tour location and experience the healthcare, economic, political, legal, and cultural environment of a host country. Development of thorough knowledge of global public health through combination of pre-departure study, on-site lectures and presentations by host country experts and healthcare leaders,post-tour analysis and reflection.

COH 550 Global Health Experience (3.00)
Duration: 4
Demonstrate attainment of public health foundational competencies and specialization competencies through applied practice experience in a global setting. Faculty-led short-term study abroad program. Exploration of the healthcare system and public health issues facing global communities. Tour location and experience the healthcare, economic, political, legal, and cultural environment of a host country. Development of thorough knowledge of global public health through combination of pre-departure study, service learning, on-site lectures and presentations by host country experts and healthcare leaders, post-tour analysis and reflection.

COH 599 Public Health Foundation (1.50)
Duration: 4
Includes orientation to the Master of Public Health Program including history, philosophy, values, core functions and the critical importance of evidence in advancing public health knowledge. Introduction to the available options for attaining public health foundational competencies and competencies in their chosen MPH specialization. Can be taken concurrently with HCA 600: US Healthcare System. Grading is S/U only.

COH 601 Global Public Health (4.50)
Prerequisite: *HCA 600*

Duration: 4
Analysis of global public health with emphasis on defining and evaluating preventive efforts to affect the quantitative, biological, economic, social, political, and behavioral determinants of health. Investigation of burden of disease, social justice and equitable health care. Emphasis on reproductive health, population dynamics, complex humanitarian emergencies, globalization and global cooperation.

COH 602 Biostatistics (4.50)
Duration: 4
An introduction to the use of statistical analysis in public health. Provides an understanding of the basic methods and underlying concepts of statistics that are used in public health decision-making. Among topics explored are descriptive statistics, probability, sampling, hypothesis testing and non-parametric statistics.

COH 603 Public Health Biology (4.50)
Duration: 4
Biological foundations of public health issues including infectious and chronic diseases. Reproduction and development of disease pathogens and transmission, immune responses and constitution of the host. Anatomical, physiological and cellular foundations for understanding chronic diseases. Focuses on methods for the control and prevention of disease.

COH 604 Theories of Health Behavior (4.50)
Duration: 4
The theoretical basis of individual health behavior. Application of cognitive, psychosocial and environmental theories of health behavior and theories of self-directed and professionally facilitated health behavior change. Emphasis on Behavior Modification, Health Belief Model, Theory of Planned Behavior, Social Cognitive Theory, Stress and Coping, Social Support, and Transtheoretical Model.

COH 605 Public Health Promotion (4.50)
Prerequisite: *COH 604*
Exploration of health status and issues in various communities. Application of the national agenda for health promotion and disease prevention in the United States. Emphasis on health disparities by socioeconomic status, ethnicity, gender, age, ability and literacy. Examination of diffusion of health innovations throughout communities.

COH 606 Epidemiology (4.50)
Prerequisite: *COH 602, or ANA 630*
Duration: 4
The study of determinants and distribution of disease and disability in human populations. Empirical analysis of population data related to morbidity and mortality. Investigation of disease outbreaks, risk factors, health outcomes and causal relationships. Critical evaluation of public health literature and study design.

COH 607 Public Health Program Develop (4.50)
Recommended Preparation: *COH 604*
Duration: 4
Development of community-wide interventions to promote health and prevent disease. Systematic design by application of the principles of epidemiology, health behavior and Evidence-Based Public Health. Includes Community-Based Participatory Research and investigation of ethical issues in conducting community-based public health programs.

COH 608 Public Health & the Enviro (4.50)
Duration: 4
Analysis of the health impact of home, workplace, community and global environments. Examines scientific understanding of causes and control of the major environmental health problems. Includes environmental pollutants; physical, chemical, and biological agents of environmental contamination; vectors for dissemination; solid hazardous waste; susceptible populations; biomarkers; and emerging global environmental problems.

COH 609 PH Program Evaluation (4.50)
Duration: 4
Fundamentals of evaluation methods applied to public health interventions. Effective use of measurement tools to evaluate achievement of program goals and objectives. Includes analysis of validity and reliability of measurement instruments. Emphasis on reach, effectiveness, acceptance, implementation and maintenance of community programs. Includes fundamentals of proposal development.

COH 611 Public Health Research Methods (4.50)
Duration: 4
Fundamentals of research methods and statistical analysis of public health data. Includes principles of research investigation, research design, sampling, measurements, and the use of descriptive and inferential statistics for data analysis and hypothesis testing. Focuses on health survey design, sampling methodologies, questionnaire construction and administration, interviewing, and coding procedures.

COH 612 Health Policy and Advocacy (4.50)
Duration: 4
Explores the roles health advocates assume and how individuals working in public health settings might participate in advocacy strategies to affect policy. Focuses on frameworks for conceptualizing and promoting the right to health as well as strategies to give consumers more power in making decisions, defining issues, designing programs, and developing policies.

COH 613 Public Health Informatics (4.50)
Prerequisite: *COH 606*
Duration: 4
Application of information systems and technology to public health practice and research. Information technologies that support and improve the status of individual and community health. Development, deployment and maintenance of these systems. Effective use of data, information and knowledge tools to build manage, merge, retrieve and analyze public health data.

COH 614 Psychosocial Epidemiology (4.50)
Prerequisite: *COH 606*
Analysis of the epidemiological study of mental illness. Investigation of contemporary applications of epidemiology in investigating disease distribution and etiology. Emphasis on the use of epidemiological studies to plan mental health services, design prevention programs and to evaluate the effectiveness of mental health programs.

COH 616 Mental Health Promotion (4.50)
Analysis of the evidence-based programs designed to prevent mental illness. Investigation of applications of evidence-based public health in planning and evaluating programs to prevent mental disorders. Analysis of existent programs, databases and professional literature. Design of mental health services and evaluation of the effectiveness of proposed mental health programs.

COH 617 PH Aspects of Violence (4.50)
Prerequisite: *COH 604*
Duration: 4
Intimate partner violence, child neglect and abuse, assault, homicide, war and terrorism are explored from a public health perspective. Focus on risk factor reduction and prevention of deaths, disability and human suffering.

COH 618 Health Promotion Strategies (4.50)
Prerequisite: *COH 605 and COH 609*
Duration: 4
Investigation and evaluation of strategies implemented to promote health in communities. Emphasis on community organization, coalition building, curriculum development, communication theory and technology, social marketing, mass media and ecological models. Critical analysis of interventions that implement each strategy through systematic analysis of public health literature.

COH 619 PH Aspects of Human Sexuality (4.50)
Prerequisite: *COH 604*
Duration: 4
Exploration of biological, psychological, behavioral and social aspects of health sexuality throughout the lifespan. Community level interventions to promote healthy sexuality.

COH 621 PH Aspects of Drug Addiction (4.50)
Prerequisite: *COH 602*
Duration: 4
Substance use disorders examined from the public health perspective. Prevention and treatment of substance use disorders to reduce deaths, disability and human suffering in communities.

COH 623 Mental Health Services (4.50)
Duration: 4
US mental healthcare system overview, including terminology, components of healthcare delivery systems, financing, personnel, regulation, delivery and consumers. Focus on the availability, accessibility and acceptability of services to treat mental disorders in the US. Consideration of the effects of public policy on services for the treatment of mental disorders.

COH 627 Mental Health Populations (4.50)
Duration: 4
Special focus on individuals with severe and persistent mental conditions. Special consideration will be given to how the contemporary mental health system relates to and is experienced by disadvantaged individuals.

COH 693A Health Promotion Experience (3.00)
Recommended: Prior completion of: *all core and specialization courses prior to enrolling in COH 693A.*
Duration: 8
Demonstrate attainment of public health foundational competencies and health promotion specialization competencies through applied practice experience. Students may either work in a public health agency planning, implementing and/or evaluating a health promotion program or provide a portfolio that demonstrates alignment of volunteer work with the competencies. Grading is H/S/U only.

COH 693B Healthcare Admin Experience (3.00)
Recommended: Prior completion of: *all core and specialization courses prior to enrolling in COH 693B*
Duration: 8
Demonstrate attainment of public health foundational competencies and healthcare administration specialization through applied practice experience. Students may either work in a healthcare agency applying leadership and management skills or provide a portfolio that demonstrates alignment of volunteer work with the competencies. Grading is H/S/U only.

COH 693C Mental Health Experience (3.00)
Recommended: Prior completion of: *all core and specialization courses prior to enrolling in COH 693C*
Duration: 8
Demonstrate attainment of public health foundational competencies and mental health specialization through applied practice experience. Students may either work in a mental health agency planning, implementing and/or evaluating a health promotion program or provide a portfolio that demonstrates alignment of volunteer work with the competencies. Grading is H/S/U only.

COH 694A Health Promotion Capstone (4.50)
Recommended: Prior completion of: *all core and specialization courses prior to enrolling in COH 694A*
Duration: 8
Two-month capstone project of original research related to the contemporary practice of public health promotion. Planning and completion of either a data-based analysis, an evaluation of a health promotion program or primary research related to public health promotion. Student project may require Institutional Review Board (IRB) approval. Student produces a high-quality written product. Grading is S/H/U only.

COH 694B Healthcare Admin Capstone (4.50)
Recommended: Prior completion of: *all core and specialization courses prior to enrolling in COH 694B*
Duration: 8
Two-month capstone project related to the contemporary practice of public health administration. Completion of a training manual, policy statement, business plan, or a program or protocol evaluation report. Student project may require Institutional Review Board (IRB) approval. Student produces a high-quality written product. Grading is S/H/U only.

COH 694C Mental Health Capstone (4.50)
Recommended: Prior completion of: *all core and specialization courses prior to enrolling in COH 694C*
Duration: 8
Two-month capstone project of original research related to the contemporary practice of mental health promotion. Planning and completion of either a data-based analysis, an evaluation of a mental health promotion program or primary research related to mental health promotion. Student project may require Institutional Review Board (IRB) approval. Student produces a high-quality written product. Grading is S/H/U only.

COM 100 Intro to Mass Communication (4.50)
Survey course that many students take to fulfill a general education requirement. It is also a prerequisite for further in-depth studies in the field of communication. The course examines the cultural, linguistic and institutional factors that shape even the most everyday talk or exchange of information. It also looks at the major mass media industries, including books and newspapers, TV and radio, film, advertising, and the Internet. Through readings and projects, the course introduces students to the history and evolution of the media as well as rhetorical analysis and theories used to study the media.

COM 103 Public Speaking (4.50)
Duration: 4
Introduction to the principles and application of speaking effectively to diverse audiences in specific contexts. Focus is on topic selection, organization, analysis of research, constructive feedback, and content delivery, with special attention to learning effective content delivery skills.

COM 120 Intro to Interpersonal Comm (4.50)
An introduction to the principals and application behind effective interpersonal communication. Students will study various styles of interpersonal communication, apply different techniques, and evaluate their effectiveness. Important components of interpersonal communication that include listening, conflict management, and developing and maintaining relationships, will be addressed in the personal and professional setting.

COM 220 Media Literacy (4.50)
Duration: 4
Teaches ability to access, analyze, and evaluate information received from the media. Investigates message design strategies, the effects of media consumption and information fatigue, and the influences of bias and economic forces on media content. Covers meaning formation, verbal and visual rhetorical structures and the effects of media convergence.

COM 300 Interpersonal Communication (4.50)
Prerequisite: *ENG 102*
Duration: 4
Examines the theory and research behind interpersonal communication. Explores communication processes in dyads, small groups, and teams, and in organizational settings. Teaches skills to improve students' communication competence in both personal and professional environments. The course also covers self-awareness, self-disclosure, relational development, and conflict resolution.

COM 305 Intercultural Communication (4.50)
Prerequisite: *ENG 102*
Duration: 4
Looks at communication across cultures and considers how culture influences communication. Focuses on the dynamics of cross-cultural face-to-face interaction, conflict styles across cultures, societal influences on ethnocentrism and racism, cultural value orientations, non-verbal dimensions of communication, language interaction, stereotypes, relationship development, and cultural adaptation.

COM 310 Communication Theory (4.50)
Prerequisite: *ENG 102*
Duration: 4
Provides a broad survey of the theoretical approaches employed in the study of communication. Focuses on theories relevant to many levels of interaction from interpersonal to mass and mediated communication. Also explores how and why theories are developed and how they can be evaluated.

COM 315 Communication Research Methods (4.50)
Prerequisite: *ENG 102*
Duration: 4
Introduces students to quantitative and qualitative communication research methods to enable them to become competent evaluators, designers, and authors of research. Teaches the fundamental principles of communication research, providing learners with the knowledge base and experience to answer questions in the practice of professional communication.

COM 324 Critical Thinking and Ethics (4.50)
Prerequisite: *ENG 102*
Examines critical thinking and ethics, and their application to academic, personal, and professional situations. Covers systems of logical reasoning, critical analysis, and evaluation of message content, including supporting evidence, and logical fallacies. Discusses the morality and ramifications of decision-making in media industries.

COM 334 Persuasion (4.50)
Prerequisite: *ENG 102*
Introduces learners to the principles, functions, and practices of social influence. Examines how to influence others' attitudes, beliefs, opinions, values, and behaviors through communication. Explores scientifically established principles of persuasion that are used in contemporary media.

COM 344 Organizational Communication (4.50)
Prerequisite: *ENG 102*
Provides for the study and application of current theories and research on communication within and among organizations. Includes the study of the influence of management styles on organizational communication. Discussion of communication structure, functions, contexts in organizations, and communication ethics in organizations.

COM 354 Professional Presentations (4.50)
Prerequisite: *ENG 102*
Explores professional speaking and presentations. Identifies and provides practice of theory and skills used in advanced speaking. Teaches creation and integration of text, graphics, audio, and video into presentations. Offers hands-on experience applying theory and methods to create professional presentations.

COM 360 Representation in the Media (4.50)
Prerequisite: *ENG 102*
Duration: 4
An exploration of the ways in which popular media represents diverse and dynamic cultures within the United States. The course focuses particularly on images and narratives of race and gender on television, in the movies and in popular culture. It also examines the cultural forces that influence how such representations are produced and perceived, their political and behavioral consequences, and various methods for analyzing and critiquing popular media.

COM 365 Integrated Marketing Comm (4.50)
Prerequisite: *ENG 102; COM 402 and MKT 302A, or COM 315*
IMC allows organizations to plan and implement unified communication campaigns using traditional and new media. They can use these multiple media platforms to reach multiple audiences and publics, leveraging their assets to develop more efficient and effective efforts. Through case analysis, students learn how leading organizations use the principles of IMC. Hands-on projects give learners the experience and confidence they need in the workplace.

COM 380 Democracy in the Info. Age (4.50)
Prerequisite: *ENG 102*
Duration: 4
A critical examination of the media and power in modern democracies. Covers theories of democratic participation and media responsibility, as measured against contemporary practices around the world. Explores effects of television news, popular access to video and electronic technologies, and global electronic networks on contemporary political and cultural discourse.

COM 385 Interactive Storytelling (4.50)
Prerequisite: *ENG 102*
Duration: 4
Introduces the evolution of storytelling, from oral delivery to written and interactive texts, and transmedia publication. Examines the effects of this evolution on storytellers and participants. Offers hands-on creation of online identities and texts.

COM 394 Strategic Writing (4.50)
Prerequisite: *ENG 102*
Duration: 4
Teaches strategic writing and presentation for traditional and new media platforms. Provides students practice in creating content that meets organizational objectives, and in applying communication theory and persuasion techniques. Learners develop content for advertising, PR, and corporate communications.

COM 400 Mediated Messaging (4.50)
Prerequisite: *COM 385, or COM 394*
Duration: 4
Course examines 21st-century mediated communication systems and technology. Theory and methods used in creating, shaping, encoding, and transmitting mediated messages for personal and professional communications are examined. Software and skills for encoding mediated messages into text, graphics, audio, and video are learned and practiced.

COM 402 Communication Technologies (4.50)
Prerequisite: *ENG 102*
Duration: 4
Examines communication technologies and their effects on society. Looks at the history of such systems: how they emerged, diffused, and evolved. Covers current systems, with an emphasis on how the Internet and other new platforms are changing media, education, business, and politics around the world.

COM 404 Media Management (4.50)
Prerequisite: *COM 400*
Duration: 4
In-depth study of topics in media management, including managing media enterprises and units, business practices, content marketing and distribution, and technologies such as content and media asset management systems, as well as distribution and delivery networks. Students learn analytical techniques necessary to weigh business strategies and technology choices in bringing a variety of types of media content products to market.

COM 441 Communication Strategies (4.50)
Prerequisite: *COM 334*
Duration: 4 Weeks
Synthesizes principles and strategies used to develop PR and integrated advertising messages used in the planning and implementation of communication campaigns. Focuses on analyzing markets, clients, products, and audiences and on creative copywriting and art direction. Provides training in how to develop campaign plans in traditional and digital media.

COM 442 Communication Campaigns (4.50)
Prerequisite: *COM 441*
Duration: 4 Weeks
Create and integrate campaign materials and media assets for a complete public relations or advertising campaign to be delivered across multiple media platforms. Materials produced include print, graphic, video, and other digital assets. Provides hands-on experience presenting a creative plan to a potential client.

COM 443 Interactive & Mobile Campaigns (4.50)
Prerequisite: *COM 442*

Duration: 4 Weeks
Apply and integrate new tools and techniques to design, create, and implement interactive communication programs and campaigns. Focuses on delivery through Social Media, location-based messaging, and personal mobile devices. Offers hands-on experience producing multimedia and mobile content.

COM 499 Communication Program Capstone (4.50)
Prerequisite: *COM 300; COM 305; COM 310; COM 315; COM 334; COM 344; COM 394; COM 400; Students also must complete one of the four-course concentrations, Strategic Communication (COM 404, COM 441, COM 442, COM 443) or Creative Communication (four choices from COM 402, ENG 301, ENG 302, ENG 367, ENG 369, ENG 375, MUL 345, MUL 365, MUL 390).*

Duration: 4
Students assemble and create materials necessary to produce an ePortfolio that demonstrates their research, analysis, strategic thinking, content production, and campaign evaluation skills. The ePortfolio demonstrates the student's experience and capabilities. It will be an asset in the job search and in career advancement. Grading is S or U only.

COM 600 Comm in Global Environment (4.50)
Duration: 4
Explores the major theories in the field of communication with an emphasis on the workplace, focusing on the ability to communicate with others in professional interactions. Covers the development of professional relationships between people with different characteristics, cultures, and backgrounds to provide learners with tools for encoding and decoding verbal, nonverbal, and mediated messages.

COM 603 Emerging Interactive Media (4.50)
Duration: 4
Explores communication technology focusing on the history, theoretical implications, and strategic uses of social media and new media. Provides theoretical and practical understanding of how engagement works in new media platforms. Engages with the toolkits necessary to plan and develop social media marketing campaigns.

COM 610 Integrated Marketing Comm (4.50)
Covers IMC process for creating and fostering relationships with customers and public through strategically controlling or influencing messages sent to and exchanged with these groups. Course teaches effective integration of an organization's marketing communication initiatives. Through case analysis, students learn how IMC has become critical to marketing efforts.

COM 615 Applied Research Methods (4.50)
Duration: 4
Presents fundamentals of research underlying communication campaigns and programs. Covers qualitative and quantitative methodologies, secondary research, internal market intelligence, and data analysis. Offers practical experience with techniques to identify and reach audiences and the publics and to track the results of campaigns. Teaches research strategies to develop communications that fulfill organizational goals.

COM 620 Crisis Communications (4.50)
Provides learners with principles and procedures for handling multiple stakeholders and publics under crisis conditions. Offers training to deal with media in less-than-optimal situations, when they may be faced with indifference or even hostility. Looks at case studies of strategies and tactics of organizations that have dealt with crises.

COM 625 Campaign & Program Management (4.50)
Provides learners with knowledge to manage communication campaigns by covering theories and processes of campaign development and implementation. Covers best practices project management techniques, communication audits, budgets, and resource allocation. Offers hands-on experience creating, writing, and presenting communication campaign implementation plans.

COM 630 Campaign & Program Evaluation (4.50)
Prerequisite: *COM 610, or COM 625*

Duration: 4
Course covers communication campaign evaluation, before, during, and after the campaign period. Focuses on systematic qualitative, quantitative, and observational methods appropriate to guide campaign planning, make mid-course corrections to messages and media mix, and to assess post-campaign effectiveness.

COM 640 Persuasion (4.50)
Exploration of theories of persuasion that guide the preparation of messages intended to influence others. Focuses on use of persuasion techniques to develop decisions about creative and production implementation. Uses case studies to analyze persuasive messages in contemporary media and to compare techniques used in alternative media platforms.

COM 650 Legal and Ethical Issues (4.50)
Provides students with a clear understanding of the legal environment for public communications and the ethical considerations that must be taken into account. Examines international regulation of copyright and intellectual property protection and legal and regulatory provisions in the U.S. Teaches skills in assessing ethical risk and following ethical guidelines.

COM 660 Capstone Project (4.50)
Duration: 4
Explores advanced applications of strategic communication by creating a professional e-portfolio or a real-world project. This capstone course enables students to master integrating research, analysis, strategic planning, and ethical considerations to produce impactful communication solutions. The course prepares students for strategic roles across various organizational contexts, emphasizing practical outcomes and professional development. Grading is by H, S, or U only.

CSC 208 Calculus for Comp. Science I (4.50)
Prerequisite: *MTH 215*

Duration: 4
(Cross-listed and equivalent to MTH220) Focus on differential and integral calculus with applications. Topics include limits and continuity, derivatives, standard rules of differentiation including chain rule, exponential and logarithmic forms, curve sketching, definition of anti-derivatives; integration rules including substitution and by parts, coverage of Fundamental Theorem of Calculus and a brief exposure to numeric integration. Students may not receive credit for both CSC 208 and MTH 220.

CSC 209 Calculus for Comp. Science II (4.50)
Prerequisite: *CSC 208*

Duration: 4
Continuation of Calculus I with emphasis on understanding of concepts and developing problem solving techniques and strategies. Topics include integration of trigonometric functions, functions of several variables, convergence of series and sequences. Applications in the areas of series approximation, continuous probability distributions, random variables, and modeling are discussed and examined.

CSC 220 Applied Probability & Stats. (4.50)
Prerequisite: *CSC 208, or MTH 221; EGR 220*

Duration: 4
Introduction to the theory and applications of probability and statistics. Topics include data and numerical summary measures, fundamental concepts of probability, conditional probability, random variables, common distributions, quality and reliability and statistical inference (estimation, hypothesis testing, and regression). The emphasis is on developing problem solving skills and application to business, social sciences and engineering.

CSC 242 Intro to Programming Concepts (4.50)
Prerequisite: *MTH 215*

Duration: 4
This course introduces modern programming design techniques using C++. A study of fundamental control structures in C++ as well as syntax and semantics of the constructs in the language. The coverage includes data types, looping and decision statements, functions, and arrays. The course examines problem analysis, decomposition and modern programming paradigms and methodologies with introduction to object-oriented programming.

CSC 252 Programming in C++ (4.50)
Prerequisite: CSC 242
Duration: 4
The course introduces the fundamentals of Object-Oriented Programming in C++ including class definition and object instantiation, inheritance and polymorphism. Detailed coverage of pointers, operator overloading, I/O and file streams, templates, and exception handling. Exposure to Data Structures and basic algorithms for sorting and searching.

CSC 262 Programming in JAVA (4.50)
Prerequisite: *MTH 215*

Duration: 4
The course introduces the Java programming language and its features. Topics include introduction to object-oriented programming, basic control structures, Java graphics and GUI objects, exposure to event driven programming, arrays and strings in Java. Coverage includes inheritance, and polymorphism and exception handling

CSC 272 Advanced Programming in Java (4.50)
Prerequisite: *CSC 262*

Duration: 4
A treatment of advanced programming techniques in Java using abstraction, encapsulation and inheritance. A deep dive with generic collection classes, coverage of regular expressions, file I/O operations, serialization, multi-threading, and Graphical User Interface design.

CSC 300 Object Oriented Design (4.50)
Prerequisite: *CSC 252, or CSC 272*

Duration: 4
Covers the key concepts and methodologies required for object-oriented design, evaluation and development with focus on practical techniques such as use-case, and scenario based analysis. Coverage of Unified Modeling Language (UML) and domain analysis design. Exposure to software development process models and software management and security.

CSC 310 Linear Algebra and Matrix Comp (4.50)
Prerequisite: *CSC 252, or CSC 272*

Duration: 4
The course includes the study of vectors in the plane and space, systems of linear equations, matrices, determinants, vectors, vector spaces, linear transformations, inner products, eigenvalues and eigenvectors. The course will approach the study of linear algebra through computer-based exercises. Technology will be an integral part of this course. Students will also develop experience applying abstract concepts to concrete problems drawn from engineering and computer science.

CSC 331 Discrete Structures and Logic (4.50)
Prerequisite: *CSC 252, or CSC 272*

Duration: 4
(Cross-listed and equivalent to MTH 325) A theoretical foundation for computer science. Introduction to topics such as sets, propositional logic, Boolean algebra, counting techniques, recursive equations and solution techniques, graph algorithms with application to trees. Introduction to mathematical proofs. Students may not receive credit for both CSC 331 and MTH 325.

CSC 335 Data Structures and Algorithms (4.50)
Prerequisite: *CSC 300; CSC 331*

Duration: 4
An overview of common data structures such as lists, stacks, queues, trees, and graphs. A discussion of various implementations, efficiency and applications of data structures. Course examines efficient storage structures such as Hash tables and Binary Search Tree. Coverage of searching, sorting and graph algorithms along with their implementation and efficiency analysis.

CSC 338 Algorithm Design (4.50)
Prerequisite: *CSC 335*

Duration: 4
This course presents an introduction to algorithm design strategies and their application in solving some commonly encountered problems in computing. Topics include asymptotic behavior of algorithms, algorithm designs such as brute force and exhaustive search, divide-and-conquer, dynamic programming, greedy techniques, backtracking as well as branch and bound approach. A discussion of Intractability and NP–complete problems. The course includes an introduction to the theory of parallel and distributed computing.

CSC 340 Digital Logic Design (4.50)
Prerequisite: *CSC 331;* ***Corequisite:*** *CSC 340L*

Duration: 4
Foundation in design and analysis of the operation of digital gates. Design and implementation of combinational and sequential logic circuits. Concepts of Boolean algebra, Karnaugh maps, flip-flops, registers, and counters along with various logic families and comparison of their behavior and characteristics.

CSC 340L Digital Logic Design Lab (1.50)
Prerequisite: *CSC 331;* ***Corequisite:*** *CSC 340*

Duration: 4
A study of basic digital logic circuit design and implementation. Circuit schematic development and computer modeling and simulation of digital systems. Experiments explore designs with combinational and sequential logic. Students work through design activities, which include testing, troubleshooting and documentation.

CSC 342 Computer Architecture (4.50)
Prerequisite: *CSC 340 and CSC 340L*

Duration: 4
An examination of advanced hardware design, analysis and low-level programming with emphasis on the structure of the machine. In addition, the machine cycles and instructions, pipelining, addressing modes, memory hierarchy, cache levels and virtual memory and architecture concepts are covered. A discussion of I/O architectures and data transmission modes, disk technologies, tapes and RAID concepts. Comparison of alternative architectures like RISC and parallel processing are presented.

CSC 350 Computer Ethics (4.50)
Duration: 4
Analysis of the values, ethics and ideologies in computing and their applications to current issues in computer industry within the contemporary sociocultural setting. Focuses on ethical decision-making in computing matters. Students develop an ethical outlook on a wide variety of workplace issues in computing through case study, debate and readings.

CSC 400 OS Theory and Design (4.50)
Prerequisite: *CSC 335*

Duration: 4
An introduction to operating system concepts including implementation, processes, deadlocks, communication, multi-processing, multilevel memory management, file systems, protection, resource allocation, and scheduling.

CSC 422 Database Design (4.50)
Prerequisite: *CSC 300*

Duration: 4
A survey of principles, structure, analysis, and techniques of database design and implementation. Topics include physical and logical design, normalization, database models, security, integrity and queries.

CSC 430 Programming Languages (4.50)
Prerequisite: *CSC 300*

Duration: 4
A comparative study of programming languages. Syntax, semantics and pragmatics are considered. Language features that support Object-Oriented programming are emphasized. Recent trends in programming language design and theories are studied.

CSC 436 Comp. Communication Networks (4.50)
Prerequisite: *CSC 331*

Duration: 4
An in-depth study of fundamental concepts in the design and implementation of computer communication networks. Coverage of core problems such as framing, error recovery, multiple-access, flow control, congestion control, routing and end-to-end reliability. Topics include basics of switched communication networks, packet switch architecture, TCP/IP networking, routing algorithms, Quality-of-Service networks. Network tools are applied in quantitative modeling and analysis of networks.

CSC 441 Web App Development (4.50)
Prerequisite: *CSC 300 and CSC 422*

Duration: 4
An examination of web application development technologies, tools, and frameworks. The course covers design and construction of secure, responsive web applications. Topics include HTML, CSS, JavaScript, and client/server-side technologies for building full-stack dynamic applications.

CSC 443 Mobile App Development (4.50)
Prerequisite: *CSC 300 and CSC 422*

Duration: 4
Introduction to techniques and technologies in developing mobile applications. Coverage of mobile application platforms, development tools, implementation, and testing. Topics include app layout and widgets, activity lifecycle, menus and dialogs, data management and sensor interactions. An exposure to user interface design on mobile devices.

CSC 446 AI & Machine Learning (4.50)
Prerequisite: *CSC 448*

Duration: 4
An introduction to problem-solving using modern artificial intelligence techniques. The course explores the latest challenges in the theory, practice, applications, and implications of AI in the modern world with a focus on data science and machine learning algorithms and applications. Examines the role of heuristics in problem-solving. Concepts such as agents, production systems, and natural language communication are studied.

CSC 447 Software Testing & Automation (4.50)
Prerequisite: *CSC 300*

Duration: 4
An introduction to software testing concepts, strategies, and tools. Coverage of unit testing, functional and structural testing of software. A study of selection, design and execution of appropriate test plans and activities for software systems. Discussion of software testing automation and use of opensource software for testing.

CSC 448 Python Programming for AI (4.50)
Prerequisite: *CSC 310 and CSC 220 and CSC 272, or CSC 252*

Duration: 4
A comprehensive review of programming concepts using Python tailored for Artificial Intelligence applications, emphasizing the use of Python for statistical analysis and optimization problems. Coverage of Python data structures and related operations. An examination of object-oriented and functional-style programming in Python. The use of Python's libraries to perform complex data manipulations and statistical calculations. Coverage of key optimization techniques used in Artificial Intelligence to solve real-world problems.

CSC 449 Software Engineering (4.50)

Prerequisite: *CSC 300 and CSC 422*

Duration: 4
Coverage of software engineering techniques and processes for developing software products. Examination of software development lifecycle. Use of agile methodology and scenario-based user stories in object-oriented software design. Discussion of various software architectures. Topics include cloud-based software, security and privacy, code management, testing, and development operations.

CSC 450 Artificial Intelligence (4.50)
Prerequisite: *CSC 335*

Duration: 4
An introduction to problem solving using modern artificial intelligence techniques. The course explores the latest challenges in the theory, practice, applications and implications of AI in the modern world with a focus on data science and machine learning. Examines the role of heuristics in problem solving. Concepts such as agents, production systems, and natural language communication are studied.

CSC 453 Neural Network Design and Appl (4.50)
Prerequisite: *CSC 448*

Duration: 4
An in-depth coverage of neural networks and deep learning focusing on three major types of networks: Artificial Neural Networks (ANNs), Recurrent Neural Networks (RNNs), and Convolutional Neural Networks (CNNs). A study of foundational principles and techniques behind neural network architectures, including their design, training, and optimization. Application of neural networks and Python libraries to classification, regression, natural language processing, speech recognition and image recognition problems.

CSC 454 Computer Graphics (4.50)
Prerequisite: *EGR 220 and CSC 335*

A study of the fundamental mathematical, algorithmic and representational issues in computer graphics, with emphasis on 3 dimensional graphics. Examination of topics including the graphics process, projective geometry, homogeneous coordinates, projective transformations, line-drawing, surface modeling and object modeling using spatial sampling and parametric functions, approaches to rendering, texture synthesis and mapping, and polyhedral representations.

CSC 457 Reinf Learn and Gen AI (4.50)
Prerequisite: *CSC 453 and CSC 446*

Duration: 4
This course covers the foundational concepts and algorithms in reinforcement learning, including policy optimization, Q-learning, and deep reinforcement learning techniques. The course also examines generative AI, exploring techniques such as Generative Adversarial Networks (GANs) and Variational Autoencoders (VAEs). The review and use of current tools and libraries in practical projects.

CSC 480A Computer Science Project I (4.50)
Prerequisite: *Completion of requirements for the major and electives or permission of the program director.*

Duration: 4
Part I of a three-part capstone project course focusing on Software Engineering concepts. Coverage of software development processes with a focus on agile development models. An exposure to software project management concepts, including project scheduling. Students work collaboratively to gather requirements and generate UML using case diagrams for a realistic software project to be designed and constructed in parts II and III of the series. The emphasis is on the agile Scrum software development process model. Grading is by H, S or U only.

CSC 480B Computer Science Project II (4.50)
Prerequisite: *CSC 480A*

Duration: 4
Part II of three-part series on Software Engineering concepts and practices.Students follow a formal software development process model to build a system with specified requirements. A study of software testing methodologies. The focus is on object-oriented design, implementation and testing of tasks and subsystems in sprints. Students engage in Scrum software development process model and sprint planning. Grading is by H, S or U only.

CSC 480C Computer Science Project III (4.50)
Prerequisite: *CSC 480B*

Duration: 4
Part III of three-part capstone project course with focus on Software Engineering concepts and practices. Exposure to Software security engineering and software configuration management. Students continue to engage in Scrum agile software development process model and sprint planning. Conduct object-oriented design, implementation, testing and project write up to deliver and demonstrate the finished software product. Grading is by H, S or U only.

CSC 600 Advanced Programming (4.50)
Prerequisite: *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.*

Duration: 4
Review of structured, object oriented, event driven programming and java graphics. Coverage of java generic classes and lambda streams. Application development with multi-threading and database connectivity features.

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.

CSC 606 Modern Operating Systems (4.50)
Prerequisite: *CSC 600*
Duration: 4.5
A study of relation between architectures, system software and application software. Topics include process, thread, and memory management issues, multiprogramming, timesharing, multithreading, multiprocessing, inter-process communication, synchronization, virtual machines, client-server systems, distributed systems, real time systems, resource allocation, shared resources, input output, file systems, computer security and related problems. Scope and limitations of current Operating Systems are considered.

CSC 607 Security in Computing (4.50)
Prerequisite: *CSC 606*
Duration: 4.5
This course examines the use of security vulnerabilities and threats in computer programs, operating systems, networks, and databases. The use of cryptography and other countermeasures to provide confidentiality, integrity, and availability is then evaluated in depth, from the perspectives of both technical effectiveness and ethics of users and developers.

CSC 670 User Interface Engineering (4.50)
Prerequisite: *CSC 600*
Duration: 4
A study of techniques in design and implementation of user interfaces. Emphasis will be on effective human computer interaction strategies that meet human cognitive capabilities and organizational practices and processes.

CSC 675 Database Design and Impl. (4.50)
Prerequisite: *CSC 600*
Duration: 4.0
Introduction to Database. DBMS Architecture. High Level Conceptual Data Models: ERI, Relational, ER to Relational Mapping. Operations and Relational Constraints Violations. Database Design Theory and Methodology: Functional Dependencies and Normal Forms. SQL *Plus environment and commands: Relational Algebra Operations, Creation and Modification of relations, Data Management and Retrieval using Multiple Tables.

CSC 678 Advanced Database Programming (4.50)
Prerequisite: *CSC 675*
Duration: 4
This course teaches the skills for implementing and maintaining databases using Structured Query Language (SQL), including Data Design Language and Data Manipulation Language. Topics include creating databases, manipulate data, nest queries, views, and unstructured data.

CSC 680 Database Web Interface (4.50)
Prerequisite: *CSC 678*
Duration: 4
This course addresses diverse issues arising when designing World Wide Web interface. Basic database concepts will be presented but the course will focus on discussion of interface issues specific to web databases, technologies for linking databases to web servers for delivery, discussion of various web-database applications, case studies, and industry trends. Students will design and develop front-end application using GUI/API, server-side and client-side programming.

CSC 685 Topics in Computing (4.50)
Duration: 4
Each time this course is offered, it addresses a topic in computer science that is not covered as a regular course. The topic is covered at an advanced level that is appropriate for any student who has successfully completed the prerequisite courses. Possible topics include grid computing, semantic web, intelligent systems and knowledge abstraction.

CSC 686 Computer Science Project I (4.50)
Prerequisite: *CSC 605 and CSC 607 and CSC 670 and CSC 680*
Duration: 4
A study of the software development practices. Emphasizes logical organization of system and communicating design through documentation suitable for generating a concrete implementation. Students construct an original project with practical applications utilizing software engineering concepts.

CSC 687 Computer Science Project II (4.50)
Prerequisite: *CSC 686*
Duration: 4
A continuation of the student project. Student teams complete the project in this phase. The project is coded, module-tested, system-tested and all documentation is completed. Grading is by H, S or U only.

CSC 688 Computer Science Project III (4.50)
Prerequisite: *CSC 687*
Duration: 4
In this course class meets twice a week. A continuation of the student project. Student teams complete the project in this phase. The project is coded, module-tested, system-tested and all documentation is completed. Grading is by H, S, or U. Course is eligible for In Progress (IP) grade.

CYB 202 Introduction to Networking (4.50)
Duration: 4
This course provides an introduction to basic network concepts including local area networks, wireless networks, and wide area networks. Network security concepts are also introduced. Students will explore secure router configurations.

CYB 204 Operating System Fundamentals (4.50)
Prerequisite: *CYB 202*
Duration: 4
An introduction to the basic architecture and functions of an operating system. Computer hardware and software integration will be explored. Basic design and functionality of the Windows and Linux operating systems will be explored. In addition, core aspects of securing operating systems are covered.

CYB 206 Introduction to Cybersecurity (4.50)
Prerequisite: *CYB 204*
Duration: 4
An introductory survey course that explores the fundamental concepts of cybersecurity. Coverage includes the concepts of confidentiality, integrity, and availability, cybersecurity policy, and the ethical and legal aspects of cybersecurity.

CYB 213 Data Fundamentals for Cybersec (4.50)
Prerequisite: *CYB 206*
Duration: 4
The principles of data security are introduced. Students will learn how to protect data in transit and at rest. The technical aspects of implementing encryption, authentication, and access control to protect data will be covered along with the development and implementation of associated policy. Basic database security concepts and guidelines will be covered.

CYB 215 Fund of Virt and Cloud Comp (4.50)
Prerequisite: *CYB 213*
Duration: 4
This course introduces the fundamental concepts of cloud computing and virtualization. The core cloud deployment and service models will be covered. A comparison of public and private cloud deployments will be conducted. The concepts of devops and continuous integration will be introduced.

CYB 216 Programming for Cybersecurity (4.50)
Prerequisite: *CYB 215*
Duration: 4
This course introduces the fundamental concepts of programming for cybersecurity professionals. A survey of program tools will be conducted. The use of PowerShell, scripting, and python to implement system security will be covered in this class.

CYB 320 Tech Writing/Proj Mgnt for CYB (4.50)
Duration: 4
Provides instruction and practice on the writing skills needed to create clear and concise technical documents. Students will understand how to explain technical topics to non-technical leadership. The Project planning and management concepts will be introduced.

CYB 331 Secure Linux System Admin (4.50)
Prerequisite: *CYB 216*
Duration: 4
This course covers the secure administration of Linux based systems. Students will learn how to implement and assess standards based security measures on the Linux operating systems. Automating the implementation and assessment of security measures will be a core component of the class. Legal and ethical aspects of system administration will also be covered.

CYB 332 Secure Windows Administration (4.50)
Prerequisite: *CYB 331*
Duration: 4
This course covers the secure administration of Windows based Desktop and server systems. Students will learn how to implement and assess standards based security measures on Windows based operating systems. Automating the implementation and assessment of security measures will be a core component of the class. Legal and ethical aspects of system administration will also be covered.

CYB 333 Security Automation (4.50)
Prerequisite: *CYB 332*
Duration: 4
This course builds on CYB 216 and covers advanced topics in security automation. Students will learn how to manage security related code in a software repository. Students will write integrated scripts to implement and assess system security. Use of devops automation tools to securely manage infrastructure will also be covered.

CYB 340 Sys Sec Arch for Cybersec (4.50)
Prerequisite: *CYB 333*
Duration: 4
An explanation of the development and design of system architectures that meet cybersecurity requirements. Students will examine methods to translate technology and environmental conditions (e.g., law and regulation) into system and security design.

CYB 420 Sec Audit and Assessments (4.50)
Recommended: Prior completion of: *CYB 340 At least 13.5 units of the first core sequence must be completed before this course.*
Duration: 4
An examination of the various tools and frameworks to conduct a system/network security audit or assessment. Various IT audit frameworks, government and non-government, will be covered. Legal and ethical aspects of IT auditing and assessment will be covered.

CYB 450 Cyber Threat Intelligence (4.50)
Prerequisite: *CYB 340*
Duration: 4
An exploration of the tools and techniques to collect and analyze cyber threat information. The class will cover the collection and analysis of log data, threat intelligence data, and Indicators of Compromise to detect malicious activity.

CYB 451 Incident Handling/Response (4.50)
Prerequisite: *CYB 340*
Duration: 4
An examination of the tools and methods for incident response. Topics include preparation data collection, incident analysis preserving data, and recovery. The legal and ethical aspects of incident response will also be covered.

CYB 452 Intro to Ethical Hacking (4.50)
Prerequisite: *CYB 340*
Duration: 4
This course examines common ethical hacking methods along with hands-on application of security tools to test network and systems security. The planning and execution of a penetration test will be covered. The legal and ethical aspects of penetration testing will be discussed.

CYB 453 Network Defense (4.50)
Prerequisite: *CYB 452*
Duration: 4
A detailed examination on the concepts of network defense and the various tools to protect and monitor a network. Students will learn how to implement an Intrusion Detection System, conduct network monitoring traffic analysis, and honeypots. Development of associated policy will also be covered.

CYB 454 Cybersec Planning and Policy (4.50)
Prerequisite: *CYB 340*
Duration: 4
A detailed examination on the development of organizational cybersecurity policy that meet an organization's compliance requirements and business goals. The creation of a cost benefit analysis when developing policy and system requirements.

CYB 455 Network Data Analysis (4.50)
Prerequisite: *CYB 453*
Duration: 4
A detailed examination of the collection and analysis of Computer and Network Log Data to detect cyber-attacks. Students will utilize a Security and Information Event Management (SIEM) tool to analyze various data. This course will focus on using a SIEM like Splunk or the ELK stack.

CYB 456 Data Analytics for Cybersec (4.50)
Prerequisite: *CYB 455*
Duration: 4
A survey of modern Data Analytics tools and techniques to analyze and solve cybersecurity problems. Students will apply Machine Learning Techniques for log analysis and to solve a cybersecurity problem.

CYB 460 Operating System Security (4.50)
Prerequisite: *CYB 454*
Duration: 4
An advanced examination of securing Windows and Linux operating systems. Detecting and preventing operating system attack will also be covered. The course will focus on the use of security automation tools to secure and monitor multiple operating systems.

CYB 461 Wireless and Mobile Security (4.50)
Prerequisite: *CYB 460*
Duration: 4
An advanced examination of wireless and mobile security. Students will learn how to secure a wireless network against a common baseline. Planning and implementation of the secure deployment of mobile device in an enterprise will be covered. An examination of wireless attack methods and mobile malware will be conducted.

CYB 462 Cloud and Virtualization Sec (4.50)
Prerequisite: *CYB 460*
Duration: 4
An advanced examination of cloud and virtualization security concepts. Students will learn common hypervisor security tools and techniques. Security issues related to the different cloud service models will be covered. Hypervisor threats and attacks will be examined. Students will secure images in a public cloud environment.

CYB 463 Advanced Network Defense (4.50)
Prerequisite: *CYB 460*
Duration: 4
Students will learn advanced techniques for network defense including the use of intrusion detection systems, intrusion prevention systems, firewalls, and virtual private networks. Design and integration of different network defense tools will also be covered.

CYB 470 Intro to Digital Forensics (4.50)
Prerequisite: *CYB 454*
Duration: 4
Introduction of computer forensic principles. The class explores the concepts of admissibility of electronic evidence, preparing for e-evidence collection, and conducting a digital forensic examination of computers. Legal and ethical requirements of a digital investigator are also covered.

CYB 471 Operating Systems Forensics (4.50)
Prerequisite: *CYB 470*
Duration: 4
This course provides an overview for collecting digital evidence from a Windows, Linux, and Mac operating systems. Operating specific tools and techniques for collecting file information, log information, data artifacts, web history and computer memory are explored.

CYB 472 Network Forensics (4.50)
Prerequisite: *CYB 470*
Duration: 4
In this class, students learn the tools and techniques to collect and analyze network data to support a digital investigation. Students will gain practical experience by analyzing network traffic captures. Legal and ethical requirements of a network forensics investigation are also covered. Correlation of data from other sources will also be examined.

CYB 473 Mobile Device Forensics (4.50)
Prerequisite: *CYB 470*
Duration: 4
Students will learn how to collect and analyze digital evidence from mobile devices. The tools and techniques that are unique for mobile device forensics like acquisition, physical isolation, sim cards, and file system recovery will be covered. Extraction of geolocation data and other cellular data will also be explored.

CYB 480 IT Hardware (4.50)
Prerequisite: *CYB 454*
Duration: 4
This course provides an understanding of the internal and external components of an information technology (IT) system. The course contains an overview of internal components and broadens out to an entire IT system. Students will be introduced to the proper installation, security, and administration of components of an IT system. In addition, network, mobile, IoT, and printer terminology, concepts, troubleshooting, and security fundamentals are also covered.

CYB 481 Data/Database Security (4.50)
Prerequisite: *CYB 480*
Duration: 4
An in-depth exploration of various tools and controls designed to preserve and protect data and databases against compromises of their confidentiality, integrity, and availability. Included is an introduction to how databases are created, populated, administered, and secured.

CYB 482 Network Administration (4.50)
Prerequisite: *CYB 481*
Duration: 4
This course expands on the skills and knowledge needed to administer, maintain, and secure an organizations LAN/WAN infrastructure. Topics include identifying threats, vulnerabilities, and assets that facilitate in planning, risk analysis, and implementation of security policies. In addition, legal, ethical, and professional challenges are examined.

CYB 483 Cloud Management (4.50)
Prerequisite: *CYB 482*
Duration: 4
Introduction to cloud management from both a business and technical perspective. The focus will be on the management of cloud networks, including data storage, processing, and management. Topics include cloud services, architecture, deployment strategies, administration, security, and legal, ethical, and professional challenges.

CYB 499A Cybersecurity Project I (4.50)
Prerequisite: *CYB 460; CYB 461; CYB 462; CYB 463, or CYB 470; CYB 471; CYB 472; CYB 473, or CYB 480; CYB 481; CYB 482; CYB 483*
Duration: 4
A capstone project focused on applying the knowledge and concepts learned through this program. Students will work as an individual or in a team to complete a practical or research related cybersecurity project. Grading is H, S or U only.

CYB 499B Cybersecurity Project II (4.50)
Prerequisite: *CYB 499A*
Duration: 4
This course is a continuation of CYB 499A and continues the application of knowledge in the selected topic. Grading is H, S or U only.

CYB 499C Cybersecurity Project III (4.50)
Prerequisite: *CYB 499B*
Duration: 4
This course is a continuation of CYB 499B and continues the application of knowledge in the selected topic. Students will present their findings to a panel of academic and business professionals. Grading is H, S or U only.

CYB 600 Cybersecurity Technology (4.50)
Duration: 4
Examines the fundamental concepts of cybersecurity and the associated technology. Includes securing the environment, security technologies in the environment, security threats, and security responses. Ethical and legal aspects of cybersecurity are also examined.

CYB 601 Cyber Sec. Toolkit Utilization (4.50)
Prerequisite: *CYB 600 with a minimum grade of B.*
Duration: 4
An introduction to the tools and techniques utilized in cyber defense and offensive cyber operations. Use of technical tools will be demonstrated in virtual lab environments.

CYB 602 Threat Modeling & Intel (4.50)
Prerequisite: *CYB 601*
Duration: 4
Analysis and evaluation of threat modeling and cyber threat intelligence to reduce risk and enhance organizational Cybersecurity posture. Development and use of threat models to identify threats to systems and applications. Methods for collecting and utilizing threat intelligence to identify organizational threats are also covered.

CYB 604 Wireless and Mobile Security (4.50)
Prerequisite: *CYB 602*
Duration: 4
Concepts covered include a comprehensive wireless and mobile security overview including the design, planning, installation, and maintenance of wireless network security infrastructures. Emphasis is placed on information warfare countermeasures relative to government, military, terrorist and rogue, and private enterprise demographics.

CYB 606 NetSec Monitoring and IR (4.50)
Prerequisite: *CYB 604*
Duration: 4
An introduction to the concepts of network security monitoring and incident response. Students will conduct an analysis and evaluation of network security monitoring tools and techniques. Students will examine the methods for conducting incident response.

CYB 607 Cloud Security (4.50)
Prerequisite: *CYB 606*
Duration: 4
An introduction to the concepts of cloud computing. This course will examine the security implications of operating in a cloud computing environment. Tools and techniques to implement DevSec ops will be introduced.

CYB 608 CyberSec Audit and Assessment (4.50)
Prerequisite: *CYB 607*
Duration: 4
This class focuses on the legal and regulatory requirements, ethical issues, basic methodology and technical tools to conduct cybersecurity audits and assessments. Students will explore the frameworks, tools, and techniques to conduct a cybersecurity assessment.

CYB 612 Cybersecurity Policy (4.50)
Prerequisite: *CYB 608*
Duration: 4
Students will explore the development of cybersecurity policy for commercial and government organizations. The legal and regulatory requirements for cybersecurity policy development will be examined.

CYB 613 Governance in Cybersecurity (4.50)
Prerequisite: *CYB 612*
Duration: 4
An examination of the functions and processes to implement and monitor cybersecurity controls across an organization. An exploration of commercial and government compliance requirements.

CYB 616 CybSec Program Management (4.50)
Prerequisite: *CYB 613*
Duration: 4
An examination of the methods and frameworks for implementing and managing an enterprise cybersecurity program. Students will explore various frameworks and tools to develop and manage a cybersecurity program that supports an organization's mission.

CYB 632 Ethical Hacking (4.50)
Prerequisite: *CYB 608*
Duration: 4
Students will apply principles of penetration testing to identify and exploit vulnerabilities in networked and cloud based information systems and make recommendations for mitigation.

CYB 633 Red Teaming (4.50)
Prerequisite: *CYB 632*
Duration: 4
Red Teaming, or Alternative Analysis, is the practice of viewing a problem from an adversarial or competitor's perspective. The objective of Red Teams is to enhance decision making, practices of secured system protection applicable by establishing countermeasures of defense. Students will learn to employ actively open-minded/ problem solving and unbiased thinking to conduct red team assessments.

CYB 634 Advanced Penetration Testing (4.50)
Prerequisite: *CYB 633*
Duration: 4
Students will analyze and utilize advanced penetration testing tools and techniques. Web application attack tools and techniques will be examined.

CYB 640 Threat Hunting and IR (4.50)
Prerequisite: *CYB 607*
Duration: 4
Develop advanced skills in threat hunting and incident response to promptly and effectively identify and mitigate threats. Learn the threat hunting cycle and techniques for proactive, reactive, and continuous hunting. Utilize tools like SIEMs, EDRs, and threat intelligence feeds for real-time threat identification and response. Gain practical knowledge applicable to real-world scenarios.

CYB 641 Digital Investigations (4.50)
Prerequisite: *CYB 640*
Duration: 4
An introduction to the field of digital investigations, including the techniques, tools, and methodologies used to investigate cybercrime and other digital incidents. Students will learn how to collect, preserve, and analyze digital evidence from a variety of sources, including computers, mobile devices, and the cloud. The course will also cover the latest trends in digital investigations, such as the use of artificial intelligence and machine learning. In addition, the course explores the legal and ethical considerations involved in digital investigations, including the use of digital evidence in criminal and civil cases, and the rules of evidence in digital investigations.

CYB 642 Cloud Forensics and IR (4.50)
Prerequisite: *CYB 641*
Duration: 4
Gain in-depth understanding of cloud forensics and incident response, focusing on techniques, tools, and methodologies for investigating and responding to security incidents in cloud environments. Explore challenges and considerations specific to cloud computing. Covers the entire investigation process, including evidence collection, analysis, and incident response activities.

CYB 643 Network Forensics (4.50)
Prerequisite: *CYB 642*
Duration: 4
Gain a comprehensive understanding of network forensics and its techniques, tools, and methodologies for investigating cyber incidents on network infrastructure. Learn principles of network traffic analysis, intrusion detection, and network-based attacks. Explore legal and ethical considerations. By the end of the course, be able to conduct effective investigations, gather evidence, and present findings.

CYB 650 Risk Mgmnt in Cloud Computing (4.50)
Prerequisite: *CYB 607*
Duration: 4
An examination into the critical aspects of risk management in cloud computing environments. The curriculum addresses both theoretical and practical aspects of risk management in the cloud. Students will explore the challenges, methodologies, and best practices associated with managing risk when using cloud computing environments. Various frameworks and risk management for zero trust environments will be covered in this class.

CYB 651 Cloud Security Architecture (4.50)
Prerequisite: *CYB 650*

Duration: 4
Explore secure cloud architecture design and implementation, covering principles of cloud security, zero trust architecture, and vulnerabilities in cloud service models. Learn to design secure architectures for cloud environments that offer comprehensive protection against threats.

CYB 652 Introduction to DevSecOps (4.50)
Prerequisite: *CYB 651*

Duration: 4
Learn DevSecOps principles and practices for secure and resilient applications. Emphasis on integrating security within the DevOps framework, emphasizing collaboration, automation, and continuous improvement.

CYB 653 Cloud Computing Assessments (4.50)
Prerequisite: *CYB 652*

Duration: 4
Explore methods and techniques for assessing security in cloud environments, focusing on unique challenges, evaluating security controls, and identifying potential risks and vulnerabilities.

CYB 699A Cyber Security Project I (4.50)
Prerequisite: *CYB 608 and completion of one specialization area.*

Duration: 4
A Master's level project dealing with a student's area of specialization in the Cyber Security and Information Assurance program. The students will create an original project with practical applications using cybersecurity policy, regulatory, and testing frameworks. The project will integrate the concepts of cyber security and information assurance taught throughout the program. Project management techniques and collaboration will be emphasized along with the ethical and legal aspects of the project. Grading is H, S, U only.

CYB 699B Cyber Security Project II (4.50)
Prerequisite: *CYB 699A*

Duration: 4
Master's level project dealing with a student's area of specialization in the Cyber Security and Information Assurance program. The students will create an original project with practical applications using cybersecurity policy, regulatory, and testing frameworks. Project management technqiues and collaboration will be emphasized along with the ethical and legal aspects of the project. Grading is H, S or U only.

CYB 699C Cyber Security Project III (4.50)
Prerequisite: *CYB 699B with a minimum grade of S. Students to successfully complete CYB 699B*

Duration: 4
Master's level project dealing with a student's area of specialization in the Cyber Security and Information Assurance program. The students will create an original project with practical applications using cybersecurity policy, regulatory, and testing frameworks. Project management techniques and collaboration will be emphasized along with the ethical and legal aspects of the project. Project results will be presented to a panel for review. Grading is by H, S or U only.

DEN 308 Computer Aided Engineering I (4.50)
Prerequisite: *EGR 219*

Duration: 4
Introduction to simulation modeling and analysis, model development, intermediate and detailed modeling, modeling issues and techniques.

DEN 411 Computer Aided Engineering II (4.50)
Prerequisite: *EGR 219*

Duration: 4
Introduction to the computer aided design package SolidWorks for mechanical design applications, modeling and analysis.

DEN 417 Computer Aided Engineering IV (4.50)
Prerequisite: *EGR 219*

Introduction to the industry-standard engineering language provided by MATLAB latest versions for computation, analysis, and visualization, with emphasis on engineering graphics applications.

DEN 420 Computer Aided Engineering V (4.50)
Prerequisite: *EGR 219; DEN 411 with a minimum grade of C. Student must have a working knowledge of the basics of SolidWorks to be successful in DEN 420; DEN 417 with a minimum grade of C. Student must have a working knowledge of the basics of MatLab to be successful in DEN 420*

Duration: 4
Advanced topics on three-dimensional parametric modeling tools, features and functions of SolidWorks with emphasis on mechanical design solutions, standards, simulation and techniques.

DEN 422 Materials and Manufacturing (4.50)
Prerequisite: *EGR 225*

Duration: 4
An introduction to the thermal, bonding, usage and machining characteristics of materials and manufacturing processes used in the production industry. The course introduces the basic concepts of manufacturing and emphasizes quantitative analysis of manufacturing processes and the relationships between material properties and the variables of manufacturing processes.

DEN 423 Human Factors in Engineering (4.50)
Prerequisite: *MTH 215*

Duration: 4
Consideration of human characteristics in the requirements for design of the systems, products and devices. Human-centered design with focus on human abilities, limitations and interface.

DEN 426 Reliability Engineering (4.50)
Prerequisite: *MTH 215*

Duration: 4
An introduction to reliability engineering with emphasis on practical applications and the mathematical concepts. Cover mechanical, electronic and software failure mechanisms, design and testing.

DEN 429 Product Design Optimization (4.50)
Prerequisite: *MTH 215*

Duration: 4
This course focuses on analytical and empirical tools that allow designers and manufacturing engineers to predict the manufacturing and assembly cost estimates for optimized design.

DEN 432 Concurrent Design Engineering (4.50)
Prerequisite: *MTH 210, or CSC 220*

Duration: 4
An introduction to the concepts, methodologies and practices of the concurrent engineering design environment for effective and efficient integration of products, systems and manufacturing processes.

DEN 435 Design & Analysis of Experimen (4.50)
Prerequisite: *CSC 220; DEN 417*

Duration: 4
Introduction to the concepts of making the design and analysis of engineering experiments more effective and efficient. Coverage includes advanced techniques to analyze experimental results, Taguchi's robust design strategy, combination designs, and Qualitek-4 software for automatic experiment design and analysis.

DEN 495A Capstone Design Project I (4.50)
Prerequisite: *DEN 308; DEN 417; DEN 420; DEN 423; DEN 426; DEN 429; EGR 320; EGR 320L; EGR 440 and satisfactory completion of other requirements for the major as specified by the Academic Program Director*
Duration: 4
This is the first course in a three-course sequence. Students will work in teams and conduct research leading to preliminary development of a project product, with an emphasis on hardware/software and hardware/software systems. Students apply the knowledge and skills gained from all or most of their Manufacturing Design Engineering courses to develop a real-world manufacturing design engineering product, significant product component, or system. During this first of three capstone courses, student teams develop a detailed project proposal, provide a detailed schedule for project completion including team members assigned to specific tasks, consider seeking patents on one or more aspects of their project (if applicable), and present the proposed project for approval by faculty to proceed. Students research a set of realistic constraints during the design and implementation of their project, including time constraints as well as economic, social, political, and ethical impacts. It is important to note that capstone course sequence DEN495A, DEN495B, and DEN495C needs to be taken in consecutive months. In case a student is not able to complete this course sequence in consecutive months, they may be required to start with the DEN495A course in the future, whenever this course sequence is offered.

DEN 495B Capstone Design Project II (4.50)
Prerequisite: *DEN 495A*
Duration: 4
This is the second course in a three-course sequence. Students continue to work in teams and conduct research leading to preliminary development of a project product, with an emphasis on hardware/software and hardware/software systems. Students apply the knowledge and skills gained from all or most of their Manufacturing Design Engineering courses to develop a real-world manufacturing design engineering product, significant product component, or system. During this second of three capstone courses, students complete a review of a literature search, conduct research on the project approved by faculty in DEN 495A. Student teams will develop an initial draft of the project overview, literature search, project methodology, and findings and results chapters of their written project report. Students research a set of realistic constraints during the design and implementation of their project, including time constraints as well as economic, social, political, and ethical impacts. It is important to note that capstone course sequence DEN495A, DEN495B, and DEN495C needs to be taken in consecutive months. In case a student is not able to complete this course sequence in consecutive months, they may be required to start with the DEN495A course in the future, whenever this course sequence is offered.

DEN 495C Capstone Design Project III (4.50)
Prerequisite: *DEN 495B*
Duration: 4
This is the third and final course in a three-course sequence. Students continue to work in teams and complete the final research leading to preliminary development of a project product, with an emphasis on hardware/software and hardware/software systems. Students apply the knowledge and skills gained from all or most of their Manufacturing Design Engineering courses to develop a real-world manufacturing design engineering product, significant product component, or system. During this third and final of three capstone courses, students complete research on the project approved by faculty in DEN 495A, prepare a demonstration of the results of their work, if appropriate, complete their written project report, and give an oral presentation of their project findings and results. Students research a set of realistic constraints during the design and implementation of their project, including time constraints as well as economic, social, political, and ethical impacts. It is important to note that capstone course sequence DEN495A, DEN495B, and DEN495C needs to be taken in consecutive months. In case a student is not able to complete this course sequence in consecutive months, they may be required to start with the DEN495A course in the future, whenever this course sequence is offered.

ECE 201 The Growing Child: Zero to 8 (4.50)
Overview of major and theoretical frameworks and perspectives. Focus on gender and cultural impact on biological, physical, cognitive, social, moral, emotional and behavioral aspects of development for effective educational practices.

ECE 210 Child, Family, School and Comm (4.50)
Focus on the influence of family, school and community on development and education of the young child. Special emphasis on the role of nutrition, positive home and school environments and community resources.

ECE 211 Diversity: Development & Ed. (4.50)
Focus on cultural pluralism and its impact on development and education in regards to teaching and learning strategies. Emphasis on self-examination, reflection, and integration of current processes involved in interactions and relationships in society.

ECE 220 Children Experiencing Poverty (4.50)
Duration: 4
Examine the short- and long-term impact of poverty and subsequent needs required to support young children and their families. Emphasis on the role, resources and responsibilities of Early Childhood Programs to best support young children in the classroom and community.

ECE 222 Head Start History (4.50)
Duration: 4
Understand the purpose, structure, and importance of Head Start through its historical support of children, families, and research. Examines the impact of Head Start over time, to include current challenges and opportunities. Examine the impact of Head Start sponsorship and participation in Early Childhood Education research on the practice of all Early Childhood Programs and outcomes.

ECE 312 Infant and Toddler Care (4.50)
Prerequisite: *ECE 330*
Focus is on infants and toddlers in group care settings. Emphasis is on close, caring relationships in the cultural context of the child and family, understanding developmental milestones, the identification of special needs, and current issues of health, safety and nutrition.

ECE 330 Early Cognition (4.50)
Prerequisite: *ECE 201; ECE 210; HED 220 and ECE 211*
Inquiry into the nature and tasks of early cognition including social, cultural and biological foundations. Attention paid to current research implications for learning theory, individual differences and classroom instruction.

ECE 410 Early Language and Literacy (4.50)
Prerequisite: *ECE 330*
Focus on acquisition and developmental aspects of language related to emergent literacy skills. Emphasis on current research regarding language experiences that contributes to literacy acquisitions, including assessment and instruction.

ECE 415 Designing Emergent Curriculum (4.50)
Prerequisite: *ECE 330*
Focus on essential elements of curriculum design including writing of goals, learning outcomes, developmentally appropriate activities, assessment measures and integration of the arts. Alignment with national and state standards stressed.

ECE 420 Nature, Numbers and Technology (4.50)
Prerequisite: *ECE 330*
Focus on identification, design and delivery of developmentally age appropriate experiences that encourage active math, science and technology inquiry. Inquiry related to emerging notions of mathematical and scientific processes is basis for activities along with the inclusion of technology as a strategy.

ECE 430 Play as Pedagogy (4.50)
Prerequisite: *ECE 330*
Focus on play as the primary learning modality for young children. Theoretical basis for play as a means of teaching, role in learning and as a means of assessment emphasized.

ECE 435 Music, Movement, Drama, Dance (4.50)
Focus on enriching and enhancing young children's learning through the creative arts. Emphasis on integrating creative experiences within core subjects to create developmentally appropriate experiences.

ECE 440 Observing, Assessing & Plannin (4.50)
Prerequisite: *ECE 330*
Focus on acquiring and enhancing skills in the selection, administration, scoring, interpretation, reporting of screening assessment instruments. Emphasis on designing and implementing curricula based on assessment results.

ECE 443 Children with Special Needs (4.50)
Prerequisite: *ECE 330*
Exploration of variations in child development and identification of specific disabilities in young children. Inclusive early childhood programs, specific strategies for adaptation and accommodation of the core curriculum to meet the social, emotional, and academic needs of children who are at-risk or have special needs are examined.

ECE 445 Strategies: Guiding Behaviors (4.50)
Prerequisite: *ECE 330*
Focus on observation, identification, description, and assessment of challenging behaviors. Designing and implementing effective teaching and learning strategies to successfully guide these behaviors within a social and cultural context.

ECE 446 Literature and Young Children (4.50)
A survey of literature for young children in preschool through first grade. Emphasis on effective read aloud and story telling strategies for the developing language and listening skills, for developing concepts of print and vocabulary and for fostering a love of reading and early literacy skills.

ECE 450 Academic Seminar/Field Experie (4.50)
Prerequisite: *Satisfactory completion of all core courses with an average grade of* "C" *(2.0) or better in the core.*
Participation in a collaborative field/academic experience to reflect and actively practice material covered in core classes. Field experience must be in approved setting and arranged by student. Grading is S or U only.

ECE 451 Infant/Toddler Observe/Assess (4.50)
Focus on authentic informal and formal assessments for infants and toddlers, and the use of case study to develop observation skills leading to the promotion of responsive environments.

ECE 452 Partnering With Families (4.50)
Prerequisite: *ECE 330*
Focus on acquiring knowledge through current research and developmental theories to plan responsive environments that strengthen family-school partnerships. Will explore through case studies optimum communication techniques for building and maintaining positive relationships with family members.

ECE 453 Infant/Toddler Curriculum (4.50)
Focus on infant and toddler development and the role of the adult in supporting optimal outcomes through routines, curriculum planning, and implementation. Candidates will examine the primary components of quality care and education.

ECE 454 Infant/Toddler Experiences (4.50)
Focus on understanding the value of providing opportunities for infants and toddlers to engage in sensory art exploration as well as experimentation with culturally diverse music and dance. Emphasis is on creating experiences indoors and outdoors focusing on the aesthetic process of experiencing various rhythms, tones, textures and color.

ECE 460 Program Administration (4.50)
Duration: 4
Focus on administration of early childhood programs. Emphasis on working with boards, staff, parents and volunteers. Highlights include hiring, assessing, and supervising staff and volunteers. Attention to designing staff and volunteer professional development programs.

ECE 461 Leadership and Supervision (4.50)
Duration: 4
Emphasis on theories, principles and practical methods of leadership and supervision applicable to early childhood settings. Demonstrations of instructional, operational and organizational leadership. Focus on components of human resources related to staff recruitment, development and evaluation.

ECE 462 Financial Mgmt & Resources (4.50)
Duration: 4
Focus on financial policies and management of resources in early education settings. Emphasis on accounting fundamentals of preparing, recording and monitoring funds.

ECE 464 Ethical and Legal Issues (4.50)
Focus on local, state and federal statutes and regulations in early education settings. Emphasis on ethical codes of conduct, including analysis of legal and ethical dilemmas and practice.

ECE 465 Trauma-Informed Practice (4.50)
Duration: 4
Understand the impact of crisis, trauma and abuse on young children's development. Examine research-based classroom strategies to support and mitigate the impact on young children. Focus on building resilience through collaborative partnerships, community resources and advocacy.

ECE 466 Planning Physical Environments (4.50)
Guidelines on planning, designing and organizing physical learning environments for young children. Understanding, comparing, integrating theoretical frameworks on indoor and outdoor environments.

ECE 490 Guided Study (1.50-4.50)
An individual study course under the direction of a specified instructor. Requires prior approval of ECE lead faculty.

ECE 650 The Early Childhood Educator (4.50)
Prerequisite: *ATP 600, or MAE 610*
Duration: 4
Examines the critical role of the early childhood teacher leader. Analysis of beliefs and ethics on quality care. Explore history of social policy on the field of early childhood. Develop plan to support professional growth as an ECE Leader. Addresses NAEYC Advanced Standard 6: Growing as a professional.

ECE 651 Current Issues in ECE (4.50)
Prerequisite: *ATP 600, or MAE 610*
Duration: 4
Focuses on current issues in early childhood education and implications for the field. Conduct a literature review and develop a research agenda.

ECE 652 ECE Learning & Development (4.50)
Prerequisite: *ATP 600, or MAE 610*
Duration: 4
Focus is on current research in early childhood learning and development. Deepen understanding of young children thinking skills. Examine impact on curriculum and the educational community from multiple perspectives.

ECE 653 Best ECE Teaching Practices (4.50)
Prerequisite: *ATP 600, or MAE 610*
Duration: 4
Focus on research based effective teaching strategies for young children. Examines opportunities for integrating curriculum across content areas. Close attention paid to balancing standards and Developmentally Appropriate Practice.

ECE 654 Collaborative Partnerships (4.50)
Prerequisite: *ATP 600, or MAE 610*
Duration: 4
Examines interpersonal communication skills required for early childhood teachers and leaders. Examines strategies for enhancing parent-professional partnerships, consultation skills and issues relating to interactive teaming and the larger community.

ECE 655 Inclusive ECE Practices (4.50)
Prerequisite: *ATP 600, or MAE 610*
Duration: 4
Emphasis on variations in child development, identification of disabilities and the implications of cultural and linguistic diversity. Examines inclusive early childhood programs, strategies for adaptions and accommodations to meet the social, emotional, and academic needs of all children who are at-risk or have special needs.

ECE 656 Foundations of Adult Learners (4.50)
Prerequisite: *ATP 600, or MAE 610*
Duration: 4
Focus on adult learning theories and principles of personal leadership to meet the specific needs of ECE leaders. Foundational knowledge and best practices for working with diverse learners in various capacities covered. Particular attention paid to the different roles and responsibilities for effectively facilitating adult learners in the field of ECE.

ECE 657 Foundations of ECE Advocacy (4.50)
Prerequisite: *ATP 600, or MAE 610*
Duration: 4
Examines a variety of strategies to advocate for and advance the Early Childhood Education profession. Includes grant writing skills, awareness of public policy issues, and effective political action strategies.

ECO 203 Principles of Microeconomics (4.50)
In this course, students will study the price system, market structures, and consumer theory. Topics covered include supply and demand, price controls, public policy, the theory of the firm, cost and revenue concepts, forms of competition, elasticity, and efficient resource allocation, among others.

ECO 204 Principles of Macroeconomics (4.50)
This course provides an examination of aggregate economic activity. It includes a study of aggregate supply and demand, the monetary and banking systems, aggregate economic accounting, inflation, unemployment, the business cycle, macroeconomic policy, and economic progress and stability, among other things.

ECO 301 Intermediate Microeconomics (4.50)
Prerequisite: *ECO 203; ECO 204*
Building on the principles of microeconomics, this course covers the market and the equilibrium including the budget constraint, revealed preference and inter-temporal choice; the industrial organization and profit maximization; game theory; welfare economics; information technology and asymmetric information.

ECO 302 Intermediate Macroeconomics (4.50)
Prerequisite: *ECO 204*
Building on the principles of macroeconomics, this course prepares students to analyze macroeconomic issues of the current time. Emphasis is placed on the measurement of income, prices and employment; monetary and fiscal policy; financial market; the public sector; international trade and international finance; and the current global issues.

ECO 303 Data Analysis (4.50)
Prerequisite: *ECO 203; ECO 204*
This course prepares students for analysis of economic data found in secondary sources such as the World Bank, The International Monetary Fund (IMF), Organization of European Community for Development (OECD), and various U.S. government sources. Emphasis is placed on learning the basic tools of mathematical and statistical analysis with a goal to applying those tools to analyzing data for meaningful conclusion.

ECO 304 Economic Growth (4.50)
Prerequisite: *ECO 203; ECO 204*
This course deals with theories and explanations of economic growth from the positive economics point of view. The framework of analysis derives from factor accumulation and productivity including physical and human capital and population, measurement of productivity, role of technology, efficiency, the open economy, distribution of income, and other factors such as culture, geography and natural resources.

ECO 305 Business Economics (4.50)
Prerequisite: *ECO 203; ECO 204*
Building on the fundamental principles of macro- and microeconomics, this course addresses issues concerning markets and prices, fiscal and monetary policies, human resource issues, forecasting techniques used by businesses, and business decision making for profit maximization.

ECO 410 Seminar on Capitalism (4.50)
Prerequisite: *ECO 203; ECO 204*
This course provides a basic understanding of capitalism and market process economics. Students will learn about the nature and importance of capitalism, wealth and its role in human life, natural resources and the environment, the division of labor and production, the price system and economic coordination and price controls. Additionally, students will also be able to compare and contrast other economic systems.

ECO 415 Labor Economics (4.50)
Prerequisite: *ECO 203 and ECO 204*
Students will engage in a detailed study of the labor market. Students will learn about the relation of the labor market to other markets. Students will study the demand for and supply of labor, the causes of unemployment, labor market discrimination, what influences the productivity of labor, the effects of labor unions, and the determinants of wages, among other topics.

ECO 420 International Economics (4.50)
Prerequisite: *ECO 203 and ECO 204*
Students will apply what they have learned in previous economics courses to analyze the global economic environment. They will learn and apply the law of comparative advantage to understand how all people can gain from international trade. Trade agreements, such as GATT and NAFTA, will be discussed and analyzed. Students will learn about the currency markets and the different types of monetary systems.

ECO 447 Money and Banking (4.50)
Prerequisite: *ECO 203 and ECO 204*
Students will study the U.S. monetary and financial systems. They will learn about the important role these systems play in facilitating the production of wealth in the economy. This class covers the principles of money; the Federal Reserve System; the determinants of interest rates, bond prices, and stock prices; the different types of financial institutions; monetary theory; and monetary policy.

EDA 600A Applications in Leadership (4.50)
Prerequisite: *EDA 654*
Duration: 12
Supervised application of theoretical concepts in practical settings. Candidates complete a portfolio of administrative activities demonstrating competency as entry level administrators in areas identified in the California Performance Expectations as sanctioned by the Commission on Teacher Credentialing for awarding of the preliminary administrative services credential. A triad consisting of the University Supervisor, the Site Mentor/Administrator, and the candidate, develops a plan at the onset of the class. The plan stresses day-to day administrative functions as well as policy analysis and implementation. Grading is S/U/IP only.

EDA 602A EDA Internship A (2.25)
Prerequisite: *Candidate must provide documentation showing appointment to an educational administration position requiring the Administrative Services Internship credential.*
Duration: 16
There is a need to further support Educational Administrator Interns while they are working on completing their preliminary administrative services credential program. This course is designed to support administrator internship candidates by providing an instructor/coach for support with developing communication avenues and for providing daily practical experience support over and beyond the preliminary administrative services credential program courses. Grading is S or U only.

EDA 602B EDA Internship B (2.25)
Prerequisite: *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.*
Duration: 16
There is a need to further support Educational Administrator Interns while they are working on completing their preliminary administrative services credential program. This course is designed to support administrator internship candidates by providing an instructor/coach for support with developing communication avenues and for providing daily practical experience support over and beyond the preliminary administrative services credential program courses. This course, EDA 602B, is a continuation of EDA 602A. Grading is S or U only.

EDA 610 Induction Seminar (4.50)
Duration: 16
Candidates will develop an induction plan for the two years of the induction program. Candidates will identify professional growth opportunities including non-university professional development. Candidates will be assigned a coach in the district who will provide coaching support throughout the two year program. Critical issues that will be addressed are getting to know your district's policies and procedures, developing and assessing a school culture, instructional supervision, and building community relationships. Course is S/U grading basis only. This course is four months in length.

EDA 611 Pro Development Seminar I (4.50)
Prerequisite: *EDA 610 with a minimum grade of S. Must have the knowledge and skills gained in EDA 602 to be successful in this course. All courses in this program build upon the knowledge gained in the previous class.*
Duration: 16
Candidates will review and modify induction plan as needed. Critical issues that will be addressed are budget management and development, leadership in a crisis situation, instructional leadership, and working with diverse communities. Course is S/U grading basis only. This course is four months in length.

EDA 612 Pro Development Seminar II (4.50)
Prerequisite: *EDA 611 with a minimum grade of S. Courses in this program scaffold learning.*
Duration: 16
Candidates will review and modify induction plan as needed. Critical issues that will be addressed are building and sustaining a vision and mission, operation management, internal and external communications, implementation of a technology plan, and budget management. Course is S/U grading basis only. This course is four months in length.

EDA 613 Assessment Seminar (4.50)
Prerequisite: *EDA 612 with a minimum grade of S. Courses in the program scaffold knowledge.*
Duration: 16
This is the capstone course in the Professional Administrative Services Credential Program. Candidates will be engaged in assessing their induction plan and providing evidence that they have completed the plan successfully. Critical issues will be addressed in this class are media relations, advocating in the political context for students, and career planning. Course is S/U grading basis only. This course is four months in length.

EDA 637 Action Research (4.50)
Prerequisite: *ILD 625*
Duration: 12
Provides the knowledge, skills, and protocols to generate and evaluate research relevant to various areas of professional education. Students produce a major action research and writing project focused on the practical needs of educators who wish to join the larger professional community in their field of specialty. This class is scheduled for three months one day a week and at the end of that time a grade of "IP" will be posted then the maximum length of time is 10 additional months. Class size is 10. Grading is H, S, or U only. Course is eligible for In Progress (IP) grade.

EDA 640 Introduction to H.E. Admin. (4.50)
Overview of the basic aspects of higher education including issues, policies, operations, financial management, strategic planning, enrollment, student services, and regional accreditation. A brief examination of the history and functions of colleges and universities in the United States and the world as well as an introduction to educational philosophy, curriculum and instruction provide the candidate a foundation of understanding of the role of the academe in today's society.

EDA 641 Leading and Managing Change (4.50)
Duration: 4
This course examines theory and practice regarding resistance to and acceptance of change initiatives, including the impact on organizational culture. Learn to initiate and implement change in organizations through problem-solving experiences and exercises.

EDA 642 Policy & Accountability (4.50)
Duration: 4
This course familiarizes students with assessment, policy-making, and accountability in higher education. Practical and theoretical approaches are explored. Power influences will be identified and examine, both inside and outside institutions including university hierarchy, state, and federal entities. Student learning and assessment's impact on the present and future of higher education will be explored, including the roles of state and regional accreditors.

EDA 643 Community Development in HE (4.50)
Duration: 4
This course is an examination of the literature on theories related to interaction with the cultures found within a higher education community and the community in which the institution sits. Strategies for effective communication with various entities within the organization such as students, faculty, staff, and administration are gained, as well as engaging with the external community—local, state, and regional.

EDA 644 Higher Education Law/Politics (4.50)
Duration: 4
This course examines the legal aspects of higher education, sources of law and authority presented; impact on, interaction with, and implications of the administration of higher education are discussed. The course provides an overview of the legal issues that arise in public and private college and universities and the policy implications of those issues. Pertinent federal and California statutes and case law will inform students of the legal rights and responsibilities of higher education students, faculty, and the administration.

EDA 645 Managing Finances & Operations (4.50)
Duration: 4
This course provides a survey of how higher educational institutions are funded: private, non-profit/private, and public. Trends in higher education finance will be examined. Students will engage in case studies of institutions in financial crises and examine solutions to these crises.

EDA 646 Strategic Planning & Analysis (4.50)
Duration: 4
This course will examine the processes of institution-wide planning that examines internal and external variables. An analysis of all relevant data provides a crucial element in these processes. Data include those pertaining to student learning and learning assessment.

EDA 648 Student Svcs & Enrollment Mgt (4.50)
Overview of Student Services and Enrollment Management in Higher Education institutions. Practical advice and theoretical frameworks to inform planning and problem solving are explored. Professional practice is summarized in the areas of students, human resources, interpersonal dynamics, skills and competencies, and services offered.

EDA 649 Higher Education Research (4.50)
This is an introductory educational research course designed to provide knowledge, skills, and dispositions required for students to develop a thesis proposal for the MS Higher Education Administration program. The course requires that students utilize a high level of library skills and computer technology to locate relevant research and literature. The course is scheduled for two months and is an online course with synchronous communication – Class Live Pro -- sessions. Grading is by S or U only.

EDA 652 Visionary Leadership (4.50)
Duration: 4
An examination of the importance of a shared vision to shape the culture and improve the climate of a school that serves a diverse population of students. Ethics and philosophy of leadership are used as lenses through which to better understand the interplay of the school's internal and external stakeholders as it pertains creating and managing the vision.

EDA 653 Curriculum Leadership (4.50)
Duration: 4
An instructional leader's perspective on instructional theory, curriculum development, and assessment. Analysis of student academic content and curriculum standards, research-based instructional and assessment practices. Application of data to inform continuous school improvement. Evaluate and support professional development framed around collaboration and the principles of adult learning.

EDA 654 Instructional Leadership (4.50)
Prerequisite: *EDA 653; EDA 655*
Duration: 4
This course provides a theoretical and practical framework for effective instructional leadership in the area of supervision and evaluation of instruction. It will examine the role of the instructional leader in the context of stewardship of all resources to promote effective instructional leadership practices. Methodologies are presented for engaging in the practice of supervision of instruction, pedagogical assessment, program quality, and standards-based instruction. The instructional leader will be encouraged to emphasize maintaining and increasing teaching effectiveness through providing research based and relevant professional development opportunities.

EDA 655 School Improvement Leadership (4.50)
Duration: 4
School Improvement Leadership Identification and analysis of human, fiscal and material resources available and how these resources might be aligned to improve student achievement. Development of a collaborative, data-based school plan that addresses the needs of all learners. Analysis of an instructional leader's role in using strategies that address culturally responsive teaching, social and mental health needs and improved student learning for all students, including English learners and students with special needs.

EDA 656 Professional Growth Leadership (4.50)
Duration: 4
This course examines the theories, principles, and concepts related to leadership, administration, and management as well as student learning assessment models. Focus is directed toward understanding how to apply the leadership theories and assessment models in education settings involving faculty, staff, students, parents and the community. Emphasis is placed on professional and personal development and modeling of professional growth activities to faculty and staff in educational environments.

EDA 657 Org/Systems Leadership (4.50)
Duration: 4
This course provides candidates an introduction to public school budget and finance practices, emphasizing site level finance. This course provides an exploration of federal, state and local laws, policies, and regulations regarding revenue sources, district and school budgeting, and financial management procedures. Candidates will be provided an introduction to public school budgeting and accounting procedures as well as investigate current issues in public school finance. Candidates will understand organizational and systems leadership as well as techniques and skills to address conflict-management, problem-solving, and dealing with unintended consequences of decisions. Candidates will learn the importance of using the school vision/mission and annual goals, based on student performance and other school-wide data, for setting budget priorities so resources allocated in appropriate and focused areas of the school need. Candidates will learn to understand the importance of school administrators practicing ethical behaviors related to decisions they make.

EDA 658 Community Leadership (4.50)
Duration: 4
This is an introductory course in educational law and ethics which examines education law, codes, and regulations and their school level applications. The focus is on areas of school law most likely to be used by beginning school administrators. Students are expected to complete all assigned readings. Because this course is part of a sequence leading toward a recommendation for the preliminary administrative services credential, it is understood that an honor system prevails and that all class work will be completed solely by the student.

EDA 690 Guided Study (0.50-9.00)
Individual study under direction of instructor. Requires prior approval of appropriate academic department.

EDA 690A Master Guided Study (4.50)
Prerequisite: *EDA 654 with a minimum grade of B. Meets min requirement for degree*
Duration: 4
Master's degree guided study under direction of instructor. Requires prior approval of appropriate academic department. This course is intended for candidates seeking the Master degree in Educational Administration only, and not seeking the preliminary administrative services credential. Candidates will apply content learned, from program courses, and develop appropriate fieldwork activities to further develop their leadership skills. By completing the field activities, candidates will demonstrate mastery of the Course Learning Outcomes, which are aligned to the Program Learning Outcomes.

EDA 694 Thesis (4.50)
Prerequisite: *EDA 649*
Duration: 4
This course is a supervised experience culminating in the completion of a thesis. Focuses on a higher education administration research topic. Employs more advanced research methodologies than EDA 637 (Action Research) and is recommended for those considering future doctoral work. The student prepares a research proposal, obtains Institutional Review Board (IRB) approval, conducts the study and prepares the written thesis. This class is scheduled for 2 months, meets once a week and at the end of that time a grade of "IP" will be posted then the maximum length of time is 10 additional months. Grading is by H, S, or U only.

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)
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
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)
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 614A Exploration of CC Counseling (4.50)
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: 8
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)
Prerequisite: *EDC 614A*
Duration: 8
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.

EDD 800 Intro to Innovation in Ed (9.00)
Duration: 12
Perspective on branches of organizational theory related to structure, development, leadership, behavior and processes. In-depth analysis on and evaluation of organizational development and planned change, as applied to implementing innovation within educational institutions, to decipher best practices.

EDD 804 Individual Support/ Mentoring (1.00)
Duration: 4
This course provides additional support for students who need additional faculty support in completing a particular course. The program director in consultation with the student will determine the need for this course.

EDD 805 Innovation Theories & Applic (9.00)
Duration: 12
Perspectives on the nature of innovation, the stages of innovation, and ecosystems and strategies associated with invention, innovation, and the diffusion of innovation. In-depth analysis on and evaluation of the diffusion of innovation within organizational settings, with specific applications to educational enterprises, to decipher best practices.

EDD 810 Theories, Methods of Inquiry (9.00)
Duration: 12
An overview of qualitative, quantitative, and mixed-methods research designs with an emphasis on intervention evaluation research. In addition, an overview of statistics will be conducted within all three designs. The candidate is encouraged to use her or his problem of practice and/or innovative design of practice as the lens through which each of these research designs are examined.

EDD 815 Seminar in Exemplary Pract (9.00)
Duration: 12
Case study analysis of innovation in different industries, deciphering lessons and best practices. Culminating case analysis of innovation in educational enterprises, collaboratively developing exemplary practices based on seminar learning.

EDD 820 Consult, Collab & Ethical Prac (9.00)
Duration: 12
An examination of the concepts of consultation, collaboration, and ethical practice as they pertain to innovative leadership in an educational context. Skills, required for consulting with organizations seeking outside expertise (skills such as effective communication) are demonstrated through role play. Collaboration skills are gained by enacting them within the candidate's organization (e.g., leading a task force). The concept of ethical practice is investigated through case study analysis, and demonstrated through self-reflection based on the candidate's work in her or his organization.

EDD 825 Culm Project Proposal (9.00)
Duration: 12
Action research design is examined; candidates analyze their program of practice based on tenets of this design. Upon completion of the course, the candidate will have a proposal design ready to defend at the Second Annual Formative Assessment, and be prepared to collect data for her or his problem of practice project.

EDD 830 Knowledge Mgt for Innovation (9.00)
Duration: 12
The examination of knowledge management principles within and across organizations, utilizing various knowledge management models, but with an emphasis on understanding of data, information, knowledge, and application in educational enterprises. Special treatment of knowledge management relative to data science as it pertains to analytics and big data applications

EDD 835 Emerg Issues & Trends (9.00)
Duration: 12
An examination of innovations and innovative trends within a multitude of contexts including, but not limited to, education. Case studies of innovative practice from industry, non-profit, and government organizations are analyzed. Reflection of the candidate's own organization as well her or his problem of practice project enhances the examination of innovation.

EES 103 Fundamentals of Geology (4.50)
Introduction to the major geological processes which create and transform materials and landforms throughout the planet. Geotectonic processes, geomorphology, unifying themes such as plate tectonics, sea form spreading and athenosphere convection cells; and degradation-aggradation processes.

EES 103A Fundamentals of Geology Lab (1.50)
Prerequisite: *EES 103*

This laboratory course will complement the student's knowledge of geology with demonstrations and experiments. Contact hours for this laboratory course (45) are based on a 3:1 ratio, i.e. 3 lab hours = 1 lecture hour equivalent.

EES 322 Oceanography (4.50)

Examination of the interactions between oceanographic, geological and astronomical processes on the physical and living components of the world's oceans. Includes interactions between the ocean and the atmosphere and how these interactions affect currents, weather and biological activity.

EGR 219 Intro to Graphics and Auto CAD (4.50)
Prerequisite: *MTH 215*

Duration: 4
Introduction to the latest version of Auto CAD software for two- and three-dimensional modeling, engineering graphics and technical drawings.

EGR 220 Engineering Mathematics (4.50)
Prerequisite: *MTH 215*

Duration: 4
An examination of the major mathematical tools for engineers and scientists.

EGR 225 Statics & Strength of Material (4.50)
Prerequisite: *EGR 220*

Duration: 4
Introduction to the key topics in strength of materials with focus on applications, problem solving and design of structural members, mechanical devices, and engineering systems.

EGR 230 Electrical Circuits & Systems (4.50)
Prerequisite: *MTH 215*

Duration: 4
A study of fundamentals of direct and alternating current, basic circuit theory, three-phase circuits, transformers, electrical generators, and motors.

EGR 310 Engineering Economics (4.50)
Prerequisite: *MTH 215*

Duration: 4
Economic Analysis for decision making with emphasis on rate of return, net present value, benefit-cost and multi-objective evaluation methods. Cost estimation and alternative analysis.

EGR 316 Legal&Ethicl Const/Engr Issues (4.50)
Duration: 4
Course focuses on basic principles and new developments in the legal aspects of architectural, engineering and construction processes. Coverage includes contractor licensing, professional design services, liability, intellectual property, and competitive bidding.

EGR 320 Scientific Problem Solving (4.50)
Prerequisite: *CSC 208, or EGR 220*

Duration: 4
The scientific approach to problem solving through analysis and design are presented using modern computer science and engineering examples. Critical thinking and communication skills will be used to interpret and present results from real-world case studies where computers were used to solve scientific problems.

EGR 320L Scientific Problem Solving-LAB (1.50)
Prerequisite: *EGR 320 with a minimum grade of C. The laboratory experiments in EGR 320L build on the content covered in EGR 320 (mechanical, electrical, and thermodynamics problem solving concepts).*

Duration: 1 month
Using hands-on computer tools, the scientific approach to problem solving through analysis and design is applied in this laboratory course. Results from these hands-on activities will be interpreted and presented both on an individual basis and in a team environment. Critical thinking and communication skills will be used to interpret and present results of scientific investigations.

EGR 440 Project Management Fundamental (4.50)
Duration: 4
This course focuses on project management concepts and definitions, network scheduling techniques, strategic planning, risk management, cost control, and project implementation.

EID 600 Technology Foundations (4.50)
Duration: 4
Technology Foundations serves as MSDIET program introduction. Course format forecasts program expectations, introduces the five lenses of educational technology evaluation (theory, tools, practice, design & assessment). Key concepts defined. Hands on project-based instructional design practices introduced and scholarly research begins

EID 610 Instructional Design (4.50)
Recommended Preparation: *EID 600 with a minimum grade of C.*

Duration: 4
Overview of instructional tools and design processes used to create robust learning objects and dynamic learning environments. Relevant theories applied to creation of instructional strategies, learning objectives, and assessment of outcomes. Students continue scholarly research and hands-on projects.

EID 620 Education, Theory & Technology (4.50)
Recommended Preparation: *EID 600 with a minimum grade of C.*

Duration: 4
Students explore relationship between extant theory and instructional. Technology viewed as a value-neutral tool applied to enhance communication and cognition.

EID 630 Media Based Learning Objects (4.50)
Recommended Preparation: *EID 600 with a minimum grade of C.*

Duration: 4
Media Rich learning objects, supported by learning theory created for real world application. Emphasis on UX.

EID 640 Developing Online Courseware (4.50)
Recommended Preparation: *EID 600 with a minimum grade of C.*

Duration: 4
Learners step into the role of course designer as they explore the affordances and constraints of distant learning modalities. Tools, theory, and calibrated learner needs are considered as original learning environments are crafted and evaluated for their efficacy as tools of teaching, learning, engaging and community building.

EID 655 AI to Support Learning (4.50)
Recommended Preparation: *EID 600 with a minimum grade of C. NA*

Duration: 4
In EID 655, participants will explore Artificial Intelligence's effective and ethical uses in education and training. They will integrate AI with learning theories and design principles, evaluate AI’s role as a thought partner in instructional design, and address flaws in AI systems. The course culminates in a major project, where participants design an inclusive, AI-supported learning environment.

EID 660 Simulated Realities & Learning (4.50)
Recommended Preparation: *EID 600 with a minimum grade of C.*

Duration: 4
This course offers a deep dive into the tools, theory, and practice of immersive technologies like Virtual Reality (VR), Augmented Reality (AR), and Mixed Reality (MR), alongside AI-assisted development tools. You will explore how these tools can be used to design and implement interactive learning environments that address real-world educational and training challenges. The course emphasizes the creation of immersive learning spaces that foster learner engagement, scalability, and personalized learning experiences.

EID 670 Technology and Leadership (4.50)
Recommended Preparation: *EID 600 with a minimum grade of C.*

Duration: 4
This course prepares graduates for roles as educational technology subject-matter experts and institutional change agents. Students will analyze issues surrounding the choosing, adoption, rollout and sustainability of new educational technologies. Teams of students will conduct a needs assessment as the basis for drafting technology plans.

EID 680 Instructional Eval. & Devl. (4.50)
Prerequisite: *EID 600 with a minimum grade of C. ; EID 610 with a minimum grade of C. ; EID 620 with a minimum grade of C. ; EID 630 with a minimum grade of C. ; EID 640 with a minimum grade of C. ; EID 650 with a minimum grade of C. ; EID 660 with a minimum grade of C. ; EID 670 with a minimum grade of C.*
Duration: 4
Prospectus for capstone (the final course in the program) developed. Students review efficacy of previous work, evaluate continuous improvement strategies. Emphasis on UX, learning outcomes and assessment.

EID 690 Capstone (4.50)
Prerequisite: *EID 680 with a minimum grade of C. ALL PREVIOUS COURSEWORK should be completed.*
Duration: 8
Prospectus from EID680 guides students in their 8-week EID 690 capstone. Final course in master's program. Students complete Capstone Project and accompanying thesis level report synthesizing all of their skills and knowledge into an online showcase. Grading outcomes are H, S, or U only.

EMSX 8040X ACLS Preparation (-1.00)
Duration: 0
ACLS Prep is designed to focus on the specific introductory skills needed to successfully pass ACLS and successfully implement the needed skills in clinical settings. This class focuses on three different sections of the ACLS curriculum: EKG interpretation, pharmacology, and hemodynamic stability recognition. This course is designed to provide students with foundational ACLS knowledge and prepare them for successful completion of ACLS certification.

ENG 102 Effective College English (4.50)
Duration: 4
An introductory course on the written academic discourse patterns required for college-level writing. Emphasizing essay-length compositions, the course covers critical reading, thesis formation, essay organization, and basic revision techniques.

ENG 150 Intro to Creative Writing (4.50)
Duration: 4
An introduction to poetry and fiction writing using the collaborative workshop method. No previous creative writing experience is required.

ENG 201 Fiction Writing I (4.50)
Prerequisite: *ENG 102*
Duration: 4
An introductory course in writing short fiction. Students will focus on the basic elements of fiction writing and write their own original work. Students will also analyze published work and discuss each other's writing in a traditional workshop format. Designed to give students a basis for future creative work.

ENG 202 Poetry Writing I (4.50)
Prerequisite: *ENG 102*
Duration: 4
An introductory level poetry workshop. Students will compose their own original poems and study the basics of the craft of poetry along with a general historical overview of the history of poetry and its developments. This course is designed to give students a basis for future personal creative work.

ENG 203 Screenwriting I (4.50)
Prerequisite: *ENG 102*
Duration: 4
An introduction to the writing of feature-length screenplays. Students will learn the elements, formatting, and conventions of successful screenplays, and will learn to produce complete plots and scenes. This course is designed to give students a basis for future personal creative work.

ENG 240 Advanced Composition (4.50)
Prerequisite: *ENG 102*
Duration: 4
An advanced course in writing that emphasizes discipline-specific research strategies, formulating research niches, and framing persuasive arguments in the disciplines.

ENG 301 Fiction Writing II (4.50)
Prerequisite: *ENG 150, or ENG 201*
Duration: 4
An intermediate course in writing fiction. Students will build on principles learned in ENG201, focusing on developing compelling and original fiction. Students will also discuss the importance of revision, and engage in thorough critiques of each other's original work.

ENG 302 Poetry Writing II (4.50)
Prerequisite: *ENG 150, or ENG 202*
Duration: 4
An intermediate workshop in poetry. Students will compose their own original poems and continue the study of the craft of poetry, focusing on the modern tradition.

ENG 303 Screenwriting II (4.50)
Prerequisite: *ENG 203*
Building on the skills learned in ENG 203, students will refine their critical ability to analyze and evaluate screenplays, and their visual storytelling skills, in order to produce an effective first act of a full-length screenplay.

ENG 310 English Grammar (4.50)
Prerequisite: *ENG 102*
Analysis of Modern English structure using the methods of traditional grammar. Topics studied: parts of speech, grammatical functions, phrase, clause, and sentence types, and nominal and verbal categories. Nature and usefulness of prescriptive rules of grammar. How to teach traditional grammar as presented in the secondary English curriculum. Instruction will encourage students to demonstrate critical understanding of traditional grammar, of contemporary syntactic analysis, and of the strengths and weaknesses of those systems in secondary education.

ENG 334A Technical Writing (4.50)
Prerequisite: *ENG 102; (Only Business, Engineering and Nursing majors may fulfill the requirement by taking ENG 334A)*
A workshop to help students whose careers will involve communicating technical information clearly. Students are encouraged to practice on professional models in their own disciplines while learning those attributes common to all effective technical writing.

ENG 350 Fundamentals of Linguistics (4.50)
Prerequisite: *ENG 102*
An introduction to contemporary linguistics. Covers the phonology, morphology and syntax of the English language with an emphasis on language acquisition as related to the developmental stages of childhood. The course is especially designed for students intending to teach elementary school students.

ENG 367 Editing (4.50)
Prerequisite: *ENG 240*
Duration: 4
Editing for style, clarity, and coherence in a variety of academic and non-academic contexts, including editing of one's own and others' writing and collaborative writing/editing.

ENG 368 Writing Technologies (4.50)
Prerequisite: *ENG 240*
Duration: 4
A survey of the history of writing technologies and their cultural effects. Students will also explore uses of contemporary technologies including digital text forms and generative AI.

ENG 369 Storytelling for Leadership (4.50)
Duration: 4
Provides an overview of the principles and techniques of storytelling and their application to leadership in organizations and society. Students will learn how the principles of dramatic structure inform and shape the stories leaders have used throughout history, and how a range of diverse fields, from literature to business to neurobiology, have advanced our understanding of why storytelling is essential for leaders. Those who hope to advocate for causes, connect with followers, and drive change increasingly understand that a powerful story can be the difference between success and failure. Taking a critical approach to storytelling in leadership, students will also consider their own personal narrative, as leaders and followers, as they plan their next steps in the professional world.

ENG 375 Nature Writing (4.50)
Prerequisite: *ENG 102; ENG 240, or ENG 334A*
Duration: 4
An advanced course for students interested in using writing as a means of exploring the natural world. This course surveys nature writing in its various forms (essays, articles, poetry, journals, etc.) as well as effective nature writing strategies. This course is designed to give students a basis for future personal creative work.

ENG 401 Fiction Workshop (4.50)
Prerequisite: *ENG 301*
Duration: 4
An advanced course in writing fiction. Students will analyze sophisticated principles of fiction writing, evaluating different strategies for successful fiction, including non-traditional approaches. Students will write and revise advanced level original work, and provide rigorous feedback for their peers in a workshop setting.

ENG 402 Poetry Workshop (4.50)
Prerequisite: *ENG 302*
Duration: 4
In a workshop setting, students will build on the skills learned in ENG 202 and 302 to produce a significant collection of original poems.

ENG 403 Screenwriting Workshop (4.50)
Prerequisite: *ENG 303*
In a workshop setting, students will build on the skills learned in ENG 203 and 303 to draft and revise an effective full-length screenplay.

ENG 490 Guided Study (0.50-9.00)
Individual study under direction of instructor. Requires prior approval of appropriate academic department.

ENG 495 Creative Writing Project (4.50)
Prerequisite: *Successful completion of all other requirements of the Concentration in Creative Writing.; ENG 301; ENG 302; and one of the following courses; ENG 375, or LIT 401, or LIT 402*
Duration: 4
Students will produce a fiction or poetry project as the culmination of their work in the Creative Writing Concentration.

ENG 599 Intro to Grad English Studies (4.50)
Duration: 4
Introduces students to graduate level research practices and methodologies in English Studies. Students gain the grounding and skills required to research and write scholarly articles for peer reviewed journals in the field of English Studies.

ENG 600 Seminar in Literary Theory (4.50)
Historical and current issues in literary criticism and theory with particular attention to developments of the last fifty years. Emphasizes both reading and writing literary criticism in order to develop vocabulary and skills necessary to participate in scholarly literary debate.

ENG 610 Multicultural Literature (4.50)
Examines core concepts of race, ethnicity, culture, and multiculturalism from the standpoint of recent developments in American literary canon formation. Students will synthesize current multicultural literary theories with a corpus of significant literary texts.

ENG 620A Variable Topic Literary Period (4.50)
Duration: 4
Advanced, historically oriented study of a literary period, such as English Medieval, Romantic, or Victorian literature, or a movement, such as the Beat Generation. A variable topic is chosen by the instructor. This course can be used for graduate-level literary theme course transfer credit with the approval of academic program directors.

ENG 620C Metafiction (4.50)
Duration: 4
Examination of the literary phenomenon known as metafiction. The student is exposed to novels, short stories, and films that illuminate this type of fiction either directly or by contrast. These works are studied from two perspectives: (1) narrative and meta-narrative form and (2) content.

ENG 620D Contemporary Science Fiction (4.50)
Duration: 4
Focuses on several representative works of 21st-century literary science fiction. In addition to analyzing how contemporary concerns (such as AI and climate change) are represented in this literature, students research the real-world implications of these concerns.

ENG 620E Dark English Romanticism (4.50)
Duration: 4
The study of English Romanticism from the late 18th and early 19th centuries, including its historical development, terminology, and contemporary critical views.

ENG 620F American Gothic (4.50)
Duration: 4
Study of American Gothic tales and novels from the 18th century to the 21st century, including historical development, ideology, terminology, and contemporary critical perspectives in the field.

ENG 620G Medieval Literature (4.50)
Duration: 4
Study of the medieval literature of England, 1050-1500, including historical development, ideology, terminology, and contemporary critical views in the field.

ENG 620H American Romanticism (4.50)
Duration: 4
Study of American literature from the Romantic period, including historical development, ideology, terminology, and contemporary critical views in the field.

ENG 620I 18th Century English Novel (4.50)
Duration: 4
Study of the 18th-century English novels by Daniel Defoe, Samuel Richardson, Henry Fielding, and Laurence Sterne, including historical development, ideology, terminology, and contemporary critical views in the field.

ENG 620J Sensation Novel (4.50)
Duration: 4
Study of the sensation novels by Charles Dickens, Wilkie Collins, and Mary Elizabeth Braddon, including their historical development, ideology, terminology, and contemporary critical views in the field.

ENG 620K Greatest Generation (4.50)
Duration: 4
Study of American writers from the Greatest Generation (1930-1960), including historical development, ideology, terminology, and contemporary critical views in the field.

ENG 620L Harlem Renaissance (4.50)
Duration: 4
Study of the literature of the Harlem Renaissance as part of this pivotal era in which writers, musicians, and artists of the African Diaspora produced literary, visual, and philosophical works exploring the complexities of Black identity and culture. It explores historical development, ideology, terminology, and contemporary critical views.

ENG 625 Seminar in Creative Nonfiction (4.50)
Duration: 4
Students write and critique each other's original work in a workshop-style format. Through presentation and critique of published and student-generated work, students will advance their understanding of the genre's many forms, including memoir, autobiography, nature writing, literary journalism, and the personal essay, while strengthening their own writing.

ENG 635 Seminar in Fiction (4.50)
Duration: 4
Students write and critique each other's work in a workshop-style format. Through presentation and critique of published and student-generated work, students will advance their understanding of the genres' many forms and styles, strengthen their own writing, and broaden their understanding of literature and various modes of literary writing.

ENG 640 Seminar in Poetry (4.50)
Advanced study of the history and practice of poetry. Close reading of a major poet or school of poetry, poetic forms and theories.

ENG 645 Seminar in Poetry (4.50)
Duration: 4
A poetry workshop where students will learn the craft of poetry by writing their own original work and offering feedback to their peers. Students will be introduced to contemporary poetry though readings and discussions of poems from a poet’s point of view.

ENG 655 Composition Pedagogy (4.50)
Duration: 4
Prepares students for the practical and theoretical challenges of teaching English composition and other writing courses. Topics include process theory, cognitive studies, language and diversity, genre studies, and best practices.

ENG 656 History of Rhetoric (4.50)
Duration: 4
Focuses on the teachings of the major figures of ancient rhetoric, such as the sophists, Plato, Aristotle, Cicero, and Quintilian. Students will study the classical texts that form the basis of modern rhetoric studies. The course also surveys major shifts through Medieval, Renaissance, and Enlightenment rhetoric.

ENG 657 Modern Rhetoric (4.50)
Duration: 4
Introduces students to the contemporary study of rhetoric. The course covers major figures such as Kenneth Burke, Lloyd Bitzer, and Stephen Toulmin. The course introduces a wide range of academic interests in contemporary rhetoric; in particular, students will practice reading texts rhetorically through major theories of rhetoric.

ENG 665 Film Theory (4.50)
An overview of film theory designed to give students the critical tools necessary to describe and evaluate various aspects of cinema art. This course introduces concepts from a variety of approaches, including deconstruction, existentialism, Marxism, phenomenology, and psychoanalysis.

ENG 666 Silent Film (4.50)
Duration: 4
A survey of films produced before the advent of recorded sound, this course focuses on the early national cinemas of France, Germany, the Soviet Union and the United States; attention is directed to concepts of visual narratology, montage and the conventions of acting, set design, lighting and movement.

ENG 667 American Film History (4.50)
Duration: 4
This course offers an in-depth study of the development of cinema in the United States that takes a broad overview of American film making. Topics include film genre and the relationship of film to art, politics, religion and society. Additionally, the course considers Hollywood's treatment of ethnic groups, women, and systems of class structure.

ENG 668A Variable Topic Film Genre Stud (4.50)
Duration: 4
An intensive study of the conventions, artists, and styles associated with specific genres, as well as the historical circumstances in which each genre appeared. A variable topic chosen by the instructor. This course can be used for graduate-level film genre transfer credit with the approval of academic program directors.

ENG 668C Science Fiction Film (4.50)
Duration: 4
Examines significant representative examples of the genre of science fiction cinema, analyzing them as texts that present different perspectives on themes relating to the human condition.

ENG 668D Horror Film (4.50)
Duration: 4
Focuses on the history, iconography, and mythology of horror films. Students will analyze the major horror sub-genres subject matter, themes, and visual style, from psychological horror to postmodern horror films.

ENG 668E The Musical (4.50)
Duration: 4
Focuses on the critical analysis of the Hollywood musical through the lens of genre theory, emphasizing how the conventions of the cinematic musical are constructed through narrative and cinematic techniques.

ENG 668F Animation (4.50)
Duration: 4
History and aesthetics of animation as a cinematic medium are studied through the analysis of short films and feature-length films. Particular attention is given to the historical development of the medium and how its formal properties enabled different forms of expression to evolve over time.

ENG 669 World Film (4.50)
World Film is a content-variable course that may be repeated for credit. Each iteration of this course is a study of the film tradition of a specific nation or group of nations other than the United States. Students in this course will engage in an intensive study of the elements of filmmaking and theory, as well as the contrasting visual styles of directors, artists, and themes prominent in the particular tradition or traditions surveyed. Trans-cultural and transcendental film categories, universals values, and the fundamental principles of film art are also important topics of discussion.

ENG 680A Variable Topic Literary Theme (4.50)
Duration: 4
Study of a literary motif or theme over time and/or across cultures. A variable topic chosen by the instructor. This course can be used for graduate-level literary theme transfer credit with the approval of academic program directors.

ENG 680C Literary Noir/Noir Mediascape (4.50)
Duration: 4
Study of noir themes, visuals, character types, and plots in classic crime novels and across various media, paying attention to the unique affordances and constraints of each medium.

ENG 680D Detective Fiction (4.50)
Duration: 4
Historical overview of mystery and detective fiction focuses on the genre's key thematic preoccupation with how logic and chaos are represented and the implications of the different forms that these themes take in representative novels and short stories.

ENG 680E Vampires (4.50)
Duration: 4
A study of vampires in both literature and film focuses on the context of their historical period, using critical concepts and applying notions of critical thinking to understand the works studied.

ENG 680F Gothic Literature (4.50)
Duration: 4
Study of the rise of Gothic literature during the eighteenth and nineteenth centuries. It examines the origins of the genre, focusing on the concepts of the supernatural, terror, horror, and religion to critique societal norms and values.

ENG 680G The Female Gothic (4.50)
Duration: 4
A study of the Female Gothic in short stories and novels examines the dark and mysterious aspects of the Gothic genre as they relate to gender, focusing on the concepts of the supernatural, religion, terror, horror, and the domestic space as a means to critique societal norms and values.

ENG 680H Gothic Prisons (4.50)
Duration: 4
Study of Gothic prisons focusing on concepts of the supernatural, sex, terror, horror, and religious space as a means to critique societal norms and values.

ENG 680I Modern Gothic (4.50)
Duration: 4
Study of modern iterations of the Gothic genre, focusing on the concepts of the supernatural, horror, and nostalgia as a means to critique societal norms and values.

ENG 680J Home in British Literature (4.50)
Duration: 4
Study of the home in British literature focuses on the concept of the home not only as a contested domestic space but also as the location where hope and fear intersect with society as a whole.

ENG 680K Home in American Literature (4.50)
Duration: 4
Study of the home in American literature focuses on the concept of the home as a contested domestic space and as the location where hope and fear intersect with society as a whole.

ENG 680L Modernism (4.50)
Duration: 4
Focuses on early 20th-century literary texts that are representative of modernist form and content. Emphasizes close-reading methods for analyzing literary texts as well as an historical approach to understanding the origins and development of this intertwined art and literary movement.

ENG 685 American Directors (4.50)
Duration: 4
This seminar in great American directors is a content-variable course that may be repeated for credit. Each iteration of this course is a comprehensive study of the artistic achievements of an American director. Students will engage in detailed interpretations and analyses of the techniques and concepts employed by a particular director, paying special attention to literary works as they relate to the filmmaking efforts of the director studied.

ENG 686 International Directors (4.50)
Duration: 4
This seminar in great international directors is a content-variable course that may be repeated for credit. Each iteration of this course is a comprehensive study of the canon of work of a specific director, excluding American directors. Students will engage in detailed interpretations and analyses of the techniques and concepts employed by a particular international director, paying special attention to literary works as they relate to the filmmaking efforts of the director studied.

ENG 690A Variable Topic Major Author (4.50)
Duration: 4
A critical study of the work of a single author. The variable topic is chosen by the instructor. It can be used for graduate-level literary theme course transfer credit with the approval of academic program directors.

ENG 690C Jane Austen (4.50)
Duration: 4
A critical study of Jane Austen's novels focuses on the interplay between her biography, cultural influences, and the literary context.

ENG 690D The Brontë Sisters (4.50)
Duration: 4
A critical study of the Brontë sisters' fiction examines their novels and short stories, focusing on the interplay between the sisters' biographies, cultural influences, and the literary context.

ENG 690E Edgar Allan Poe (4.50)
Duration: 4
A critical study of Poe's fiction focuses on the interplay between biography, cultural influences, and the literary context.

ENG 690F William Shakespeare (4.50)
Duration: 4
A critical study of the works of William Shakespeare, with special emphasis given to biography, culture, and literary context.

ENG 690G T. S. Eliot (4.50)
Duration: 4
A critical study of the works of T. S. Eliot, with special emphasis on biography, culture, and literary context.

ENG 690H Walt Whitman (4.50)
Duration: 4
A critical study of the works of Walt Whitman, with special emphasis on biography, culture, and literary context.

ENG 690I Geoffrey Chaucer (4.50)
Duration: 4
A critical study of the works of Geoffrey Chaucer, with special emphasis on biography, culture, and literary context.

ENG 690J John Steinbeck (4.50)
Duration: 4
A critical study of the works of John Steinbeck, with special emphasis on biography, culture, and literary context.

ENG 690K Ann Radcliffe (4.50)
Duration: 4
A critical study of the works of Ann Radcliffe, with special emphasis given to her biography, culture, literary context, and impact on the Gothic tradition and Romantic literature.

ENG 690L James Baldwin (4.50)
Duration: 4
A critical study of the works of James Baldwin, with special emphasis given to biography, culture, and literary context.

ENG 690M Virginia Woolf (4.50)
Duration: 4
A critical study of the works of Virginia Woolf, with special emphasis on biography, culture, and literary context.

ENG 697 Capstone Project in Rhetoric (4.50)
Prerequisite: *ENG 655; ENG 656; ENG 657 and ENG 668A, or ENG 680A Topic: Literary Noir/Noir Mediascape*
Duration: 8
Writing the Master's thesis or capstone project. Taken as the last course in the M.A. English with a Specialization in Rhetoric program. Exceptions may be made if within two courses of program completion, with approval of the lead faculty. Students study published models of rhetorical criticism. They hone critical tools and apply them to a substantial, original project. Working closely with the capstone instructor and peers, students take this project from inception to final form: a work of professional-quality rhetorical criticism. Grading basis is S/U only. Course is eligible for In Progress (IP) grade.

ENG 699 English Capstone Course (4.50)
Duration: 8
Writing the Master's thesis or capstone project. Taken as the last course in the M.A. English program. Exceptions may be made if within two courses of program completion, with approval of the lead faculty. Grading is by S or U only. Course is eligible for an "IP" grade.

ENM 600 Engineering Management (4.50)
Duration: 4
Course designed to provide the students with strong knowledge of modern management topics required of engineers' practice today. The goal is to teach graduate engineers ways in which management principles are typically applied in the workplace. The course covers the fundamental concepts associated with management topics such as planning, forecasting, decision making, human aspects in organizations and management, managing research, development and quality processes, basic principles of operations and project management. Critical thinking and innovative ideas are strongly encouraged in assignments and course project.

ENM 601 Project Management (4.50)
Duration: 4
Course designed to plan and implement a project with the necessary knowledge and tools to properly manage to completion. Microsoft project is the engineering management tool for implementation tracking. Key topics of project manager role, planning, organizing, estimating, scheduling, risk assessment and Earned Value Management will be dealt in detail in the course. Teams will implement a full project with report including a full Microsoft Project tracking plan. Special topics will include Agile project management practice and its implementation details. Comprehend and evaluate Project Management Book of Knowledge (PMBOK).

ENM 602 Risk, Contracts, and Legal Iss (4.50)
Focus on risks, contracts and legal issues related to project management. Covers materials on theories of risk management, cost estimation, pricing competitive bids, risk allocation, and incentive contract design, evaluation of threats and opportunities, and portfolio management.

ENM 603 Operations & Supply Chain Mgmt (4.50)
Prerequisite: *ENM 600*
Duration: 4
The course examines the design and management of internal capacity of an enterprise as it applies to all organizations. It addresses how all operations, supply chain and behavior components fit together and how to identify and resolve the right problem. Topics covered include problem identification and resolution, process design, applications of technology, supply chain management and knowledge management.

ENM 604 Quality Engineering (4.50)
Duration: 4
Course designed to provide the students with a strong knowledge of quality engineering with the use of key statistical tools like Statistical Process control, Six Sigma. Students will practice these tools in assignments. Other quality tools and ISO quality standards will also be discussed. Development of a Total Quality Management report for an enterprise with the above noted tools will be the focus of the course project.

ENM 605 Advanced Engineering Economics (4.50)
Duration: 4
Advanced Engineering Economics focuses on two major areas, namely, engineering economic financial analysis for projects, and evaluate the impact of continually changing technology on businesses. Engineering financial analysis will focus on pure financial aspects covering the present and future value of money, NPV, ROI, IRR, and their application to project costs. The second part will focus on different business models employed by the various industry segments to gain insight into the interplay between business models and the engineering economy due to advancing technology. Finally, the course will analyze the impact of global competitive pressures at national and international levels on technology choices.

ENM 607A Capstone Course I (4.50)
Prerequisite: *Students must complete the six Core Courses, along with their chosen Specialization courses, prior to being able to register for the Capstone Courses starting with ENM 607A. ; ENM 600; ENM 601; ENM 603; PME 602; ENM 604; TMG 610; and ENM 602; PME 601; PME 603; PME 604; , or SYE 600; SYE 601; SYE 602; SYE 603*
Duration: 4
Culminating capstone project that includes the engineering management processes learned throughout this program. Working in teams under the guidance of their assigned faculty advisor, students select a research topic. The duration of this course is one month. This is the first part of a three course series that each student has to complete sequentially. Grading is H, S, or U only. As noted under the program description, students are eligible to take this first capstone course only after completing all the six core courses and four chosen specialization courses. It is also important to note that capstone course sequence ENM607A, ENM607B and ENM607C needs to be taken in consecutive months as scheduled. Students should pass ENM607A to move on to ENM607B. Students should pass ENM607B to move on to ENM607C. Instructors would be planning to inform the students in time to help timely dropping a successive course if a student fails in ENM607A or ENM607B.

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.

ENT 501 Found of Entrepreneurship (4.50)
Duration: 4
This course gives the student an overview of the entrepreneurial process. In this course the student will look at entrepreneurship as a mindset—a way of looking at things differently that is opportunity-focused and creative. Topics covered include characteristics of successful entrepreneurs, techniques for finding and screening ideas, entrepreneurial finance, the politics of new ventures, valuation and deal making, understanding writing a business plan and business canvas model, buying a business, family business/ lifestyle business dynamics, and managing crisis and failure. The student will learn the fundamentals and challenges of entrepreneurship - from conceptualizing new ventures and opportunities to developing and managing them.

ENT 515 New Venture Res Dev & Analysis (4.50)
Duration: 4
In this course the student will recommend a list of new venture resources, analyze strategic choices for new venture resources, evaluate challenges relating to the acquisition and management of necessary resources for new ventures. The student will validate a strategy for developing tools and skills with growth of a new venture. Finally, the student will demonstrate proficiency in searching for and locating resources needed at different stages of venture creation and operational efficiency.

ENT 525 Business Plan Creation (4.50)
Duration: 4
In this course the student will analyze how a business plan helps companies make decisions with the future in mind. The student will explore the difference between a business plan and a business canvas model and then diagram the parts of a business plan. The student will next develop a business plan and then validate the use of a business plan for ensuring success and meeting stakeholder needs.

ESN 639 Fudtns for Instr. Assm. Coll (4.50)
Prerequisite: *SED 610*
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.

FFL 100 Foundation to Academic Success (4.50)
Duration: 8
Helps students meet college expectations and achieve their academic goals through readings and intensive writing assignments. Introduces students to the information, skills, and attitudes necessary for college success and lifelong learning and development. Focuses on strategies for academic success and lifelong learning, including time management, research and study skills, effective test taking, and participating in a scholarly community.

FIN 310 Business Finance (4.50)
Prerequisite: *ACC 201*
This course is a survey of the basic principles and concepts used in the financial management of a business enterprise addressed from both theoretical and practical standpoints. Topics include money and capital markets, financial management of working capital, capital budgeting and fixed asset management, cost of capital, and short-term and long-term financing by means of debt and equity capital.

FIN 440 Financial Institutions (4.50)
Prerequisite: *FIN 310*
An examination of the nature and role of financial institutions in the economy, topics include money markets and capital markets, the Federal Reserve System and monetary policy, the commercial banking system, thrift institutions, insurance companies, pension funds, investment companies, and other major financial institutions.

FIN 442 Investments (4.50)
Prerequisite: *FIN 310 and FIN 440*
A survey of principles and practices in the field of investments, the course covers the valuation of corporate securities of multinational and domestic corporations, portfolio theory, and the measurement of portfolio performance. Emphasizes the role of return and risk in valuing stocks, bonds, options, and in constructing portfolios.

FIN 443 Working Capital Management (4.50)
Prerequisite: *FIN 310*
A course emphasizing the management of current assets and current liabilities, it covers planning a firm's overall level of liquidity, stressing cash management and credit policies. Also discussed are selected topics such as bank relations, factoring, and secured inventory financing.

FIN 444 Risk Management & Insurance (4.50)
Prerequisite: *FIN 310*
An analysis of the risk management problems in the business enterprise, the course emphasizes methodology for risk analysis, insurance principles and practices, techniques for risk and loss control, insurance underwriting, and rating. It also includes product liability, property damage, and bodily injury in business situations.

FIN 446 International Financial Mgmt (4.50)
Prerequisite: *FIN 310*
An examination of the international aspects of corporate finance and investing, the course covers balance of payments, foreign exchange with emphasis on exchange rate determination, exchange risk, hedging, and interest arbitrage, international money and capital markets, international financing, and international banking.

FIN 447 Financial Planning (4.50)
Prerequisite: *FIN 310 and FIN 442*
The course is an overview of the broad spectrum of financial planning, including activities such as producing a comprehensive plan to meet the client's needs and goals for sound financial management, gathering of client information, analyzing client objectives, and using communication skills essential to obtaining quantitative and qualitative client data. It also acquaints students with the importance of retirement and estate planning and tax management.

FIN 449 Analysis of Financial Statemen (4.50)
Prerequisite: *FIN 310*
An examination of U.S. accounting principles, the course emphasizes the analysis and interpretation of financial statements for management and investment purposes. Students evaluate financial statements of actual publicly traded firms. Course material is applicable to credit policy, investment analysis, and other operating and financial policy decisions.

FIN 453 Finance and Banking (4.50)
Prerequisite: *FIN 310*
Overview the banking system, and the role of money and interest rates in the economy. Topics include: today's financial and monetary controversies, role of banking system in the economy; banking regulations; financial instruments and their purposes; asset pricing, the determination and behavior of interest rates; the monetary base and the money supply framework; the role of the Federal Reserve system in the determination of money supply, interest rates, and economic goals; the effect of money and credit on output, employment, and inflation.

FIN 454 Capital Structure & Financing (4.50)
Prerequisite: *FIN 310*
Overview the factors that affect capital structure decisions. Topics include: risk and return, corporate strategy, capital structure choices, economics, regulatory, and industry effect on capital structure, raising capital and financial distress and bankruptcy.

FIN 455 Valuation of a Corporation (4.50)
Prerequisite: *FIN 310*
Valuation is designed to explain the theories of valuing a corporation. Topics include: foundations of value, core valuation techniques, how to create value, estimating continuing value, valuing multinational companies, and cross-border and emerging markets valuation.

FIN 456 Financial Project (Capstone) (4.50)
Prerequisite: *FIN 310; FIN 440; FIN 442; FIN 443; FIN 444; FIN 446; FIN 447; FIN 449; FIN 453; FIN 454; FIN 455*
This capstone course exposes students to a wide range of finance related topics, including issues affecting the current financial environment of business firms. The course integrates material from previous courses and covers topics such as corporate finance, short and long-term investment, risk management, financial domestics and international markets and institutions and other related subjects. The subject matters will be covered trough series of cases or research projects.

FIN 609A Seminar in Financial Managemen (4.50)
Prerequisite: *FIN 310, or ACC 600*
Duration: 4
A study of corporate financial management, through case studies and/or term projects, this course covers issues such as sources of long-term financing, cost of capital, capital budgeting, dividend policy, mergers and acquisitions, bankruptcy and reorganization, the globalization of finance, ethical standards, information technology, and financial strategy.

FIN 610 Topics in Financial Management (4.50)
Prerequisite: *FIN 609A, or FIN 689*
Duration: 4
The topics covered in this course include strategic financing decisions such as capital structure and dividend policy decisions; tactical financing decisions such as initial public offerings, financial restructuring, and lease financing; short-term financial management such as cash, inventory, and receivables management; and special topics such as risk management, bankruptcy, reorganization and liquidation, corporate mergers, and multinational financial management.

FIN 631 Security Analysis & Portfolio (4.50)
Prerequisite: *FIN 689*
Duration: 4
This course is an analysis leading to the appraisal and pricing of securities. It discusses the income generating ability of securities, forecasts of trends in the stock and bond markets, fundamental and technical analysis, application of Modern Portfolio Theory (MPT), analysis of active and passive investment strategies, and measurement of portfolio performance.

FIN 635 International Finance (4.50)
Prerequisite: *FIN 689*
Duration: 4
An examination of the international aspects of corporate finance and investing, this course covers the international balance of payments and foreign exchange. It emphasizes exchange rate determination, exchange risk, hedging, and interest arbitrage, international money and capital markets, international financing, and international portfolio management.

FIN 689 Financial Management (4.50)
Duration: 4
A study of corporate financial management, through problem solving, case studies and/or term projects, this course covers issues such as sources of long-term financing, cost of capital, capital budgeting, dividend policy, globalization of finance, ethical standards, information technology, and financial strategy.

FNP 642 Advanced Pharmacology II (4.50)
Duration: 12
Second course of a two course series. Within each class of therapeutic drugs, the course examines clinical application, drug actions, interactions, reactions, and contraindications. The course will also include principles of prescribing and patient compliance.

FNP 683A Primary Care of Adult and Aged (4.50)
Corequisite: *FNP 683C*
Duration: 12
Development of clinical decision-making skills. Focus is the delivery of comprehensive health care, including health promotion, health maintenance, and the diagnosis and treatment of common acute and chronic illnesses. Assigned readings, lectures, class discussion, and case studies are used as well as supervised practicum in multicultural practice settings. FNP 683A and FNP 683C must be taken concurrently and both completed satisfactorily to progress.

FNP 683C Care of Adult & Aged Practicum (6.00)
Corequisite: *FNP 683A*
Duration: 12
Application of theoretical knowledge in supervised clinical settings in the practice of caring for the adult and aged. The role of the family nurse practitioner in health promotion and disease prevention is emphasized. Required 180 preceptored/field experience clinical hours. FNP 683A and FNP 683C must be taken concurrently. Grading is S/U only.

FNP 684A Primary Care-Women & Children (4.50)
Corequisite: *FNP 684C*
Duration: 12
Focus on methods of health promotion/disease prevention, and assessment and management of common health problems in infants, toddlers, school age children, adolescents, and women from menarche through to the climacteric. FNP 684A and FNP 684C must be taken concurrently and both completed satisfactorily to progress.

FNP 684C Women and Children Practicum (6.00)
Corequisite: *FNP 684A*
Duration: 12
Application of theoretical knowledge in supervised clinical settings in the practice of caring for women and children. The role of the Family Nurse Practitioner in health promotion and disease prevention is emphasized. Required 180 preceptored/field experience clinical hours. FNP 684A and FNP 684C must be taken concurrently. Grading is S/U only.

FNP 685A FNP Residency (4.50)
Corequisite: *FNP 685C*
Duration: 12
Prepare students to perform the advanced practice roles of manager, clinician, educator, researcher and consultant in the provision of primary care services across the lifespan to under-served populations. FNP 685A and FNP 685C must be taken concurrently and both completed satisfactorily to progress.

FNP 685C FNP Residency Practicum (8.00)
Corequisite: *FNP 685A*
Duration: 12
Concentrated residency experience in which the student will critically and accurately assess, plan intervene and evaluate nursing experiences related to the care of individuals, aggregates, and nursing systems. Required 240 preceptored/field experience clinical hours. FNP 685A and FNP 685C must be taken concurrently. Grading is S/U only.

FNP 689 FNP Capstone (4.50)
Duration: 12
Students demonstrate integration of knowledge from the core, core clinical, and clinical coursework in the MSN-FNP Program. The compilation and interpretation of information from previous courses is demonstrated in a scholarly paper and successfully passing an exam which mirrors the national board certification examination for Family Nurse Practitioners.

FNT 500 Introduction to Fin Tech (4.50)
Duration: 4
This course introduces the fundamentals of Financial Technology. It explores what new financial technologies are emerging and how the technological advances in data analytics are enabling innovation in the financial industry. It also examines new services and business models in various areas of banking, insurance and financial asset management.

FNT 501 Gov and Reg for Fin Tech (4.50)
Prerequisite: *FNT 500*
Duration: 4
This course is designed to develop knowledge and skills for security of information and information systems within FinTech organizations. It focuses on concepts and methods associated with security across several systems platforms, including internal and Internet-facing systems. A multi-perspective world view examines critical infrastructure concepts as well as techniques for governance of risk associated with breaches of security in a FinTech network. Introduce issues of ethical uses of information and of privacy considerations.

FNT 502 Data Analytics for Fin Tech (4.50)
Prerequisite: *FNT 501*
Duration: 4
This course introduces core statistical skills and data analytics techniques used to manipulate and analyze financial datasets. Students will learn how to interpret outcomes from data analysis for efficient and effective decision-making, consumer/business intelligence, problem identification, and forecasting.

FSC 620 Advanced Criminalistics (4.50)
Duration: 4
A survey of trace evidence, biological evidence (blood, semen, saliva, etc.), impression evidence (shoe, tire, etc.), question documents, firearms, tool marks, and toxicological evidence with an introduction to the operation of a forensic science laboratory; principles of chain of custody; and requisite qualifications and preparation of the expert witness for the courtroom.

FSC 621 Digital Evidence (4.50)
Duration: 4
This course will provide a broad perspective on theory, technique, and the practice of collecting, processing, and analyzing digital evidence in support of criminal, civil and administrative investigations. The course will explore legal issues pertaining to digital evidence as well as types of information that can be recovered from digital evidence to assist investigators. Topics include, computer hardware and software, data storage, basic computer and operating system functions, file systems, and digital forensic analysis techniques.

FSC 622 Law and Criminal Procedure (4.50)
Duration: 4
This course is an examination of the foundation for understanding Constitutional laws. The course will cover various sections of the Constitution and how law enforcement officials may obtain evidence and conduct a search and seizure.

FSC 623 Fingerprint Analysis (4.50)
Duration: 4
Introduction to the scientific principles for fingerprint identification and techniques of fingerprints as applied to crime scenes, forensic evidence, and court presentation. Methods of collection, preservation, and sequential processing of latent fingerprints. Classification and comparison of latent fingerprints.

FSC 630 Forensic Pathology I (4.50)
Duration: 4
A study in forensic terminology, anatomy, and physiology of the human body. Emphasizes the underlying pathology of traumatic and sudden unexpected natural deaths encountered in forensics. Sudden infant death syndrome (SIDS), different types of injuries with their characteristic features. Methods of human identification will also be discussed.

FSC 631 Major Case Investigation (4.50)
Duration: 4
A study of investigative methods and scientific techniques that are used in the investigation of a variety of crimes including homicide, sexual assault, arson, assault, drugs, theft and burglary, terrorism, organized crime, and white-collar crime. This course examines the investigation of such crimes from the initial scene processing to the adjudication process.

FSC 632 Trace Evidence (4.50)
Duration: 4
The principles and methods of the macroscopic examination and the microscopic, chemical, and instrumental analysis of trace and patterned evidence. Microscopes, fracture tear analysis, hair, fibers, glass, soil, paint, gunshot residue, glitter, condom trace evidence, and explosives trace evidence will be covered. The principles of chain of custody and court room demeanor will be studied. The principles and methods of evidence collection and the laboratory analysis of the evidence.

FSC 633 Advanced Forensic Toxicology (4.50)
Duration: 4
A comprehensive study of general principles and fundamentals of forensic toxicology, poisons, action, toxicity, and samples required for toxicological analysis with methods of collection, preservation, and analysis. Details of the methods employed for analysis, such as color test, microdiffusion, gas chromatography - mass spectrometry (GC-MS), radioimmunoassay (RIA).

FSC 634 Forensic Serology and DNA (4.50)
Duration: 4
The basic functions of forensic biology laboratory, the overarching quality control and assurance measures forensic biology labs must adhere to, and case approaches to locate, identify, and confirm the presence of the most common biological evidentiary fluids encountered in casework. In addition, the course will provide the fundamentals of forensic Deoxy Ribonucleic Acid (DNA) testing.

FSC 635 Forensic Anthropology (4.50)
Duration: 4
Principles of Forensic Anthropology and current methods of determining personal identity, cause and manner of death, elapsed time since death, and other relevant information from human skeletal remains. Analysis of human skeletal remains (biological anthropology) including sex, age, ancestry, stature, trauma, and pathology. In addition, analysis of the principles and application of the archaeological techniques in crime scene processing will be explored.

FSC 636 Advanced Forensic DNA Analysis (4.50)
Prerequisite: *FSC 634*
Duration: 4
This course will detail the principles of forensic DNA analysis from DNA extraction, quantification, typing, and interpretation. The course will include the historical evolution of DNA testing in forensics from Restriction Fragment Length Polymorphism (RFLP) and the first Polymerase Chain Reaction (PCR) based tests through the current methods of Short Tandem Repeat (STR) analysis to the other methods of DNA-based analysis. In addition, the course will cover the current methods of providing statistical weight to associations between evidentiary and reference samples.

FSC 642 Forensic Pathology II (4.50)
Prerequisite: *FSC 630*
Duration: 4
The scientific techniques used in medico-legal investigations injury and death. Firearm injuries, thermal injuries, chemical injuries, electrical injuries, and transportation injuries. Diagnostic features of child abuse, infanticide, asphyxial deaths, and death from poisons and drugs. Forensic medical evidence and records for the court.

FSC 643 Forensic Psychology (4.50)
Duration: 4
An examination of the nomenclature of mental disorders, diminished capacity, and insanity defenses, involuntary commitment, mental competency to stand trial, mentally disordered sex offenders, psychological and psychiatric testing, and assessment of criminal offenders.

FSC 647 Crime Scene Investigation (4.50)
Duration: 4
This course will focus on the major principles of crime scene investigation from the initial call time for response, through the staff involved at a crime scene and the presentation of evidence in the courtroom. Topics to be discussed include roles at a crime scene of various personnel, the value of physical evidence found and collected from crime scenes, basic skills for crime scene processing, chemical processing methods utilized at crime scenes and the crime lab, documentation and report writing, the basics of blood spatter pattern interpretation and firearms trajectory reconstruction, vehicle examinations, special scene considerations, and crime scene reconstruction analysis.

FSC 648 Forensic Photography (4.50)
Duration: 4
The principles and techniques of digital photography as applied to crime scenes, forensic evidence, identification, and courtroom presentation. Emphasis is on digital single lens reflex and camera operation with various types of lighting techniques. Legal aspects of forensic photography and courtroom presentations.

FSC 651 Topics in Forensic Sciences (4.50)
A project-based course where students work under close faculty guidance and supervision on particular topics of interest. Grading is by H, S, or U only.

FSC 662 Supervised Research Project (4.50)
Prerequisite: *Satisfactory completion of all FSC courses, including area of specialization and/or elective courses or obtain approval of the Academic Program Director.*
Duration: 8
Students select a viable topic in forensic science to research. Students meet with their instructor once a week for two months. Students will also be able to get guidance from the forensic Academic Program Director (APD) and other forensic faculty throughout the entire process of the research. Grading is H, S, or U only.

FSC 690 Guided Study (1.50)
Individual study under direction of the instructor. Requires prior approval of appropriate academic department. Grading is H, S, or U only.

FYA 101A First-Yr Sem: Arts & Human (4.50)
Prerequisite: *ENG 102*
Duration: 4
Small, personalized seminar that focuses on cultivating critical thinking and student writing skills by exploring a topic of contemporary interest, such as The Nature and Culture of Beauty; The Critical Mind; Out of Your Mind: Identity and Culture; and Art, Entertainment, and the Education of Taste.

FYM 104 First-Yr Sem: Math & Sci (4.50)
Prerequisite: *ENG 102*
Duration: 4
Small, personalized seminar that focuses on cultivating critical thinking and student writing skills by exploring a topic of contemporary interest, such as Microbes and Society, The Mind of an Animal, Conservation in Context, and Sires and Dames: Bloodlines through the Ages.

FYP 103 First-Yr Sem: Psychology (4.50)
Prerequisite: *ENG 102*
Duration: 4
Small, personalized seminar that focuses on cultivating critical thinking and student writing skills by exploring a topic of contemporary interest, such as Encountering the Creative Self, Psych-Nature, Imagining Our Future Selves: Aging Individuals in Aging Societies, and Gender Equality in Sports.

FYS 102 First-Yr Sem: Social Sciences (4.50)
Prerequisite: *ENG 102*
Duration: 4
Small, personalized seminar that focuses on cultivating critical thinking and student writing skills by exploring a topic of contemporary interest, such as Enchanted Capitalism: Myths, Monsters, and the Market, The World Turned Upside Down: Alternative Social Visions of the Western World, Climate: History and Resilience, and Social Control: Time Out to Lethal Injection.

GBM 501 Global Leadership and Change (4.50)
Duration: 4
In this course, you will investigate leadership roles, styles, philosophy, and behaviors in globally diverse organizations. The course explores leadership through the challenge of change and the implementation of change in global organizations. It focuses on realistic managerial situations and the techniques involved in managing change and responses to opportunities and threats.

GBM 502 Global Business Strat Manag (4.50)
Duration: 4
In this course, you will examine the strategic management of multinational enterprises (MNEs) and outline foreign direct investment (FDI) trends and their economic determinants. You will appraise global business strategies that MNEs have used in emerging economies and the challenges they confront in different regions by using real-life case studies. This course will also identify factors contributing to the foreign debt crisis and its prevention.

GER 310 Healthy Aging (4.50)
Focuses on the historical and cross-cultural, physiological, psychological, sociological, economic and political aspects of aging. Retirement patterns, living environments, chronic disease and the role of health care professionals will be explored.

GLS 150 Global Issues and Trends (4.50)
Cultivate students' understanding of "the global" as a complex web of local events and their sense of themselves as "global citizens", whose everyday decisions are inextricably linked to larger social, political, and economic forces and structures. Investigate global issues to enable students to develop competencies that enhance their abilities to make informed decisions throughout their lives about how their actions and/or inactions fit into the broader global context.

HCA 400 Foundations of HC Leadership (4.50)
Recommended Preparation: *Completion of all Coursework in Preparation for the Major*
Foundational introduction to the healthcare management profession. Examination of the theories, principles, and styles related to leadership, administration, and management as applied to healthcare organizations. Focuses on evolving trends in management, management and leadership theories, and skills in planning, organizing, decision-making, staffing, leading, communicating and motivating health care personnel.

HCA 401 Intro to HA HR Management (4.50)
Recommended: Prior completion of: *all Coursework in Preparation for the Major*
Concepts of human resources in healthcare organizations, such as training, motivation and direction. Elements of employee selection, compensation, financial incentives, work standards, and leadership principles in healthcare organization considered.

HCA 402 Intro to HA QA Management (4.50)
Introduction to continuous quality improvement in healthcare. Includes evaluation and risk management methods. Introduces outcome measurement and case management fundamentals. Introduces team development, analytical statistics, and process knowledge themes.

HCA 403 Intro to Health Economics (4.50)
Recommended: Prior completion of: *All Coursework in Preparation for the Major.*
Introduction to the application of economics to decisions regarding the amount, organization, and distribution of healthcare services. Examine the structure, organization, activities, functions, and problems of healthcare from an economic perspective. Emphasis on management problems and policy issues in healthcare with regard to allocation of scarce resources.

HCA 405 Basic HA Budgeting & Finance (4.50)
Recommended: Prior completion of: *all Coursework in Preparation for the Major.*
Fundamentals of healthcare financial management and budgeting, including financial organization of healthcare services, sources of operating revenues, management of working capital, and allocation, control, and analysis of resources.

HCA 407 Intro to HC Planning and Eval (4.50)
Recommended Preparation: *Completion of all courses in Preparation for the Major*
Development of planning strategies in healthcare organizations. Examination of planning methods from needs assessment through program design. Emphasis on strategic planning strategies.

HCA 409 Intro to HC Marketing (4.50)
Recommended Preparation: *Completion of all courses in Preparation for the Major*
Introduction to contemporary marketing theory, strategies, and implementation processes in healthcare organizations. Focus on identification of market opportunity, communication, planning and promotion, pricing decision-making, and development of distribution channels and service designs. Emphasis on community and not-for-profit marketing concepts.

HCA 425 Healthcare Politics & Policy (4.50)
Recommended: Prior completion of: *all Coursework in Preparation for the Major.*
Consideration of healthcare policy and politics. Consideration of the role of federal, state and local government healthcare public policy impact on health services.

HCA 450 Global Health Systems (4.50)
Recommended: Prior completion of: *all Coursework in Preparation for the Major.*
Examination of factors that impact global health systems; analysis of health care delivery systems and influential governmental, economic, social and political forces. Consideration of healthcare resource development and allocation.

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.

HCA 600 U.S. Healthcare System (4.50)
US healthcare system overview, including terminology, components of healthcare delivery systems, financing, personnel, regulation, delivery and consumers. Consideration of the effects of public policy on services.

HCA 610 Health Policy (4.50)
Prerequisite: *HCA 600*
Duration: 4
Focuses on the development of public policy concerning medical care and public health and the relationship between public decisions and the market place. Using contemporary policy issues as case studies, examines the role science, ideology, culture, and history play in influencing the structure of and changes to a nation's health system.

HCA 620 Health Organization Management (4.50)
Prerequisite: *COH 602*
Duration: 4
Healthcare organization theories and structure, including analyses of managerial functions, relationships, and operations for service delivery. Development of effective service delivery systems. Appreciation of external influences including community, financial institutions, socioeconomic environment, and regulatory agencies. Examination of professional roles, responsibilities, and accountability. Understanding of organizational mission, goals, objectives and priorities.

HCA 622 Quality Appraisal & Evaluation (4.50)
Prerequisite: *HCA 600 and HCA 620*

Duration: 4
Theoretical and practical frameworks to facilitate the continuous improvement of quality in healthcare organizations. Includes data collection, data planning and evaluation. Introduces multiple approaches, including strategy and outcome measurement. Team development, analytical statistics, and process knowledge are central themes, along with culture transformation.

HCA 624 Healthcare Planning &Marketing (4.50)
Prerequisite: *COH 611*

Duration: 4
Strategic planning for healthcare organizations based on the analyses of secondary quantitative and qualitative data about technological, social, political, regulatory, and competitive aspects of the healthcare market. Marketing principles and tools for the development of a healthcare organization marketing plan.

HCA 626 Healthcare Information Systems (4.50)
Prerequisite: *ANA 630*

Duration: 4
Effective data and information technology utilization to improve performance in healthcare organizations: including information systems, databases and analytical tools to structure, analyze and present information; legal and ethical issues affecting management of healthcare information.

HCA 628 HA Human Resources Management (4.50)
Duration: 4
Study of healthcare organization, training, motivation and direction of employees while maintaining high level productivity and morale. Includes selection, compensation, financial incentives, work standards, and leadership principles in healthcare organization.

HCA 630 Healthcare Law & Ethics (4.50)
Legal, regulatory, and ethical dimensions of healthcare examined. Development and application of laws and regulations analyzed. Interpretation of uses of policy, law, and regulation changes and needs. Analysis of statutes and court decisions affecting healthcare. Ethical dimensions of healthcare organizations, their personnel and professionals considered.

HCA 660 Health Economics (4.50)
Application of healthcare economics to decisions regarding the amount, organization, and distribution of healthcare services. Examine the structure, organization, activities, functions, and problems of healthcare from an economic perspective. Emphasis on management problems and policy issues in healthcare with regard to allocation of scarce resources.

HCA 663 Healthcare Accounting/Finance (4.50)
Prerequisite: *HCA 628*

Duration: 4
Application of healthcare accounting and finance theories to decisions in healthcare environments. Emphasis on management problems and policy issues regarding allocation of resources, payments systems, capital investments and budgeting.

HCA 670 Healthcare Leadership (4.50)
Prerequisite: *HCA 624*

Duration: 4
Concepts of leadership related to current healthcare organizations. Communications - including public relations - team building, negotiation, and conflict resolution considered. Strategic aspects such as vision, viewpoint, and mission included. Managing uncertainty emphasized.

HCA 691 Healthcare Internship (4.50)
Prerequisite: *HCA 600; COH 602; HCA 610; HCA 620; HCA 622; COH 606; HCA 624; HCA 626; HCA 628; HCA 630; HCA 660; HCA 663; COH 611; HCA 670 and permission by instructor*
Duration: 12
Minimum of 120 hours of structured work experience in a healthcare organization under the direct supervision of one or more experienced healthcare managers. Grading is S or U only.

HCA 692 Healthcare Capstone (4.50)
Prerequisite: *HCA 691 or permission by instructor.*
Duration: 12
Three-month capstone project focused on a relevant problem in healthcare administration theory or practice. Planning and completion of either a data-based research project or a scholarly and creative activity related to healthcare administration.

HED 220 Health, Nutrition and Safety (4.50)
Focus on the eight components for coordinated health for young children in out-of-home care. Health, physical education, health and nutrition services, health promotion for the staff, counseling and psychological services, a safe healthy environment, and family involvement, and community resources and personnel will be addressed. Attention will be directed towards children with special needs and challenging behaviors as well as legal and ethical issues in the field of early childhood.

HED 311 Health Literacy (4.50)
Examine health literacy crisis in the United States and around the world, the issues and challenges of low health literacy, and populations at risk for low literacy. Address effective strategies to meet the challenges of low health literacy and of cultural and linguistically diverse populations.

HIS 220A United States History I (4.50)
Prerequisite: *ENG 102*
Survey of American history from pre-colonial times through Reconstruction. Explores economic, political, social and cultural factors that shaped the origins of the nation, including the Revolution, the Constitution and the Civil War. Special attention is paid to issues of race, class, gender and ethnicity. Includes study of the Constitution.

HIS 220B United States History II (4.50)
Prerequisite: *ENG 102*
Survey of American history from Reconstruction to the present. Explores economic, political, social, and cultural factors that shaped the development of the nation, including industrialization, America's emergence as a world power and the challenges of the late 20th century. Pays special attention to issues of race, class, gender and ethnicity.

HIS 233 World Civilizations I (4.50)
Prerequisite: *ENG 102*
Discusses how distinctive cultures, economies and societies of the world developed from prehistoric times to the European conquest of the Americas (ca. 1500 C.E.). Explores issues of gender, class, personal identity, war, religion, urban life, and ecology pertaining to the history of civilizations in Asia, Africa, the Americas, and Europe.

HIS 234 World Civilizations II (4.50)
Prerequisite: *ENG 102*
Discusses how the cultures, economies, and societies of the world developed since 1500 C.E. Explores issues of class and class conflict, personal and cultural identity, race, work, industrial development, colonialism, ecology, and political and economic life pertaining to the history of civilizations in Asia, Africa, the Americas, and Europe.

HIS 320 Culture of Global Capitalismm (4.50)
Prerequisite: *ENG102*
Places contemporary cultural, economic and technological issues in a global and historical perspective. Examines the ways that capitalism, culture, and technology have interacted over the past 500 years to shape the places, peoples and societies that have come into existence in the modern world.

HIS 321 Gender in World Historyy (4.50)
Prerequisite: *ENG102; HIS 234*
Duration: 4
Traces the ways masculinity and femininity have changed over time in various contexts around the world from 1492 to 1968. Explores the many ways people have constructed these two genders, infusing them with characteristics and values. Also investigates the ways gender becomes a discourse used in defining power relationships. This course demonstrates how gender can be a useful category for analysis when querying historical phenomena, including: empire building; revolutions, anti-colonial uprisings, and labor movements; the major utopian ideas of the 20th century; and post-war political and social realignments.

HIS 325 Modern World Migration (4.50)
Prerequisite: *ENG 102*
Human migration is the story of individual lives enmeshed in larger historical issues of identity, culture, work, social institutions and various forms of coercion. Explores how work and migration have intersected in the last 500 years to shape the world in which we live today.

HIS 336 American Film and Society (4.50)
Prerequisite: *ENG 102*
Duration: 4
This course examines the film industry's role in shaping popular consciousness and politics in the United States. It explores how films both reinforce and disrupt the dominant value systems and social institutions of their times, including how they serve as a vehicle for shaping public understanding of such things as the nation's history, its social and political systems, and its different races, classes, genders, and religions. The course focuses methodologically on helping students to cultivate critical skill sets in visual literacy, historical and sociological analysis, and the application of media theory to the examination of film across different periods and genres.

HIS 340 Global Environmental Historyy (4.50)
Prerequisite: *ENG 240; HIS 233; HIS 234*
Duration: 4
Examines the relationships between humans and the natural environment from prehistoric times to the present. Investigates conceptions of nature and the use of resources in various societies, the consequences of different forms of social and economic organization on the environment, and the impact of technological change on the world's ecology.

HIS 342 History of Modern Middle East (4.50)
Prerequisite: *ENG 102*
Investigates roots of present-day events in Modern Middle East since 1600 CE. Surveys history of the region, pre-modern empires, European colonization, and renaissance of Middle East culture in the 18th and 19th century, movement toward independent states, and emergence of Pan-Arabism and Islamist ideologies of the 20th century.

HIS 345 Latin American Studies (4.50)
Prerequisite: *ENG 102*

Introduction to Latin American history and culture focusing on diversity of Latin American societies and their multicultural heritage. Topics include colonialism and indigenous societies, growth of plantation and mining economies, enslavement of Africans, struggle for independence, distribution of political power, recurrence of popular rebellion, and artistic and cultural life.

HIS 348 Asian Studies (4.50)
Prerequisite: *ENG 102*

Overview of contemporary Asian history and culture focusing on the diversity of Asian societies. Includes distribution of political power, ideological and structural stratification between East and West, impact of "Orientalism" in global context, impact of imperialism, effects of sexual and religious stratification, and discussion of political and religious differences.

HIS 349 African Studies (4.50)
Prerequisite: *ENG 102*

Survey of major themes, issues, and personalities in African history since 1500. Topics include: kingdoms and empires, population movements, spread of Islam, slave trade era, abolition of slave trade, European imperialism, impact of colonialism, religious and cultural movements, nationalism and pan-Africanism, ethnicity and identity in modern Africa.

HIS 360 American Colonial Experience (4.50)
Prerequisite: *ENG 102; HIS 220A*

Examines the various peoples and the economic, environmental, cultural, and political forces that shaped American development from the period before Europeans settled through the American Revolution. It evaluates key ecological changes after 1500 and the shaping of North American colonial society by mercantilism, merchant capitalism, and the slave trade.

HIS 361 Making and Sundering (4.50)
Prerequisite: *ENG 102; HIS 220A*

Examines development of American society from the early national period through the Civil War (1783-1865), including framing of Constitution, westward expansion, economic development, slavery, sectional conflict, as well as an evaluation of the social, political, and military problems faced by the contending sides in the Civil War.

HIS 362 U.S. Between Wars, 1865-1917 (4.50)
Prerequisite: *ENG 102; HIS 220B*

Examines transformation of America and expansion of American influence after the Civil War through World War I. Includes reconstruction; demographic and economic expansion; industrialization and its consequences for labor and social relations; mass immigration; growth of American imperialism; socialist, populist, and progressive movements; and World War I and Wilsonianism.

HIS 363 U.S. Since World War I (4.50)
Prerequisite: *ENG 102; HIS 220B*

Examines social, economic, cultural, and political contours of modern America from 1920 to the present, including Great Depression, social dimensions of World War II, affluence and anxieties of 1950s, political and social movements of 1960s, and challenges of structuring a new global political economy in the 1970s and after.

HIS 400 Historical Theories & Methods (4.50)
Prerequisite: ENG 102; Completion of at least two upper-division HIS courses
Duration: 4
Investigates the important methodologies and theories of history that buttress contemporary historical scholarship. Includes introduction to historiography; examines transformation of the historical profession over last 150 years and philosophical foundations of historical practice today; explores writings of historians, their historical assumptions, and theoretical framework of their interpretations.

HIS 410 California History (4.50)

Prequisite: *ENG 102*

Duration: 4

This is a broad survey of California's history that began 12,000 years ago when indigenous peoples first arrived in the region and that continues through the post-World War II period when the state emerged to become one of the world's largest economies with a richly diverse population of 39 million people. Spanning California's human history up through the present, the course covers pre-colonial Native California, Spanish colonization, the Mexican period, and the Anglo-American conquest, and it addresses a range of topics in California history, including: colonization and race relations, climate change and the environment, the garrison state and the high-tech economy, and class conflict and governance.

HIS 420 The Civil War (4.50)
Prerequisite: *ENG 102*

An examination of the dynamic convergence of economic, geopolitical and racial factors that contributed to the most explosive conflict in U.S. history. Focuses on the consequences of the war for subsequent American historical development.

HIS 431 The Ancient World (4.50)
Prerequisite: *ENG 102; HIS 233*

Examines ancient world history from 10,000 B.C.E. to 500 B.C.E., including Neolithic revolution; rise of settled agriculture; complex societies and organized states in North Africa, Southwest Asia, South and East Asia, Mesoamerica, and South America; rise and decline of great powers in those areas; formation of Aegean civilization in Greece.

HIS 432 The Classical World (4.50)
Prerequisite: *ENG 102; HIS 233*

Examines religious, political and philosophical innovations of classical period (500 B.C.E. to 500 C. E.) in Mediterranean region, China, and India; rise and fall of Greek, Roman, Han, Mauryan and Gupta empires; rise of important regional states like Meroë, Angkor, Teotihuacán, and Maya city-states in Mesoamerica.

HIS 433 The Post-Classical World (4.50)
Prerequisite: *ENG 102; HIS 233*

Examines expansion and collapse of Byzantium; nomadic invasions of Europe and development of feudalism; rise of militant Christianity; diffusion of militant Islam; spread of Indian classical culture; Chinese reunification, commercial revolution, and cultural revival; Japanese feudalism; development of African states; civilizations of Mesoamerica; settlement of Polynesians throughout Pacific.

HIS 434 Modern World, 1500 to Present (4.50)
Prerequisite: *ENG 102; HIS 234*

Examines colonial expansion of Europe; Islamic empires of Asia; regional powers in Eurasia; revolutions in the Atlantic world; the Industrial Revolution; the new imperialism; revolutions in Eurasia and Latin America after 1900; global wars and their consequences; national liberation and decolonization; the Cold War; post-Cold War realignments.

HIS 490 Guided Study (1.50-4.50)

Individual study under direction of instructor. Requires prior approval of appropriate academic department.

HIS 499 Capstone Research Project (4.50)
Prerequisite: *HIS 400 and completion of 31.5 quarter units of core courses in the major*

This seminar is the capstone course for the history major. The objective of the capstone course is to produce a paper that is exemplified by extensive research, critical thought, and intellectual engagement. The project should excite students and deepen their historical understanding. As a "senior project," it will combine primary sources with secondary interpretations in an original and interesting way.

HIS 600 Seminar in History and Theory (4.50)

Critical examination of the major methodological and philosophical foundations of modern historical research and writing.

HIS 618A Seminar in Modern Europe I (4.50)
Prerequisite: *HIS 600*
Focused examination of primary and secondary sources as well as advanced research in the current scholarly literature on early-modern European history (ca. 1500-1789). Areas may include, but are not limited to, political, economic, intellectual, cultural, social, environmental and diplomatic history.

HIS 618B Seminar in Modern Europe II (4.50)
Prerequisite: *HIS 600*
Focused examination of primary and secondary sources as well as advanced research in the current scholarly literature in modern European history since the French Revolution of 1789. Areas may include, but are not limited to, political, economic, intellectual, cultural, social, environmental and diplomatic history.

HIS 620A Seminar in US History I (4.50)
Prerequisite: *HIS 600*
Focused examination of primary and secondary sources as well as advanced research in the current scholarly literature on American history through the Civil War. Areas may include, but are not limited to, political, economic, intellectual, cultural, social, and diplomatic history.

HIS 620B Seminar in US History II (4.50)
Prerequisite: *HIS 600*
Focused examination of primary and secondary sources as well as advanced research in the current scholarly literature on U.S. history since the Civil War. Areas may include, but are not limited to, political, economic, intellectual, cultural, social, and diplomatic history.

HIS 630 Seminar in World History (4.50)
Prerequisite: *HIS 600*
Critical examination of major themes and topics as well as advanced research in the current scholarly literature in the field of world history. Emphasizes the reconceptualizations needed to research and write world history. Subject areas may include, but are not limited to, political, economic, intellectual, cultural, social, and environmental history.

HIS 640 Seminar in Comparative History (4.50)
Prerequisite: *HIS 600*
Critical examination of major themes and topics as well as advanced research in the current scholarly literature in the field of comparative history. Highlights the interdisciplinary nature of comparative history. Subject areas may include, but are not limited to, political, economic, intellectual, cultural, social, and environmental history.

HIS 645A Special Topics in History I (4.50)
Prerequisite: *HIS 600*
Advanced research in the current scholarly literature on a special topic in history. Variable topic chosen by the instructor. Possible topics include the history of work, imperialism, migration, gender, war, technology, family, or religion. (May not duplicate content of HIS 645B, HIS 649A or HIS 649B).

HIS 645B Special Topics in History II (4.50)
Prerequisite: *HIS 600*
Advanced research in the current scholarly literature on a special topic in history. Variable topic chosen by the instructor. Possible topics include the history of work, imperialism, migration, gender, war, technology, family, or religion. (May not duplicate content of HIS 645A, HIS 649A or HIS 649B).

HIS 649A Seminar in a Period/Movement I (4.50)
Prerequisite: *HIS 600*
Advanced research in the current scholarly literature on a period or movement in history. Variable topic chosen by the instructor. Possible topics: Renaissance, antebellum U.S., Age of Empires, Nazi Germany, civil rights, labor, environmental or national liberation movements. (May not duplicate content of HIS 645A, HIS 645B or HIS 649B).

HIS 649B Seminar in a Period/Movement I (4.50)
Prerequisite: *HIS 600*
Advanced research in the current scholarly literature on a period or movement in history. Variable topic chosen by the instructor. Possible topics: Renaissance, antebellum U.S., Age of Empires, Nazi Germany, civil rights, labor, environmental or national liberation movements. (May not duplicate content of HIS 645A, HIS 645B or HIS 649A).

HIS 658 Seminar in Modern China (4.50)
Prerequisite: *HIS 600*
Focused examination of primary and secondary sources as well as advanced research in the current scholarly literature on Chinese history since the establishment of the Qing dynasty (ca. 1615 C.E.). Areas may include, but are not limited to, political, military, economic, intellectual, cultural, social, environmental and diplomatic history.

HIS 668 Seminar in Modern Middle East (4.50)
Prerequisite: *HIS 600*
Focused examination of primary and secondary sources as well as advanced research in the current scholarly literature on Middle Eastern history since ca. 1450 C.E. Areas may include, but are not limited to, political, economic, intellectual, cultural, social, environmental and diplomatic history.

HIS 678 Seminar in Modern Africa (4.50)
Prerequisite: *HIS 600*
Focused examination of primary and secondary sources as well as advanced research in the current scholarly debates on African history since ca. 1600. Areas may include, but are not limited to, political, economic, intellectual, cultural, social, environmental and diplomatic history.

HIS 688 Seminar in Latin America (4.50)
Focused examination of primary and secondary sources as well as advanced research in the current scholarly literature on Latin American history since ca. 1500. Areas may include, but are not limited to, political, economic, intellectual, cultural, social, environmental and diplomatic history.

HIS 692 Methods and Sources (4.50)
Prerequisite: *HIS 600*
Assessment and implementation of effective primary-source research strategies. Also includes assessment and implementation of methodologies for interpreting a wide variety of primary sources critically and professionally. Grading is H, S, or U only.

HIS 695 Directed Research Methods (4.50)
Prerequisite: *HIS 600; HIS 618A, or HIS 618B; HIS 620A, or HIS 620B; HIS 630*
Directed research on a historical topic chosen by the student in consultation with the instructor and the student's thesis project advisor. Involves successful completion of a research prospectus (proposal).

HIS 696 History and Applied Media (4.50)
Prerequisite: *HIS 600; HIS 695*
Directed application of new media technologies to a historical topic chosen by the student in consultation with the instructor and the student's thesis project advisor. Involves successful completion of a historical digital storytelling prospectus (proposal).

HIS 697 Guided Thesis/Project Research (4.50)
Prerequisite: *HIS 600 and HIS 692 and HIS 695*
Instructor-guided advanced research on students' specific Thesis or Multimedia Project topics. May be repeated. Grading is by H, S or U only.

HIS 698 Media/Technology Project (4.50)
Prerequisite: *HIS 695 and HIS 696; Select four courses from the following:; HIS 618A, or HIS 618B; HIS 620A, or HIS 620B; HIS 630; HIS 640; HIS 645A; HIS 645B; HIS 649A; HIS 649B; HIS 658; HIS 668; HIS 678; HIS 688*
Two-month-long course. Required of all non-thesis history M.A. students as their last course. Culminates in the creation of a substantial, original multimedia website on a historical topic of personal interest involving the critical evaluation of primary sources and relevant secondary materials and interpretations and the writing of a well-developed commentary. Grading is on a H, S, or U basis only. Course if IP grade eligible.

HIS 699 Thesis (4.50)
Prerequisite: *HIS 695 Select four courses from the following:; HIS 618A, or HIS 618B; HIS 620A, or HIS 620B; HIS 640; HIS 645A; HIS 645B; HIS 649A; HIS 649B; HIS 658; HIS 668; HIS 678; HIS 688*
Two-month long course. Required of all thesis history M.A. students as last course in program. Culminates in the research and writing of a substantial, original work on a historical topic of personal interest involving the critical examination and evaluation of primary sources as well as appropriate secondary materials and interpretations. At the end of the course, the student is issued an IP (In Progress) grade until a completed thesis is evaluated by the course instructor and the faculty advisor. Grading is H, S or U only.

HON 100 Honors Introductory Module (0.00)
Prerequisite: "*Acceptance into the Honors Scholars for Social Change.*"
Duration: 2
Non-credit module introduces students to the Scholars for Social Change curriculum, including its goals and expectations for participation. Trains students both to identify their personal goals and to reflect on their own educational career in a way that connects that education to a vision for social change. Students learn how to build an Honors Student Portfolio in this module by applying the principles of design thinking, including the cycle of exploration, understanding, and materialization of the student's ideas and goals.

HON 301 Creativity in Life and Society (4.50)
Prerequisite: "*Acceptance into the Honors Scholars for Social Change.*"*; HON 100*
Duration: 12
This three-month honors seminar explores the role of creativity in life and society with a focus on its meaning for the student's own life and education. Topics include: creativity as an individual and collective act, factors that encourage or impede creativity in a person's life, and creativity as a means to defining or redefining one's relationship to the world around us.

HON 302 Science & the Scheme of Things (4.50)
Prerequisite: "*Acceptance into the Honors Scholars for Social Change.*"*; HON 100*
Duration: 12
This three-month honors seminar explores the role of science in life and society with a focus on the role of science in the student's life and education. Topics include: the scientific method as a means to knowledge production, the politics and ethics of science in society, the life cycle of scientific knowledge from discovery to news coverage, and the potential and limitations to viewing the world through a scientific lens.

HON 303 Individual and Social Change (4.50)
Prerequisite: "*Acceptance into the Honors Scholars for Social Change.*"*; HON 100*
Duration: 12
This three-month honors seminar explores the role of social justice (and social change) in life and society with a focus on its meaning for the student's own life and education. Topics include: the role of the individual and larger social structures in enacting social change, the importance of cooperation and teamwork in pursuing meaningful social change, and the process of ethically reflecting on and formulating a personal vision of social change in the context of one's education and career.

HON 304 Experiential Learning Seminar (4.50)
Prerequisite: *"Acceptance into the Honors Scholars for Social Change."; HON 100*
Duration: 12
Provides students the opportunity to apply their education to enact social change in one of two ways: either through an instructor-led community engagement activity (minimum of 15-hours of engagement) focused on such issues as immigration, the border, health, climate, etc.; or through an approved student-initiated internship, career experience, or volunteer community service project (minimum 45-hours documented engagement) coordinated by a teaching-staff member who oversees student projects with a community partner and the analysis of and reflection on that experience for the student's experiential learning portfolio.

HON 500 Honors Thesis (4.50)
Prerequisite: *"Acceptance into the Honors Scholars for Social Change."; HON 301; HON 302; HON 303*
Duration: 12
An independent study arranged by the Honors Director between the honors student and a disciplinary subject matter expert in the student's field of specialization. Students conduct independent research or a creative project in their field of study that frames their work in terms of disciplinary, interdisciplinary, and civic engagement contexts. Replaces the student's capstone project in cases when the faculty mentor and student coordinate with the student's degree program to ensure the project meets both the requirements of the degree program and the additional requirements for the Honors Senior Project Honors Senior Symposium.

HON 501 Senior Honors Symposium (4.50)
Prerequisite: *"Acceptance into the Honors Scholars for Social Change."; HON 500*
Duration: 12
Final seminar in the Honors Scholars for Social Change gives students the chance to reflect on the disciplinary expertise they have acquired in their studies, to understand its role in the larger interdisciplinary context of a liberal arts education, and to articulate how their own accomplishments relate both to society and to the student's own vision of social change. Students finalize and publish their Honors Student Portfolio and present their Honors Thesis research to a broader interdisciplinary audience.

HRM 409B Intro to Human Resource Mgmt (4.50)
Duration: 4
This course provides an overview of the myriad of human resource management activities performed in the workplace. Topics include human resource planning, job analysis, staffing, recruitment, selection, retention, training and talent development, compensation and benefits, legal aspects, DE&I, discipline, performance management, labor relations, ethics, and health and safety.

HRM 432 Talent Acquisition: Onboarding (4.50)
Duration: 4
Evaluation of all aspects of reviewing the strategic direction of an organization as it relates to assessing and filling jobs, from initial recruitment and hiring through subsequent placement, onboarding, and retention. Examining DE&I theories and the importance of diversity, equity, and inclusion considerations while determining staffing needs, job analysis, interviewing, screening, evaluating, and promoting.

HRM 433 Pay & Benefits Administration (4.50)
Duration: 4
Evaluation of the fundamentals of wage and salary programs, including performing job evaluations, conducting salary surveys, adjusting pay structures, and relating pay to performance. Benefits programs and related employee incentives and service programs are covered. Linking performance to both extrinsic and intrinsic rewards will be reviewed. The incorporation of technology as it relates to human resource information systems (HRIS) that increase pay and benefits administration is explored. The synthesis of pay, benefits administration, and HR technology integrates the selection, development and administration of practical programs and systems for attracting, motivating, and retaining a diverse workforce.

HRM 439 Legal Compliance in HR Mgmt (4.50)
Duration: 4
Analysis of the wide spectrum of legal and regulatory issues faced by human resource managers in the workplace. EEO laws, compliance requirements, and prevention of employment related liability are evaluated. Emphasis on the creation of DE&I policies for avoiding discrimination and creating a more diverse, equitable, and inclusive workplace. Federal statutes are reviewed. Case law is discussed and analyzed to prepare students to recognize and anticipate potential legal issues in the workplace.

HRM 440 Training & Talent Development (4.50)
Duration: 4
Exploration of all aspects of employee training and talent development in the workplace. Challenges faced by human resource managers related to the content of the developmental experience and the methods of delivering training programs will be reviewed. Challenges facing HR managers regarding globalization and an increasingly diverse workforce will be discussed. Understanding various methods of talent development and training activities are highlighted to ensure that employees have the skills, motivation, and resources to successfully meet an organization's ever-changing needs.

HRM 442 Labor Relations (4.50)
Duration: 4
Exploration of the labor relations process and its current applications in the workplace. The formation of labor unions, collective bargaining, and contract negotiations will be reviewed, as they relate to union workers and management. The evolution of labor laws will be discussed along with grievance and arbitration activities. Current judicial decisions will be examined. Ethical issues concerning bargaining behavior influences and employee empowerment will be addressed. Current events in labor relations are integrated throughout the covered material.

HRM 444 Diversity, Equity & Inclusion (4.50)
Duration: 4
Examination of the value of diversity, equity, and inclusion (DE&I) in the workplace. Discussion of the relevance of evaluating metrics associated with DE&I theories. Review of the benefits to organizations in the areas of costs, marketing, resource acquisition, creativity, problem solving, and flexibility as a result of valuing diversity. Discussions of equity and inclusion are examined as they relate to managing a diverse workforce.

HRM 446 Workplace Health & Safety (4.50)
Duration: 4
Examination of methods for promoting a safe work environment by creating a culture of safety. The Occupational Safety and Health Act (OSHA) is reviewed in connection with human resource management duties and responsibilities under the Act. Workplace violence and workplace bullying are explored along with measures to reduce incidents of violence in the workplace. Challenges faced by human resource managers in creating methods for identifying and coping with job stress are discussed.

HRM 448 Managerial Leadership (4.50)
Duration: 4
Examination of the roles managerial leaders perform and the importance of managerial leadership in the workplace. The link between sound managerial leadership and positive consequences for employees - and the organization as a whole - will be discussed. Skills possessed by managerial leaders are examined as they relate to enhancing employee satisfaction, motivation, and performance output. Interpersonal skills of communication, empathy, and coaching skills are explored in connection with managing conflict in the workplace.

HRM 450 Workplace Ethics (4.50)
Duration: 4
Utilization of a managerial framework for the examination of ethics in the workplace. Exploring the recognition of the link between workplace ethics and business success as part of an effective business strategy. Managerial best practices in workplace ethics are studied, providing students with an understanding of how ethical decision making occurs. Case analyses are employed to prepare students for real-life experiences involving issues of workplace ethics and assist students in developing skills needed to contribute to responsible business conduct.

HRM 460 Capstone Project (4.50)
Prerequisite: *HRM 409B; HRM 439; HRM 444; HRM 432; HRM 440; HRM 433; HRM 442; ODV 400; ODV 420; ODV 410; HRM 446; HRM 448; HRM 450*
Duration: 8
The Capstone course is designed to be the culminating work for the bachelor's degree in Human Resource Management. Under the guidance of the instructor, students will design a project to demonstrate their mastery of human resource management theories and the core components of the program, various managerial approaches, and frameworks. Students' deliverable will include scholarly research, attention to ethical frameworks, and critical analysis of their project.

HRM 630 Legal, Ethical & Safety Issues (4.50)
Duration: 4
A comprehensive analysis of the laws and regulations, both federal and state, that impact human resources management. The course emphasizes equal employment opportunity affirmative action, health and safety, privacy of information and methods of liability prevention in employment matters. Integrated into the course are aspects of ethical considerations as related to Human Resources Management, including employer use of power, organizational business practices, and safety concerns.

HRM 633A Seminar in Employee Relations (4.50)
The course provides students with both the day-to-day realm of common and complex issues related to human behavior in the workplace as it relates to employee relations, and an examination of relationships among unions, workers, management and the government. The course assesses legal restraints (i.e., negotiation, contract administration, decertification) and preparations and techniques for dealing with negotiations, strikes, and lock outs, as well as grievance handling and arbitration.

HRM 637 Workforce Plan, Dev & Outsourc (4.50)
Duration: 4
A comparison and evaluation of planning, organizing, directing and monitoring of human resources planning processes, including recruiting, selecting, placing and integrating individuals within organizations. A key aspect of the course is the selection process (testing and assessment of skills and traits that influence work performance), employee orientation and integration (employee development and career planning), and aspects of performance management. The course also covers current trends in employee outsourcing.

HRM 660 Theory & Practice of HRM (4.50)
A comprehensive management/practitioner-level overview and appraisal of current practices, trends, and applied theory in the era of strategic alignment between employees, jobs, systems, technology, policies, procedures, training, and organizational development. Students will evaluate and analyze theory as it relates to practical application in the workplace.

HRM 667 Compensation & Benefits (4.50)
Duration: 4
This course provides an overview of the latest technology as it applies to the human resources function and its impact of human resource management administration and organizational development. The course also integrates and assesses fundamental aspects of wage, salary, benefit administration, and employee rewards and incentives as they are becoming increasingly supported by automated systems.

HRM 669 Research Seminar (4.50)
Duration: 4
This course is focused on developing a student's research skills in preparation for the HRM670 Capstone Thesis Project. Students will be guided through research of peer-reviewed journal articles and research methodologies as they relate to the field of Human Resource Management and Organizational Development. Faculty will guide students through written review of research and current practices in preparation for the HRM670 Capstone Thesis Project.

HRM 670 Project/Thesis (4.50)
Prerequisite: *HRM 669 and Must complete at least 7 core courses.*
Duration: 8
The project course consists of a Master's Thesis Project in the area of HRM or ODV. Students work under the guidance of an assigned faculty member. Students clarify research topics and identify data sources in preparation for the project. Students gather data and present their research in both written and oral form to faculty and classmates. This course lasts two months and encompasses integrating critical components and learning experience into a deliverable that meets academic guidelines for program completion and may be applicable to the workplace to build a student's portfolio. Grading is H, S, or U only. Course is eligible for an In Progress (IP) grade.

HSC 300 Legal/Ethical Issues & Health (4.50)
Focuses on legal and ethical concepts, principles of ethics and law and use in resolving ethical conflicts and dilemmas in health care. Scope of practice, informed consent, employee and patient rights and responsibilities, patient abuse, and the influence of finance and corporate culture will be explored. Sample cases will be analyzed.

HSC 310 Issues & Trends in Healthcare (4.50)
Duration: 4
A history of the U.S. health care delivery system will be explored to understand the current issues and trends. The changing roles of the components of the system as well as technical, economic, political, and social forces effecting change will be discussed. Inpatient, outpatient, and long term care will be explored.

HSC 330 Health Education & Promotion (4.50)
Focuses on health education, health promotion and clinical preventive services. Strategies for counseling and education, health education theories and practices, and development of learner-centered instructional strategies will be explored. The cost-effectiveness of clinical preventive services will be discussed.

HSC 400 Mgmt for Health Professionals (4.50)
Focuses on planning, organizing, decision-making, staffing, leading or directing, communication and motivating health care personnel. Evolving trends in management, classic management theories, budget preparation and justification, training design and labor union contracts are explored.

HSC 410 Informatics for Health Profs (4.50)
Focuses on the role of informatics in contemporary health care. Wireless and mobile computing, maintaining data integrity, information security and confidentiality and HIPAA, telehealth, and electronic health records (EHR) will be explored.

HSC 420 Healthcare Research (4.50)
Focuses on reading and conducting research in health and human performance. Research approaches and procedures will be explored. Examples of various research methods and techniques will be discussed. A research proposal will be developed.

HSC 430 Case and Outcomes Management (4.50)
Focuses on case and outcomes management application to clinical practice. The case management and outcomes management processes, barriers, utilization review, legal and financial aspects of each and evidence-based healthcare will be explored.

HSC 440 Allied Health Capstone Project (4.50)
Prerequisite: *Completion of the major requirements*
This two-month capstone project undertaken by allied health students when they have completed the core courses in the program provides an opportunity for the student to complete the outcomes management project proposal developed in HSC 430. Results will be reported orally and in written form. Students will also design and participate in a collaborative service learning experience in a community, ambulatory, home or health care setting. Students will complete the portfolio of their work from core courses and revise as needed to create an impressive final portfolio that can be used. Grading is H, S, or U only.

HSE 401 Domestic Security Management (4.50)
A survey course reviewing the history, current practices, and trends in the management of domestic disaster operations. The course discusses the responsibilities different levels of government (federal, state, and local) and agencies have with respect to domestic disasters and their relationships with the private sector.

HSE 420 Information Security (4.50)
A survey of one of the fastest growing international crime problems. Cyber-terrorism has been quick to emerge as an enormous threat to national security and economy. This course exposes the students to the domestic, local, national and international effects of cyber-terrorism. It provides information on the categorizations of computer criminals based on the purposes and spheres of their activities.

HSE 430 Border-Transportation Security (4.50)
A study of the substantial vulnerability of the nation's land borders, ports, inland waterways and airports to underwater and aviation related attack. This course educates students regarding operations underwater and at airports and enhances the knowledge necessary to identify, prevent, respond to, and recover from major catastrophes at our nation's borders and ports.

HSE 440 Crisis Management (4.50)
A study of incident assessment and methods that determine to what degree a crisis is unfolding and then develop a strategy to manage the consequences of the crisis. This course provides students with the knowledge of how local, state, and federal agencies come together and interact in different crisis scenarios.

HSE 444 Disaster Management (4.50)
This course discusses the management areas of policy, planning, coordination, response, response management, and recovery during emergencies and/or disasters; focusing on defining and analyzing the role of managers in critical situations of an unusual or severe nature resulting in injury, loss of life and/or severe property damage.

HSE 470 Legal Issues of Security (4.50)
A study of criminal and civil liability issues concerning government and private entities while preventing acts of terrorism, or during the recovery process after a critical incident. Exposes students to new congressional laws that apply specifically to homeland and domestic security. Delves into the protection of individual rights explaining the legal background and methods to avoid the pitfalls of liability. Covers legal issues in First, Fourth, Fifth and Eighth Amendments, and how the U.S. Constitution can be applicable to both government and private entities and the responsibilities of each.

HSE 475 Interviewing and Interrogation (4.50)
Provides students with proven techniques which apply to both accusatory and non-accusatory interviews. Students develop skills in preparing for the interview and interrogation with emphasis on planning and strategies. Provides a basic format and fundamentals of specialized interviewing and interrogation methods for those who have little or no experience in this phase of an investigation. Studies one of the most specialized and difficult phases of law enforcement or security investigation-interrogation.

HSE 480 Selected Topics in HSEM (1.50-4.50)
Duration: 4
This course is a specialized study of a subject in homeland security and/or emergency management that is not otherwise available in the Homeland Security and Emergency Management Program. The course may be repeated for credit when topics are changed.

HSE 490 Supervised Senior Project (4.50)
Prerequisite: *Students must have fulfilled all General Education, Core Courses, and Elective Courses requirements prior to beginning this course.*
For the supervised senior project, a two-month course is undertaken by students upon completion of all core courses in the program. Students select a committee and a viable topic related to domestic security to research, and present the completed project to the committee, other faculty, and peers in an open forum. Grading is H, S or U only. Course is eligible for In Progress (IP) grade.

HSE 606 Managing Information Security (4.50)
Introduces computer security issues in traditional computer systems to distributed networks and the Internet. Covers cryptography; program and operating system security; administration; legal; privacy; and ethical issues.

HSE 611 Emergency/Disaster Response (4.50)
Provides the student an overview of the most important aspects of emergency management and disaster response. The course discusses best practices of the all-hazards approach to responding to manmade and natural disasters.

HSE 613 Policies of Homeland Security (4.50)
Introduces the student to legal, policy, and ethics issues inherent in the security of the United States. Laws and policies affecting this area have been in place for years; however, the events of 9/11 introduced a flood of Acts, regulations, and directives that play a critical role in supporting evolving policy. Conflicts between Federal and State law make for a volatile and challenging study.

HSE 614 Infrastructure Protection (4.50)
This course introduces the student to Critical Infrastructure and the necessary security for its protection. Critical Infrastructure is systems and assets, whether physical or virtual, so vital that the capacity or destruction of such may have a debilitating impact on the security of the nation and across any level of government or jurisdiction.

HSE 615 Fundamentals of Recovery (4.50)
This course addresses the concepts, operational procedures, and authorities involved in recovering from major disasters. Federal, State, and local government roles and responsibilities in major disaster recover work will be covered, as well as government coordination and the solution of problems frequently arising in recovery operations. Preliminary damage assessment, disaster recovery centers, and special needs of victims and disaster workers are discussed.

HSE 620 Global Lessons in Security (4.50)
Examination of overseas homeland security practices in the areas of terrorist threats, emergency response, critical infrastructure, radicalization, border and transportation security.

HSE 625 Domestic Terrorism (4.50)
Prerequisite: *None*
Examines the current issues in domestic terrorism. Topics include anti-Americanism, religious fundamentalism, nuclear proliferation, cyber terrorism, global jihad, port security, torture and detainees.

HSE 630 Immigration Issues in Security (4.50)
This course examines the impact of immigration policy on homeland security issues. Topics covered include the history of immigration and customs services; the impact of immigration policy and border security; the developments in immigration policy since 9/11; the impact of immigration policy on homegrown radicalization; and the ethical concerns of homeland security issues with respect to immigration policy.

HSE 635 Communication and Security (4.50)
This course provides an examination of terrorism and homeland security from a communication perspective. It explores how terrorism is essentially a message. Through case studies and speeches, it explores how terrorists and governments communicate messages through actions and discourse. The course also discusses how political media, the mass media and global media outlets support communicating messages.

HSE 640 Leading Complex Environments (4.50)
This course explores the challenges of leading in complex organizational and system environments that are part of homeland security and emergency management responses. The course demonstrates the complexities of leading by building on collaboration. It emphasizes the role of building support and collaboration to maximize strengths of an organization or system in preparing for and responding to natural and manmade disasters.

HSE 690A Capstone Course (4.50)
Prerequisite: *Completion of at least six core courses of the program.*
Duration: 1 month
This course focuses on applying the knowledge and processes learned through this program. Working in a team or as an individual under the guidance of the instructor, students select a research topic, and gather data. The duration of the course is one month. Grading is H, S or U only.

HSE 690B Capstone Course (4.50)
Prerequisite: *HSE 690A with a minimum grade of S. Students need to complete HSE690A before HSE690B.; Completion of at least six core courses of the program*
Duration: 4
This course is a continuation of the HSE690A project course and continues the application of knowledge learned to select a research topic, gather data and defend conclusions. Grading is H, S or U only.

HTM 310 Health Informatics (4.50)
Innovative and best practice technology applications to support human health by individuals, professionals, care delivery organizations, and communities. Internet-based health resources, smart phone/mHealth applications, telehealth, and health-related social networks. Systems, standards, and policies to connect people and technologies securely across healthcare ecosystems.

HTM 460 Health IT Virtual Simulation (4.50)
Prerequisite: *HSC 410 with a minimum grade of C.*
Laboratory-based course where administrative and clinical health information systems and technologies are introduced and practiced. Students will gain experience with simulated health information systems or real systems with simulated data.

HTM 520 Health Information Exchange (4.50)
Health data standards, sources, representation, terminologies, vocabularies and ontologies to support interoperability of information within and between health care organizations. Health information security practices, privacy, confidentiality, and management of patient rights. Clinical data and process modeling for medical decision making. Policy development and documentation for exchange of health information.

HTM 552 EHR Meaningful Use (4.50)
Introduces electronic health record (EHR) and communication systems including the application of Meaningful Use criteria to optimize quality and effectiveness of patient care and improve care coordination. Explore care delivery innovations across multiple care settings and specialties using a patient-centric model.

HTM 660 System Management and Planning (4.50)
Healthcare information technology lifecycle management and strategic planning; organization and management of informatics support staff and other healthcare professionals to optimize the value from health information technology implementation.

HTM 680 Health Informatics Case Study (4.50)
Prerequisite: *HTM 520; HTM 552; HTM 660*
Duration: 4
Health informatics case study requiring analysis and synthesis of complex human, financial, and technical resources for the strategic use of information technology in a healthcare organization. Students study best practice case studies and make recommendations considering organizational dynamics and technical and market knowledge in a simulated healthcare environment.

HTM 692 Health Informatics Capstone (4.50)
Prerequisite: *HTM 680*
Duration: 8
Two-month capstone project focused on a relevant problem in health informatics theory or practice. Planning and completion of either a data-based research project or other scholarship or creative activity. Grading is by H, S, or U only. Course is eligible for an "IP" grade.

HUB 400 Group Structure & Dynamics (4.50)
Prerequisite: *ENG 102; PSYC 100*

Duration: 4
An analysis of behavior, perspectives and practices as applied to group dynamics. Focus on approaches and skills in group dynamics as they relate to performance and enhancement of cooperative/collaborative effectiveness. Uses practice through role-playing of effective techniques in dealing with a variety of cooperative/collaborative situations.

HUB 401 Conflict Resolution (4.50)
Prerequisite: *ENG 102; PSYC 100*

Duration: 4
A focus on the process of negotiation and conflict resolution. Gives special attention to conflict within and between persons in organizations and industry. Emphasizes application of techniques to conflict resolution situations via role-playing.

HUB 410 Psychology for Managers (4.50)
Prerequisite: *ENG 102; PSYC 100*

Duration: 4
A survey of psychological concepts applied to organizational settings. Emphasizes motivation, communication, leadership, and personal development.

HUB 420 Human Communication (4.50)
Prerequisite: *ENG 102; PSYC 100*

Duration: 4
A study of the theoretical and practical aspects of interpersonal and group communication.

HUB 440 Organizational Development (4.50)
Prerequisite: *ENG 102; PSYC 100*

Duration: 4
A study of human relations and its relationship to organizational effectiveness through planned change and technological development.

HUB 441 Research Design and Analysis (4.50)
Prerequisite: *ENG 102; MTH 210; PSYC 100*

Duration: 4
Examines various research approaches used to understand human behavior and experience. The knowledge obtained in this course includes psychological research concepts and methods, as well as ethical principles guiding research; proficiencies developed include matching research design to research questions, elementary analysis of quantitative and qualitative data, and critical evaluation of published research findings.

HUB 500 Cross-Cultural Dynamics (4.50)
Prerequisite: *ENG 102; PSYC 100*

Duration: 4
A curriculum-wide elective that studies the psycho-socio-cultural aspects of human differences and the enhancement of interpersonal/ intercultural communication skills. Increases the knowledge and understanding of differences in people and perspectives, enhances learning and performance in multicultural environments and fosters interactive diversity as a socio-cultural imperative and behavioral norm.

HUB 601A Organizational Behavior (4.50)
An in-depth study of various types of organizational structures, both formal and informal, with special emphasis on behavior of people within those structures.

HUB 601B Communication for Managers (4.50)
An analysis of interpersonal communications as related to organizational effectiveness. Covers the practical application of communication theory to work-related situations.

HUB 601D Creative Leadership (4.50)
A study of the qualities of leadership required today and in the future. Emphasizes historical as well as contemporary leaders

HUB 639 Issues in Sexuality (4.50)
An examination of the personal, interpersonal and social dimensions of human sexuality. Covers topics such as anatomy and physiology of human sexuality, contemporary American sexual behavior, sexual myths, sex-role socialization, sexual dysfunctions and sexual-social issues.

HUB 641 Stages of Adult Development (4.50)
An examination of the adult stages of human biological, psychological and social development. Discusses classical as well as contemporary theories.

HUB 642 Theories of Behavior Change (4.50)
A survey of social psychological theories of behavior change and resistance to change.

HUB 646 Personal and Pro. Ethics (4.50)
A study of normative judgments as applied to contemporary human problems such as the uses of power, business practices and the right to live and to die. Examines varied ethical systems using a case study format

HUB 648 Personal Growth & Comm. (4.50)
An examination of the meaning and importance of personal growth and human communication in human life and relationships. Development of critical communication skills, self-awareness and self-understanding to enhance personal and professional relationships. Presents a variety of models and methodologies in the exploration of physical, mental, emotional, social and spiritual growth.

HUB 650 Behavioral Research (4.50)
Behavioral research is a way to examine and understand individual and social behavior through measurement and interpretation. This course investigates the theoretical principles that underlie behavioral research and the application of current research techniques. The course forms the foundation for practical application of behavioral science and continued study in the human behavior and is essential to completing the capstone course in the program (Integrative Project in Human Behavior, HUB 680).

HUB 660 Assessment in Organizations (4.50)
Prerequisite: *HUB 650*
As study of the organizational assessments of human attributes (abilities, personality and vocational interests) and their role in behavioral determinants in school, work and interpersonal settings. Methodological issues encountered in the assessment of psychological traits (construct validity) and the developmental etiology will be covered. The course reviews the literature in organizational assessment, career development and personnel psychology applied to work. Topics include job analysis, performance appraisal, testing and assessment, employee selection, equal opportunity guidelines, development and evaluation of training programs.

HUB 670 Research Applications (4.50)
Prerequisite: *HUB 650*
The application of research methods and statistical techniques to a variety of research problems. The student will use these methods and techniques to address hypothetical and real research issues. The student will have developed a research proposal for the capstone project in HUB650 (a prerequisite for the course) and will apply the material learned in this course to further develop and refine the proposal.

HUB 680 Integrative Project (4.50)
Prerequisite: *HUB 650; HUB 670*
The capstone project is an empirical study that integrates theoretical and applied concepts and results in a 20-30 page paper (APA style). The student will be required to develop a project proposal during HUB 650 and HUB 670 that can then be completed during the capstone course. This course may not be taken as an independent study.

IBU 430 Survey of Global Business (4.50)
Prerequisite: *ECO 203 and ECO 204*
Duration: 4
A study of the accelerating internationalization of all business, this course introduces upper-division undergraduate students to all facets of international business within three broad subject areas: (1) the economic framework of international business, (2) the operating frameworks of multinational corporations, and (3) a framework for global strategic management. It uses case studies to illustrate concepts and methods.

IBU 540 International Experience (4.50)
Tour foreign location and experience the business, economic, political, legal, and cultural environment of a host country. Development of thorough knowledge of foreign business environment through combination of pre-departure study, on-site lectures and presentations by host country experts and business executives, post-tour analysis and reflection.

IBU 637 Comparative International Mgt (4.50)
Duration: 4
This course studies the impact of country-specific cultural, economic and legal factors on the theory and practice of managing multinational corporations. Case studies focusing on North American, Latin American, European and Asian settings are used to illustrate the feasibility of adapting and combining different national management styles in the operations of domestic and multinational corporations.

IBU 641 Topics in Int'l Business (4.50)
Duration: 4
A seminar-style course covering trends and new areas of interest in international business with a focus on country and regional business environments. Examples of topics covered are: Assessing and analyzing international markets based on cultural, country risk, taxation, government intervention and other factors that facilitate or hinder doing business in specific locations; business ethics in international environments; economic integration in Europe and South America, etc. Students with an international background are encouraged to share their knowledge of specific national business environments.

IBU 643 Global Strategy (4.50)
Duration: 4
Based on a review of main theories and current trends, this course examines strategic alternatives and choices available to multinational companies in world markets. Emphasis is placed upon applied strategic analysis based on case studies involving multinational companies and settings.

IBU 645 Intl Entrepreneurship Project (4.50)
Duration: 4
Examine the cross-border operations of multinational companies focusing on country assessment and market entry, market research, segmentation, marketing mix adaptation, outsourcing and global Corporate Social Responsibility. Also includes the role of exchange rates, the mechanics and institutional structure of global trade and payments, as well as the role of social media in global operations. Students will prepare an applied international business project

ILD 625 Educational Research (4.50)
An introductory educational research course designed to provide knowledge, skills, and dispositions required for students to understand and demonstrate knowledge of quantitative, qualitative and action research. Emphasis is on the knowledge and skills required of a competent consumer and producer of educational research. The course requires that students utilize a high level of library skills and computer technology to locate relevant research and literature. (Scheduled for two months and meets once a week.).

ILR 260 Academic Information Literacy (4.50)
Prerequisite: *ENG 102*
Duration: 4
Introduces students to college-level inquiry and research strategies. Develops the ability to find, identify, evaluate, and use information effectively and ethically to investigate a topic of scholarly inquiry. Practices communication of information using software applications and written research papers. Explores the nature of information as valued, constructed, and contextual while reinforcing the ethics of intellectual property and citation.

ISE 300 Intro to Interdisciplinary EDU (4.50)
Duration: 4
Facilitates professional growth and development as a practitioner, leader, and communicator in diverse educational environments. Provides an overview of educational theory, research, and instructional practices, while integrating multiple societal, ethical, and diverse perspectives into professional practices.

ISE 440 EDU Psychology for Diverse Pop (4.50)
Duration: 4
This course focuses on the notion that people have different backgrounds, perspectives, and values, including different approaches to learning. This course covers research and theory on cultural differences, social groups, attitudes, beliefs, and biases regarding diverse populations. Students will discuss current conceptual, theoretical, and methodological work in education and psychology. The student will consider the role of race and ethnicity in school experiences. The student will also research academic achievement and development in multicultural settings.

ISE 443 The Special Needs of Children (4.50)
Prerequisite: *ISE 440 with a minimum grade of B. It is important for students to digest the content of the Psychology of Diverse Populations successfully prior to studying the special needs of children, in order to have a sufficient foundation of how the diversity of the environment and culture impact how students learn.*
Duration: 4
Exploration of variations in child development and identification of specific disabilities in children. Inclusive childhood programs and specific strategies for adapting and accommodating the core curriculum to meet the social, emotional, and academic needs of at-risk children or those with special needs are examined.

ISE 445 Cognition and Learning (4.50)
Prerequisite: *ISE 443 with a minimum grade of B. A "B" grade, indicating the student has satisfactorily absorbed the content of the special needs of children, is essential in successfully understanding how cognition and learning support the teaching and learning accommodations/ techniques needed to help students whose ability to learn requires special attention, thus serving as a foundation for teaching and learning techniques in general.*
Duration: 4
This course examines how people acquire new behaviors and explores the critical roles that cognition, development, interpersonal relationships, and culture play in learning. Current and historically significant theories of learning and cognitive development are explored, and the ethical ramifications of various theories are considered. As change is inevitable throughout the lifespan, the student will examine the predictable changes in how people think and learn in different periods of life.

ISE 447 The Next Generation Classroom (4.50)
Prerequisite: *ISE 445 with a minimum grade of B. In order to comprehend how the complexity of the "next generation classroom" will impact teaching and learning, students must satisfactorily pass the "Cognition and Learning" class with at least a "B" grade to ensure they can integrate the new approaches articial intelligence (AI) and similar advances in learning potential provide with current theories and techniques.*
Duration: 4
This course examines leading-edge technology and software whose applications and potential are now being explored, with the actual effectiveness and impact on teaching and learning still to be determined. Virtual Reality (VR), Artificial Intelligence (AI), and Social Emotional Learning (SEL) are the three applications drawing the most attention, with VR and SEL already showing their potential with AI just beginning to do so.

ISE 452 Partnering with Families (4.50)
Prerequisite: *ISE 447 with a minimum grade of B. Partnering with families successfully is a major challenge for teachers and coaches and therefore, an especially broad spectrum of knowledge, as contained in previous courses, to include particularly the ability to explain how the next generation classroom is essential to the future of education, is a must thus requiring a satisfactory grade of at least a "B".*
Duration: 4
Focus on acquiring knowledge through current research and developmental theories to plan responsive environments that strengthen family-school partnerships. Students will explore, through case studies, optimum communication techniques for building and maintaining positive relationships with family members.

ISE 461 Leadership and Supervision (4.50)
Duration: 4
Emphasis on theories, principles, and practical methods of leadership and supervision applicable to educational settings. Demonstrations of instructional, operational, and organizational leadership. Focus on components of human resources related to staff recruitment, development, and evaluation.

ISE 470 Coaching Psychology (4.50)
Duration: 4
In this course, students will explore the principles, responsibilities, and issues of coaching and motivating the student-athlete. Students will gain knowledge of the fields of Positive Psychology and Sport Psychology. Students will develop their knowledge on strengthening a student athlete's daily performance and team achievement in athletics.

ISE 471 Performance Eval in Sport (4.50)
Duration: 4
In this course, students will be introduced to exercise programming strategies. Students will be shown how a systematic approach to exercise program design uniquely blends the science of acute variables with the concepts of flexibility, cardiorespiratory, core, balance, reactive, speed, agility and quickness, and resistance training to develop safe and effective exercise programs for athletes in various sports.

ISE 472 Ethics in Coaching and Sport (4.50)
Duration: 4
In this course, students will explore ethics and morality in the context of sports and coaching. Students will consider the moral and ethical challenges across the field of sport and coaching and the value of professional codes of conduct in promoting ethical and moral practice. Students will also be prepared to respond to ethical and moral issues in recent and future events.

ITI 660 Identity, Inclusion and Equity (4.50)
Duration: 4
Typologies and characteristics of English Learners; grounded knowledge of learners and their families in schooling contexts. Research focused on inclusion and equity practices for English Learners.

ITI 662 Linguistics- Academic Language (4.50)
Prerequisite: *ITI 660*
Duration: 4
Language, language structure and linguistics as related to English Learners. Language conventions, academic content obligatory/compatible vocabulary, effective expression and wide reading/writing of multiple texts.

ITI 664 EL Achievement in Content Area (4.50)
Prerequisite: *ITI 662*
Duration: 4
Cognitive load and language challenge(s) for K-12 English Learners. Content area learning informed by disciplinary and multidisciplinary knowledge. Academic achievement for English Learners using multiple assessment measures. Alignment with the CA-CCSS and the California ELA/ELD framework.

ITI 670 Introduction to SEL (4.50)
Prerequisite: *ITL 600; ITL 604; ITL 606*
Duration: 4
Analyze the components of social emotional learning (SEL). Compare theoretical orientations regarding the development of SEL in school aged children. Assess own level of social emotional functioning to improve their ability to provide comprehensive and effective services to students. Evaluate evidence base for social emotional learning interventions within an MTSS framework.

ITI 672 SEL in Action (4.50)
Prerequisite: *ITI 670 minimum standards*
Duration: 4
An inquiry project focused on the support of current research on social emotional learning strategies, interventions, and practices for various age and grade levels will be completed. Collaboration strategies and partnerships within the school system, support staff, and community will be analyzed as a part of the inquiry process.

ITI 674 Research in SEL (4.50)
Prerequisite: *ITI 672*

Duration: 4
Explore research designs that measure social emotional learning at the individual and school levels. Finalize a research proposal to investigate a current issue or problem related to social emotional learning. Evaluate strategies to apply social emotional learning research in everyday classroom teaching and practice.

ITI 681 Interdisciplinary STEAM/STEM (4.50)
Prerequisite: *ITL 600; ITL 604; ITL 606; ITL 608*

Duration: 4
Focuses on STEAM (PK-6) and STEM (7-12) education issues and challenges. Candidates assess their own thinking about interdisciplinary STEAM (PK-6) and STEM (7-12) education, analyze STEAM (PK-6) and STEM (7-12) education research and practice, select an action research topic in the interdisciplinary STEAM (PK-6) and STEM (7-12) field, and create a research question in STEAM (PK-6) and STEM (7-12) related field

ITI 683 Inst Strategies STEAM/STEM (4.50)

Prerequisite: *ITI 681*

Duration: 4
Focuses on the interdisciplinary STEAM (PK-6) and STEM (7-12) education in the classroom. Candidates evaluate lesson plans from a theoretical perspective of teaching STEAM (PK-6) and STEM (7-12), study instructional strategies, create lesson plans that support the learning STEAM (PK-6) and STEM (7-12) in their students.

ITI 685 Action Research in STEAM/STEM (4.50)
Prerequisite: *ITI 681; ITI 683*

Duration: 4
Focuses on the STEAM (PK-6) and STEM (7-12) interdisciplinary action research. Candidates share and verify their research questions, develop appropriate research methods, finalize their literature review, and develop their research proposals.

ITI 690 Inspired Teaching Inquiry (4.50)

Prerequisite: *ITL 600; ITL 604; ITL 606*

Duration: 4
Covers current theories and applications of evidence-based Inspired Teaching Practices in PK-12 education and includes developing a repertoire of technology-enhanced curricular tools. Candidates explore the process and application of action research resulting in the development of framing an instructional practices-based research topic and question through writing a literature review.

ITI 691 Inspired Teaching Inquiry (4.50)

Prerequisite: *ITL 600; ITL 604; ITL 606*

Duration: 4
This course explores the intersection of instructional design, student psychology, and technology integration in K-12 education. Participants will learn to conduct in-depth instructional analyses to identify areas of improvement in lesson delivery and evaluate psycho-social behavioral profiles to better understand the modern K-12 learner using the Lewis Cultural Triangle framework. Additionally, the course examines the impact of mobile technology and social media on student learning processes and equips participants with the skills to design and produce a basic Omnidoc, focusing on human factors, design philosophy, and strategies for effective remote learning.

ITI 692 Inspired Student Learning (4.50)
Prerequisite: *ITI 690*

Duration: 4
Increases student achievement by differentiating and matching each learner's unique characteristics and various curriculum components; how student-centered learning is enhanced through appropriate classroom management and effective curricular practices. Candidates finalize their research question, expand the literature review., and offer a rationale for their final proposal.

ITI 693 Inspired Student Learning (4.50)
Prerequisite: *ITI 691*

Duration: 4
This course empowers participants to integrate innovative narrative-based learning design techniques into their teaching practices. Using insights and skills from ITI691, students plan to use narrative-based Omnidoc designs to address content gaps. Through hands-on training, participants will develop the ability to create customized media content using various video acquisition devices. These skills will be applied to crafting compelling instructional materials and assessment tools. Students will also learn to program PowerPoint software as an interactive, non-linear content delivery tool, enabling flexible access to learning content. The course culminates in the production of a foundational skeletal PowerPoint project, The Signature project, which has students producing the structural foundation for their final ubiquitous learning student learning content.

ITI 694 Inspired Learning Technology (4.50)
Prerequisite: *ITI 692*

Duration: 4
Explores and incorporates Information Communication Technologies (ICT) into instructional practices including curricular tools, apps, and web-based resources. Working collaboratively in teams, candidates create a multidisciplinary unit incorporating appropriate learning technologies. The Action Research Proposal is finalized and presented in video and written formats.

ITI 695 Inspired Learning Technology (4.50)
Prerequisite: *ITI 693*

Duration: 4
This course culminates by combining the "PCA" identification, research, design, and omni doc content construction process. The course empowers educators to create visually impactful, interactive learning experiences using Omnidocs. Students will explore the principles of visual engagement and apply them to Omnidoc design, leveraging generative AI tools to produce high-quality multimedia content, including photos, audio, and video. By the end of the course, students will produce a polished, professionally designed, interactive Omnidoc in PPT or PDF format ready for ubiquitous learning (uLearning) applications. The finished document will be accompanied by a presentation that explains Omnidoc's advanced design characteristics and defends how those characteristics would address the gaps in content or learning established earlier in the course series.

ITL 400 Becoming a Teacher (4.50)
Duration: 4
BA credential program requirements; K-12 school and classroom experiences; and observational skills in K-12 classrooms. Principles sustaining an inspired teacher mindset. Electronic showcase reflecting professional growth throughout the program. Grading is S, U or In Progress (IP).

ITL 402 Context: Education in the U.S. (4.50)
Prerequisite: *ITL 400 and Students must complete the credential packet.*

Duration: 4
Examines historical, socio-political, cultural, and economic influences, as well as technological and other innovations on the evolution of education in the U.S. and globally. Considers the impact of legal mandates and other influential factors on the profession; identifies necessary knowledge, skills, and dispositions of an inspired professional educator.

ITL 404 Learners and Learning I (4.50)
Prerequisite: *ITL 402*

Duration: 4
Examines psychological, socio-cultural, linguistic, and other factors influencing development, learning, and the full range of learners, including English Learners, standard-English learners, students with exceptionalities, and students with other needs. Considers a variety of data to identify appropriate strategies and community-based resources to support all learners and their families.

ITL 406 Learners and Learning II (4.50)
Prerequisite: *ITL 404*

Duration: 4
Examines theories and research regarding typical and atypical child and adolescent development and learning. Considers various data collection and assessment techniques which guide the selection of effective instructional strategies, practices, resources, and technologies to create environments that support the full range of learners and provide equitable access to the curriculum.

ITL 408 Design and Process of Teaching (4.50)
Prerequisite: *ITL 406*

Duration: 4
Candidates integrate principles of learning theories and factors influencing human development when designing instruction and evaluating instructional effectiveness. Candidates will utilize a four-stage cyclical model of planning, teaching, analyzing and reflecting in the process of learning-and-teaching to ensure all students equitable access to the curriculum.

ITL 490 Guided Study (1.00-6.00)
Duration: 4
Individual study course under the direction of a specified instructor. Requires prior approval of ITL lead faculty. Grading is S, U or In Progress (IP).

ITL 501A Becoming a SS Teacher I (2.25)
Corequisite: *ITL 520; ITL 522*

Duration: 8
State and program requirements specific to Single Subject Teaching Credential. Research-based strategies, knowledge, and principles related to inspired teaching and inspiring learners. Electronic showcase/portfolio requirements, skills, and principles. Grading is S, U or In Progress (IP).

ITL 510 Language-Literacy: Foundations (4.50)
Prerequisite: *ITL 518*

Duration: 4
Research-based theories, methods, and strategies aligned to K-12 CA's Common Core Standards and ELA/ELD frameworks. Principles needed to teach foundational reading, writing, listening, speaking, and language for all learners, including English speakers, English learners, standard English learners, students with exceptionalities, and students with other learning needs.

ITL 512 Language/Literacy: Strategies (4.50)
Prerequisite: *ITL 510*

Duration: 4
Complex strategies for teaching reading, writing, listening, speaking, and language development. Research-based practices aligned to CA's Common Core Standards and ELA/ELD frameworks. Language and literacy strategies for all learners, including English speakers, English learners, Standard English learners, students with exceptionalities, and students with other learning needs) in the K-8 classroom.

ITL 516 Mathematics Integrative Design (4.50)
Prerequisite: *SED605 is a prerequisite for students enrolled in special education programs only*
Duration: 4
Analysis of how elementary children think and learn mathematics. Research-based approaches enabling students to think critically and develop math proficiency. Developmentally appropriate instructional strategies for an integrative approach to teaching mathematics using content areas of visual and performing arts, social science, and STEM.

ITL 518 Science Integrative Design (4.50)
Prerequisite: *ITL 516*

Duration: 4
Candidates apply developmentally appropriate practices in designing an integrative approach to science instruction. Utilizes a variety research-based approaches supporting critical thinking and problem-solving skills. Analyzes how K-8 children learn science and other subject-matter utilizing an inquiry model. Integrates health science, physical education and STEM to support conceptual understanding and skills.

ITL 520 Academic Language & Literacy (4.50)
Prerequisite: *ITL 528*

Duration: 4
Single subject teacher candidates utilize research-based methods aligned with CA's Common Core Standards and ELA/ELD frameworks. Applies principles and strategies needed to teach grades 9-12 content-based language/literacy instruction for English speakers, English learners, Standard English learners, and students with exceptionalities and other learning needs.

ITL 522 Content Area Literacy (4.50)
Prerequisite: *ITL 520*

Duration: 4
Single subject teacher candidates utilize research-based methods aligned with CA's Common Core Standards and ELA/ELD frameworks to teach content-based instruction based on the language proficiency and literacy needs of English speakers, English learners, Standard English learners, and students with exceptionalities and other learning needs needed to sustain academic achievement.

ITL 526 SS Integrated Design I (4.50)
Duration: 4
Instructional design principles for teaching in grades 7-12. Strategies for designing short and long-term curriculum/instruction/assessment aligned with content standards. Evidence-based research appropriate for the application the CA Common Core and academic standards across the various single subject content areas.

ITL 528 SS Integrated Design II (4.50)
Prerequisite: *ITL 526*

Duration: 4
Integrative instructional design models, approaches, and research in designated content areas. Analysis and reflection focused on teaching practices and beliefs. Learning Map design and implementation principles.

ITL 530 Optimized Learning Community (4.50)
Duration: 4
Research-based strategies and models managing an equitable and inclusive K-12 learning environments. Social-emotional growth, development, and individual responsibility. Positive interventions and supports, restorative justice, and conflict resolution practices. Prevention of common classroom problems. Effectively work with challenging students. Establishment of safe classroom and school environments to prevent bullying.

ITL 550A Student Teaching A (4.50)
Corequisite: *ITL 551A*

Duration: 8-9
First half (8-9 weeks) of student teaching experience. Establishment of 300 of 600 total hours. Clinical practice placement in a district-university approved California K-12 classroom corresponding to the designated CSET area. Six Teaching Performance Experience (TPE) domains composed of 45 new TPE elements. Grading is S, U or In Progress (IP).

ITL 550B Student Teaching B (4.50)
Corequisite: *ITL 551B;* ***Prerequisite:*** *ITL 550A*

Duration: 8-9
Second half (8-9 weeks) of student teaching experience. Establishment of 300 of 600 total hours. Clinical practice placement in a district-university approved California K-12 classroom corresponding to the designated CSET area. Six Teaching Performance Experience (TPE) domains composed of 45 new TPE elements. Grading is S, U or In Progress (IP).

ITL 551A ITL Seminar A (2.25)
Corequisite: *ITL 550A, or ITL 650A*

Duration: 8-9
Seminar concurrently taken with ITL 550A, Student Teaching A or ITL 650A CP Internship A. Six Teaching Performance Expectation (TPEs) domains composed of 45 TPE elements. CalTPA Cycle 1. Grading is S, U or In Progress (IP).

ITL 551B ITL Seminar B (2.25)
Prerequisite: *ITL 551A;* ***Corequisite:*** *ITL 550B, or ITL 650B*

Duration: 8-9
Seminar concurrently taken with ITL 550B, Student Teaching B or ITL 650B CP Internship B. Six Teaching Performance Expectation (TPEs) domains composed of 45 TPE elements. CalTPA Cycle 2.

ITL 600 Becoming a Teacher (4.50)
Duration: 4
Graduate level credential program requirements; K-12 school and classroom experiences; and observational skills in K-12 classrooms. Principles sustaining an inspired teacher mindset. Electronic showcase reflecting professional growth throughout the program.

ITL 604 Learners and Learning I (4.50)
Duration: 4
Examines psychological, socio-cultural, linguistic, and other factors influencing development, learning, and the full range of learners, including English Learners, standard-English learners, students with exceptionalities, and students with other needs. Considers a variety of data to identify appropriate strategies and community-based resources to support all learners and their families.

ITL 606 Learners and Learning II (4.50)
Prerequisite: *ITL 604*

Duration: 4
Examines theories and research regarding typical and atypical child and adolescent development and learning. Considers various data collection and assessment techniques guiding the selection of effective instructional strategies, practices, resources, and technologies needed to create environments supporting the full range of learners and provide equitable access to the curriculum.

ITL 608 Design and Process of Teaching (4.50)
Prerequisite: *ITL 606*

Duration: 4
Candidates integrate principles of learning theories and factors influencing human development when designing instruction and evaluating instructional effectiveness. Candidates will utilize a four-stage cyclical model of planning, teaching, analyzing and reflecting in the process of learning-and-teaching to ensure all students equitable access to the curriculum.

ITL 650A CP Internship A: Year 1 (4.50)
Corequisite: *ITL 551A*

Duration: 16
First half (4 months) of intern experiences as a teacher of record in year one's practicum. Approved CSET area. Six Teaching Performance Experience (TPE) domains composed of 45 new TPE elements. Grading is S, U or In Progress (IP).

ITL 650B CP Internship B: Year 1 (4.50)
Corequisite: *ITL 551B;* ***Prerequisite:*** *ITL 650A*

Duration: 16
Second half (4 months) of intern experiences as a teacher of record in year one's practicum. Approved CSET area. Six Teaching Performance Experience (TPE) domains composed of 45 new TPE elements. Grading is S, U or In Progress (IP).

ITL 650C CP Internship C: Year 2 (4.50)
Prerequisite: *ITL 650B*

Duration: 16
First half (4 months) of intern experiences as a teacher of record in year two's practicum. Approved CSET area. Six Teaching Performance Experience (TPE) domains composed of 45 new TPE elements. Grading is S, U or In Progress (IP).

ITL 650D CP Internship D: Year 2 (4.50)
Prerequisite: *ITL 650C*
Duration: 16
Second half (4 months) of intern experiences as a teacher of record in year two's practicum. Approved CSET area. Six Teaching Performance Experience (TPE) domains composed of 45 new TPE elements. Grading is S, U or In Progress (IP).

ITL 650E CP Internship E: Year 3 (4.50)
Prerequisite: *ITL 650D*
Duration: 16
First half (4 months) of intern experiences as a teacher of record in year three's practicum. Approved CSET area. Six Teaching Performance Experience (TPE) domains composed of 45 new TPE elements. Approved Committee for Academic Standards petition required. Grading is S, U or In Progress (IP).

ITL 650F CP Internship F: Year 3 (4.50)
Prerequisite: *ITL 650E*
Duration: 16
Second half (4 months) of intern experiences as a teacher of record in year three's practicum. Approved CSET area. Six Teaching Performance Experience (TPE) domains composed of 45 new TPE elements. Approved Committee for Academic Standards petition required. Grading is S, U or In Progress (IP).

ITL 690 Guided Study (1.00-6.00)
Duration: 4
Individual study course under the direction of a specified instructor. Requires prior approval of ITL lead faculty.

LAW 200 Intro to Law & Legal Writing (4.50)
A lower division introductory course exploring the practical application of Civil Law and the various area of practice. The student will learn rudimentary legal research and be introduced to the form of legal writing referred to as "IRAC."

LAW 204 Legal Aspects of Business I (4.50)
Duration: 4
A survey of contracts, sales, agencies, personal property, commercial paper and associated topics. Emphasizes prevention of litigation and liability arising from business operations.

LAW 305 Legal Aspects of Business II (4.50)
Prerequisite: *LAW 204*
Duration: 4
A sequential course to LAW 204. A survey of business organizations (partnerships, corporations, government regulations), property (real property and leasing, estates, community property), business torts, business crimes and associated topics. Emphasizes prevention of litigation and liability arising from business operations.

LAW 310 Litigation (4.50)
A broad-based overview of the various stages of the civil/criminal litigation process. Covers the complete litigation process starting from the initial filing of the criminal information and/or civil complaint, progressing through the client interview, motion and trial phase. Explores the process of court pleading and discovery, including interrogations, depositions and the voir dire process. Also covers heavy strategies and the role of the law office assistant. Students must demonstrate their legal knowledge and understanding of the material through the drafting of a civil complaint, accompanying forms, summons and depositions.

LAW 400 Current Legal Issues (4.50)
This course will review contemporary issues including minority rights, abortion, free speech and criminal justice with a special emphasis on the affect these issues have on the business community

LAW 402 The Art of Negotiation (4.50)
A workshop course for pre-legal and pre-professional students to develop the verbal and analytical skills needed to be effective negotiators in the practice of law and business. Examines general negotiating principles and uses practical student exercises.

LAW 405 Analytical Reasoning (4.50)
The development of analytical reasoning through identification of critical issues in the legal, business and political environments, by analyzing historical and contemporary events, followed by the application of established rules of law, ethical standards and social models in developing oral and written arguments for and against specific positions.

LAW 408 Legal Writing Research and Ora (4.50)
This class is devoted to learning the written and oral skills necessary for presentation of legal issues. Students will prepare and argue an appellate case in moot court format. Each student will prepare an appellate brief for one side of a case dealing with a controversial current legal issue. In team format students will then argue the issue presented before a panel of judges. To prepare for oral argument students will visit and discuss presentations made before the Trial Courts and the California Court of Appeal.

LAW 410 Intro to Law & Legal Analysis (4.50)
An introduction to case brief writing and legal problem analysis. The classroom discussions employs the Socratic method used in law school classes.

LAW 420 Advocacy (4.50)
A capstone course that requires students to participate in a mock trial. Students write trial briefs, create pre-trial discovery strategies, give oral arguments and examine witnesses in a simulated civil case.

LAW 427 Demystifying AI: Law (4.50)
Duration: 4
This four-module course explores the transformative impact of artificial intelligence (AI) on the legal profession. Students will begin by examining the critical differences between human reasoning and AI responsiveness, fostering a deeper understanding of AI's capabilities and limitations. The course then explores the fundamentals of AI systems, including generative and analytical models, and their practical applications across various domains. Emphasis is placed on mastering prompt engineering, enabling students to develop effective strategies for interacting with AI tools and optimizing outputs. In the final module, the course focuses on AI's integration into legal practice, delving into its applications in legal research, predictive analytics, intellectual property issues, and ethical considerations, including copyright, plagiarism, and liability. By the end of the course, students will be equipped with the technical skills, critical thinking abilities, and ethical awareness needed to navigate the opportunities and challenges presented by AI in the legal field.

LAW 430 Constitutional Law (4.50)
A survey of the historic development of Constitutional Law in the United States. The student will learn the philosophical foundations of the Constitution and review how the political climate shaped landmark decisions throughout the history of the United States.

LAW 440 Comparative International Law (4.50)
A survey of international law in (1) the civil environment including trade agreements and contracts, and alternative dispute resolution and (2) criminal law, including investigation and prosecution of human rights violation and the remedies for such violations.

LAW 445 Administrative Law for Busines (4.50)
An advanced survey of administrative law and procedure and manner in which the various state and federal agencies are a part of the integral workings of business operations, including, but not limited to, the areas of environmental operations, employee relations, consumer good regulations, occupational safety.

LAW 455 Public Contracting (4.50)
A survey of public contract law and the differences from commercial contract law; including clear record keeping for audits, overseeing activities of sub-contractors, and the impact for violation and breach of contract.

LAW 460 Law School Portfolio Project (4.50)
A preparatory course for the undergraduate student who is preparing to apply for admission to law school. The course will involve learning strategies and practice for those preparing to take the Law School Admissions Test. Additionally, students will prepare their dossier and personal statement for law school applications. Grading is by S or U only.

LAW 470 Pre-Law Senior Project (4.50)
Prerequisite: *LAW 310; LAW 400 and LAW 408*
This course represents a culmination of the skills learned in previous research and writing courses. It consists of the preparation of a research document equivalent in form and content to an appellate brief. In the case of those students who have received an internship, this course will be assigned and the student graded on the writings produced during the internship, whether legal memorandum and/or briefs.

LED 400 Introduction to Leadership (4.50)
Examination of core issues in the practice of leadership. Identification of differing theories and styles of collaborative, integrative organizational leadership and comparison to authoritarian or management by edit within the organizational context.

LED 410 Leading Diverse Groups & Teams (4.50)
Examination of the application of leadership theory to groups that are diverse in gender, ethnicity, education, and functional expertise. The role of the leader in establishing effective collaboration among members; the decision making process and power will also be examined.

LED 420 Adaptive Leadership in Change (4.50)
Analysis of constant and continuous change in modern organizational environments. This class will provide students with the skills needed to recognize the potential impacts of change on their organizations, and to lead their organizations through the change process effectively. Students will develop skills in assessing organizational culture and learn to create the learning organization of the future.

LED 430 Conflict/Negotiation for Ldrs (4.50)
Effective conflict resolution, bargaining and negotiation are addressed in this course as methods for improving the organizational effectiveness in the long term. A special focus will be placed upon creation of win-win solutions to real life organizational situations. Conflict will be examined as both a necessary and challenging workplace phenomena.

LED 440 Ldrship Overview of Org. Func. (4.50)
Introduction to strategies for leadership to enhance the integration of functions into the overall mission and vision of the organization. Assessing the relationships between organizational structure and the impact on the culture and norms of the organization will be analyzed.

LED 450 Advanced Group Dynamic Theory (4.50)
Prerequisite: *LED 400 and LED 410*
Advanced topics in understanding groups and team formation, hidden agenda items of team members and strategies to navigate difficult behavior or challenging groups. Experiential learning of group dynamics, examining multiple phenomena and the impact of leadership will be explored.

LED 460 Ethics and Decision Making (4.50)
Examination of the many components that influence decision-making by leaders, including cultural relativism, legal responsibilities, prescriptive approaches and universal principles. The potential impact of decisions on the organization and transparency in the decision making process, ethical frameworks and hypothetical situations will be reviewed.

LED 470 Classic Studies of Leadership (4.50)
The historical context of classic leadership studies will be examined including emotional intelligence, trait theories, personality studies and the emergence of leadership theory. Students will explore the research on leadership that has impacted the development of leadership studies and the understanding of power, authority and influence. This course will aid in preparing students for LED 480 and LED 490.

LED 480 Research for Leaders (4.50)
Prerequisite: *LED 410 and LED 420*
This course should be taken toward the completion of the BSOL course work, as it allows the student to develop strategies in identifying and interpreting quality research. The study of leadership involves both qualitative and quantitative research which informs effective leadership in an ever-changing and global business environment.

LED 490 Leadership Capstone Project (4.50)
Prerequisite: *Completion of six of the preceding courses*
The capstone course is designed to be the culminating work for the Bachelor's degree in Organizational Leadership. Under the guidance of the instructor, students will design a project to demonstrate their mastery of leadership theories, approaches and frameworks. Students will include scholarly research, attention to ethical frameworks, and critical analysis in their project. A professional presentation of 10-15 minutes of the student's project is required. Grading is H, S, or U only.

LED 601 Ethics and Classic Theories (4.50)
Introduction to the classic theories, frameworks and ethics of leadership practice. Students identify and assess their own leadership philosophy, then analyze the relationship between it and selected theories of leadership. Students evaluate ethical decision making processes and assess the potential impact of leadership strategies on organizations.

LED 602 Developing Groups and Teams (4.50)
Duration: 4
The formation and development of groups through effective leadership is the focus of this course. Team communication styles and roles within teams are examined. Strategies that foster creativity in groups are discussed. The impact of technology on teams and communication styles is evaluated. Students learn experientially about groups and teams and the impact of diverse ethical perspectives by participating in group activities and observing leadership in small groups.

LED 603 Leadership in the 21st Century (4.50)
Duration: 4
Examination of emerging forms of leadership, influence and power, chaos and collaboration. The course will analyze multiple organizations within the private and public sectors, and will draw upon diverse perspectives, ethical considerations and applied approaches. Participate in experiential approaches to learning leadership skills which may include the classroom as a temporary organization to be examined in real time.

LED 604 Leading Change and Adaptation (4.50)
Course topics will focus on the dynamics of change, organizational redesign, and the essential skills necessary for leaders to initiate corporate and organizational transformations. Resistance and acceptance of change initiatives, including the impact of organizational culture will be examined. Students will strengthen their leadership skills and strategies in order to initiate and implement change through problem-solving experiences across a broad range of organizational contexts.

LED 605 Conflict and Power Dynamics (4.50)
Duration: 4
Integration of the knowledge, skills, and abilities required to design, conduct, and evaluate effective conflict resolution and negotiation practices. Course topics include interpersonal and intra-group conflict resolution; persuasion, problem solving techniques and decision-making in conflict resolution; overcoming bias, anger, and retaliation. Students will develop leadership and dialogue skills used to navigate conflict situations, and begin to detect conflicts as potential clues of organizational challenges.

LED 610 Analysis and Decision Making (4.50)
Identify quality information, data and research that inform decision making and strategy. Students will gain skills in interpreting data and develop critical thinking around key issues. In order to aid in analysis, explore statistical models and emerging data trends. Topics will include data analytics, overview of statistical models, data collection methods and critical interpretation of information.

LED 615 Consulting and Assessments (4.50)
Students gain both knowledge and skills to consult to organizations on leadership issues and development, whether within the infrastructure or to an external client base. Through the use of assessment instruments, students gain both understanding of self as well as expertise in administering tools with clients. Assessments for leadership also include personality, team performance and conflict styles. In order to work effectively with clients, skills for facilitating and training will be included.

LED 620 World View & Adult Development (4.50)
Adult development is intrinsic to the development of holistic leaders therefore students will gain knowledge of adult development concepts and theories. Identification of one's world view or ontology is interwoven with one's development in leadership therefore students will work to identify their world view and connect it with their development as a leader. Students will also gain knowledge of emerging models of leadership and integral approaches by linking their world view to their practice of leadership.

LED 680 Leadership Research (4.50)
Prerequisite: *LED 601; LED 602*
This course prepares students to conduct in-depth research in their area of interest synthesizing knowledge, and theory of leadership. Students will learn to judge scholarly, peer-reviewed work as unique from wisdom literature found in many popular leadership books. Two research papers will be written in the course with a focus on preparation for the thesis/capstone project. APA format (current edition) will be required, and students will gain skills in internet searches. In addition, students will give a presentation of approximately ten minutes on one of their research paper topics in professional attire and utilizing the appropriate technology.

LED 690 Capstone Project (4.50)
Prerequisite: *5 LED courses*
Working in teams or as individuals under the guidance of their assigned faculty advisor, students clarify research topics and identify scholarly sources from which data is gathered in preparation for the project. Students then gather data and present their research in both written and oral form to the client organization, if applicable, and to other students and faculty. Students may choose to prepare a project as described in the Leadership Project Handbook. Grading is H, S, or U only.

LIT 100 Introduction to Literature (4.50)
Prerequisite: *ENG 102*
An overview of the main genres of literature, including fiction, poetry and drama. Examines literary language and different approaches to literary criticism designed to increase student confidence when responding to literature.

LIT 301 Writing for the English Major (4.50)
Prerequisite: *LIT 100; ENG 240*
Duration: 4
An introduction to the writing, argumentative, and analytical skills required of English majors.

LIT 311 British Literature I (4.50)
Prerequisite: *ENG 240 and LIT 100*
A survey of important British authors and literary trends from Chaucer through the middle of the 18th century.

LIT 312 British Literature II (4.50)
Prerequisite: *ENG 240 and LIT 100*
A survey of important British authors and literary trends from the late 18th century through the modern era, with a focus on Romantic, Victorian and Modernist writers and texts. Some attention will also be paid to colonial and post-colonial writing in English.

LIT 321 American Literature I (4.50)
Prerequisite: *ENG 240 and LIT 100*
A survey of important American authors and literary trends through the late 19th century. Texts will be situated in relation to cultural, philosophical, social and historical contexts, e.g., Puritanism and its legacies, varieties of American Romanticism, debates over slavery and gender roles, formation of national identities.

LIT 322 American Literature II (4.50)
Prerequisite: *ENG 240 and LIT 100*
A survey of important American authors and literary trends from the late 19th century through the present. Texts will be situated in relation to cultural, philosophical, social and historical contexts. Particular attention will be paid to the modernist canon and to works by women and authors of color that respond to American literary heritage and social conditions.

LIT 338 Shakespeare (4.50)
Prerequisite: *ENG 240 and LIT 100*
An examination of major works of William Shakespeare.

LIT 345 Mythology (4.50)
Prerequisite: *ENG 240 and LIT 100*
An examination of mythology. This course recognizes that myth-making is a creative activity central to all cultures, including our own society. Students analyze and compare mythological narratives from a variety of cultures.

LIT 360 History of Literary Theory (4.50)
Prerequisite: *ENG 240 and LIT 100*
Duration: 4
A survey of major arguments about the nature of literature, literary expression, and literary experience from Plato through the mid-20th century.

LIT 365 Contemporary Literary Theory (4.50)
Prerequisite: *ENG 240 and LIT 100*
Duration: 4
A survey of important contemporary literary theories and their application to literary analysis and criticism.

LIT 401 Contemporary Fiction (4.50)
Prerequisite: *ENG 240 and LIT 100*
An upper-level seminar in contemporary fiction. Students will discuss and analyze major genres and movements in contemporary fiction, focusing on American fiction. Students will situate contemporary fiction in current political, cultural, historical and philosophical trends to better understand the relationship between fiction and the contemporary world.

LIT 402 Contemporary Poetry (4.50)
Prerequisite: *ENG 240 and LIT 100*
A survey of important authors, movements, trends, and critical stances in contemporary poetry, with an emphasis on American poetry.

LIT 410 African American Literature (4.50)
Prerequisite: *ENG 240 and LIT 100*
Examination of important representative works by U.S. African-American writers and theoretical approaches relevant to studying that literature. Emphases may vary in different sections.

LIT 420 U.S. Latino Literature (4.50)
Prerequisite: *ENG 240 and LIT 100*
Examination of important representative works by U.S. Latino writers and theoretical approaches relevant to studying that literature. Emphases may vary in different sections.

LIT 430 Children's Literature (4.50)
Prerequisite: *ENG 240 and LIT 100*
Provides students with a foundation for teaching children to read and learn through reading. Students learn to identify the stages in reading development, select appropriate literary texts for diverse learners at each stage, analyze children's literary texts, and assess the literacy and language development of young learners.

LIT 443 World of the Short Story (4.50)
Prerequisite: *ENG 240 and LIT 100*
A look at short stories. The reading list includes varieties of form and style in short fiction drawn from world literature and focuses on contemporary writing.

LIT 446 Studies in Poetry (4.50)
Prerequisite: *ENG 240 and LIT 100*
Focused study of a particular theme, genre, period, or author.

LIT 450 Studies in the Novel (4.50)
Prerequisite: *ENG 240 and LIT 100*
Focused study of a particular theme, genre, period, or author.

LIT 456 Studies in Drama (4.50)
Prerequisite: *ENG 240 and LIT 100*
An examination of the conventions and varieties of dramatic texts and performance, focusing on drama of the 20th century. Includes discussion of both Western and non-Western traditions.

LIT 460 Gender and Literature (4.50)
Prerequisite: *ENG 240 and LIT 100*
A study of the representations of gender in literature to better understand changing literary aesthetics. Discusses assumptions about the ways gender permeates language and discourse.

LIT 463 Contemporary World Literature (4.50)
Prerequisite: *ENG 240 and LIT 100*
Duration: 4
Study of contemporary literary works from diverse cultures outside the Anglo-American literary tradition.

LIT 480 Literature of the Americas (4.50)
Prerequisite: *ENG 240 and LIT 100*
This course will provide students with a hemispheric perspective to the study of the literatures of the Americas. The readings will come from a variety of prominent 20th century U.S. and Latin American literary texts. All works will be read in English translation.

LIT 490 Guided Study (variable units) (1.50-4.50)
Prerequisite: *ENG 240 and LIT 100 and Completion of at least one upper division LIT course with a grade of C or better*.
Duration: 4
Individual instruction on a literary topic under direction of instructor. May be repeated once with different subject matter. Requires prior approval of appropriate academic department.

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.

LOG 410 Procurement and Inventory Mgt (4.50)
Duration: 4
Procurement of goods and their storage costs impacts a firm's competitive advantage. Prominence placed on reducing cost of purchasing while increasing product quality through co-creation of value. Evaluation of the costs, benefits and risks of holding inventory in the face of uncertain demand and product innovation. Implementation of lead-time reduction techniques to respond to changing demands and competition in a global, eCommerce market.

LOG 420 Omni-channel Distribution (4.50)
Duration: 4
Linking a business enterprise to its suppliers and customers, transportation is among the more critical and increasingly complex functions within a business enterprise, especially in the competitive globalized business environment. Evaluation of the modes of transportation and principles such as Just-in-Time delivery, Transportation Management Systems, Routing and Scheduling and Automatic Identification. Culminates in the operation of Distribution Centers in an Omni-channel distribution system to create world-class customer service from order to returns.

LOG 430 Global Logistics (4.50)
Prerequisite: *LOG 420*
Duration: 4
Development of strategies for the selection of international suppliers and then movement of goods across national boundaries. Discussion and analysis of modes of entry, global storage and transportation choices, international contracts and terms, and logistics risk management in order to add value through supply chain integration. Impact of international trade laws, culture, distance and time to make optimal logistics decisions. Emphasis on practical application of course concepts and systems thinking using case studies and mathematical models.

MAE 610 Plan of Study & Prac Research (4.50)
Duration: 4
Required first course in the MAE program. Course participants are presented with essential experiences and exercises to a) select MAE emphasis courses that align with MAE Program Learning Outcomes (PLOs) and b) evaluate practitioner research paradigms and effective research designs used in education by practitioner researchers.

MAE 670 App Prctnr Rsrch & Cust Study (4.50)
Duration: 4
Presents course participants with experiences and exercises to: a) develop a practitioner research proposal based on a relational practitioner research question and b) produce a reflective presentation that evaluates plan of study digital portfolio artifacts alignment to MAE Program Learning Outcomes.

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.

MBA 510 Chg Times Bus in the 21st Cent (4.50)
Duration: 4
In this course, you will consider the impact of current trends such as 21st century leadership related to globalization and sustainability through the utilization of management and technology tools. The subsequent core courses will provide a greater in-depth knowledge of business concepts and areas in an integrated fashion.

MBA 511 Managing People and Teams (4.50)
Duration: 4
This course is designed to prepare you to lead in today's global environment. You will examine concepts and strategies regarding global leadership. You will acquire skills relevant to managing human capital and teams, ethical decision-making, navigating organizational change, and budgeting/allocating resources across borders and cultures.

MBA 515 Innovation and Marketing (4.50)
Duration: 4
The competitive marketplace gives consumers choices. Marketers need to understand the dynamic nature of consumers' needs and wants, gather relevant data, conduct analyses of both consumers and the competition. To maintain their competitive edge, marketers need to launch innovative products at opportune times. In this course, you will research what makes a product innovative and the challenges marketers face to make innovative products available in the marketplace with the right marketing mix and effective marketing strategies. You will study the need for performance measures to determine if marketing objectives will be met in a timely manner.

MBA 610 Strategic Planning (Capstone) (4.50)
Prerequisite: *MBA 510; MBA 511; FIN 689; MBA 515; MGT 603; MGT 608*
Duration: 4
You will develop skills to effectively formulate strategic plans utilizing R&D, marketing, production, finance, human resources, and TQM to determine strengths and weaknesses. This will include the use of SWOT and PEST analysis techniques for assessing market position and direction for growth.

MGT 309 Prin. of Mgmt & Organizations (4.50)
Duration: 4
Introduction to the roles of managers and the vision, mission and goals of organizations. Investigates management theories and explores the four primary functions of managers: Planning, Organizing, Leading and Controlling. Covers issues related to human resource management, organizational structure and behavior, creative problem solving, effective communication, and the management of teams, change and innovations.

MGT 351 Process Improvement Management (4.50)
Duration: 4
Fundamental concepts of managing production of goods and operation of services. Focus on managing customer needs through continuous process improvement, cost management, and quality management. Lean concepts are used to reduce waste throughout every process. Additional topics include production strategy, product and process design, inventory management and supply chain management. Students who have taken MGT 451 cannot take MGT 351.

MGT 400 Ethics in Law, Business & Mgmt (4.50)
Duration: 4
Exploration of values and ethics in businesses that operate locally and internationally. Moral philosophies, values, conflict of interests, discrimination, business cultures, and ethical standards are critically presented. Ethical leadership of people, technology and sustainability are used in the development and implementation of ethical business programs.

MGT 422 Team Bldg, Interpers Dynamics (4.50)
Duration: 4
An overview of the issues of quality applied to human resources management, topics include the delegation of authority and empowerment, work groups, team building, and employee involvement, reward/recognition programs and employee morale, and the importance of written and oral communication skill in the delegation, sharing, and execution of work. Students gain a clearer understanding of the ways the workplace is changing to improve productivity and profitability.

MGT 451 Production & Ops Management (4.50)
Prerequisite: *MNS 407*
Duration: 4
A survey of the fundamental concepts of production and operations management. Use of quantitative methods for forecasting, resource allocation, capacity planning, inventory management, and quality assurance. Focus is on improving production efficiency while simultaneously enhancing effectiveness through better managerial decision. Concludes with management skills to align the organization with external suppliers and customers using Supply Chain Management. Students who have taken MGT 351 cannot take MGT 451.

MGT 480 Capstone: Strategic Bus Mgt (4.50)
Prerequisite: *Complete all "Preparation for the Major" courses and all other courses listed as "Requirements for the Major."*
Duration: 4
Application of strategic management principles to develop, organize, finance, and operate a business enterprise. Integrates and applies knowledge and skills gained in other business and management courses to create a competitive strategy.

MGT 481 Foundations of Entrepreneurshi (4.50)
A study of entrepreneurship with particular reference to creating and starting a new venture. Emphasis on historical development of entrepreneurship, risk taking and entrepreneurship, innovation and marketing the plan, financial plan, organizational plan, going public, and legal issues for the entrepreneur.

MGT 482 Small Business Management (4.50)
An in-depth study of small to mid-sized companies with a view to preparing students for leadership roles. Emphasis on building and managing companies from the start-up phase to their growth and efficient operation. Problem solving strategies of managerial, legal and ethical issues and dilemmas particularly relevant to small business.

MGT 483 E-Business (4.50)
Creating, integrating and maintaining successful e-business through a business plan. Emphasis on origin and growth of e-business, security concerns of e-business, entrepreneurial aspects of business-to-business e-commerce, e-tailing and supply chain management. Students are encouraged to develop business plans through their own website.

MGT 484 Family Business Management (4.50)
Planning and operation of an established family business for maximization of profit. Emphasis on succession to next generation, evaluating then existing business plans, marketing strategies, conflict resolution, estate planning, legal and financial aspects.

MGT 601M Principles of Management (4.50)
Examination of management theory and provide opportunities for application of these ideas in real world situations. This examination focuses on the managerial functions of Assessing, Planning, Organizing, and Controlling. Both traditional and cutting-edge approaches are introduced and applied. Specific attention is paid throughout the course to the ethical implications of managerial action and inaction.

MGT 603 Business Operations Management (4.50)
Duration: 4
This course presents a customer-oriented view of operations within an organization. Guided by the organization's strategic plan, operations deliver the products and services to the customers. This course explores how this delivery is accomplished with efficiency and effectiveness. Components of the course include issues of quality, physical design, and systems management.

MGT 604 Project and Program Management (4.50)
This course provides a foundation of theory and practice for managing the successful use of project or program approaches to complete work in organizations. Students explore a wide-variety of projects and programs. Specific topics include the definition and application of these approaches, development of work plans,and measurement and evaluation of results.

MGT 605 Organization Mgmt & Leadership (4.50)
This course distinguishes the fundamental practices of sound management functions to the understanding of effective leadership. Organizations need both leadership and management understanding to function effectively in creating the learning organization. Students will learn to analyze and create plans for strategic management, and apply leadership concepts and approaches.

MGT 608 Info & Supply Chain Systems (4.50)
Duration: 4
Students focus on major corporate applications of information technology, learning how business decisions are facilitated by these tools. Specific applications include the effective and efficient management of projects, inventory and transportation. The course concludes with the evolution of logistics into the broader scope of supply chain management, focusing on how enterprise-wide information systems enable this cross-functional, inter-firm collaboration that leads to new competitive advantages.

MGT 695C Capstone (4.50)
Prerequisite: *MGT 605 ; MGT 608; MKT 602; ECO 607; MNS 601; ACC 604; FIN 609A; IBU 606*
This is a capstone course in which students work as individuals or as a group under the guidance of an assigned faculty advisor. In this course students have the opportunity to conduct research and gather relevant data, to integrate and apply knowledge and skills learned in preceding courses. A capstone course requires students to integrate principles, theories, and methods learned in courses required throughout their academic career. Students creatively analyze, synthesize, and evaluate learned knowledge in projects having a professional focus and communicate the results of their projects effectively at a professional level.

MKT 302A Marketing Fundamentals (4.50)
Duration: 4
This course is the introduction to contemporary marketing theory and practice in both the local and global marketplace. Basic concepts of marketing are examined with an emphasis on marketing positioning, segmentation and targeting as well as product development and distribution.

MKT 410 Strategic Marketing and Leadership (4.50)
Prerequisite: *MKT 302A*

Duration: 4
An introduction to the fundamental knowledge required to manage and lead a marketing team. This course is important because new marketing graduates in the 21st century require a unique set of marketable, proactive marketing management and change leadership skills, to thrive in the ever-changing global marketplace. This course sits atop the entire strategic marketing degree and covers the management and leadership skills needed to succeed in global markets, including such topics as cultural dynamics, management styles, and political and legal environments. Students learn how to assess their own personal style and understand how to access global marketing opportunities in conjunction with developing and implementing marketing strategies to capitalize on those opportunities.

MKT 430 Intro to Global Marketing (4.50)
Prerequisite: *MKT 302A*

Duration: 4
An introduction to the cultural environment of global markets, including such topics as cultural dynamics, management styles, and political and legal environments. Students learn how to assess global marketing opportunities as well as develop and implement strategies to capitalize on those opportunities.

MKT 434 Marketing Research & Analytics (4.50)
Prerequisite: *MKT 302A*

Duration: 4
A course that gives the student an overview and practical application of contemporary methods for gathering, analyzing, and preparing market research for use in marketing decision making. It focuses on defining organizational information needs and designing appropriate research methods to obtain it. Specific topic areas include qualitative and quantitative research methods, secondary research, internal market intelligence systems, and data analysis.

MKT 445 Digital Marketing (4.50)
Prerequisite: *MKT 302A*

Duration: 4
An introduction to digital marketing that explores the development, implementation, and measurement of digital-based marketing strategies and tactics including search engine optimization (SEO), social media marketing, and online advertising.

MKT 450 Business Model Innovation (4.50)
Prerequisite: *MKT 302A*

Duration: 4
This course gives the student an overview and practical application of emerging business models in contrast to the traditional business models within the strategic marketing plan. It focuses on defining customer lifetime value in the emerging platform business world. Specific topic areas include sharing economy, subscription services, fractional ownership, value exchange, data monetization, business to individual, and inventory-free retail.

MKT 452 Marketing Law and Ethics (4.50)
Recommended Preparation: *MKT 302A*
Duration: 4
The course introduces the marketing legal framework with a focus on companies related to ethics and consumer rights. Contemporary marketers need to understand the various laws in the domestic and international context for business-to-business, business-to-consumer, and the emerging business-to-individual context. The advent of the digital platform revolution, new communication channels, and new marketplaces, increase the mandatory need for knowledge of legal consequences connected to strategic decisions. The course focuses on marketing ethics, contract law, sales of goods, the marketing control act, and intellectual property rights (design, trademark, copyright, and patents). The students will also gain an understanding of ethical principles and sustainable considerations of importance in the business society.

MKT 454 Marketing Economics (4.50)
Recommended Preparation: *MNS 205; ECO 203;* ***Prerequisite:*** *MKT 302A*
Duration: 4
The course introduces students to the integration of marketing and economics. The key component of the course is to understand the fact that marketing is a branch of economic science, and how this is exacerbated in the digital age of attention to economics. The course focuses on the nature of demand and supply as it impacts the marketing leaders and associated plans, then reviews the impact of mergers and acquisitions, globalization, and the economics of advertising. The student will also gain an understanding of the role economic principles have in sustainable considerations of importance in business society.

MKT 456 Sales Management (4.50)
Prerequisite: *MKT 302A*
Duration: 4
This course is a comprehensive review and application of aspects of sales management. These include building a positive motivating culture and learning the tools needed for people management. Sales management requires a unique supervisory approach mixing motivational growth in conjunction with a constant psychological assessment perspective. The student will learn the importance of sales force resources planning, forecasting, territory management, and compensation execution. In line with scenario-based learning, the student will review typical sales management problems and potential solutions.

MKT 458 New Product Management (4.50)
Prerequisite: *MKT 302A*
Duration: 4
This course gives the student an overview and foundational understanding of the product management role and its importance in marketing decision-making. It focuses on the underlying strategy for the introduction of new products and services. Specific topic areas include product strategy, product development, and product lifecycle management.

MKT 460 Consumer Behavior (4.50)
Prerequisite: *MKT 302A*
Duration: 4
This course is designed to provide a contemporary view of consumer behavior. The course will delve into the psychology of marketing and the impact cognitive biases have on consumer decision-making. A focus on consumer motivations, brand loyalty, influence marketing, and adoption models in emerging markets. Specific areas covered are self, personality, lifestyle, and the consumer decision-making process.

MKT 462 Brand Management (4.50)
Prerequisite: *MKT 302A*
Duration: 4
This course gives the student an overview and practical application of brand management. It focuses on exploring the developing, sustaining, and leveraging brands in the marketplace. The course introduces brand research, brand development, and brand management and the importance for the modern marketer. Specific topic areas include brand management history, brand awareness, brand equity, and contemporary brand-sustaining strategies in the digital age.

MKT 464 Advertising Management (4.50)
Prerequisite: *MKT 302A*
Duration: 4
This course gives the student an overview and practical application of traditional and online methods for advertising management. It focuses on defining traditional advertising management in contrast to digital omnichannel marketing management strategy. Specific topic areas include variances in advertising management in B2B, B2C, C2C, and emerging business to individual B2I models in the marketing digital transformation.

MKT 466 Mktg Sci & Comp Intelligence (4.50)
Prerequisite: *MKT 302A*
Duration: 4
In this course, the student will review the emerging role of data, machine learning, and artificial intelligence in the modern marketing manager. The emerging fourth industrial revolution (4IR) is expanding greatly because of platform technologies. As such, the marketing manager needs to become more scientific from a data science perspective, when evaluating and implementing strategic planning and tactical execution imperatives, in the ever-changing global marketplace. This course will include a good overview of the interaction between technical, business, and human aspects of the trend toward personalized marketing. We will explore biometric-focused artificial intelligence. In addition, the cultural, diversity, ethical, and legal responsibilities of emerging marketing managers will be examined.

MKT 468 Pricing Strategy (4.50)
Prerequisite: *MKT 302A*
Duration: 4
This course provides a foundational understanding of one of the most important aspects of marketing and business in general, pricing. The student will learn the importance of understanding various foundational pricing methods and the associated impact on how these decisions impact the need for profit maximization. The student will learn key economic and behavioral concepts associated with costs and consumer behavior. Pricing strategies such as cost plus, price skimming, and niche pricing will be covered, in conjunction with emergent models such as reverse auction and value-based pricing.

MKT 470 Services Marketing (4.50)
Prerequisite: *MKT 302A*
Duration: 4
This course is designed to assist students pursuing a marketing career in the service industry, but is also a pivotal course for all marketers to understand, given the rise in the service sector. The course provides a comprehensive overview of the various methods deployed in the service sector for use in marketing decision-making. It focuses on defining the seven Ps of service marketing and the gap model of service quality and the role of technology in services marketing. Specific topic areas include the customer experience of service quality and service as a competitive advantage.

MKT 472 Innov Value-Based Bus Models (4.50)
Prerequisite: *MKT 302A*
Duration: 4
A course that gives the student an overview and practical application of contemporary methods for gathering, analyzing, and preparing market research for use in marketing decision-making. It focuses on defining organizational information needs and designing appropriate research methods to obtain it. Specific topic areas include qualitative and quantitative research methods, secondary research, internal market intelligence systems, and data analysis.

MKT 494 Digital Marketing Capstone (4.50)
Prerequisite: *MKT 460; MKT 462; MKT 470; MKT 430; MKT 434; MKT 450; MKT 452*

Duration: 4
This capstone course provides the student with a clear understanding of the digital marketing arena. As global Business is constantly confronted with the need to participate and manage in a real-time digital environment, there is a need to take advantage of digital technologies as a tool that could be argued as a necessity for competitive survival and advantage. Students will learn about the importance of online marketing in multiple settings such as the web, and mobile as the underpinnings of the social media-driven digital delivery ecosystem. The student will investigate the impact of the platform culture and how this global landscape creates new and exciting target markets in this rapidly evolving digital economy.

MKT 521 Strategic Marketing Management (4.50)
Duration: 4
This course is an overview of marketing leadership, the core of business operations. You will learn not only the vocabulary of marketing and its guiding principles but how to develop and implement change leadership methods in marketing strategy. This includes developing a fundamental understanding of marketing leadership as it pertains to proactively identifying market changes and thereby marketing opportunities. In light of this understanding, you will learn how to predictively and proactively create an appropriate segmentation and marketing mix strategy culminating in the ability to develop a marketing plan.

MKT 522 Advanced Digital Marketing (4.50)
Duration: 4
In this course, you will examine the creative and strategic process of advertising and promotion. The emphasis is on current practices and research in advertising and promotion, focusing on consumer behavior theories. The objective is to examine advertising and promotion methods and the ethical practices of designing, developing, and implementing an integrated marketing communication program. The rich precision data output from the integrated marketing communications plan drives and optimizes the digital supply chain. Students will also evaluate the challenges and opportunities of advertising and promotion in a global environment. The intent of the course will help you build marketing knowledge that will prepare you to achieve a marketing certification if you wish.

MKT 523 Global Product Management (4.50)
Duration: 4
Global product management is a critical activity that develops strategies and plans for building winning products, increasing market share, improving customer appeal, and beating the competition. This course analyzes the marketing foundations required to develop products effectively. This is achieved using various analytical tools in the creation of a focused product marketing strategy. You will develop sound product strategies through a series of building exercises that require careful construction of a valuable Product Marketing Plan. The course includes critical marketing activities presented from the Product Management's (PdM) vantage point.

MKT 602 Marketing Management (4.50)
Duration: 4
An in-depth examination of marketing environments and the impact marketing activities have on organizational operations in competitive, global, multicultural business settings, the course discusses both domestic and international frameworks of the fundamental marketing functions of product, pricing, distribution, and promotion. It explores and analyzes modern marketing problems and solutions from conceptual, legal, social, and ethical perspectives. It explains marketing information systems and the use of advanced technologies in marketing decision making.

MKT 620 Consumer Behavior (4.50)
Prerequisite: *MKT 602*

An in-depth study of how psychological, sociological, and cultural variables influence buying behavior and marketing strategy development. It focuses on identifying the relevant behavioral variables in a given product purchase situation and determining how marketing strategy can be adapted to meet the ways in which consumers perceive, select, and buy. It uses advanced cases and a field study project.

MKT 631 Global Marketing (4.50)
Prerequisite: *MKT 602*
A study of strategic planning and organizing for international marketing, researching global markets, marketing consumer products, industrial products, and services in the world market, the course explores the international advertising and promotion effort, personal selling and personnel management, pricing, distribution systems, export trade mechanics and logistics, financial requirements for international marketing, and coordinating and controlling global operations. It also discusses the effect of trade agreements on international business.

MKT 634 Market Research (4.50)
Prerequisite: *MKT 602*
An examination of principles and techniques of market research with emphasis on quantitative applications, this course focuses on defining organizational information needs and designing appropriate research methods to obtain information. It covers qualitative and quantitative research methodologies, secondary research, internal market intelligence systems, and data analysis.

MKT 651 Mobile Marketing (4.50)
Prerequisite: *MKT 602*
This course covers how mobile marketing is defining business today, including strategy, tracking ROI, advertising, applications and mobile websites. From text messaging to QR codes, consumer interactions with mobile devices, and the laws and ethics of mobile marketing are explored in this course.

MKT 653 Social Media (4.50)
Prerequisite: *MKT 602*
This course gives a foundation to the practical business applications of social media in a marketing world. Through Facebook, Linkedin, blogs, YouTube, Pinterest and other platforms, students discover that social media is for more than just making friends and that there are now only a few degrees of separation globally. Students learn that social media is about marketing at the right time, place and with the right message for existing as well as prospective customers with both legal and ethical behaviors.

MKT 660A Strategic Marketing (4.50)
Prerequisite: *MKT 602; MKT 620; MKT 631 and MKT 634*
Duration: 4
This capstone course allows students to put into practice key skills they have learned that address the need to understand more than just traditional marketing principles, as well as helps explain how to research and design effective, long-range marketing strategies that meet the demands of today's dynamic consumer and business environment. Students will explore marketing management decision-making with a variety of strategic marketing models, consumer attitudes and behaviors, niche marketing and other strategic marketing approaches, advertising strategies, distribution channels, a wide variety of marketing media, including new marketing trends of real-time, inbound, and social media marketing.

MMS 417 Intro Assm, Collab, & Instrt (4.50)
Prerequisite: *SED 409*
Duration: 4
This course provides candidates with knowledge in identifying students with mild/moderate disabilities and their needs for service delivery, placement, IEP development and instruction. The course will address how to apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments and how to apply evidenced-based high leverage practices with a range of student needs. Candidates will recognize how mild/moderate disabilities affect students in their ability to learn the core curriculum. In addition, candidates will examine effective strategies to coordinate and collaborate with paraprofessionals and other adults in the classroom.

MMS 420 Assmnt, Differentiation M/M (4.50)
Prerequisite: *MMS 417*

Duration: 4
Emphasize the use of formal and informal assessments and curriculum-based measures to determine the learning strengths and challenges of students with MMS. Examine the appropriate selection of assessment tools and methods, administration, and analysis of data to determine the present level of performance, write IEP goals, and plan instruction for students with MMS.

MMS 423 Collaboration & Case Mgmt (4.50)
Prerequisite: *MMS 420*

Duration: 4
Examine the roles and responsibilities of the educational specialist in a multi-disciplinary team to develop effective multi-tiered intervention plans. Design a comprehensive process for the collaboration and coordination of services and transition support across grade levels for students with MMSN.

MMS 617 Intro Assm, Collab, & Instrt (4.50)
Prerequisite: *SED 610*

Duration: 4
The course provides the knowledge and skills required for assessing the strengths and needs of students with MMSN. Candidates examine multiple formative and summative assessment sources to establish present levels of academic achievement and functional performance (PLAAFP) statements to create a comprehensive learner profile to develop IEP goals. The course covers data-driven analysis to identify learner strengths and needs to develop SMART IEP goals, emphasizing ongoing instructional planning and the use of effective evidence-based and high-leverage practices to accelerate the achievement of diverse learners with MMSN toward meeting goals aligned with the Common Core State Standards.

MMS 620 Assmnt, Differentiation M/M (4.50)
Prerequisite: *MMS 617*

Duration: 4
Candidates engage in the selection and application of evidence-based and high-leverage instructional and curricular strategies to support students with mild to moderate support needs. Emphasizing a continuous data-driven decision-making cycle, the course promotes a holistic approach to enhance academic, social, behavioral, and communicative outcomes in inclusive and least restrictive environments. The course focuses on the use of data to make informed choices about instructional practices.

MMS 623 Collaboration & Case Mgmt (4.50)
Prerequisite: *MMS 620*

Duration: 4
This course equips candidates with the skills to support individuals with mild/moderate support needs through effective case management and collaborative practices within a Multi-Tiered System of Supports (MTSS) framework. The course emphasizes the significance of strength-based approaches and effective collaboration among educators, families, and related service providers during the IEP process, ensuring holistic support for students. Focus is placed towards a comprehensive process for the collaboration of services across TK-12 grade levels and transition support 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.

MNP 643 Psychopharmacology in MH Care (4.50)
Duration: 12
Advanced concepts in pharmacogenomics, pharmacokinetics, and pharmacodynamics for targeted symptoms in the management of various psychiatric disorders. Management of symptoms for various populations and risk-mitigation strategies are presented for clinical problems in primary mental health settings. Use of psychopharmacologic agents with medical comorbidities. Patient adherence strategies examined.

MNP 687 MH Care: Children/Adolescents (4.50)
Corequisite: *MNP 687C*
Duration: 12
Evidence-based biopsychosocial assessment, diagnosis and treatment of children and adolescents with mental illness and/or developmental disorders are explored. Facilitate the knowledge of professional, policy and practice issues influencing the nurse practitioner's role as mental health provider of children and adolescents with mental illness and/or developmental disorders.

MNP 687C Children/Adoles Practicum (6.00)
Corequisite: *MNP 687*
Duration: 12
Facilitate Practicum experience of the PMHNP student with children/adolescents in mental health care settings. Accurately assess, plan, intervene, and evaluate the care of children/adolescents with developmental, behavioral or psychiatric disorder. Perform the advance practice role of manager, clinician, educator, researcher, and consultant in the provision of mental health services. Required 180 preceptored/field experience clinical hours. Grading is S/U only.

MNP 688A Introduction to Psychotherapy (4.50)
Corequisite: *MNP 688C*
Duration: 12
Provides a comprehensive review of psychotherapy principles and treatment approaches commonly used in primary mental health care services. Explores ways of developing effective therapeutic relationships with an emphasis on therapeutic communication. Individual, group and family psychotherapy across the lifespan are analyzed. MNP688A and MNP688C are taken concurrently.

MNP 688C Intro Psychotherapy Practicum (4.00)
Corequisite: *MNP 688A*
Duration: 12
Learner applies theories and principles of psychotherapy learned in MNP688A. Assesses motivation and readiness for treatment. Applies various theories of behavior patterns, belief systems, therapeutic relationship strategies based on evidence to reduce emotional stress, facilitate cognitive and behavior change, and foster growth. Required 120 preceptored/field experience clinical hours. MNP688A and MNP688C are taken concurrently. Grading is S/U only.

MNP 694 MH Care: Adults/Aging Adults (4.50)
Corequisite: *MNP 694C*
Duration: 12
Evidence-based assessment, diagnosis and treatment/management approaches to various psychiatric symptoms and disorders are explored. Analyze concepts of neurophysiology and neuropathophysiology of adult/aging adults with psychiatric disorders. Examine the professional, policy and practice issues influencing the nurse practitioner's role as a mental health provider for adult/aging adults with psychiatric disorders.

MNP 694C Adults/Aging Adults Practicum (8.00)
Corequisite: *MNP 694*
Duration: 12
Facilitate practicum experience of the PMHNP student with adults/aging adults in mental health care settings. Accurately assess, plan, intervene, and evaluate the care of adults/aging adults with mental illness. Perform the advance practice role of manager, clinician, educator, researcher, and consultant in the provision of mental health services. Required 240 preceptored/field experience clinical hours Grading is S/U only.

MNP 697 PMHNP Capstone (4.50)
Duration: 12
Students demonstrate integration of knowledge from the core, core clinical and clinical coursework in the MSN-PMHNP Program. The compilation and interpretation of information from previous courses is demonstrated in a scholarly paper and successfully passing an exam which mirrors the national board certification examination for PMHNPs.

MNS 205 Intro to Quantitative Methods (4.50)
Duration: 4
Key mathematical and statistical concepts useful for understanding business problems and making informed decisions with the right tools are introduced. Concepts relate to numbers, formulas, linear equation models and descriptive statistics. Applications focus on personal decisions and decisions within businesses in the areas of finance, discounts, pricing, interest rates, loans, insurance, investment, payroll and taxes. Microsoft Excel is the software used in this class.

MNS 407 Management Science (4.50
Prerequisite: *MNS 205 and MTH 210*
Duration: 4
An introduction to the fundamentals of business analytics. Focuses on the management science approach for problem solving, the application of linear programming, the use of decision analysis techniques, as well as project management tools. It is practical and students gain advanced skills in Excel. This course is a prerequisite for MGT 451.

MNS 601 Statistics for Business (4.50)
An examination of the increasing complexity of business problem-solving confronting today's managers, this course covers the role statistics and forecasting play in the business decision-making process, as well as the principles and steps involved in planning and conducting business research. Within the context of this course, students propose to study a situation that exists within an organizational setting and identify a faculty research advisor with knowledge in the focus area.

MTH 12A Algebra I (4.50)
First of a two-course sequence covering methods of simplifying formulas and expressions, solving equations and inequalities, operating with exponents, and translating statements to symbols. Calculator use is highly recommended. Grading is S or U only. (This course is remedial in nature and does not award collegiate credit)

MTH 12B Algebra II (4.50)
Second of a two-course sequence extending skills and logical analysis begun in MTH 12A. Course covers rational expressions, linear equations in two variables, algebraic and graphical solutions of systems of equations, scaling and variations, quadratic and rational equations with emphasis on practical applications. Calculator use is highly recommended. Grading is S or U only. (This course is remedial in nature and does not award collegiate credit)

MTH 204 Mathematics Non-STEM Majors (4.50)
Prerequisite: *MTH 12A and MTH 12B or equivalent, or Accuplacer test placement into College Level Math*
Duration: 4
Designed to provide non-STEM majors with a comprehensive review of fundamental mathematics principles essential for academic success and real-world applications. Students explore key algebra, statistics, and probability concepts, building a strong foundation in problem-solving and analytical thinking. Emphasizing real-life applications, course also demonstrates how mathematical reasoning is used in decision-making across various fields, including social sciences, business, and the arts.

MTH 209A Fundamentals of Mathematics (4.50)
Prerequisite: *MTH 12A and MTH 12B*
Duration: 4
A study of the real number system and its subsystems, ancient and modern numeration systems, problem-solving and simple number theory. Includes teaching materials and discussion of today's professional organizations. This is a content course, not a methods course.

MTH 210 Probability and Statistics (4.50)
Prerequisite: *MTH 12A and MTH 12B, or Accuplacer test placement evaluation*

Duration: 4
An introduction to statistics and probability theory. Covers simple probability distributions, conditional probability (Bayes Rule), independence, expected value, binomial distributions, the Central Limit Theorem, hypothesis testing. Assignments may utilize the MiniTab software, or text-accompanying course-ware. Calculator with statistical functions is required.

MTH 215 College Algebra & Trigonometry (4.50)
Prerequisite: *MTH 12A and MTH 12B, or Accuplacer test placement evaluation*

Duration: 4
Examines higher degree polynomials, rational, exponential and logarithmic functions, Trigonometry and matrix Algebra. Completion of this course prepares a student to take Calculus and other upper level Math courses. This course is specifically for mathematics, computer science, and engineering majors.

MTH 220 Calculus I (4.50)
Prerequisite: *MTH 215, or Accuplacer test placement*

Duration: 4
(Cross listed and equivalent to CSC208) An introduction to limits and continuity. It examines differentiation and integration concepts with applications to related rates, curve sketching, engineering optimization problems, and business applications. Students may not receive credit for both MTH220 and CSC208.

MTH 221 Calculus II (4.50)
Prerequisite: *MTH 220*

Duration: 4
A discussion of differentiation and integration concepts of the natural logarithm, exponential and inverse trigonometric functions and applications to volumes of revolution, work and arc length. Covers improper integrals and highlights ideas and contributions of Natpier, Huygens and Pascal. Graphing calculator is required.

MTH 301 Fundamentals of Mathematics II (4.50)
Prerequisite: *MTH 209A*

Duration: 4
This continuation of MTH 209A includes concepts of measurement, geometry, probability and statistics, elementary synthetic and Euclidean Geometry. Methods are incorporated whenever possible. However, both MTH 209A and MTH 301 are content/concept courses as prescribed by State regulations, not methods courses. Calculator may be required.

MTH 311 Topics from Geometry (4.50)
Prerequisite: *MTH 215, or Accuplacer test placement*

Duration: 4
A survey of the main concepts of Euclidean geometry with an emphasis on the axiomatic approach, constructions, logic of proof, and some ideas from non-Euclidean geometry including historical aspects. A study of axioms of Euclidean Geometry, inference rules, some fundamental theorems of Euclidean Geometry, and rigorous proofs will be offered.

MTH 317 Mathematical Modeling (4.50)
Prerequisite: *MTH 210; MTH 215*

Duration: 4
An introductory to mathematical modeling, utilizing a variety of diverse applications from physical, biological, business, social, and computer sciences. Discuss the limitations, as well as the capabilities, of mathematics as applied to understanding of our world. Teaches problem identification, models of solutions and model implementation. Graphing calculator is required.

MTH 322 Calculus III (4.50)
Prerequisite: *MTH 221*

Duration: 4
A study of sequences, Taylor Polynomials, infinite series, tests for convergence, and the power series. An overview of ordinary differential equations; the initial-value problem; exactness and integrating factors; and Bernoulli and higher-order equations with forcing functions. A graphing calculator is required.

MTH 323 Calculus IV (4.50)
Prerequisite: *MTH 322*

Duration: 4
A study of functions of several variables: extrema and Lagrange Multipliers, with application to today's optimization-problems in engineering, business, and technology. Topics include vector algebra and space geometry; Kepler's Laws with application to satellite orbital velocity problems and the rendezvous phenomenon, iterated integrals and applications, and the Jacobian transformation. A graphing calculator is required.

MTH 325 Discrete Mathematics (4.50)
Prerequisite: *MTH 215*

Duration: 4
(Cross listed and equivalent to CSC331) This course studies combinatory and graph theory as the theoretical foundation for today's advanced technology. It analyzes algorithms, logic, circuits, number bases, and proofs. Ample applications (graphs, counting problems, Turing Machines, codes) examine the ideas of Euler, Boole, Floyd, Warshall, Dijkstra, Church and Turing, Shannon, Bernoulli. Graphing calculator is required. Students may not receive credit for both MTH325 and CSC331.

MTH 330 Applied Statistical Methods (4.50)
Prerequisite: *MTH 210*

Duration: 4
This course is a continuation of the Introductory Statistics MTH 210 course. It includes the study and application of descriptive statistics, data displays, measures of central tendency and variability, random variables, sampling distributions, estimation, hypothesis tests, linear regression, and correlation.

MTH 410 Technology in Math Education (4.50)
Prerequisite: *MTH 215, or MTH 301*

Duration: 4
Computer Technology in the Mathematics Classroom An overview of the computer-based technology in the mathematics classroom. Evaluates graphing calculators, and computer software such as Maple, Scientific Workplace, Geometer's Sketchpad, MiniTab, SPSS, and others to determine their value in illuminating concepts in the curriculum.

MTH 411 Number Theory (4.50)
Prerequisite: *MTH 215; MTH 416*

Duration: 4
A thorough examination of the fundamental principles of number systems. Topics explored include divisibility, Euclidean rings, irreducible polynomials, arithmetic functions, congruencies, the distribution of primes, and the Fundamental Theorem of Arithmetic. Active student engagement is prioritized through conjecture formulation, hypothesis testing, counterexample construction, logical argumentation, and proof development.

MTH 412 History of Mathematics (4.50)
Prerequisite: *MTH 215, or MTH 301*

Duration: 4
Examines currents in the development of mathematics and throughout ancient Egypt, Babylon, China, and the Middle East. Studies math's influence on society through the major events of Europe, contemporary developments, and some projections into the future, including the women and men who played key roles in the evolution of mathematics.

MTH 416 Algebraic Structures (4.50)
Prerequisite: *MTH 325; MTH 435*

Duration: 4
A look at groups, rings and fields, as well as applications of these structures. Discusses equivalence relations, Lagrange's Theorem, homomorphisms, isomorphisms, Cayley's Theorem and quaternions. Graphing calculator may be required.

MTH 417 Foundations of Geometry (4.50)
Prerequisite: *MTH 215, or MTH 311*

Duration: 4
A discussion of fundamental ideas and processes common to Euclidean and Non-Euclidean Geometries: projective, affine and metric geometry. Examines the interplay between inductive and deductive reasoning and formal and informal proof. Addresses uses in science (transformations, scaling), art (Escher-type tessellations, projections), architecture (three-dimensional figures) and computer science (fractals, computer-aided design).

MTH 418 Statistical Analysis (4.50)
Prerequisite: *MTH 210 and MTH 220*

An examination of statistical applications to business, computer science, psychology, education, social sciences, and mathematics with fundamental concepts of probability distribution, mathematical models relating independent and dependent random variables, hypothesis testing and experimental design. Includes fundamental analysis of variance, various distributions and methods of regression, analysis and scaling.

MTH 432 Advanced Calculus (4.50)
Prerequisite: *MTH 323*

Duration: 4
A look at sets, functions and real numbers. Topics include the Completeness axiom, cardinality and Cantor's Theorem, LimSup and LimInf; the topology of R1 and R2, open sets, limit points, compactness and the Heine-Borel Theorem, continuous functions properties, uniform continuity, the Mean-Value theorem; the Riemann integral and the Lebesgue Measure.

MTH 433 Differential Equations (4.50)
Prerequisite: *MTH 323 and MTH 435*

Duration: 4
A study of ordinary differential equations with emphasis on linear equations and systems of linear equations. An analysis of the existence and uniqueness of solutions of ordinary differential equations with initial conditions, so called Cauchy problem. Examines linear differential equations of first, second and higher orders, and linear systems of ordinary differential equations. Stresses application to engineering problems.

MTH 435 Linear Algebra (4.50)
Prerequisite: *MTH 325*

Duration: 4
An examination of systems of linear equations and matrices, elementary vector-space concepts and geometric interpretations. Discusses finite dimensional vector spaces, linear functions and their matrix representations, determinants, similarity of matrices, inner product, rank, eigenvalues and eigenvectors, canonical form and Gram-Schmidt process. Computer software will demonstrate computational techniques with larger matrices. Graphing calculator or appropriate software may be required.

MTH 450A Mathematics Project Course (4.50)
Prerequisite: *Students must complete the major for a BS in Mathematics and complete an interview with the mathematics lead faculty before taking a project course. ; MTH 210; MTH 215, or MTH 220; MTH 221; MTH 322; MTH 323; MTH 311; MTH 325; MTH 435; MTH 433; MTH 411; MTH 416; MTH 417; MTH 330; MTH 432; MTH 412; ANA 200; ANA 230 and Completion of the following three courses within one concentration from either list:; ANA 310; ANA 320; ANA 330, or MTH 410; MTH 460; MTH 461*

Duration: 4
This is a project course rather than an independent study. Students apply previously acquired skills and knowledge from diverse mathematics disciplines to the development of research projects pertaining to real-world and scientific problems they select. Grading is S or U only.

MTH 460 Problem Solving Strategies (4.50)
Prerequisite: *MTH 416 and MTH 417*

The aim in the course is not to impart any specific body of knowledge, but rather to foster the students' understanding that mathematics is a science of identifying, solving problems and generalizing. The course includes the description of main approaches to solving standard and challenge math problems.

MTH 461 Methods of Teaching Math (4.50)
Prerequisite: *MTH 311 and MTH 412 and MTH 210 and MTH 460*

A critical inquiry into present-day tendencies in teaching mathematics in order to help prospective mathematics teachers to acquire their professional skills in the teaching of mathematics in secondary school. The teaching strategies that align to the new CA CommonCore Standards receive a special consideration. Fundamental concepts of mathematics and effective approaches to their teaching will be discussed.

MUL 201 Intro to Graphic Design (4.50)
Prerequisite: *ENG 102*

Duration: 4
The course introduces students to movements and theories of art and graphic design that will be utilized in the creation of digital media assets. The course includes design tools and principles of digital media and their impact on culture.

MUL 203 Intro to Visual Storytelling (4.50)
Prerequisite: *ENG 102*

Duration: 4
This course is an introduction to visual storytelling where students appreciate and learn visual narrative concepts through project-based assignments. Students also examine the methods, time periods and cultural influences that impact the creation of visual storytelling.

MUL 308 Vector Graphics (4.50)
Prerequisite: *ENG 102; MUL 201; MUL 203*

Duration: 4
The course covers concepts and tools used to create content through vector drawing tools for web, print, and mobile platforms.

MUL 309 Camera and Image (4.50)
Prerequisite: *ENG 102; MUL 201; MUL 203;* ***Recommended: Prior completion of:*** *MUL 308; MUL 312; MUL 316; MUL 390; MUL 345; MUL 353*

Duration: 4
The course provides a foundation for understanding the mechanisms of still and video cameras and the key features to consider for creating professional level imagery. Topics include composition, the exposure triangle, the rule of thirds, depth of field, montage, camera angle, and lighting.

MUL 312 Digital Image Compositing (4.50)
Prerequisite: *ENG 102; MUL 201; MUL 203;* ***Recommended: Prior completion of:*** *MUL 308*

Duration: 4
Students receive in-depth training in image composition and raster image editing.

MUL 316 Applied Graphic Design (4.50)
Prerequisite: *ENG 102; MUL 201 and MUL 203;* ***Recommended: Prior completion of:*** *MUL 308; MUL 312*

Duration: 4
The course prepares students to create and design digital content for electronic publication.

MUL 345 Applied Web Design (4.50)
Prerequisite: *ENG 102; MUL 201; MUL 203;* ***Recommended: Prior completion of:*** *MUL 308; MUL 312; MUL 316; MUL 390*

Duration: 4
Students will get hands-on training utilizing the principles and techniques of web design within the digital media industry. The course is an in-depth study of effective web page design using structured markup languages, and efficient site architecture. Students will engage in projects in content development, navigation, and usability (ie: UX - user experience) and deployment.

MUL 353 2-D Design & Interactivity (4.50)
Prerequisite: *ENG 102; MUL 201 and MUL 203;* ***Recommended: Prior completion of:*** *MUL 308; MUL 312; MUL 316; MUL 390; MUL 345*

Duration: 4
The course provides training in creating scalable and interactive 2-D vector based objects.

MUL 356 Video Gaming AR/VR (4.50)
Prerequisite: *ENG 102; MUL 201; MUL 203; MUL 312; MUL 372; MUL 375*

Duration: 4
In-depth, hands-on application of game development engines and Augmented and Virtual Reality systems.

MUL 365 Digital Video Editing (4.50)
Prerequisite: *ENG 102; MUL 201 and MUL 203;* ***Recommended: Prior completion of:*** *MUL 308; MUL 312; MUL 316; MUL 390; MUL 345; MUL 353; MUL 309*

Duration: 4
The course provides students with in depth experience working with non-linear editing software (NLE) to create engaging and highly effective video projects.

MUL 372 Foundations of 3D (4.50)
Prerequisite: *ENG 102; MUL 201; MUL 203; MUL 312;* ***Recommended: Prior completion of:*** *MUL 308; MUL 316; MUL 390; MUL 345; MUL 353; MUL 309; MUL 365; MUL 461; MUL 465; MUL 462*

Duration: 4
Provides students exposure to all phases of video game design from concept to completion. Steps include pre-production, completion of a game design document, prototyping, 3-D modeling, and animation.

MUL 375 3D Modeling for Game Art (4.50)
Prerequisite: *ENG 102; MUL 201; MUL 203; MUL 312; MUL 372*

Duration: 4
Hands-on application of 3-D graphics and modeling techniques. Produce basic 3-D elements and apply materials, textures and lighting for film, video, print and gaming applications.

MUL 390 User Interface Design (4.50)
Prerequisite: *ENG 102; MUL 201; MUL 203;* ***Recommended: Prior completion of:*** *MUL 308; MUL 312; MUL 316*

Duration: 4
Hands-on introduction in the basics of user interface design for various platforms (i.e. web, mobile, etc.). Students will learn all phases of user interface design from conception to final output.

MUL 461 Motion Graphics Vis. Effects I (4.50)
Prerequisite: *ENG 102; MUL 201; MUL 203; MUL 365*

Duration: 4
A hands-on course in motion graphics and visual effects (VFX) for various media output; the course presents the current software tools used to build and deliver motion graphics and visual effects.

MUL 462 Digital Audio Creation (4.50)
Prerequisite: *ENG 102; MUL 201; MUL 203;* ***Recommended: Prior completion of:*** *MUL 308; MUL 312; MUL 316; MUL 390; MUL 345; MUL 353; MUL 309; MUL 365; MUL 461; MUL 465*

Duration: 4
Computer-aided digital audio creation used in DVD, video, and Web authoring. Students learn basic music theory and composition practices applied to digital audio production, utilizing professional software tools used in the field, as well as hardware applications. Covers file management and compression for specific delivery mediums. The course is an exploration into role audio has in digital media and the process of editing and creating digital audio for numerous platforms. Topics include Sound Effects (SFX), musical score, and narration.

MUL 465 Motion Graphics Vis Effects II (4.50)
Prerequisite: *ENG 102; MUL 201; MUL 203; MUL 365; MUL 461*

Duration: 4
Students will continue their progress from the previous course and build on their competencies. Focus will be on tracking, chroma keying, rotoscoping, and compositing.

MUL 483 Final Project I (4.50)
Prerequisite: *ENG 102; MUL 201; MUL 203; MUL 308; MUL 309; MUL 312; MUL 316; MUL 345; MUL 353; MUL 356; MUL 365; MUL 372; MUL 375; MUL 390; MUL 461; MUL 462; MUL 465*

Duration: 4
Opportunity to go in-depth on a topic covered in the program. Students will select a topic (with instructor approval) and complete all phases of production (conception, design, development, launch and post assessment).

MUL 485 Final Project II (4.50)
Prerequisite: *MUL 483*

Duration: 4
Opportunity to go in-depth on a topic covered in the program. Students will select a topic (with instructor approval) and complete all phases of production (conception, design, development, launch and post assessment). The student may use the class as a continuation of the project in MUL 483 or for a new project.

MUL 487 Dig Med Dsgn Portfolio, Thesis (4.50)
Prerequisite: *MUL 485*

Duration: 8
In this two-month capstone course, students assemble a portfolio of their best work from previous Digital Media Design courses and edit/polish those pieces until they are suitable to show a prospective industry employer. Students will also submit a written thesis documenting their creative journey in the program. Grading is H, S or U only.

MUS 100 Music History & Appreciation (4.50)
Duration: 4
An examination of the history of Western music, starting in the Middle Ages and ending in contemporary times. Traces the development of a range of musical styles, including baroque, classical, opera, jazz, blues, experimental composition, music for theater and film, and “popular” song. Introduces students to fundamental elements, building blocks, and vocabulary, and provides historical and cultural context that deepens students’ appreciation of the music they encounter today.

MUS 200 Music Composition (4.50)
Recommended Preparation: *MUS 100, or MUS 326, or MUS 327*

Duration: 4
An introduction to composing and notating original music that covers the elements of music theory--melody, harmony, rhythm and form--in the context of a computer-based notation program. Students complete an original composition of modest scope as a culminating project.

MUS 300 Film Music (4.50)
Recommended Preparation: *MUS 100;* ***Prerequisite:*** *ENG 102*

Duration: 4
An introduction to the history and methods of music in film from the silent era to the present. A roughly chronological approach sketches the main technological innovations and explores theories of how music contributes to the meaning of moving images and narrative scenes. Elements of music are reviewed and applied to representative film scores by American and international composers.

MUS 326 American Music (4.50)
Prerequisite: *ENG 102*

A survey of American music from the Colonial period to the present. Emphasizes political, social and economic developments as related to the evolution of American music, including popular, religious and art music in a broad array of styles.

MUS 327 World Music (4.50)
Prerequisite: *ENG 102*

Duration: 4
An exploration of localized musical traditions and practices across a variety of cultures, including Native America, India, the Arabic-speaking world, Indonesia, Europe, Africa, Latin America, and Black America. Promotes understanding of both music and the social circumstances that create music-cultures.

NSG 214 Health Assessment (4.50)
Corequisite: *NSG 214A;* ***Recommended Preparation:*** *Admission into the nursing program and completion of required general education preparation with a minimum GPA 2.75*

Duration: 4
Introduction to foundational concepts of health assessment to systematically gather and analyze data using a patient-centered care approach. Concepts include obtaining a health-history, using therapeutic interviewing skills, performing a comprehensive head-to-toe and problem-focused physical exam, psycho-social and socio-cultural influences, and application of related current evidence. Concurrent enrollment in NSG 214A is required.

NSG 214A Health Assessment Clinical Lab (1.50)
Corequisite: *NSG 214 Admission into the nursing program and completion of required general education preparation with a minimum GPA 2.75.*

Duration: 4
Students will learn and engage in the practical application of a holistic patient-centered approach to health assessment as a basis for providing safe, quality nursing care. Students will practice the concepts learned in NSG 214. Current evidence will be utilized to demonstrate sociocultural variations on health assessment.

NSG 240 Foundations of Nursing (4.50)
Prerequisite: *NSG 214; NSG 214A; NSG 304; NSG 403; NSG 422;* ***Corequisite:*** *NSG 240A*

Duration: 8
The purpose of this course is to introduce basic nursing concepts of health/illness continuum, patient-centered care, environment of care, legal, ethical, and regulatory requirements, and professional nursing roles. This course implements the utilization of the nursing process based on scientific evidence to provide holistic care for adult and geriatric populations with stable health and chronic medical conditions. Concurrent enrollment in NSG 240A is required unless approved by the Department Chair.

NSG 240A Foundations Clinical Lab (3.50)
Prerequisite: *NSG 214; NSG 214A; NSG 304; NSG 403; NSG 422;* ***Corequisite:*** *NSG 240*

Duration: 8
Students will begin to develop basic plans of care for adult and geriatric patients using nursing language. Practical application of beginning knowledge and skills required for nursing care of the adult and geriatric patients is demonstrated in both Lab and clinical settings through simulation and patient interaction. Students will practice skills in the Skills lab and then will progress to caring for patients with chronic and stable conditions in clinical settings. Each student will have opportunities to integrate theoretical information into nursing practice. Concurrent enrollment in NSG 240 is required unless approved by the Department Chair. Grading is S, U or I.

NSG 245 Medical-Surgical Nursing I (4.50)
Prerequisite: *NSG 240 and NSG 240A;* ***Corequisite:*** *NSG 245A*
Duration: 8
This course focuses on concepts relating to care of adult and geriatric populations with stable chronic and acute medical-surgical problems. Emphasis of this course is on the use of the nursing process and in developing competence in providing nursing care for individuals with specific health care needs and problems. In addition, the student is provided with an orientation to coordination of patient care. Concurrent enrollment in NSG 245A is required.

NSG 245A Medical-Surgical I Clinical (3.50)
Prerequisite: *NSG 240 and NSG 240A;* ***Corequisite:*** *NSG 245*
Duration: 8
Practical application of knowledge and skills required for nursing care of adult and geriatric patients with commonly occurring acute and chronic medical-surgical problems in laboratory and clinical settings. Concurrent enrollment in NSG 245 is required. Grading is by S, U or I.

NSG 303 Professional Issues for RNs (4.50)
Duration: 4
Addresses professional values, ethics, diversity and their associated behaviors foundational to the practice of nursing. Provides the student with tools to begin thoughtful discussion and problem solving within the social context of health care delivery and the practice environment of nursing. This course covers the Quality and Safety in Nursing Education (QSEN) competencies and the Institute of Medicine's framework, legal issues and policies, ethics and finance.

NSG 304 Pharmacology in Nursing I (4.50)
Prerequisite: *NSG 214; NSG 214A*
Duration: 4
This course will present an overview of pharmacokinetics and pharmacodynamics of drugs, as well as drug classifications. Current issues in drug legislation, design, manufacturing and marketing will be explored. Emphasis will be placed on the role of the professional nurse in medication administration, including both expected and unexpected effects of drugs on patients.

NSG 305 Pathopharmacology in Nursing (4.50)
Prerequisite: *NSG 304; NSG 335; NSG 335A Successful Completion of NSG 335 and 335A*
Duration: 4
This course builds upon basic knowledge in nursing pharmacology and provides content essential to understanding the diseases and disease processes that can affect the body systems across the lifespan. Students focus on pathophysiological processes, incorporating use of clinical judgment and reasoning skills to distinguish alterations across multiple physiological systems.

NSG 328 BSN Transition (4.50)
Prerequisite: *Completed a Licensed Vocational Nursing/Licensed Practical Nurse (LVN/LPN) Program and hold a current licensure as an LVN/LPN., or Completed the Corps School/Military Training*
Duration: 8
The purpose of this course is to transition licensed LVNs and if applicable military personnel with medical experience and coursework to registered nursing practice by introducing concepts: professional registered nursing roles, scope of practice, and planning and implementing nursing care. This course implements the utilization of the nursing process based on evidence-based practices to provide holistic care to adult and geriatric populations with stable chronic and acute medical conditions. LVNs/Medics accepted for admission to the NU nursing program may be eligible to challenge nursing courses by examination(s) or be considered for equivalency. This course will evaluate content completed at LVN/Corps School programs to award college-level credit using transcript evaluation, credit-by-examination options, and competency-based education assessment of knowledge proficiency. Students will receive nursing course credits when their LVN/Core School transcripts equivalency criteria (time limit, credit, and content) are met. The time limit equivalency is 7 years or less. If time limit equivalency is not met, students may receive credit through challenge by course examination and skill validation and/or medication dosage examination. Applicants will receive course credit and advanced placement for successfully challenged courses. Co-requisite nursing courses will have to be challenged together. In other to receive credit for challenge courses, students must pass both co-requisite nursing courses. All course challenges by examination must be completed prior to the beginning of the first term in NU nursing program. The student who successfully challenges a course will receive a revised plan of study and must meet NU residency requirements.

NSG 330 Medical-Surgical Nursing II (4.50)
Prerequisite: *NSG 214; NSG 214A;* ***Corequisite:*** *NSG 330A*
Duration: 8
This course focuses on concepts relating to care of the adult and geriatric patients with acute, complex, and critical medical-surgical problems. This course emphasizes the utilization of current evidence in providing and evaluating interdisciplinary management of adult and geriatric patients to support positive outcomes. Concurrent enrollment in NSG 330A is required.

NSG 330A Medical-Surgical II Clinical (3.50)
Prerequisite: *NSG 214; NSG 214A;* ***Corequisite:*** *NSG 330*
Duration: 8
Practical application of knowledge and skills required for nursing care of adult and geriatric patients with acute and critical medical-surgical problems in laboratory and clinical settings. Concurrent enrollment in NSG 330 is required. Grading is S, U or I.

NSG 333 Child-bearing Family Nursing (4.50)
Prerequisite: *NSG 330; NSG 330A;* ***Corequisite:*** *NSG 333A*
Duration: 8
The course focuses on the specialized health care needs of the childbearing family. Building on concepts from medical-surgical, pharmacology, research, and foundational nursing courses, health promotion, assessment, critical-thinking and therapeutic communication skills will be developed as they apply to care of culturally diverse childbearing families during the antepartum, intrapartum, and postpartum periods. Beginning with women's health and infertility, fetal development, and normal physiology of pregnancy, acute pathophysiological disease processes affecting the mother and newborn will be included this course. Concurrent enrollment in NSG 333A is required.

NSG 333A Child-bearing Family Clinical (3.50)
Prerequisite: *NSG 245; NSG 245A;* ***Corequisite:*** *NSG 333*
Duration: 8
This course covers practical application of knowledge and skills required for nursing care of families in the childbearing period. Using knowledge obtained in medical-surgical, foundational, pharmacological, and research courses along with knowledge gained in NSG333 theory, students will care for the patient and family during the antepartum, intrapartum, postpartum and newborn period. Concurrent enrollment in NSG 333 is required. NSG 333A is graded as Satisfactory/Unsatisfactory based upon successful completion of all course requirements.

NSG 334 Pediatric Nursing (4.50)
Prerequisite: *NSG 333 and NSG 333A;* ***Corequisite:*** *NSG 334A*
Duration: 8
The primary purpose of this course is the continuing examination of the family as a unit, this course focuses on nursing care related to the health needs of children and adolescents and their families. Emphasis is placed on the variations in health care due to behavioral, genetic, cultural, environmental, and developmental factors. Concurrent enrollment in NSG 334A is required.

NSG 334A Pediatric Nursing Clinical (3.50)
Prerequisite: *NSG 333 and NSG 333A;* ***Corequisite:*** *NSG 334*
Duration: 8
This course covers practical application of knowledge and skills required in nursing care for families with children. Using the language of nursing, students will care for the family with children as a unit, considering behavioral, life cycle, genetic, cultural and environmental factors. Concurrent enrollment in NSG 334 is required.

NSG 335 Psychiatric-Mental Health Nur (4.50)
Prerequisite: *NSG 330; NSG 330A;* ***Corequisite:*** *NSG 335A*
Duration: 8
This course demonstrates the relevance of mental health nursing concepts to all areas of professional practice. It provides a conceptual integration of the nursing process, theories, and research from the biopsychosocial sciences and humanities to promote mental health and provide care to all patients with mental disorders. Emphasis is placed on the use of therapeutic self and effective therapeutic communication to establish a therapeutic relationship among clients with mental health disorders. Concurrent enrollment in NSG 335A is required.

NSG 335A Psych-Mental Health Clinical (3.50)
Prerequisite: *NSG 330; NSG 330A;* ***Corequisite:*** *NSG 335*
Duration: 8
This course covers practical application of knowledge and skills required for nursing care across the lifespan with mentally ill patients with commonly occurring problems. Demonstration of skills takes place in clinical, laboratory and outpatient settings. Concurrent enrollment in NSG 335 is required. Clinical Laboratory is graded on a Satisfactory/Unsatisfactory basis based on successful completion of the course requirements.

NSG 340 Nursing Leadership/Management (4.50)
Prerequisite: *NSG 335; NSG 335A;* ***Corequisite:*** *NSG 340A*
Duration: 8
The primary purpose of this course is to facilitate the development of a broad view of the management of health care delivery systems and the nurse leader's role in that arena. Concurrent enrollment in NSG 340A is required unless approved by the Department Chair.

NSG 340A Leadership/Management Clinical (1.50)
Prerequisite: *NSG 335; NSG 335A;* ***Corequisite:*** *NSG 340*
Duration: 8
This course covers practical application of skills and knowledge required to coordinate care for multiple patients in a multidisciplinary setting. Collaborate with the nurse leaders in various clinical settings to promote quality improvement initiatives utilizing evidence-based practice. Concurrent enrollment in NSG 340 is required. Clinical Lab is graded on a Satisfactory/Unsatisfactory basis based on successful completion of the course requirements.

NSG 403 Nursing Theories and Models (4.50)
Prerequisite: *Admission into the Bachelor of Science in Nursing and completion of all non-nursing pre-requisite courses is required to enroll in this course.*
Duration: 4
This course facilitates the practice of professional nursing by providing students with an opportunity to experiment with the application of various nursing theories to evaluate their impact on nursing practice. Professional identity, professional practice and professional development in nursing will be emphasized.

NSG 410 Community: Population Focus (4.50)
Prerequisite: *NSG 411;* ***Corequisite:*** *NSG 410A*
Duration: 4
A study of community health nursing concepts as they apply to the health of individuals. Explores the nursing care of individuals in the community using primary, secondary and tertiary models of therapeutic intervention. This course includes a required clinical practicum.

NSG 410A Population Focus Practicum (1.50)
Corequisite: *NSG 410*
Duration: 4
This course is part three of a series of three courses for community health nursing practicum.The community/ public health clinical practicum experience focuses on nursing's role in promoting and protecting the health of populations in accordance with The American Nurses Association Scope and Standards of Public Health Nursing Practice (2007). Theories, principles, and strategies of population-based health care are used to design, implement, and evaluate services and plans of care to promote, maintain, and restore health in a defined population. Students focus on population aggregates in structured or unstructured settings across care environments. Strategies to evaluate health outcomes and costs of care are emphasized.Completion of this course partially fulfills the California Board of Nursing requirements for certification as a Public Health Nurse (Business and Professions Code of California, Section 2816-2819), which requires completion of a minimum of 90 community health clinical hours. Grading is satisfactory (s) or unsatisfactory (u) only. Students must be enrolled concurrently in nursing 410, Community Health: Population Focus.

NSG 411 Community Health Frameworks (4.50)
Prerequisite: *NSG 412;* ***Corequisite:*** *NSG 411A*
Duration: 4
A study of providing nursing care to families in the community using community health nursing concepts. Explores nursing care using primary, secondary and tertiary models of intervention. This course includes a required clinical practicum.

NSG 411A Community Health Framework Pra (1.50)
Corequisite: *NSG 411*
Duration: 4
This course is part two of a series of three courses for community health nursing practicum. The student will focus on various theories, models and frameworks that are utilized in designing, planning and implementing health promotion within the community and population. This course will explore key issues related to public and global health relevant to professional nursing practice. Through the use of epidemiology methods, students will track the natural history of a disease and identify its frequency, distribution, and cause.The community/public health clinical practicum experience focuses on nursing's role in promoting and protecting the health of populations in accordance with The American Nurses Association Scope and Standards of Public Health Nursing Practice (2007). Completion of this course partially fulfills the California Board of Nursing requirements for certification as a Public Health Nurse (Business and Professions Code of California, Section 2816-2819). Grading is satisfactory (s) or unsatisfactory (u) only. Students must be enrolled concurrently in nursing 411, Community Health Framework.

NSG 412 Community Healthcare Delivery (4.50)
Corequisite: *NSG 412A*
Duration: 4
A study of community health nursing concepts as they apply to the health of groups and the community at large. Explores nursing care using primary, secondary and tertiary models of intervention. This course includes a required clinical practicum

NSG 412A Community Healthcare Delivery (1.50)
Corequisite: *NSG 412*
Duration: 4
This course is part one of a series of three courses for community health nursing practicum.The community/ public health clinical practicum experience focuses on nursing's role in promoting and protecting the health of populations in accordance with The American Nurses Association Scope and Standards of Public Health Nursing Practice (2007). This course will examine the role of nursing in community-based and community oriented practice and create conditions that promote healthy living. Theories of community-based and community-oriented nursing practice will be explored in the provision of acute and chronic nursing care to individuals and families that enhances their capacity for self-care and promote autonomy in decision-making. Students practice community assessment, development of partnerships with clients and an appreciation of the values of the community. Completion of this course partially fulfills the California Board of Nursing requirements for certification as a Public Health Nurse (Business and Professions Code of California, Section 2816-2819). Grading is Satisfactory (S) or Unsatisfactory (U) only. Students must be enrolled concurrently in Nursing 412, Community Health Care Delivery.

NSG 422 Nursing Research (4.50)
Prerequisite: *BST 322*
Duration: 4
This course explores evidence-based practice as a foundation for improved nursing practice and healthcare outcomes. Strong emphasis is placed on the application of research theory to evidence-based practice, including ethics in research and application of the research process.

NSG 440 Professional Issues in Nursing (4.50)
Duration: 4
This course explores the historical roots and current impact on complex issues of nursing education, practice, and scholarship. Analysis of multiple interpretations of selected issues and strategies for resolving issues will be illustrated.

NSG 442 NSG Leadership and Management (4.50)
Corequisite: *NSG 442A*
Duration: 8
This 8 week course provides for the study of leadership and management principles as they apply to the delivery of quality health care and professional nursing practice. Models and concepts will be identified and explored as the nurse learns the importance of leading within the climate of a changing healthcare environment.

NSG 442A NSG LDRSHP & MGMT Practicum (3.00)
Corequisite: *NSG 442*
Duration: 8
This 8 week practicum course focuses on organizational and systems leadership, quality improvement, and safety within a variety of health care settings. Emphasis is on the development of imaginative, innovative and creative strategies to promote a systems change. Grading is S/U only.

NSG 443 Evidence Based Practice (4.50)
Duration: 4
Explores evidence-based practice as a foundation for improved nursing practice and healthcare outcomes. Emphasizes the application of research theory to evidence-based practice, including ethics in research and application of the research process.

NSG 444 Community Population NSG (6.00)
Corequisite: *NSG 444A*
Duration: 8
This 8 week course focuses on the analysis of the community nursing role and practice in examining the health status of a selected population to determine community oriented care. Addresses public health ethics, nursing advocacy and healthcare disparities. Topics include the importance of health promotion and the preservation of health across the lifespan, vulnerable populations, and global health considerations. Completion of community health courses can lead to the Public Health Nursing Certification in California.

NSG 444A Comm Pop NSG Practicum (3.00)
Corequisite: *NSG 444*
Duration: 8
This 8 week practicum course provides students with the opportunity to use data to target community interventions, define strategies and access the determinants and distribution of health. Emphasis is on the epidemiologic and ecological principles that affect the health of vulnerable populations. Grading is S/U only.

NSG 447 Qual Improvement (4.50)
Corequisite: *NSG 447A*
Duration: 4
This course introduces the concepts, techniques, strategies and metrics of quality improvement using the Quality and Safety Education for Nurses (QSEN) framework. Patient care quality and safety in the context of structure, process and outcomes in care delivery are explored. Identification of improvement opportunities, action plan development and outcomes evaluation through project management are addressed.

NSG 447A Qual Improvement Practicum (4.50)
Corequisite: *NSG 447*
Duration: 8
During this 8-week course, students will observe and analyze the effectiveness of a quality improvement project of their choosing, using course work emphasizing the fundamental provision of safety and quality care, integrating and disseminating current practice guidelines and evidence-based interventions. Grading is S/U only.

NSG 460 Community Healthcare I (4.50)
Corequisite: *NSG 460A Program requirement.*
Duration: 4
The primary purpose of this course is to examine the role of nursing in community health practice in the promotion of optimal health. Students will be exposed to the rich history of community and public health nursing and the importance of primary, secondary and tertiary levels of prevention in care delivery. Students will learn both family and community health assessment, diagnosis, intervention, and evaluation as well as the economic, structural, and systems influences on community health from a national perspective. Completion of this course partially fulfills the California Board of Nursing requirements for certification as a Public Health Nurse. Concurrent enrollment in NSG 460A is required unless approved by the Department Chair.

NSG 460A Community Healthcare I Lab (1.50)
Corequisite: *NSG 460*
Duration: 4
The Community Health clinical experience is designed to give the student practical experience in community health nursing that allows for the design, implementation and evaluation of healthcare services for individuals, families, and communities with the aim of improving health status. Students will draw upon nursing theories and frameworks to create appropriate interventions. The students will be able to complete a community assessment and determine the strengths and opportunities that exist in the community. Special focus will be given to vulnerable populations in low-resource communities. The student will be introduced to nursing's role in promoting and protecting the health of populations in accordance with The American Nurses Association Scope and Standards of Public Health Nursing Practice. Completion of this course partially fulfills the California Board of Nursing requirements for certification as a Public Health NurseGrading is satisfactory (S) or unsatisfactory (U) only. Students must be enrolled concurrently in NSG 460.

NSG 462 Community Healthcare II (4.50)
Prerequisite: *NSG 460 and NSG 460A;* ***Corequisite:*** *NSG 462A*
Duration: 4
The primary purpose of this course is to explore the national and global impact of community health nursing in population health. Students will learn how public health systems function to prevent diseases among vulnerable populations. They will learn how nurses function within healthcare teams to mobilize local, state, and national resources to mitigate disease and disasters. The student will also be introduced to various careers in public health. Completion of this course partially fulfills the California Board of Nursing requirements for certification as a Public Health Nurse. This course can be taught using face-to-face, online, or hybrid formats. Concurrent enrollment in NSG 462A is required.

NSG 462A Community Healthcare II Lab (1.50)
Prerequisite: *NSG 460 and NSG 460A;* ***Corequisite:*** *NSG 462*
Duration: 4
The community/public health clinical practicum experience focuses on nursing's role in promoting and protecting the health of populations in accordance with The American Nurses Association Scope and Standards of Public Health Nursing Practice. Theories, principles, and strategies of population-based health care are used to design, implement, and evaluate services and plans of care to promote, maintain, and restore health in a defined population. Students focus on population aggregates in structured or unstructured settings across care environments. Strategies to evaluate health outcomes and costs of care are emphasized. Completion of this course partially fulfills the California Board of Nursing requirements for certification. Grading is satisfactory (S) or unsatisfactory (U) only. Students must be enrolled concurrently in NSG 462.

NSG 470A Work Exp in Clinical Setting (1.00-6.00)
Prerequisite: *NSG 214 course with C or higher; NSG 214A course with C or higher; NSG 240 course with C or higher; NSG 240A course with C or higher; NSG 245 course with C or higher; NSG 245A course with C or higher; NSG 330 course with C or higher; NSG 330A course with C or higher; Students must have and maintain a GPA of 3.0 or higher in all NU nursing courses.*
Duration: Variable
This course covers practical application of skills and knowledge required to coordinate care for multiple patients in a multidisciplinary setting. This course combines work experience with regular college instruction. Participants earn college credit while working in a position related to the role of BSN graduate.

NSG 490 Guided Study (0.50-6.00)
Prerequisite: *Admission to nursing program and approve by Chair of Nursing*
Duration: variable
Elective course designed for students who demonstrate competency in nursing concepts and can work independently on specific project that does not fit into the context of regular scheduled nursing classes.

NSG 600 Advanced Practice Nursing (4.50)
Duration: 4
This course explores the role of the Advanced Practice Nurse within a changing health care environment, focusing on role theory and role development related to advanced practice. Leadership skills are developed for independent practice and collaboration within multidisciplinary professional and organizational frameworks.

NSG 606 Health Policy & Finance (4.50)
Duration: 4
Addresses the acquisition of knowledge and skills to promote health, help shape the health delivery system, and advance values through policy processes and advocacy. The intricacies of the organization and financing of healthcare delivery systems and the effect of health policies on healthcare delivery are the foci.

NSG 607 EBP for Advanced NSG Practice (4.50)
Duration: 4
Exploration of types and quality of evidence used to support nursing practice. Study of research designs, measurement tools, and other methods for the safe application of evidence to development of improved care and care systems are emphasized. Identification of an evidence-based scholarly question pertinent to advanced practice nursing.

NSG 620 Theory in Advanced Practice (4.50)
Duration: 4
This course develops critical thinking skills to support advancement of nursing knowledge through theory development, analysis, and application of advanced nursing practice in diverse settings. Students explore the philosophical and theoretical underpinnings of nursing practice and develop skill in analysis of nursing and related theories.

NSG 622 QI & Project Management (4.50)
Duration: 4
Centers on identifying and developing the skills needed by leaders in today's healthcare arena. Students will employ the concept of leadership in the four key domains of advanced practice: clinical practice environments, the nursing profession, at the systems level, and in the health policy arena.

NSG 623 Biomedical Statistics (4.50)
Duration: 4
This course explores fundamental concepts and methods of statistics as applied to health related fields. The topics of this course include: introduction to basic concepts of descriptive and inferential statistics as they apply to health research; basic and intermediate concepts for testing, statistical hypotheses, construction and interpretation of confidence intervals; applying selected parametric and nonparametric techniques; regression and multiple regression; analysis of covariance, multivariate ANOVA, and related multivariate analyses. Computer software will be used to illustrate statistical procedures.

NSG 641 Advanced Pharmacology I (4.50)
Duration: 12
First of two courses designed to meet the needs of the nurse practitioner student for advanced knowledge about pharmacological agents useful in the management of a variety of common clinical situations. It includes pharmacokinetics, pharmacodynamics and pharmacotherapeutics. Ethical/legal issues will be reviewed and standardized procedures will be covered. Not designed to supersede or replace dosage and treatment protocols established within the nurse practitioner's setting for clinical practice.

NSG 680 Diversity Issues in APN (4.50)
Duration: 12
Provides a knowledge base for applying, analyzing and evaluating the culturally competent provision of patient-centered care. Diversity in the global healthcare delivery systems is addressed. Allows the graduate nursing students to explore various models and theories which guide the development of culturally competent nursing practice.

NSG 681 Advanced Physical Assessment (6.00)
Duration: 12
Presents information expanding the student's knowledge base related to current health patterns across the lifespan. Faculty will facilitate the students' acquisition of advanced skills in collecting subjective data and performing an adult physical and mental status examination. Students interpret data acquired through assessment and results of diagnostic studies.

NSG 682 Advanced Pathophysiology (4.50)
Duration: 12
Provides pathophysiological principles and concepts essential for performing advanced clinical assessments, differential diagnoses, and therapeutic decision-making. Describes disordered physiology and clinical consequences of common disease processes. Analyses of the biophysical rationale are used during seminar, problem-solving exercises and case studies to recognize the pathophysiologic bases of clinical findings.

ODV 400 Organizational Strat & Design (4.50)
Duration: 4
Examination of the theories of organizational design concepts and strategies used by managers to position their company for success. The historical perspectives on organization design are discussed, along with current challenges faced by today’s organizations. Strategic approaches to measuring organizational effectiveness are explored. Various experts’ strategies are evaluated to gain an understanding of ways in which managers can give direction to organizations to remain competitive in the workforce.

ODV 410 Workforce & Talent Management (4.50)
Duration: 4
A survey of organizational development, career systems, and talent management. The course explores and defines the interrelationship of the three areas under the auspices of human resource development. The exploration examines these areas as they relate to helping practitioners achieve organizational goals and identify and develop employee talent. Students learn about both theory and practice as it relates to their ability to assist individuals while seeking greater consonance between individual, group, and organizational change and growth.

ODV 420 Organizational Behavior (4.50)
Duration: 4
A survey of the impact individuals, groups, and structures have on behavior within organizations for the purpose of applying such knowledge toward improving employee performance. A focus on work-related behavior with an emphasis on individual and group performance as it relates to organizational productivity. Exploration of the development of interpersonal skills and emotional intelligence, with a view toward equity and inclusion, to help all employees, supervisors, and managers improve their effectiveness.

ODV 600 Theory & Practice of OD (4.50)
The course overviews how, why, and when to integrate the behavioral sciences with human resource management principles to increase individual and organizational effectiveness. Students will analyze, evaluate, and design relevant theories as they relate to practical application in the workplace.

ODV 601 Integrating Perfomance Mgmt (4.50)
Prerequisite: *ODV 600*
Duration: 4
This course examines and assesses how technology can best be integrated into and utilized in the workplace to maximize human performance. Implications for information management and organizational communication are investigated and classified. A key aspect is how the two components are impacted by organizational communication. It examines current trends in enterprise-wide technology solutions, specifically as they relate to HRM and OD, implementation of technology, productivity as it relates to use and misuse, and how it facilitates change in human performance and organizational growth.

ODV 606 Seminar in Training & Developm (4.50)
Employee development is the responsibility of the line manager, the human resources professional, and the employee. This course provides essential managerial-level comprehension of training theory and its practical applications in the business and management environment. Students learn the functions and duties of training: trainer/developer, the identification and assessment of training needs, program design and development, selection of delivery methods and means of instruction, the implementation of training programs, and evaluation. The course integrates training and development, organizational development and career development, critical components of Human Resource Development.

ODV 610 Adv Studies in Org Behavior in (4.50)
An in-depth review of current organizational behavior issues in the areas of workforce planning and performance management is covered as it relates to employee diversity. Using case studies, the course provides an integrated perspective of theory and practical aspects of interpersonal and group communication, organizational structures and system, and employee performance in the diverse workplace.

ORI 70 TEVERA Orientation (0.00)
Duration: 0
Students will be oriented to Tevera, a clinical tracking platform tool that all JFKSOPSS programs use. Tevera allows students, sites, and supervisors to complete required vetting tasks to start their professional training. Further students will be able to track activities and complete evaluations within this platform that are required to successfully complete the certificate. Students will be charged a one-time fee to use the Tevera platform for life. Please see the Tuition and Fee section for the Tevera fee.

PAD 400 Intro to Public Administration (4.50)
Duration: 4
A general survey course of the theory and practice of public administration, its legal and constitutional foundation and the role of the public administrator in public policy. The context of the discussions are based on the current issues facing administrators.

PAD 401 Public Policy Development (4.50)
This course discusses the public policy issues facing communities and the role of the public administrator in implementing policy. Examines the role of community action groups in developing and influencing policies. Evaluates the impact of policy decisions on communities and the ethical issues surrounding decisions.

PAD 402 Urban Environments (4.50)
This course explores the role urban environments play in the nation. Discusses the issues unique to cities and large metropolitan areas and the role of governments and public agencies in addressing the issues. Discusses the ethical issues facing public administrators in dealing with urban and rural environments.

PAD 403 Government Relations (4.50)
This course is an exploration of how to communicate with citizens in a positive and helpful fashion. Discusses how to interact with community groups and the press and how to promote public understanding of, and support for, government activities.

PAD 404 Nonprofit Management (4.50)
The course discusses the theories and roles of nonprofits in public administration. It explores the relationships between nonprofits and the public sector; and sources of revenue. Discusses the public policies towards the nonprofit sector and the ethical issues surrounding the sector.

PAD 405 Senior Research Project (4.50)
Prerequisite: *Satisfactory completion of 36qu of BPA major coursework.*
Supervised senior project undertaken by students of public administration when they have completed all core courses in the program. Coordinated by full-time faculty and chaired by a public administration faculty member chosen by the student from previous courses taken within the program. Students select a viable topic in public administration to research and then meet with their chair once a week for two months. Upon completion, students present their project to chair, other faculty and peers in an open forum. Accelerated study is not permitted with this course. PAD405 is two months in length. Students who do not complete the Senior Project within the two-month period are eligible, at the discretion of the instructor, to receive a grade of "IP" with a maximum of a one-time, six-month extension. Students who do not complete the project at the end of the extension period will need to retake the course. Grading is by H, S, or U only. Course is eligible for an "IP" grade.

PAD 620 Foundations of Public Admin (4.50)
A general survey course covering the role of the public sector manager in American society today. Studies current issues and leading concepts in the field of non-profit management.

PAD 622 Seminar in Urban Affairs (4.50)
An examination of influences affecting decisions in the urban political arena. Covers segments of the community that impact the decision-making process (i.e., employee groups, labor influences, community groups, media and other special interests). Examines the relationship between intergovernmental agencies.

PAD 626 Public Personnel Policy (4.50)
An examination of the important aspects of personnel management in government, including civil service procedures, affirmative action, employee motivation and organizational development.

PAD 627 Quantitative Methods (4.50)
A practical study of graphical methods and statistical procedures specifically aimed at presenting, interpreting and solving problems related to public administration.

PAD 628 Ethics (4.50)
Role, values, and issues of public management in democratic governance, citizen participation, power structures, and professional codes of conduct.

PAD 631 Urban Planning & Redevelopment (4.50)
An examination of historical development of urban planning practices and concepts, general plans and their elements in the urban community. Also discusses the use of technology in planning. Students must complete a minimum of five Public Administration courses prior to taking this course.

PAD 632 Finance Mgt & Grant Admin (4.50)
An exploration of current governmental fiscal management techniques and issues. Examines various types of financial and technical assistance to quasi-governmental and non-profit management organizations.

PAD 644 MPA Project (4.50)
A project where students work in teams or individually under the guidance of an assigned faculty advisor. Students clarify research topics and identify data sources in preparation for the project. Students then gather data and present their research in both written and oral form to faculty and classmates. Grading is H, S, or U only. PAD 644 is two months in length.

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 624*

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 630*

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 634*

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 644 Internship Seminar (4.50)
Corequisite: PED 650 If a student has not been enrolled into PED 644 by completion of PED 650, it will be at the discretion of the faculty to enroll students during PED 651. Advisors should contact faculty prior to enrollment for approval.
Duration: 8
This seminar is for school psychology interns and will run concurrently with PED 650 or PED 651. 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.

PHL100 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.

PHL 238 Logical & Critical Thinking (4.50)
Prerequisite: *ENG 102*
Duration: 4
Introduction to the fundamentals of logic and critical thinking. Focuses on the core skills of logical analysis, rational argumentation, various forms of inductive reasoning, and recognition of misused rhetoric and fallacious thinking in public discourse. Promotes effective communication and an awareness of diverse perspectives in all areas of thought and inquiry. Broadens students' abilities to engage in the lifelong-learning processes of self-inquiry and self-reflection.

PHL 320 World Religions (4.50)
Prerequisite: *ENG 102*

Major world religions, including Hinduism, Buddhism, Confucianism, Taoism, Judaism, Christianity, and Islam, are surveyed in their philosophical, historical, art historical, and literary contexts. Important aspects of the philosophy and sociology of religion are addressed, and parallels in the study of myths, rituals, conversion experiences, and rites of passage are compared. Recent and contemporary religious trends are also addressed.

PHL 336 Science, Technology & Humanity (4.50)
Prerequisite: *ENG 102*

Duration: 4
This course examines the historical and philosophical evolution of the key conceptual frameworks of modern science and the technologies that coevolved with them, giving special emphasis to the ways this evolution has influenced 21st-century understandings of human life and personhood.

PHL 337 Ethics (4.50)
Prerequisite: *ENG 102*

An examination of theories of value and ideological differences in practical applications to clarify ethical differences. Course emphasizes the dilemmas of personal and professional responsibility, including business and workplace circumstances, social relationships, and political practice.

PHL 375 Environmental Ethics (4.50)
Prerequisite: *ENG 102*

An exploration of various philosophical approaches to ethics as they inform and are applied to contemporary human-environment relations. Issues of human use and abuse of the environment as a standing reserve of resources, wealth, and power; questions of moral standing and animal rights, including habitat loss and species extinction; and sociological problems related to population control, industrialization, and pollution are analyzed and evaluated. Western cultural and ecological assumptions are examined through anthropocentric, holistic, utilitarian, deontological, ecofeminist, and ethics-of-care perspectives.

PHS 102 Survey of Physical Science (4.50)
An introduction to the basic principles and general concepts of the physical sciences. Develops selected topics from chemistry and physics. A general education course for non-technical majors.

PHS 104 Introductory Physics (4.50)
Prerequisite: *MTH 204, or MTH 215*

Duration: 4
Non-calculus based general physics course for earth and life science majors. Study of force, laws of motion, heat, fluid mechanics, electricity, magnetism, light (optics) and modern physics.

PHS 104A Introductory Physics Lab (1.50)
Prerequisite: *PHS 104, or PHS 171 for Science Majors.*

Duration: 4
A non-calculus based general physics lab course for earth and life science majors. Laboratory experiments and exercises will include data analysis and evaluation of measurements. Topics include, but are not limited to, the following: force, gravity, laws of motion, fluid mechanics, electricity, and light (optics). For the *Online Lab Courses ONLY*, students are expected to order their lab kits at least two weeks prior to the start of term.

PHS 130A Physics Lab for Engineering (1.50)
Non-calculus based general physics lab course for Master of Science in Environmental Engineering online program. The course includes interactive illustrations, explorations, and problems in major parts of General Physics: Kinematics, Dynamics, Electric current and Optics.

PHS 171 General Physics 1 (4.50)
Prerequisite: *MTH 215*

Duration: 4
Non-calculus-based general physics course. Intended for Science majors. Study one-dimensional and two-dimensional kinematics, dynamics, statics, work, energy, linear momentum, circular motion, and gravitation.

PHS 172 General Physics 2 (4.50)
Prerequisite: *PHS 171*
Duration: 4
Non-calculus based general physics course for Science majors. Study of temperature, kinetic theory, gas laws, heat, oscillatory motion and waves, and electricity.

PHS 173 General Physics 3 (4.50)
Corequisite: *PHS 179A;* ***Prerequisite:*** *PHS 171; PHS 172*
Duration: 4
Non-calculus-based general physics course intended for science majors. Extended study of magnetism, electromagnetic induction and waves, optics, relativity, quantum physics, nuclear reactions, and elementary particles.

PHS 179A General Physics Lab (1.50)
Prerequisite: *PHS 171 and PHS 172 and* ***Corequisite:*** *PHS 173*
Duration: 4
General physics lab course for science majors. Includes a lab practicum in major concepts of general physics: one- and two-dimensional kinematics, work and energy, electric current, oscillations, and geometric optics.

PHS 231 Calculus-based Physics 1 (4.50)
Prerequisite: *PHS 104 and MTH 220, or CSC 208 and MTH 221, or CSC 209*
Duration: 4
Calculus-based physics course. Intended for science majors and engineering students. Study of one, two and three-dimensional kinematics including integral calculus, graphical analysis, numerical integration and vector kinematic, dynamics, uniform and non-uniform circular motion, gravitation, and Newton's synthesis, work and energy with vector algebra principles, linear momentum, rotational motion, statics including elasticity and fracture.

PHS 232 Calculus-based Physics 2
Prerequisite: *PHS 104 and PHS 231; MTH 220, or CSC 208; MTH 221, or CSC 209*
Duration: 4
Calculus-based physics course. Intended for science majors and engineering students. Study of different types of oscillations and wave motion, electrostatics with electric field calculations for continuous charge distribution, Gauss's law, electric potential due to any charge distribution, electric energy storage with applications, electric currents and resistance, magnetism and magnetic field, electromagnetic induction and transmission of power, DC and AC Circuits, Maxwell's equations and electromagnetic waves.

PLA 210 Legal Theory & Ethics (4.50)
Duration: 4
Introduces the law and legal system and an overview of the major areas of legal practice. Focuses on legal problem-solving, case analysis, fact pattern analysis, selected topical surveys of law, and legal ethics and professional responsibility for the paralegal.

PLA 211 English for Professionals (4.50)
Duration: 4
Teaches legal professionals to write well by examining English, composition, grammar, punctuation, and writing mechanics in the context of good legal writing. Students complete focused exercises designed to build their legal vocabulary and enable them to draft discourses.

PLA 212 Torts (4.50)
Duration: 4
Examines the fundamental principles of the law of intentional torts (e.g., battery, assault, false imprisonment, intentional infliction of emotional distress); negligence (standard of care, breach of duty, causation, damages); strict liability; the torts of nuisance, defamation, invasion of privacy torts; and the defenses to each of these torts. Also addresses the concepts of products liability and vicarious liability.

PLA 213 Leg Res Writg Brfg/Analysis (4.50)
Duration: 4
Develops legal research skills through focused exercises using print and computerized research. Exposes students to primary and secondary legal authorities, with an emphasis on constitutions and statutes. Develops writing skills by analyzing and briefing court opinions, drafting letters, and examining the purposes and uses of a legal memorandum.

PLA 214 Contracts (4.50)
Duration: 4
Examines basic contract principles, including formation, validity, defenses to formation, rights of third parties, performance, breach, remedies, and damages. Emphasizes case analysis and application of principles, and covers code sections from Article 2 of the Uniform Commercial Code and the Restatement Second of Contracts.

PLA 215 Leg Res Wrtg-Legal Memo (4.50)
Duration: 4
Develops legal research skills through focused exercises using print and computerized research. Exposes students to primary and secondary legal authorities, with an emphasis on legislative history, administrative materials, and loose-leaf services. Develops writing skills by examining different parts of the legal memorandum, including questions presented, brief answers, statements of fact. And conclusions.

PLA 216 Computers and the Law (4.50)
Duration: 4
Teaches computer technology as a tool to assist the legal professional in the practice of law. Utilizes lectures, group discussion, and hands-on computer use. Using the latest software for time and billing, case management docketing, control, and litigation support, students complete legal projects with assignments in the computer lab. Students learn how to effectively evaluate vendor products, and design and manage a litigation database project. Also covered are telecommunications and computer-assisted research, and ethical concentrations, such as software piracy, misuse of software and databases, security, and protecting client data. Nothing else will be changed except for the prefix.

PLA 217 Property (4.50)
Duration: 4
Examines the law relating to the various types of real-property interests and estates, methods of transferring title, recording statutes and title searches, the nature and scope of easements, leasehold interests, the rights and obligations of landlords and tenants, the law of adverse possession, and covenants regarding title.

PLA 218 Leg Res Wrtg-Persuasive Wrtg. (4.50)
Duration: 4
Develops legal research skills through focused exercises using print and computerized research. Exposes students to primary and secondary legal authorities, with an emphasis on practice and ethical rules. Develops legal writing skills by implementing the IRAC method, synthesizing various legal authorities, and applying proper legal citation.

PLA 303 Law Office Administration (4.50)
Explores the organization and functioning of a law office. Topics include financial planning and management, problem-solving techniques, personnel administration, job descriptions, hiring practices, new employee orientation and training techniques, salary administration, productivity measurement, and interpersonal considerations.

PLA 311 Internship (4.50)
Provides students with on-the-job experience in a private law firm, government agency, judicial setting, or corporate law department. Placements are available in a range of legal specializations. Ninety hours of fieldwork are required. Students unable to enroll in the credit course may apply for consideration as a non-credit intern.

PLA 314 Workers' Compensation (4.50)
A study of the basic principles of California Workers' Compensation law, including eligibility, compensation coverage, medical treatment, compensation payments, permanent disability, death benefits, settlement, vocational rehabilitation, benefits, procedural matters, and the preparation of documents and forms from both the applicant and defense positions.

PLA 315 Bankruptcy Law & Procedure (4.50)
A study of the substantive law of bankruptcy and its application, including voluntary and involuntary liquidations, discharge of debts, exemptions, creditors' claims, bankruptcy courts, officers and trustees, reorganizations, Chapter 13 plans, and alternate insolvency proceedings. Emphasis is on the preparation of documents and forms.

PLA 316 Entertainment Law (4.50)
A course designed to familiarize students with the legal aspects of the entertainment industry, emphasizing the role of the legal assistant in preparing and monitoring legal documents. Material covered includes documents used in the acquisition of music rights, agreements used during the production of a motion picture, analysis of distribution and exhibition contracts, financing agreements, and complete review of the "old" and "new" copyright laws.

PLA 317 Immigration Practice (4.50)
This course introduces students to the law regarding citizenship, naturalization, and immigrant and nonimmigrant categories. The course also examines the grounds for removal prior and subsequent to entry, as well as relief from removal. After acquiring a foundation in the substantive law, students complete assignments designed to give them practical exposure to immigration forms and documents.

PLA 318 Remedies & Dispute Resolution (4.50)
Prerequisite: *PLA 212 and PLA 214; PLA 217*
Duration: 4
Examines the substantive and procedural aspects of remedies and enforcement of judgments. The first part of the course comprises a study of legal and equitable remedies, including damage, restitutionary, coercive, and declaratory remedies, prejudgment (provisional) remedies, and procedures for the enforcement of judgments. The second part of the course discusses various methods of resolving disputes, including negotiation, mediation, and arbitration.

PLA 325 Litigation I (4.50)
Explores civil procedure in both state and federal courts, including jurisdiction, venue, parties, pleadings, motions, and an analysis of civil-litigation strategies. Emphasizes the role of the paralegal in discovery and includes discussions of various types of discovery (including depositions, interrogatories, and demands for production of documents), the attorney-client privilege, the work product doctrine, and trial-setting matters.

PLA 326 Legal Writing Project (4.50)
Prerequisite: *PLA 213; PLA 215*
Duration: 4
The course allows students the opportunity to prepare a legal writing work product using both print and online legal resources.

PLA 327 Litigation Essentials (4.50)
Duration: 4
Covers civil procedure in both state and federal courts and civil litigation strategies. Emphasizes the paralegal’s role in discovery, pre-trial, and trial proceedings. Includes discussion of various forms of discovers, such as depositions, interrogatories, and demands for production of documents, and introduces judgments and the appellate process.

PLA 329 Corporations I (4.50)
Covers the formation and structure of corporations, analysis of common corporate documents, initial and amended articles of incorporation, by-laws, meetings and minutes, initial stock-issuance documents, documents relating to internal management of corporate affairs, stock options, buy/sell agreements, resolutions, stock dividends and splits, and liquidation and dissolution.

PLA 331 Essentials of Corporate Law (4.50)
Duration: 4
Examines the formation, operation, and dissolution of various types of corporate entities. Introduces students to common corporate documents, securities, and mergers and acquisitions.

PLA 333 Criminal Law I (4.50)
Examines criminal law, including the criminal legal system, what constitutes a crime, the elements of crimes, inchoate crimes, and criminal defenses.

PLA 335 Employment Law (4.50)
This course is designed to provide the student with an introduction and understanding of the laws concerning the employment relationship including what constitutes an employee, at-will employment, termination of employees, employee rights, wage and hour regulations and employee privacy issues. This course will also provide the student with an introduction to employment discrimination laws and regulations concerning sexual harassment, race discrimination, disability discrimination and age discrimination.

PLA 336 Essentials of Criminal Law (4.50)
Duration: 4
Examines the formation, operations and dissolution of various types of corporate entities. Introduces students to common corporate documents, securities, and mergers and acquisitions.

PLA 337 Advanced Legal Technology (4.50)
Duration: 4
This course is designed to deepen students' understanding of and skills in using technology used in legal environments. Students will gain hands-on experience using legal technology, with a focus on electronic communication, preparing students to work remotely and in an in-person legal setting.

PLA 338 E-Discovery (4.50)
Duration: 4
This course in E-Discovery will provide students with technical and practical experience with legal technology programs that are suitable for preparing, reviewing and producing discovery information, including data and document exchange, and analysis. Students will gain practical knowledge to identify appropriate legal software to assist with discovery collection, review, and production. Students also will gain tactical knowledge and a practical, real-world understanding of how to select and implement appropriate discovery technology applications to solve the unique needs of law firms and their clients. Students will gain critical thinking and analysis skills. Students will interact with peers to share ideas and determine appropriate technology to apply to a case, just as they would in a law firm setting while handling discovery and preparing for litigation.

PLA 404 Wills, Trusts, & Estate Planni (4.50)
A study of the laws concerning intestate succession, wills, and trusts (with an emphasis on California law), the principles of federal estate and gift taxation, and the relationship of succession and taxes. Students learn how to draft wills, trusts, codicils, and trust amendments and how to do death tax projections.

PLA 407 Family Law I (4.50)
The law of family relations, including the law of marriage, annulment, dissolution, judicial separation, spousal and child support, legitimacy of children, custody, adoption, the classification of separate and community property, and problems arising from the dissolution of the marital community.

PLA 413 Juvenile Law and Procedure (4.50)
A study of procedural law and substantive law relating to the special status of minors in our society. The emphasis of this course is Juvenile jurisdiction in three areas: Incorrigibility, Dependency, and Delinquency. Students learn the unique aspects of representation of juveniles, including interviewing, preparation of disposition reports, and development of files of alternative treatment programs. A term project and field trips to court and various juvenile facilities develop the skills needed for a legal assistant to work in this field.

PLA 421 Family Law II (4.50)
This course covers advanced issues of family law including marital settlement agreements, domestic violence, enforcement techniques, tax issues, prenuptial agreements, paternity law, the Uniform Child Custody Jurisdiction Act and the Uniform Interstate Family Support Act. Emphasis will be placed on familiarization with California Judicial Council Forms, pleading preparation, research, and internet tools.

PLA 426 Litigation II (4.50)
Prerequisite: *PLA 325*
Focuses on the trial process in civil litigation, with a discussion of the law of evidence. Includes a review of civil procedure before trial. Students examine the role of the paralegal at trial, analyze the use of testimony by expert witnesses, and discuss the practical problems associated with the use of documentary evidence at trial. Covers settlement and negotiation strategies, trial briefs, motions in limine, and other related documents, and includes a brief overview of the law of judgments and the process of appeals.

PLA 427 Probate and Estate Planning I (4.50)
Recommended: Prior completion of: *PLA 404*
This course covers the following: basic property concepts (the basic differences of community, quasi-community, and separate property; recognition of probate assets and non-probate assets; the differences between joint tenancy and tenancy-in-common; trust assets; fringe benefits; insurance proceeds); non-probate procedures (clearing title to joint tenancy, the various summary administration procedures, and spousal property petitions); and probate procedures (initiating administration; jurisdiction and venue; intestate succession; preparation of petition and other documents; review of will, notice requirements, Independent Administration of Estates Act, ancillary probate; and the necessity of maintaining a calendar or tickler system).

PLA 428 Probate and Estate Planning II (4.50)
This course covers the following material: Asset accumulation, management, and creditors' claims, location and marshaling of assets of the estate; preparation of inventories; function of probate referee; review of procedures for payment of debts and creditors' claims; study of management of estate assets; sales of real businesses; and family allowance. This course also covers miscellaneous court proceedings and termination of proceedings: will contests, contract to make a will, quiet title actions, buy-sell agreements, options, redemptions, and partition. Preparation of a court accounting and petition for final distribution, discharge of representation, and statutory fees. In addition, the course will review special petitions: Petition under Probate Code Sec. 9860, petition for instructions, petition to determine distribution rights, nunc pro tunc orders, settlements, preliminary distributions, and report of status of administration of estate.

PLA 430 Corporations II (4.50)
Prerequisite: *PLA 329*
Examines the regulation of the sale of securities (analysis of the requirements regarding the forms and supporting materials for the registration of securities for California, preparation of California exemption forms, and an overview of federal securities laws), and acquisition and merger agreements (analysis of different types of acquisitions and mergers, statutory requirements of such transactions, and the customary range of provisions that appear in such agreements).

PLA 431 Real Estate I (4.50)
Recommended: Prior completion of: *PLA 217*
The course covers ownership of real-estate leasing (extensive analysis and preparation of residential, commercial, and industrial leases); purchase and sale of real estate (analysis and study of common documents relating to the purchase and sale of real estate, including standard broker listing agreements, deposit receipts, offers to purchase, escrow instructions, deeds, title insurance, and surveys); financing and secured transactions (study of types and provisions of security devices, including deeds of trust and land-sale contracts; review of various methods of financing, including all-inclusive deeds of trust; analysis of various provisions of security devices, including due-on-sale, subordination, reconveyance, and prepayment; and the remedies available to holders of securities devices).

PLA 432 Real Estate II (4.50)
Prerequisite: *PLA 431*
This course covers condominiums, planned-unit developments and cooperatives (analysis of the basic law relating to these forms of ownership, the basic constituent documents and regulations by the Department of Real Estate); land-development regulation (study of zoning laws, Subdivided Lands Act and Subdivision Map Act, and the several forms relating to these regulatory schemes); and miscellaneous topics, such as mechanics' liens, the impact of the bankruptcy laws on lenders, landlord remedies, and toxic hazardous waste considerations.

PLA 434 Criminal Law II (4.50)
Prerequisite: *PLA 333*
Covers criminal procedure, including search and seizure, confessions and pretrial identification procedures, initial appearance, extradition, grand jury, pretrial conference, constitutional rights, sentencing, punishment, and review.

PLA 495 Objective Writing Capstone (4.50)
Prerequisite: *All other courses required for the major (except PLA 496) must be completed prior to enrolling in this course.*
Allows students the opportunity to conduct in-depth legal research using both print and online resources. Focuses on creating an objective legal document, such as an office memorandum or scholarly legal article, suitable for publication or use as a writing sample on a job interview.

PLA 496 Persuasive Writing Capstone (4.50)
Prerequisite: *All other courses required for the major must be completed prior to enrolling in this course.*
Allows students the opportunity to conduct in-depth legal research using both print and online resources. Focuses on creating a persuasive legal document, such as a motion, mediation brief, or appellate argument, suitable for publication or use as a writing sample on a job interview.

PM 604 Project Risk Management (4.50)
Duration: 4
Project risk is an uncertain event or condition that can have either a positive or negative effect on a project's objectives. This course includes the processes concerned with conducting project risk management planning, identification, analysis, mitigation, monitoring, and control.

PM 608 Project Monitoring and Control (4.50)
Duration: 4
In this course, students will explore the components of project monitoring and control measures in project management. Students will monitor project progress in order to identify variances from the initial project plan. Corrective actions will be identified in order to meet project objectives. Students will identify and quantify control concepts, pricing and estimating methodologies in order to incorporate these concepts in to a Quality Management Plan for the project.

PM 620 Manag., Leadership & Team Bld. (4.50)
Duration: 4
This course will explore techniques and skills that can mitigate human resource problems in the project and program environment. Such problems can cause delays, erode quality, increase costs, and result in high levels of stress for everyone on the project team. This course will introduce and investigate soft skills utilized in management, leadership, and team building that can be applied to manage tough human resource issues. Students will examine concepts of leadership and organizational behavior to promote their effectiveness as both project leaders and project managers. Integration of tools and technology such as social media and management of virtual and multi-cultural teams will also be studied

PMB 400 Project Management Essentials (4.50)
Duration: 4
Introduction to the concept of project management, covering the essential elements of planning a project, initiating the project, implementing the project, and the termination of the project, while emphasizing the importance of team building and leadership, as well as incorporating cost, scheduling and budgetary principles according to contractual terms.

PMB 410 Project Planning and Control (4.50)
Prerequisite: *PMB 400*
Duration: 4
Examination of the elements of project planning and control by studying each element in depth. Addresses topics such as work breakdown structure, budgets, costs, resource planning and allocation, project monitoring and reporting, and project and process control methods, as well as the termination and audit of a project.

PMB 420 Program Management (4.50)
Prerequisite: *PMB 400*
Duration: 4
Study the management of a portfolio of projects leading to organizational change, creation of a model that compares the program with other segments in an organization using benchmarks, and develops a plan that builds an infrastructure of critical chains for parallel projects.

PMB 430 Project Accting Fundamentals (4.50)
Prerequisite: *PMB 400*
Duration: 4
Explanation of the application of cost accounting concepts to a project according to its contractual parameters. It develops alternative cost methods and outlines an approach to track and measure the progress of any project according to its contractual or planned milestones and measurement of value.

PMB 440 Contract Management (4.50)
Prerequisite: *PMB 400*
Duration: 4
Overview of the management of contracts made with customers, vendors, or partners. Contract management includes negotiating the terms and conditions in contracts and ensuring compliance, as well as documenting and agreeing to changes that may arise during its implementation of execution.

PMB 450 Agile Project Management (4.50)
Prerequisite: *PMB 440*
Duration: 4
This course uses presentation, interactive exercises, and small-group work to explore agile concepts, principles, roles and responsibilities, and practices. Students will get hands-on experience with agile management tools and techniques and gain an understanding of how agile teams and projects work.

PMB 460 Project Risk Management (4.50)
Prerequisite: *PMB 450*
Duration: 4
This course covers the area of project risk management. It highlights the importance of risk management, particularly in the area of mitigation and response. The course covers essential risk management theory and concepts that support project environments that incorporate project risk planning, preparation, and response. The course also covers areas of risk identification, assessment, monitoring, and control. Students will also learn about qualitative and quantitative risk analysis techniques as they are applicable to the project risk management environment.

PMB 470 Project Sustainability (4.50)
Prerequisite: *PMB 460*
Duration: 4
This course will explore the principles of sustainability and how you can use this basic knowledge to increase the value in the projects you manage. You will also learn about the effects of climate change on projects and how to properly address the risks that arise from climate change.

PMB 480 Emerging Trends in Proj. Mgmt. (4.50)
Prerequisite: *PMB 470*
Duration: 4
This course will explore emerging trends in project management. Through selected case studies, you will follow current trends in project management—the innovations, approaches, and outcomes of projects in public works, urbanization, satellite exploration, financial services, manufacturing, healthcare, etc. Students also will analyze how best practices and continuous improvements have forged rapid developments and innovations in emerging subsectors—such as robotics, artificial intelligence, and sustainability—have drawn upon modernized planning and more accurate analytics.

PMB 490 Project Management Capstone (4.50)
Prerequisite: *PMB 400; PMB 410; PMB 420; PMB 430; PMB 440; PMB 450; PMB 460; PMB 470; PMB 480*
Duration: 4
This course focuses on integrating project management knowledge, skills, and techniques developed in previous courses. It emphasizes critical analysis, synthesis, and evaluation of the theories and application of project management. It includes a major research paper and presentations as well as opportunities for reflection.

PME 601 Advanced Project Management (4.50)
Prerequisite: *ENM 600; ENM 601; ENM 602 and ENM 603*
Duration: 4
Introduction to the in-depth theory and practice involved in the design and management of projects. It guides students through Concept, Study, Design, and Implementation. The latest developments in the field, such as intricate framework of organizational behavior and structure, global project management, project management maturity model will be covered.

PME 603 Product Management (4.50)
Prerequisite: *ENM 600; ENM 601; ENM 602 and ENM 603*
Duration: 4
Coverage of three major tasks facing today's product managers namely analyzing the market, developing objectives and strategies for the product or service in question, and making decisions about price, advertising, promotion, channels of distribution and service.

PME 604 Project Finance Management (4.50)
Prerequisite: *ENM 600; ENM 601; ENM 602; ENM 603*
Duration: 4
Course designed to provide engineering managers details of finance management. The course focuses on financial topics of capital budgeting, time value of money and net present value, and Project ranking based on project finances. The key project topic of Earned Value Management and its methodology is discussed. Other financial topics covered are strategic planning and budgeting, working capital management, and key financial ratios and statements of businesses.

POL 100 Introduction to Politics (4.50)
Prerequisite: *ENG 102*
A broad overview of the field of political science including main issues and central questions studies by political scientists and methods used to gain knowledge about politics. A survey course designed to acquaint the student with selective concepts, theories, and of political process.

POL 201 American Politics (4.50)
Prerequisite: *ENG 102*
A critical introduction to the structure of American government. Topics include classical and modern democratic theories, constitutionalism and federalism; the political process, including the mass media, voting behavior and political parties and interest groups; the institutions of government; the courts, civil liberties and civil rights; and public policy. (Includes study of the Constitution)

POL 340 Comparative Politics (4.50)
Prerequisite: *ENG 102*
A study of selected foreign states from among industrial, developing, and under developing states, and their development, organization, administration, and politics; introduces students to analytical methods used to compare political systems and governments; explores several issues, including democratization, economic development, political culture and political change.

POL 350 International Relations (4.50)
Prerequisite: *ENG 102*
A survey of the nature of the international system and the theoretical framework used by political scientists to examine it; in particular, this course focuses on the decision-making process within the international arena. International negotiation and decision-making are utilized.

POL 499 Capstone Seminar in Politics (4.50)
Prerequisite: *ENG 240 and completion of at least 27 units of core courses in the major*
The subject of the capstone seminar is to emphasize the study of some aspect of the political science discipline. Students will critically review various concepts, theories, approaches and methodologies and will employ a particular theory and methodology to research and write a substantial research paper involving critical literature review. Grading is H, S, or U only.

POL 540 American Political System (4.50)
A look into the origins and development of the American political system with special emphasis on aspects of democratic theory and practice, political parties, interest groups, public opinion and political ideology and political economy. Students are encouraged to pursue topics of particular interest.

PSD 7003 History & Systems of Psych (3.00)
Duration: 11
This course discusses the evolution of modern psychology with regard to theories, systems and practices. It is grounded in a broad historical understanding that builds a framework for understanding the contemporary field of psychology, examining the philosophical, epistemological, cultural, and sociopolitical contexts and consequences of the major systems in the development of contemporary psychology.

PSD 7009 Group Clinical Skills (2.00)
Duration: 11
Students explore the foundations of group therapy and engage in role plays to develop group clinical skills. Group process and group models in different theoretical orientations are discussed, including the role of a leader and leadership styles. Students experience group dynamics through role-playing and other strategies conducive to building a cohesive group experience throughout the seminar year. The dynamics of conflict and techniques for conflict resolution are emphasized with attention to the impact of diversity on conflict management.

PSD 7011 Clinical Interviewing Skills (4.00)
Duration: 11
This course is designed to teach students fundamental clinical interviewing skills. Students will learn the basic attending skills required to establish and maintain a therapeutic relationship, including empathy, listening, reflecting, focusing and formulating questions. Students will also practice skills related to informed consent, confidentiality, and cultural sensitivity. In addition, specific situations such as suicide assessment, interviewing couples, and younger clients will be addressed. The course will also explore clinical skills such as case formulation and report writing, supervision, the mental status examination, assessment of the client's presenting problems, issues with difficult clients, and making appropriate referrals.

PSD 7015 Psychopathology I (3.00)
Duration: 11
This is the first of a two-course sequence. It examines the way in which individual psychopathology is classified, described, diagnosed, and assessed. The Diagnostic and Statistical Manual of Mental Disorders, 5th edition Text Revision (DSM-5-TR) of the American Psychiatric Association is utilized as a core organizing text for the purposes of diagnostic classification. Other readings inform students about current research findings on the diagnosis and treatment of mental disorders. Students are expected to become familiar with the structure, content, and clinical use of the DSM-5-TR and learn to apply formal diagnostic classification to specific case examples. This course emphasizes the process and problems of individual assessment (including the use of outcome measures in psychotherapy) and diagnosis that arise within the practice of clinical psychology. Students are also introduced to the historical, political, and contextual issues regarding the diagnosis and categorization of human experience.

PSD 7016 Psychopathology II (3.00)
Prerequisite: *PSD 7015 with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.*
Duration: 11
This is the second of a two-course sequence. Students continue to examine the way in which individual psychopathology is classified, diagnosed, and assessed. The Diagnostic and Statistical Manual of Mental Disorders, 5th edition Text Revision (DSM-5-TR) of the American Psychiatric Association is utilized as a core organizing text for the purposes of diagnostic classification. In addition, students are introduced to the World Health Organization's (WHO) ICD classification system of mental, behavioral and neurodevelopmental disorders as well as the WHO International Classification of Function designed to accompany the use of the ICD. Students apply formal diagnostic classification to more complicated case examples.

PSD 7036 IPS 1 Multicult. Foundations (5.00)
Duration: 11
This is the first in a three-course sequence that supports students in their ethnographic placement. Students are placed for eight hours per week in settings, generally schools or community mental health agencies, which allow them to engage as ethnographers and participant-observers of individuals and groups that are culturally different from each student in significant ways. The ethnographic placement is designed to enhance clinical and cultural competence by broadening the student's exposure to and appreciation of "others" as they grow in self-awareness. Additionally, students function as a group and reflect upon the group dynamics at their placement and within this course. Course content focuses on foundational and current perspectives in multicultural psychology. Students examine the effects of power, privilege, and oppression on psychological functioning. Students are supported to develop heightened sensitivity to how their cultural assumptions, values, beliefs, and biases serve as both resources and barriers to the effective delivery of mental health services to diverse populations. Emphasis will be placed on contemporary and empirical foundations in multicultural psychology, as well as clinically-relevant literature. Multicultural competence requires a transformative and ongoing process that involves critical exploration of the ways in which we have been socialized as individuals with diverse identities. During this quarter, the focus will be on immigration, social class, race and ethnicity.

PSD 7037 IPS 1 Multicult. Integration (5.00)
Duration: 11
This is the second in a three-course sequence that supports students in their ethnographic placement. Students are placed for eight hours per week in settings, generally schools or community mental health agencies, which allow them to engage as ethnographers and participant-observers of individuals and groups that are culturally different from each student in significant ways. The ethnographic placement is designed to enhance clinical and cultural competence by broadening the student's exposure to and appreciation of "others" as they grow in self-awareness. Additionally, students function as a group and reflect upon the group dynamics at their placement and within this course. Course content focuses on foundational and current perspectives in multicultural psychology. Students examine the effects of power, privilege, and oppression on psychological functioning. Students are supported to develop heightened sensitivity to how their cultural assumptions, values, beliefs, and biases serve as both resources and barriers to the effective delivery of mental health services to diverse populations. Emphasis will be placed on contemporary and empirical foundations in multicultural psychology, as well as clinically-relevant literature. Multicultural competence requires a transformative and ongoing process that involves critical exploration of the ways in which we have been socialized as individuals with diverse identities. During this quarter, the focus will be on race, gender, sexual orientation, and cultural genograms.

PSD 7038 IPS 1 Multicult. Tx Approaches (5.00)
Duration: 11
This is the third in a three-course sequence that supports students in their ethnographic placement. Students are placed for eight hours per week in settings, generally schools or community mental health agencies, which allow them to engage as ethnographers and participant-observers of individuals and groups that are culturally different from each student in significant ways. The ethnographic placement is designed to enhance clinical and cultural competence by broadening the student's exposure to and appreciation of "others" as they grow in self-awareness. Additionally, students function as a group and reflect upon the group dynamics at their placement and within this course. Course content focuses on foundational and current perspectives in multicultural psychology. Students examine the effects of power, privilege, and oppression on psychological functioning. Students are supported to develop heightened sensitivity to how their cultural assumptions, values, beliefs, and biases serve as both resources and barriers to the effective delivery of mental health services to diverse populations. Emphasis will be placed on contemporary and empirical foundations in multicultural psychology, as well as clinically-relevant literature. Multicultural competence requires a transformative and ongoing process that involves critical exploration of the ways in which we have been socialized as individuals with diverse identities. During this quarter, the focus will be on religion, ageism, ableism, and social justice. In addition, there will be an increasing shift toward preparation for multiculturally competent clinical work.

PSD 7050 The Developing Psychologist (1.00)
Duration: 11
Weekly presentations on topics relevant to students transitioning into their first clinical placements and the research/dissertation sequence, followed by applied practice exercises to increase competence in foundational skills.

PSD 7104 Social & Cultural Bases Behavr (3.00)
Duration: 11
This course provides students with an overview of Social Psychology and other domains of psychological research addressing the nature and influence of culture, with an emphasis on social psychology research and theory relevant to multiculturalism, social justice and professional ethics. The course will also address some key pieces of organizational psychology research which could also be classified as social psychology.

PSD 7107 Biological Bases of Behavior (3.00)
Duration: 11
This course offers a practical, clinical, and evidence-based description of the functional anatomy and physiology of the human nervous system. Normal and abnormal development and functioning of the nervous system is presented, including concepts of neuronal physiology and maturation, sleep, arousal and attention, acquiring and retaining information, and various aspects of a person's ability to act on and adapt to changing environments. Application of this information to clinical practice, research, and personal experience is encouraged. Gender, age, and racial/ethnic differences in physiological processes, as they relate to behavior and experience, are presented in light of new neuropsychological, neuroimaging, and neurophysiological research findings. The ways in which psychological symptoms can arise from physical problems will be discussed to facilitate accurate and comprehensive clinical diagnosis.

PSD 7108 Cognitive & Affective Bases (3.00)
Duration: 11
This course provides students with an overview of classical and recent research in the areas of cognitive psychology and cognitive neuroscience, as well as theories of emotion. While the emphasis of the course is on the science of psychology, the relevance of these models to diversity-competent clinical practice is also reviewed.

PSD 7110 Integrated Foundationl Science (2.00)
Prerequisite: *PSD 7104 with a minimum grade of B-. ; PSD 7107 with a minimum grade of B-. ; PSD 7108 with a minimum grade of B-. ; PSD 7227 with a minimum grade of B-. ; PSD 7160 with a minimum grade of B-. B- is the lowest passing grade for JFK-SOP PsyD courses.*
Duration: 11
Students complete a supervised project wherein they integrate and apply foundational science from two or more areas (biological, cognitive-affective, developmental, social-cultural) to a self-defined project in clinical psychology.

PSD 7114 Psychometrics:Psych Assessment (2.00)
Duration: 11
This course is designed to provide first-year students with an overview of psychometric principles and introduce them to the various types of psychological assessment tools such as cognitive and intellectual testing and measurement of personality. The course covers the foundations of psychological assessment, tools used in psychological measurement (e.g., test construction) essential characteristics of psychological measurement (e.g., reliability and validity), and the application of measurement (e.g., tests of intelligence, personality assessment). This course is a prerequisite for the Assessment Series courses (PSD 7115, 7116, and 7117).

PSD 7115 Assessment I: Intellect/Cognit (4.00)
Prerequisite: *PSD 7114 with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.*
Duration: 11
This is the first of a three-course sequence. This course is designed to provide the student with a broad understanding of the intellectual/ cognitive assessment of adults, adolescents, and children. Teaching will include administration, scoring, and interpretation of some of the widely used cognitive, achievement, and neuropsychological screening measures: The Weschler Adult Intelligence Scale-IV (WAIS-IV), the Weschler Intelligence Scale for Children-IV (WISC-V), the Wide Range Achievement Test 4 (WRAT 4), and the Bender II. Students will also learn about alternative cognitive measures including the Test of Nonverbal Intelligence 3 (TONI 3) and the Peabody Picture Vocabulary Test-IV (PPVT-IV). Students will also be taught how to conduct a thorough mental status exam with clients. The historical, cultural, linguistic, and socio-economic contexts of assessment and evaluation will be emphasized. A weekly lab is required.

PSD 7116 Assessment II: Personality I (4.00)
Prerequisite: *PSD 7115 with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.*
Duration: 11
This is the second of a three-course sequence. It is designed to provide the student with a focused understanding of the Minnesota Multiphasic Inventory-2 (MMPI-2), the Myers Briggs Type Indicator (MBTI), the NEO, and outcome measures. Students will learn about the psychometric properties of the measures as well as learn to administer, score, and interpret them. Other personality measures such as the Personality Assessment Inventory (PAI) and the Beck Depression Inventory will be introduced. Additionally, the field of therapeutic assessment will be discussed. Students will continue to enhance their skills in report writing, integrating evaluative data while incorporating historical and socio-cultural contextual information, and providing feedback and clinically useful recommendations will be included. A weekly lab is required.

PSD 7117 Assessment III: Personality II (4.00)
Duration: 11
This is the third of a three-course sequence. It is designed to provide the student with knowledge and experience in the area of projective personality assessment. Students will learn to administer, code, score, and interpret the Rorschach using the Rorschach Performance Assessment System. Students will also learn to utilize other projective assessment techniques and the Rotter Incomplete Sentences Blank. Current research in the field of projective assessment will be presented. Multicultural considerations will be integrated throughout the course, and the historical and sociocultural contexts of evaluation will be discussed. Students will continue to enhance their skills in report writing, integrating evaluative data, providing feedback and clinically useful recommendations. Emphasis will be placed on the integration of cognitive, personality, and projective assessment findings within the context of history, mental status, behavioral observations, SES and culture. A weekly lab is required.

PSD 7122 Psychodynamic Theory & Applic (3.00)
Duration: 11
This course introduces the essential concepts and assumptions of psychodynamic theory. The course reviews the historical beginning of early psychoanalysis reflecting on the many changes in the theory that have culminated in current tensions and controversies within the field. Using a comparative framework, students will study the basic concepts of drive theory, ego psychology, object relations theory, self-psychology, and contemporary relational theory. Concepts such as conflict, the unconscious, defense, transference, countertransference, and inter-subjectivity will be introduced. The application of psychodynamic concepts in clinical work, including the therapeutic process and its limitations with diverse populations will be discussed.

PSD 7123 Cognitive Behavioral Theory (3.00)
Duration: 11
This course introduces the basic tenets of CBT and the various forms of this perspective. Discussions of the philosophy of CBT and the structure of a CBT case conceptualization set the stage for more detailed work with the kinds of disorders for which CBT has demonstrated effectiveness. The interventions and evaluation procedures commonly used by CBT practitioners are demonstrated and discussed with regard to their applicability to various forms of psychological, emotional, or social problems. Consideration of the applications and limitations of CBT to diverse populations are woven into the fabric of each discussion.

PSD 7124 Family Systems Theory & Applic (3.00)
Duration: 11
This course offers the basics in family systems theory and the historical context from which it arose. Students learn the application of systems theory to the treatment of a variety of family systems. A comparison and critique of systems theory from a postmodern perspective is included. The limitations of systems theory to families of diverse backgrounds are considered, and modifications of systems models that better meet such families' needs are proposed.

PSD 7131 Psych & Treatment Subst Abuse (3.00)
Duration: 11
This course focuses on the identification, assessment, and treatment of individuals who are abusing substances. The influence of socioeconomic status, cultural context, and the variations in substance use and abuse across groups will be considered.

PSD 7136 IPS 2 Applied Diagnosis (4.00)
Duration: 11
This is the first course in a three-course sequence designed to support the beginning practicum experience. Students explore a variety of evidence-supported treatment approaches and the relative effectiveness and impact of those approaches for specific populations. Students engage in weekly practicum check-ins, formal case presentations of clients, and group processes. Through these activities, students examine the ways diverse cultural perspectives are experienced within the clinical interchanges of psychotherapy. This course gives students the opportunity to further develop diagnostic skills with the clients they treat at their beginning practicum. The influence of diversity and context on the diagnostic process is emphasized.

PSD 7137 IPS 2 Case Formulation (4.00)
Duration: 11
This is the second course in a three-course sequence designed to support the beginning practicum experience. Students explore additional evidence-supported treatment approaches and the relative effectiveness and impact of those approaches for specific populations. Students engage in weekly practicum check-ins, formal case presentations of clients, and group processes. Through these activities, students examine the ways diverse cultural perspectives are experienced within the clinical interchanges of psychotherapy. This course gives students the opportunity to further develop case conceptualization skills with the clients they treat at their beginning practicum. The influence of diversity and context on theoretical conceptualization is emphasized.

PSD 7138 IPS 2 Informed Tx Planning (4.00)
Duration: 11
This is the third course in a three-course sequence designed to support the beginning practicum experience. Students explore additional evidence-supported treatment approaches and the relative effectiveness and impact of those approaches for specific populations. Students engage in weekly practicum check-ins, formal case presentations of clients, and group processes. Through these activities, students examine the ways diverse cultural perspectives are experienced within the clinical interchanges of psychotherapy. This course gives students the opportunity to further develop their skills with evidence-based treatment planning grounded in diagnosis, case formulation, and empirical research. The influence of diversity and context on treatment planning is emphasized.

PSD 7141 Ethical & Legal Issues Psych (3.00)
Duration: 11
This course focuses upon the legal and ethical issues related to the practice of psychology. Students explore issues which include, but are not limited to, licensing, scope of practice, competence, informed consent, client welfare, confidentiality (and its exceptions), and professional conduct. Also covered are issues related to the treatment of minors, couples, groups, and the use of technology in clinical psychology, as well as issues related to working with individuals with cultural, contextual, and individual differences from those of the provider. In addition, students will be introduced to methods of critically evaluating their professional behavior. The course emphasizes contemporary professional ethics and statutory, regulatory, and decisional laws that delineate the profession's scope of practice and role of the psychologist.

PSD 7151 Research Methods & Stats I (3.00)
Duration: 11
This course is the first of a three-course sequence. This course presents an overview of quantitative research design and methodology. In addition, the course covers ethics in research, issues of cultural diversity relevant to the process of research, and an introduction to data analysis using SPSS. The focus of the course is on acquisition of skills that permit students to critically evaluate published professional literature.

PSD 7160 Psychopharmacology (3.00)
Prerequisite: *PSD 7107 with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.*
Duration: 11
This course prepares students to evaluate and direct clients regarding psychiatric medications. Pharmacokinetics, the major classes of psychiatric medications, referral processes, and how to follow-up with clients on medications will be discussed. Students will gain an understanding of the practical, ethical, diversity-related, and philosophical advantages and limitations of pharmacotherapy in the treatment of clients with various psychological disorders.

PSD 7170A Functional Neuroanatomy (2.00)
Prerequisite: *PSD 7107 with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.*
Duration: 11
This is the first of three courses of the Neuropsychology sequence. A working knowledge of the intact brain is necessary in order to understand neuropathology, neuropsychological assessment, and rehabilitation. Expanding upon the basic knowledge from the Biopsychology course, Functional Neuroanatomy will provide a more detailed understanding of the major brain structures and their contributions to daily functioning. Starting with the brainstem and cranial nerves, through the major subcortical nuclei and networks, the course will set up a detailed understanding of cortical functioning. Case studies and vignettes will reinforce the material.

PSD 7170B Neuropathology (3.00)
Prerequisite: *PSD 7170A with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.*
Duration: 11
This is the second of three courses of the Neuropsychology sequence. In this course the kinds of abilities assessed by neuropsychology will be addressed. Expanding on the case studies from the first course, and drawing from the Cognitive and Affective Bases of Behavior and the Assessment course sequence, this course will consider the way neuropsychology conceptualizes and organizes cognitive, visual-spatial, memory-related, and affective functions. Examples from both the battery approach and the process approach to assessment will be used to demonstrate the ways in which neuropsychologists determine the integrity of brain functioning. Students will learn to administer a number of assessment tools commonly used by neuropsychologists.

PSD 7170C Neuropsychological Principles (3.00)
Prerequisite: *PSD 7170B with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.*
Duration: 11
This is the third of three courses of the Neuropsychology sequence. In this course the ways in which brain function can be compromised will be reviewed. This includes developmental disorders, traumatic brain injury, vascular and cancer-related injury, and dementing processes. Students will learn how to recognize the signs and symptoms of the possible contribution of "organic" problems in their clients or patients. Case studies and vignettes will reinforce the information from this and the previous two courses. Additionally, subsequent courses in rehabilitation, forensic assessment, child and geriatric neuropsychology, and diversity neuropsychology will be introduced.

PSD 7171 Neuropsychological Rehab (1.00)
Recommended: Prior completion of: *PSD7107 (Biological Bases), and PSD7170A-B-C (foundational neuropsychology courses) are strongly recommended.*
Duration: 11
This course focuses on the ways in which neuropsychologists contribute to the rehabilitation process for people who have sustained brain injury in some form. In order to optimize recovery after a brain insult, neurological structural information must be integrated with functional neuropsychological information and rehabilitation principles. Neuropsychology works collaboratively with other interprofessional team members to facilitate functional recovery of persons with brain injuries. This course focuses on the theory and practice of this rehabilitative process.

PSD 7173 Overview of Pediatric Assessmt (1.00)
Recommended: Prior completion of: *PSD7107 (Biological Bases), and PSD7170A-B-C (foundational neuropsychology courses) are strongly recommended.*
Duration: 11
This course focuses on the developing brain, the "normal" course of cognitive development, specific vulnerabilities of a child's brain, and the kinds of developmental disorders with a clear neurological base. The unique needs of children and families, and the special skills necessary for working with this population will be emphasized. An introduction to the assessment processes and tools available to pediatric neuropsychologists will be offered. The integration of other child-focused medical, educational, and psychological specialties will also be reviewed.

PSD 7174 Neuropsychology of Aging (1.00)
Duration: 11
This course focuses on the aging brain, differentiating "normal" from "abnormal" processes. An overview of the most commonly encountered problems affecting the older populations will be offered. This will emphasize the dementias, but also consider specific issues encountered by the older population that compromise their quality of life. Information from Rehabilitation and Forensic neuropsychology will be integrated into discussions of the approaches and tools used by gero-neuropsychologists to evaluate a patient's preserved abilities and acquired needs. The integration of other geriatric-focused medical, educational, and psychological specialties will also be reviewed.

PSD 7178 Multicultural Issues in Assess (1.00)
Prerequisite: *PSD 7116 with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.*
Duration: 11
This is an advanced elective course that explores the theories and practical applications of psychological assessment in a multicultural context. Students will examine theories of validity, and research and practice with intellectual, personality and projective techniques.

PSD 7180 Psychology of Trauma (3.00)
Duration: 11
This course introduces students to the psychological foundations of trauma, including the psychological, biological, cultural, and developmental factors that influence its onset and course, as well as its functional and systemic impacts. Students will become familiar with various theories of trauma and models for intervention, as well as the clinical research that informs them. Techniques for intervention, including tools for establishing safety, bolstering affect regulation, and processing will be addressed, with emphasis on cultural and contextual responsiveness.

PSD 7215 Foundations Prof Consultation (3.00)
Duration: 11
This course introduces students to consultative processes, procedures, and roles in the profession of psychology and their multicultural applications. Students become familiar with the basic stages and processes of consultation and the various ways in which professional psychologists provide consultation services. Consultation settings (e.g., school settings, community-based setting, individual clinical practice settings, medical settings) will be discussed. Students will also develop proposals for consultation services they might wish to provide as well as brief in-service trainings. The ethical and legal issues involved in psychological consultation will also be addressed.

PSD 7227 Human Development (4.00)
Duration: 11
This course provides a comprehensive review of the influential theories of human development from birth to end of life. Emphasis is placed on critically analyzing and integrating foundational principles of physical, cognitive, emotional, and social human development in the context of culture, race/ethnicity, gender, ability, SES, sexual orientation, and religion. Students are expected to comprehend, assess, and evaluate scientific research on human development and engage in clinical application of evidence based human development research.

PSD 7230 Fundamentals Clinical Supervsn (3.00)
Duration: 11
The purpose, structure, and function of clinical supervision are presented through the use of theoretical and case materials. Each student will roleplay as a supervisor in training and receive feedback from peers and instructor. Students will increase their knowledge of the current research literature on clinical supervision. Legal and ethical responsibilities, and best practices of clinical supervisors will be described. Students will reflect on their own strengths and anticipated challenges for themselves as potential supervisors, and will increase their understanding of the multiple intersecting systems where clinical supervision may take place.

PSD 7236 IPS 3 Int Case Concept/Tx Plan (4.00)
Duration: 11
This is the first in a three-course sequence that supports students in their advanced practicum. Students build upon their clinical knowledge and skills acquired during the beginning practicum and second year IPS course sequence, plus the fall and winter quarters of IPS 3. This quarter of IPS 3 helps students refine their case formulation and evidence-based treatment planning skills, as well as their ability to apply these skills to clinical case consultation. Students will refine their ability to ground their choice of theory and treatment model in research and best practice, with sensitivity to diversity and context. In class, students are required to demonstrate assessment and integration of clinical data in their clinical work with clients. Students write clinical reports and make formal case presentations in preparation for their Clinical Proficiency Exam. To receive credit, students must meet the terms of the placement contract, carry the stipulated caseload, and receive a satisfactory evaluation from their clinical supervisor.

PSD 7237 IPS 3 Clinical Communication (4.00)
Duration: 11
This is the second in a three-course sequence that supports students in their advanced practicum. Students build upon their clinical knowledge and skills acquired during the beginning practicum and second year IPS course sequence, plus the fall and winter quarters of IPS 3. This quarter of IPS 3 supports students in refining their ability to communicate orally and in written form with other professional audiences regarding their clinical work. Students will develop their ability to articulate and defend their clinical decision-making processes, including assessment, diagnosis, case conceptualization, and treatment planning, integrating appropriate clinical language while remaining sensitive to issues of diversity and context. In class, students are required to demonstrate assessment and integration of clinical data in their clinical work with clients. Students write clinical reports and make formal case presentations in preparation for their Clinical Proficiency Exam. To receive credit, students must meet the terms of the placement contract, carry the stipulated caseload, and receive a satisfactory evaluation from their clinical supervisor.

PSD 7238 IPS 3 Prof Dev/Lifelong Learn (4.00)
Duration: 11
This is the third in a three-course sequence that supports students in their advanced practicum. Students build upon their clinical knowledge and skills acquired during the beginning practicum and second year IPS course sequence, plus the fall and winter quarters of IPS 3. This quarter of IPS 3 addresses ongoing professional development and lifelong learning, including the process of obtaining and maintaining licensure, seeking additional possible certifications, maintaining and expanding current knowledge and competency through continuing education, engaging in professional socialization and organizations, and contributing to the profession. In class, students are required to demonstrate assessment and integration of clinical data in their clinical work with clients. Students write clinical reports and make formal case presentations in preparation for their Clinical Proficiency Exam. To receive credit, students must pass the Clinical Proficiency Exam, meet the terms of the placement contract, carry the stipulated caseload, and receive a satisfactory evaluation from their clinical supervisor.

PSD 7250 Research Methods & Stats II (3.00)
Prerequisite: *PSD 7151 with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.*
Duration: 11
This is one of three required research methods courses. It is designed to provide students with knowledge of inferential statistics through two-way ANOVA and post hoc analysis with an introduction to selected multivariate techniques. Emphasis is placed on conceptual understanding and appropriate use of statistics including knowledge of assumptions and limitations of specific techniques. Critical review of published empirical literature and critique of culturally appropriate analysis and interpretation is an integral part of the course.

PSD 7251 Qualitative Rsch: Critical Rev (3.00)
Duration: 11
This is one of three required research methods courses. It introduces students to specific qualitative methodologies in detail: phenomenology, grounded theory, and qualitative content analysis. Additional forms of qualitative research are also introduced, including consensual qualitative research, qualitative meta-analysis, and case-study designs. The philosophical and methodological issues which underlie qualitative research will be discussed. The course includes lecture, discussion, and practice assignments covering interviewing and qualitative data analysis. Students are introduced to the dissertation process and are guided to begin formulating a dissertation research question.

PSD 7252 Clinical Dissertation Prop I (2.00)
Prerequisite: *PSD 7251 with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.*
Duration: 11
This is the first of a three-course sequence designed to assist and supervise students in developing their dissertation proposals. Students will create a prospectus for their proposed studies, begin the process of recruiting a dissertation committee, as well as outline and begin drafting a Review of the Literature relevant to their proposed research.

PSD 7253 Clinical Dissertation Prop II (2.00)
Recommended: Prior completion of: *PSD 7252*
Duration: 11
This is the second of a three-course sequence designed to assist and supervise students in developing their dissertation proposals. Students will continue to expand and refine their Literature Reviews, while drafting the Methods chapter of their dissertation proposals. Students also finalize their dissertation committees this quarter.

PSD 7254 Clinical Dissertation Prop III (1.00)
Recommended: Prior completion of: *PSD 7253; Online training module for IRB / human participants should be completed prior to the beginning of this course.*
Duration: 11
This is the third of a three-course sequence designed to assist and supervise students in developing their dissertation proposals. Students will complete drafts of their dissertation proposal and Human Participants Review materials, and conduct a mock defense of their dissertation proposals.

PSD 7303 Dissertation Completion (0.00)
Recommended: Prior completion of: *PSD 7254*
Duration: 11
This is a registration-only course designation for students who are working on their dissertations during the period after the third quarter of Dissertation Proposal through the final dissertation defense. Students register for this course every quarter until the finalized and approved dissertation is uploaded into ProQuest. Student learning is assessed via rubric at the time of completing (1) the proposal defense and (2) the final defense. This course is for students who began the PsyD program in 2018 and following.

PSD 7304 Pre-Internship Diss Study (4.00)
Recommended: Prior completion of: *PSD 7254*
Duration: 11
Provides faculty support for students who are actively working on completing their dissertations. Students are expected to make progress toward completion, as collaboratively determined with their dissertation chair and reader. Each quarter following the dissertation proposal courses, students will register for either PSD 7303, 7308, or this course, depending on the level of faculty support that is needed. The course is not required but may be recommended by the dissertation chair.

PSD 7308 Diss Study - Supplemental (5.00)
Recommended: Prior completion of: *PSD 7254*
Duration: 11
Provides faculty support for students who are actively working on completing their dissertations. Students are expected to make progress toward completion, as collaboratively determined with their dissertation chair and reader. Each quarter following the dissertation proposal courses, students will register for either PSD 7303, 7304 or this course, depending on the level of faculty support that is needed. The course is not required but may be recommended by the dissertation chair. Content focus and assignments vary each quarter as determined by the dissertation committee.

PSD 7309A Topics in Doctoral Psychology (1.00)
Duration: 11
This course number is used for a one-unit elective course that is not offered regularly. The specific topic of the elective varies based on instructor availability, and can be found in a secondary description field.

PSD 7309B Topics in Doctoral Psychology (2.00)
Duration: 11
This course number is used for a two-unit elective course that is not offered regularly. The specific topic of the elective varies by instructor availability, and can be found in a secondary description field.

PSD 7309C Topics in Doctoral Psychology (3.00)
Duration: 11
This course number is used for a three-unit elective course that is not offered regularly. The specific topic of the elective varies by instructor availability, and can be found in a secondary description field.

PSD 7330 Externship-Concurrent w/IPS (0.00)
Recommended: Prior completion of: *all year one coursework; a minimum of 6 months clinical experience. Training office approval required.*
Duration: 11
This is a registration-only course designation for students who are enrolled in supplemental practica or externships, while simultaneously being enrolled in IPS II or IPS III.

PSD 7331 Externship (1.00)
Prerequisite: *PSD 7138 with a minimum grade of CR. This is the lowest passing grade for JFK-SOP PsyD courses.*
Duration: 11
This course is designed to provide program oversight and clinical supervision to students who are enrolled in externships. The course is conducted either in a one-on-one or group format. The format of the course includes case presentations and didactic training. This course is repeatable with up to 4 units applying as elective units.

PSD 7332 Externship - Assessment (2.00)
Prerequisite: *PSD 7720 with a minimum grade of B-. Course must be passed, and minimum passing grade is B-*
Duration: 11
Externship-Assessment supports doctoral students who are engaged in an externship placement with the JFKSOPSS Psychology Assessment Clinic. Students receive additional clinical assessment training and experience. Students are expected to complete approximately 25 hours of face-to-face time working with assessment clients. Various didactic topics may be presented.

PSD 7335 Externship - Supplemental (1.00)
Prerequisite: *PSD 7331 with a minimum grade of CR. Students must have successfully completed the PSD 7331 course four times in order to enroll in this class.*
Duration: 11
This course is designed to provide program oversight and clinical supervision to students who are engaged in additional externship training beyond PSD 7331 - Externship. The course is conducted either in a one-on-one or group format. The format of the course includes case presentations and didactic training.

PSD 7336 Externship - Assessment Suppl (2.00)
Prerequisite: *PSD 7332 with a minimum grade of CR. Students must have successfully completed the PSD 7332 course two times in order to enroll in this class.*
Duration: 11
Externship-Assessment supports doctoral students who are engaged in an externship placement with the JFKSOPSS Psychology Assessment Clinic. Students receive additional clinical assessment training and experience. Students are expected to complete approximately 25 hours of face-to-face time working with assessment clients. Various didactic topics may be presented.

PSD 7400 Full-Time Internship (9.00)
Recommended: Prior completion of: *Completion of all other coursework and permission of Training Director.*
Duration: 11
Students will apply for approved internship sites that are consistent with their individual interests, training needs, and professional goals. Students must complete one full-time, year-long internship or the equivalent and successfully complete a total of 36 units of internship. To receive credit, students need to demonstrate minimum level of achievement across all profession-wide competencies required for independent practice. Students should enroll in this course for quarters during which they are at internship full-time (40-44 hours per week).

PSD 7401 Part-Time Internship (4.50)
Recommended: Prior completion of: *Completion of all other coursework and permission of Training Director.*
Duration: 11
Students will apply for approved internship sites that are consistent with their individual interests, training needs, and professional goals. Students must complete one full-time, year-long internship or the equivalent and successfully complete a total of 36 units of internship. To receive credit, students need to demonstrate minimum level of achievement across all profession-wide competencies required for independent practice. Students should enroll in this course for quarters during which they are at internship half-time (20-24 hours per week).

PSD 7402 Internship - Supplemental (9.00)
Prerequisite: *PSD 7400 with a minimum grade of CR. Students must have successfully completed the PSD 7400 course four times in order to enroll in this class.*
Duration: 11
Students who have taken PSD 7400 four times and need additional time to satisfy additional internship requirements will enroll in this course.

PSD 7521 Fndmntls Integrated Healthcare (1.00)
Duration: 11
Integrated health care is a model of care that utilizes extensive collaboration among healthcare providers to achieve optimal clinical outcomes in a cost-efficient manner. Depending on the needs of the patient, an integrated health team can consist of physicians, psychologists, social workers, occupational and physical therapists, case managers, and nurses. With a diverse range of professionals focusing on the needs of their shared patient, an interprofessional team is able to establish a comprehensive treatment plan to address the biological, psychological, social, and everyday needs of the patient. This course will provide an overview of the principles of integrated healthcare, reviewing the evidence-based research on the efficacy of this approach with different clinical conditions, and examining the practical, applied procedures that are used in integrated healthcare approach to specific conditions. Some of the clinical conditions reviewed include special needs pediatrics, cancer, cardiovascular disease, diabetes, obesity, chronic pain, catastrophic injuries such TBI and SCI, chronic disabling conditions, as well as end of life care. Integrated approaches will be examined along the continuum of care from intensive to primary to rehabilitative care. Consistent with the mission of JFK School of Psychology we will focus on the multicultural and diversity aspects of integrated healthcare, with a special emphasis on disability. Emphasis will also be placed on how integrated healthcare approaches wellness and disease prevention. A number of lectures will be provided by psychologists and physicians actively engaged in integrated healthcare practices in the geographic area.

PSD 7522 Health Psychology (2.00)
Duration: 11
In this course, students will come to understand the nature of, and degree to which attitudes, beliefs, mood, and lifestyle influence the body and vice versa, and how much of this interaction reflects a choice on the part of the client. Students will be able to better recognize the effects of poor health choices in their own lives, and in the problems of their clients. They will also acquire knowledge and a set of skills to help themselves and their clients make better, health-promoting choices (medical adherence, habit control, exercise, sleep hygiene, pain management, etc). Recently, there has been an emphasis on the various cultural belief systems and the assumptions members of these cultures have with regard to health. Knowledge of these differences is important to be able to work effectively with members of diverse populations (ethnicity, age, gender, etc.). Finally, students will learn how to individually consult on behavior-health related issues, as well as how to work in a short-term, time-limited, team treatment setting.

PSD 7523 Motivational Interviewing (1.00)
Duration: 11
Motivational Interviewing (MI) is a technique that was developed by psychologists William Miller, PhD and Steve Rollnick, PhD, which emphasizes a collaborative person-centered approach to guiding and eliciting motivation for change. It can also be seen as a collaborative conversation style for strengthening a person's own motivation and commitment to change. MI is especially useful for patients who are ambivalent about change or who are not committed to change. It is a technique that has been used across multiple healthcare settings and continues to show effectiveness with different patient populations. This course will focus on theory, research, and practice of MI. In preparation, the course will initially review various topics related to behavior, habits, and motivation. This will include a review of the Transtheoretical Model of Change and other major philosophies associated with behavioral change. The course will provide an overview of MI and an introduction to key concepts and techniques. At the same time, students will learn about the use of MI in different disciplines within medicine. This includes use of MI by psychologists, psychiatrists, physicians, specialists, and social workers.

PSD 7524 Behav Health in Primary Care (1.00)
Duration: 11
This course is designed to examine the behavioral health consultation model as a psychological approach to integrative care services in general medicine. The course will coach or show how to conduct behavior health consultations, complete a functional assessment, and write SOAP notes. The medical model and provider-patient relationship will be examined with a goal of promoting and improving overall health functioning of primary care patients. We will investigate common behavioral health presentations and treatments for issues such as stress, anxiety, depression, and PTSD in conjunction with psychotherapy and medication management. Techniques such as relaxation, exercise, and healthy eating habits will be explored along with common behavioral health interventions. Behavioral health consultation is simultaneously an integrative, interdisciplinary, and collaborative approach; therefore, the course will also examine culture and health for primary care patients. Finally, the various research methodologies employed to investigate multicultural competency in primary care behavioral consultation and patient-centered care will be explored.

PSD 7525 Neurobiology of Trauma (2.00)
Duration: 11
This course provides an understanding of the psychobiology and neurobiology of trauma and how to work with trauma within a neurobiological framework. Conceptual distinctions will be made between developmental trauma and shock trauma and guidance will be provided regarding how to address different kinds of symptom presentations from within a neurobiological treatment perspective. Topics covered include: trauma and the brain, traumatic memory, poly vagal theory, interpersonal neurobiology and neural integration, the window of tolerance; hyper vs. hypotonic trauma responses; trauma release processes; phase-oriented treatment; establishing mindfulness; stabilization and resourcing; the developing brain and developmental trauma; neuro-dynamics of attachment; attachment injuries and attachment repair; and models of understanding and treating dissociation and fragmentation.

PSD 7526 Communication in Healthcare (1.00)
Duration: 11
This immersive course will introduce students to TeamSTEPPS (Team Strategies & Tools to Enhance Performance & Patient Safety) an evidence-based set of tools, aimed at improving communication and teamwork among healthcare teams. This course includes both a lecture component and experiential learning of integrated team-bases scenarios with other disciplines practicing effective communication skills and critical thinking in a simulation healthcare environment.

PSD 7527 Bariatric Psychology (1.00)
Duration: 11
Weight is multifaceted that extends beyond the number on the scale and body mass index. Integration of the biopsychosocial model with social determinants of health, students will explore the complexity of weight, diversity, food, relationship with food, and sizeism. Students will learn psychology's role in bariatric surgery that includes: assessment and intervention for health promotion and behavior change, including post-operative risk factors and conducting comprehensive pre-surgical psychological evaluations.

PSD 7529 Externship - Integrated Health (1.00)
Duration: 11
The Integrated Healthcare (IHC) Externship is a supplemental practicum that is required for students interested in graduating with a concentration in integrated healthcare. The focus of this externship is on working in a primary care clinic, comprehensive care clinic hospital, or rehabilitation center that utilizes an interprofessional, behavioral health consultative approach to the management of patients typically with chronic health conditions such as hypertension, diabetes, cardiac disease, COPD. An IHC Externship usually requires a three-quarter commitment at the healthcare site.

PSD 7530 Corr Psych/Cultural Awareness (2.00)
Duration: 11
This course introduces students to the historical development of correctional psychology. Emphasis is placed on understanding key issues in correctional psychological practices and analyzing ethics, best practices, and privilege and oppression dynamics while practicing within the correctional setting. Evidence-based practices in correctional psychology through a multicultural lens are reviewed. By the end of the course students understand the difference between behavior management and treatment within a correctional system as it applies to issues such as criminogenic behaviors, sexual offending, violence, and mental health.

PSD 7531 Forensic Psych/Multicultural (2.00)
Duration: 11
Provides an overview of the various specialties and professional foci within forensic psychology. The course will cover areas of expertise in which forensic psychologists practice and landmark cases related to those fields. Specialties covered will include child custody evaluations, police and public safety psychology, violence and risk assessment, asylum evaluations, and competency to stand trial. The course will also focus on professional applications of forensic work, including report writing and court testimony. A focus on cultural elements influencing forensic psychology will be included throughout the course.

PSD 7533 Forensic/Correctional Assess. (3.00)
Prerequisite: *PSD 7116 with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.*
Duration: 11
This course introduces students to the most common criminal forensic evaluations conducted by forensic mental health professionals, theories associated with criminal behavior, and multiple treatment modalities provided to offenders. Students gain a basic understanding of the legal criteria upon which criminal forensic evaluations are based, the appropriate methodology to perform forensic assessments, the mental health services delivered to adult offenders in correctional/forensic settings, and some of the ethical and professional difficulties that a forensic mental health professional encounters. Students will review fundamental components of conducting violence and risk assessment evaluations. Practical exercises drawn from actual cases are used to illustrate key concepts.

PSD 7535 Exprt Tstmny/Advncd Rprt Wrtng (2.00)
Duration: 11
This course examines various aspects of communication within a forensic psychological context. Appropriate methods of documentation, report writing, and expert witness testimony are reviewed and practiced. Students engage in experiential activities to demonstrate proficiency in the aforementioned areas. Students are oriented to the expectations and the psychological and emotional experiences of preparing written material for court and expert witness testimony.

PSD 7539 Externship-Forensic/Correction (1.00)
Duration: 11
Students complete a 3-4 quarter externship or practicum in the correctional/forensic setting. This externship course explores standards, ethics codes, and laws applicable to correctional/forensic mental health practitioners. Ethical and legal conflicts and dilemmas often encountered while interfacing with the legal system as a psychologist are reviewed. Methods to resolve such conflict including the standards applicable to the practice of forensic psychology are considered. Emphasis is placed on understanding how diversity factors must be considered in relation to ethical and legal principles when working within the correctional/forensic system. During the last quarter of their field placement students present a clinical case to a panel of instructors to demonstrate competencies connected to assessment, diagnosis, theoretical and intervention formulation with a client from the correctional/forensic setting.

PSD 7550 Clinical Topics in Sport Psych (3.00)
Duration: 11
This elective course focuses on the most frequently occurring mental health conditions that occur with athletes. The course addresses theories as to why these conditions are most common among athletes and then addresses the clinical approaches that have been demonstrated to be most efficacious in treating athletes with these conditions. Topics are selected by the instructor.

PSD 7559 Externship - Sport (1.00)
Duration: 11
The Sport Externship is a case conference that is made available to students who are undertaking a supplemental practicum in the area of sport psychology. A licensed clinician will lead the case conference for a quarter at a time. Course may be repeated for credit up to a total of 4 times.

PSD 7561 Vicarious Trauma & Self-Care (1.00)
Duration: 11
This course enables students to recognize the signs and symptoms associated with vicarious trauma. Students will identify the potential impact of vicarious trauma on work performance and quality of life. Course readings will focus on the effects of vicarious trauma on health care providers. Teaching strategies will lead to articulating the role of awareness, balance, community, and connectedness in effective self-care. Students will create an effective, individualized plan for short-term/urgent self-care. Last, attendees will execute an effective, individualized lifestyle plan for ongoing self-care.

PSD 7562 Trauma Assessment & Tx (2.00)
Duration: 11
In this course, students learn about the various instruments they can use to screen clients and assess their degree and levels of traumatic symptoms. These measures include self-report or interview-based instruments such as the PTSD Checklist, Adverse Childhood Experiences, Brief Trauma Questionnaire, the UCLA Reaction Index, Upsetting Events Survey, among other relevant methods. Given the assessment procedures needed for diverse populations, such as children, Veterans or military personnel, refugees, linguistically and ability diverse individuals, individuals from an array of cultural and ethnic backgrounds, use of appropriate measures will be reviewed.

PSD 7563 Socio-Cult Issues of Trauma (2.00)
Duration: 11
Trauma, violence, and racial and cultural hatred have been experienced by many in marginalized communities. These individuals have been directly impacted but survived and even thrived amid multiple, ongoing challenges. Socially disempowered individuals, families, and communities have encountered traumas and systemic injustices. Historical colonization and domination have led to intergenerational trauma. The importance of indigenous and historical, ancestral cultural practices will be discussed as sources of in-community strength and resilience. Lessons from diverse communities and our "serving community needs (SCN)" can be meaningful and effective sources of healing as community-defined evidence, or practice-based evidence which could eventually become evidence-based practices. This course provides a foundation for the sources of the above as well as research on practices contributing to healing.

PSD 7564 Trauma Tx and Intervention (2.00)
Duration: 11
In this course, students will come to understand the sources and psychological impact of trauma. The various types, sources and compounded impact of such traumas will be reviewed. Subsequently, there will be a review of trauma treatment approaches, including their development across time and context, their research foundation, and clinical applications. Finally, students will learn how to individually consult on trauma related issues, as well as how to work in a short-term, time-limited, team treatment setting utilizing effective treatment interventions such as EMDR, CBT, Prolonged Exposure Therapy, narrative approaches, and more.

PSD 7601 Psych Career Skills Building (1.00)
Prerequisite: *PSD 7273 with a minimum grade of CR. This is the lowest passing grade for JFK-SOP PsyD courses.*
Duration: 11
This course provides foundational knowledge and practice connected to applying for full-time clinical work within the field of psychology beginning with predoctoral internship. Students learn how to identify internships and positions corresponding to their long-term career goals, write competency-based cover letters and respond to application prompts, and understand best practices for securing letters of recommendation. Students practice a variety of interview formats. Students also gain networking opportunities to leaders within different domains of psychology. Additionally, students identify mentors and cultivate these relationships.

PSD 7602 Summer Field Placement (0.00)
Recommended Preparation: *Take when instructed by Training Office.*
Duration: 11
When students engage in a practicum placement during the summer quarter, they register for this zero-unit course. In this way, students are tracked by the program, and covered by liability insurance.

PSD 7701 Spousal/IPV Abuse Prev Assess (2.00)
Duration: 11
Section 2914 (f) of the California Business and Professions Code requires that all applicants who began graduate training on or after January 1, 1995, take complete coursework in spousal or partner abuse assessment, detection and intervention prior to being issued a Psychologist license. An applicant who began graduate training on or after January 1, 2004, must complete a minimum of fifteen (15) contact hours of coursework in spousal or partner abuse assessment, detection and intervention strategies. This training must be completed in a single course. This course will provide an overview of partner or spousal abuse assessment and detection. Topics covered include intervention strategies, community resources, knowledge about cultural factors and same-gender abuse dynamics. Lectures will explore screening, assessing, and treating victims of abuse, safety planning, legal and ethical issues, and the impact to family, law enforcement and those working in the field. Students will be better able to recognize and understand various types of spousal/partner abuse, implement intervention strategies and utilize current assessment skills.

PSD 7702 Child Abuse Assessmt/Reporting (1.00)
Duration: 11
Section 28 of the California Business and Professions Code requires all applicants for licensure to take coursework or training in child abuse assessment and reporting prior to being issued a Psychologist license. This law states that the coursework or training must be taken after 1/1/83 and that the course be a minimum of seven (7) contact hours. This law further requires that the course "include the study of the assessment and method of reporting of sexual assault, neglect, severe neglect, general neglect, willful cruelty or unjustifiable punishment, corporal punishment or injury, and abuse in out-of-home. The training shall also include physical and behavioral indicators of abuse, consequences of failure to report, caring for a child's needs after a report is made, sensitivity to previously abused children and adults, and implications and methods of treatment for children and adults." Among other things, section 1382.4 requires that the requirements set forth in section 28 of the B & P Code be completed in a single course. This course will provide an overview of the Child Abuse Reporting Law and ensure awareness of reporting responsibilities regarding abuse. Students develop their understanding of assessing abuse, the effects of child abuse, treatment modalities, legal and ethical considerations, child maltreatment, and current statistics of the relevance of child abuse.

PSD 7703 Aging and Long-Term Care (1.00)
Duration: 11
Pursuant to section 2915.5 of the California Business and Professions Code, every applicant for licensure who began graduate study on or after January 1, 2004, must show evidence of having completed a minimum of ten (10) contact hours of training in aging and long-term care. This course will provide an overview to understanding the change in older individuals. As human beings are living longer, psychologists need to add to their repertoire of clinical skills when assessing older adults. Students will be introduced to an array of topics focusing on the aging population, such as the theoretical views, familiarity with the psycho-social-bio aspects of aging, normal and pathological psychological changes with aging, behavioral challenges and approaches to long-term care.

PSD 7704 Suicide Prevention and Assess (1.00)
Duration: 11
Section 2915.4 of the California Business and Professions Code requires all applicants for licensure to take training in suicide assessment and intervention prior to being issued a Psychologist license. The training or coursework must be a minimum length of six (6) hours of suicide risk assessment and intervention coursework or applied experience in suicide assessment and intervention. This course will provide an overview of suicide, risks, assessment tools, and interventions amongst the healthcare system. Suicide is a major public health concern and a leading cause of death in the United States. Based on recent nationwide surveys, suicide in some populations is on the rise. Because suicide is closely linked to mental health and substance use disorders, behavioral health care providers, such as psychologists, play a key role in treating suicide risk and related behavioral health problems. Providers who work in health care settings like primary care practices and emergency departments are also essential to treating patients at risk for suicide. By offering patients high-quality suicide care, they can reduce suicide risk among some of the most vulnerable individuals.

PSD 7705 Human Sexuality (1.00)
Duration: 11
Section 25 of the California Business and Professions Code requires all applicants for licensure to take training in human sexuality prior to being issued a Psychologist license. Section 1382 of the California Code of Regulations further defines this requirement by stating that among other things, the training or coursework must be taken after 1/1/1970, that it be a minimum length of ten (10) contact hours and that the course include the study of physiological and social-cultural variables associated with sexual identity, sexual behavior, and sexual disorders. This training must be completed in a single course. This course will explore various dimensions of human sexuality, including factual information, current research, theoretical approaches, and treatment strategies for counseling.

PSD 7710 Tx of Trauma via Psychodrama (1.00)
Duration: 11
Psychodrama is an action method that utilizes spontaneous dramatization and role-play in a semi-structured setting. In this class, the principles and techniques of psychodrama will be employed to address the psychological and emotional sequelae of trauma. Students will learn to apply these principles in class with their own psychodramatic reenactments in trauma treatment.

PSD 7711 Art Therapy & Trauma (1.00)
Duration: 11
This course teaches core skills in Expressive Arts Therapy as trauma interventions, which can be applied to a variety of professional and clinical settings. The course operates from a culturally sensitive, collaborative, and relational approach applicable to various communities, introducing best practices proved successful with different cultures. This course will introduce students to a variety of multi-modal art-based interventions that can be used in individual and group settings to enhance sensory integration, develop narrative responses, and find voice in art as a healing response to trauma. This experiential class will introduce a variety of art-based tools that the practitioner can use with clients who have acute, long term, developmental, or attachment-related traumatic histories. Teaching methods include short lecture, large and small group discussions, as well as multiple experiential art activities.

PSD 7712 Somatic Tx of Trauma (1.00)
Duration: 11
This course will introduce somatic approaches for assessment and treatment of trauma. 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. Topics covered will include studying the organization of experience, tracking and making contact with felt-experience, establishing somatic mindfulness, pendulation, coping dynamics, regulating traumatic arousal, framing and assessing, stabilization, and resourcing. Somatic manifestations of oppression will be highlighted in the course. Additional attention will be giving to understanding and treating dissociation and fragmentation.

PSD 7713 Systemic & Historical Trauma (2.00)
Duration: 11
This course will look at the impact of institutionalized, systemic, and historical traumas including racism, bias and marginalization for specific populations and communities. The course also examines the isolative effects of acute trauma on the client and how these systemic issues can be worked with in a therapeutic session. Systemic multigenerational trauma for a specific community will be explored in-depth as a core example. Issues of diversity, privilege, and human potential will be explored. The students' own cultural identities will be explored as well as issues related to bias and projection.

PSD 7720 Assessment Integration (2.00)
Prerequisite: *PSD 7115 with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.; PSD 7116 with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.*

Duration: 11
This course will deepen student's knowledge and application of integrating an assessment battery. Students will strengthen their skills in writing reports, integrating evaluative data, providing feedback, and formulating clinically useful recommendations to prepare for clinical practice. The course will introduce psychological measures not covered in the assessment series while expanding on previously taught measures.

PSY 98 Benchmark Written Exam (0.00)
Prerequisite: *PSY 602; PSY 644; PSY 648; PSY 647; PSY 649; PSY 656; PSY 607A; PSY 637B; PSY 614A*

Duration: 0
Comprehensive written examination covering material from year one, to be taken after successfully completing PSY 602, PSY 607, PSY 644, PSY 648, PSY 637A, PSY 614, PSY 647, PSY 649, and PSY 656.

PSY 99 Comprehensive Exit Exam (0.00)
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 300 Social Psychology of Sport (4.50)
Prerequisite: *ENG 102; PSYC 100*
Duration: 4
The relationship between psychology, social relationships, and sport. The concepts of group dynamics, motivation, social support, coaching relationships, and the wider social context's relationship to the individual and the sport will be explored. The course will utilize both theoretical and research findings to suggest practical applications in sports performance.

PSY 302 Foundation of Sport Psychology (4.50)
Prerequisite: *ENG 102; PSYC 100*
Duration: 4
Introduction and overview of the growing field of Sport Psychology, applying psychological principles to athletic performance. Topics will include theoretical foundations of behavior, psychological interventions for performance enhancement, adherence and maintenance of gains, and the impaired athlete.

PSY 303 Motor Learning (4.50)
Prerequisite: *ENG 102; PSYC 100*
Duration: 4
Students will learn the major principles underlying the acquisition of motor skill and how control of skilled movements is gained, maintained, and adapted. This course covers the various way that people learn to move, learn skilled actions, and how the principles of motor performance and learning can be useful in teaching, coaching, and rehabilitation.

PSY 305 Exercise Psychology (4.50)
Prerequisite: *PSYC 100*
Duration: 4
An introduction to contemporary theory and research related to the psychological factors underlying participation in and adherence to exercise and physical activity programs. Topics include the nation's current obesity epidemic, factors that contribute to exercise behavior, psychological barriers to and benefits of exercise, and avenues for improving personal exercise behavior.

PSY 340A Counseling Techniques I (4.50)
Prerequisite: *ENG 102; PSYC 100*
Duration: 4
An introduction to basic counseling techniques such as nonjudgmental listening, reflection, feedback, goal setting, and basic solution skills. Examines transference, countertransference, and therapist attributes such as empathy, congruence, acceptance, genuineness and respect. The online version has a significant live chat component that requires computer imaging and voice technology. Grading is H, S or U only.

PSY 340B Counseling Techniques II (4.50)
Prerequisite: *PSY 340A*
An examination of intermediate counseling techniques, including imagery, role-playing, confrontation, and crisis management. Focus is on application of techniques applied to clinical, non-clinical and culturally diverse populations. Students will gain practical experience through in-class demonstrations and role plays. Grading is S or U only.

PSY 435 Analysis of Data in Research (4.50)
Prerequisite: *MTH 210; PSYC 100; ENG 102*
A study of how conclusions are made on the basis of submitting research data to statistical tests. The general area is called inferential or inductive statistics. Covers methods for analyzing parametric and non-parametric data, single-group and multiple-group sources of data and data derived from one source of information and multiple sources of information.

PSY 436 Computer Apps in Psychology (4.50)
Prerequisite: *ILR 260 and PSY 435*
Duration: 4
A survey of the uses of computers in psychology, including the application of computers in psychological research and the analysis of statistical packages for the social sciences. Also considers computer-aided instruction. Lecture and laboratory format.

PSY 438 Intro to Group Counseling (4.50)
Prerequisite: *PSY 340A and PSY 340B*
A basic examination of the dimensions of group process, dynamics, and practice is the emphasis in this course. Focus is on effective strategies and procedures for facilitating group process practiced by clinicians in the counseling as well as practitioners in human services, criminal justice, behavioral analysis business and education. Opportunities to practice effective strategies with children, adolescents, adults and the elderly will be part of classroom experiences.

PSY 439 Counseling Diverse Populations (4.50)
Prerequisite: *PSY 340A; PSY 340B and PSY 438*
An introduction to diversity and multicultural perspectives in psychology, and their impact on counseling practices. Focus will be on dimensions of culture, ethnicity, life style, religion, gender, identity development models and the effects of privilege and oppression on individuals and groups. Basic multicultural counseling competencies will be presented, with opportunities for student self-examination and practice of strategies and techniques.

PSY 442 Case Studies Sport Psychology (4.50)
Prerequisite: *Successful completion of 10 courses in the BA Sport Psychology program.*
Duration: 4
An advanced course in the application of psychological theories and research to sports and exercise behaviors. The seminar will focus upon skills in assessment, interviewing, case formulation, and interventions with athletes.

PSY 443 Culture and Sport Psychology (4.50)
Prerequisite: *PSYC 100; PSY 302*
Duration: 4
This course looks at the importance of culture on the development of sports, performance, and sport psychology. Research and case studies will be used to study the importance of integrating a multicultural perspective when working with athletes.

PSY 445 Applied Sport Psychology (4.50)
Prerequisite: *PSYC 100; PSY 302*
Duration: 4
This course examines the application of psychological theories and research to sports and exercise behaviors. Case studies from a variety of sports will be explored to develop a set of psychological skills that can be applied across sports.

PSY 448 History of Sport & Sport Psych (4.50)
Prerequisite: *PSYC 100; PSY 302*
Duration: 4
Interrelated historical development of physical education and sport as well as the history and development of sport, exercise, and performance psychology. Topics include the role of the scientific method and applied methods in research and practice, the history of sport, the role of culture and gender in sport and sport psychology, and current trends in sport and applied performance psychology.

PSY 460 Intro to Addictive Disorders (4.50)
Prerequisite: *ENG 102; PSYC 100*
An overview of the nature of addictive disorders, including the various theories regarding etiology, development and psychopathology of such disorders. Also covers the etiology, diagnosis, assessment and treatment of compulsive gambling and nicotine addiction.

PSY 476 Symbolic Expression (4.50)
Prerequisite: *ENG 102*
Duration: 4
Explorations of the origins and development of symbolic expression through the visual and performing arts and literature. Emphasis on the use of symbols to communicate individual and collective themes about the human experience. Cross-cultural similarities and differences in symbolizing and interpreting the human condition are included.

PSY 485 Sport Psychology Sr. Project (4.50)
Prerequisite: *Satisfactory completion of ALL Major requirements*
Duration: 4
A two-month course in applied sport and peak performance psychology. An applied exploration of how the mind influences performance in sports, business, health, and wellness. Students will use real-world experiences as a laboratory for understanding, developing, and advancing the principles of applied sport psychology.

PSY 501A Foundations in Counseling I (4.50)
Duration: 4
This course is a study of the essential principles and theories of psychology. You will examine concepts from several major areas of psychology including motivation and emotion, learning and memory, cognitive assessment, as well as social and developmental psychology. This general knowledge will serve as a foundation to help you understand human behavior from a holistic perspective, which is important in working with individuals in psychotherapy.

PSY 501B Foundations in Counseling II (4.50)
Duration: 4
This course provides an introduction to the biological basis of behavior and the study of mental disorders. You will review major theories of personality and learn about personality assessment. You will distinguish between the medical, psychological, and sociocultural models of abnormal behavior while exploring the origins, symptoms, diagnosis, and treatment of psychological disorders. Both psychological and biomedical treatment approaches for mental health disorders will be highlighted.

PSY 602 Sport/Performance Psychology (4.50)
Duration: 4
This course examines the history, purpose, discipline, and basic techniques of sport and performance psychology. Students will examine how foundational principles in psychology were applied to performance and sport settings, and how current practices are shaped by ongoing research, inquiry, and application.

PSY 603 Performance Psy Alt Population (4.50)
This course is designed to provide a knowledge base for applying principles of performance excellence in performance areas other than traditional athletics. Topics include foundational skills for performance consulting, required domain specific knowledge, understanding the specific performance context, and how these factors impact effective strategies for working within those systems

PSY 604 Performance Psy Corporate Pops (4.50)
This course examines how the principles of performance psychology can be applied to corporate settings. Themes include proper employee selection, training and development, guided change, leadership, morale, organizational behavior, and work/family issues.

PSY 605 Lifespan & Sexual Development (4.50)
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 divergent developmental patterns. This course also focuses on developing foundational knowledge of human sexuality at a professional level.

PSY 606 Motor Behavior (4.50)
This course examines the role of motor and biomechanical factors in performance situations. Course content includes the biomechanics of performance, linear and angular kinetics, the role of torque and force in performance, and the risks associated with biomechanical stress.

PSY 607 Ethics in Performance Psy (4.50)
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 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)
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 612A Clinical Assessment I (4.50)
Duration: 4
This course discusses clinical assessment from the bio-psycho-social-spiritual, resiliency, recovery and medical models. Interviewing skills and the use of assessment instruments are covered. Assessment, diagnosis, and treatment approaches for anxiety disorders and obsessive-compulsive and related disorders are introduced.

PSY 612B Clinical Assessment II (4.50)
Prerequisite: *PSY 612A*
Duration: 4
This course covers the assessment and diagnosis and development of treatment plans for Bipolar, Depressive, Psychotic, Personality, Dissociative, Paraphylic, Conduct, Trauma Related, Impulse Control and other selected disorders in the DSM and other assessment systems. Students will practice assessment skills during the course. Outcomes assessment and case conceptualization processes will be discussed.

PSY 614 Counseling in Performance Psy (4.50)
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 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 624 Assess Techniques for MFT (4.50)
Recommended Preparation: *MA Counseling Psychology Student Group*
Acquaints students with the various information-gathering techniques used in clinical practice for the purposes of diagnosis and treatment planning. Emphasizes building conceptual and practical bridges between initial presenting symptoms, diagnosis and treatment planning.

PSY 624A Testing and Assessment (4.50)
Acquaints students with the standard career interest measures used in clinical practice, including the psychometric principles of the measures. Emphasizes integrating conceptual, ethical, and practical information drawn from client background and assessment reports.

PSY 627 Legal & Ethical Issues (4.50)
This course examines the laws and professional codes of ethics pertaining to the practice of counseling and psychotherapy. How legal and ethical issues impact the profession of counseling with an emphasis on current California law is discussed.

PSY 628 Group Therapy (4.50)
A comprehensive study of the major approaches, techniques and interventions used in group psychotherapy. Also emphasizes dynamics of group process including the types, stages and formation of groups.

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 632A Family Therapy (4.50)
This course provides a comprehensive review of the theories, strategies, techniques, and critical issues involved in clinical work with families. This course will discuss various treatment approaches including an emphasis on evidence-based, recovery, and resilience-based approaches. Students will have the opportunity to role play family sessions.

PSY 636 Child and Adolescent Therapy (4.50)
Duration: 4
Examines assessment techniques, perspectives, and strategies essential to the treatment of children and adolescents. It also includes the therapeutic relationship, assessment and diagnosis, evidence-based treatment, family systems perspective, and legal/ethical concerns related to working with children and adolescents. Public settings and treatment based on cultural awareness as well as the recovery/resiliency model are covered.

PSY 637 Cultural & Social Justice Iss. (4.50)
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 637A Multicul Iss Perform Consult (4.50)
Duration: 4
An exploration of the role of culture in concepts of 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 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 640A Treatment of Addictions (4.50)
Duration: 4
This course covers the theories, etiology, assessment, diagnosis, and treatment of addictive and compulsive disorders from the resiliency, recovery, and medical models. This course also addresses the impact of socioeconomic status, ethnicity, other environmental factors and contemporary controversies on the development and treatment of addictive disorders.

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)
Duration: 4
This is the first of a two-course sequence introducing you to essential therapeutic skills and techniques. In this course, students learn how to be an effective Psychotherapist, learning Therapeutic Skills that contribute to positive client outcomes. Students practice the skills of Active Listening, Accurate Empathy, Acceptance, Positive Regard, Genuineness, and Giving Feedback, which are some of the essential building blocks of a Therapeutic Alliance. The clinician's ability to establish and maintain a trusting, supportive relationship with clients, and bring their 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 will become familiar with several theories, including Psychodynamic, Person-Centered, Motivational Interviewing, Existential, and Interpersonal approaches to Psychotherapy.

PSY 644B Therapeutic Skills & Theory B (4.50)
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 practicing the skills of Evocation, Solution Talk, Naming Exceptions and Unique Outcomes, Deconstructive Questioning and how to introduce issues of race and gender in therapy. Students expand their knowledge of how to create and maintain a strong therapeutic alliance. Students become more familiar with Cognitive-Behavioral and Mindfulness approaches to therapy, Dialectical Behavior Therapy, Solution-Focused and Narrative Therapies. Students will learn to adopt a multi-cultural, social justice orientation and will increase knowledge of the social structure of our society and experiences of marginalized and oppressed cultural groups, to provide more effective therapeutic services.

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 649 Counseling Skills (4.50)
Duration: 4
Counseling Skills course introduces and develops the skills needed to assess, counsel, and provide an intervention plan as a mental performance coach. This course will explore the aspects of facilitating client development in a multicultural society. Students will gain an understanding of listening skills, the key concepts and core skills of communication. Emphasis will be placed on identifying which theories should be used for different patterns of behavior, situations and cultural groups. Students will practice those skills and discuss how to handle ethical dilemmas in a counseling relationship. Students are expected to integrate skills with their personal style and theory.

PSY 653 Research and Evaluation (4.50)
Duration: 4
The Research Methods and Evaluation course provides a brief introduction to various forms of research methods: quantitative, qualitative, and mixed methods. We will explore these paradigms as they apply to social science research, and students will apply these methodologies to a program evaluation proposal they develop. Scientific problem-solving will be emphasized to include observational techniques and measurement tools, coding, analytic strategies, and reporting of research - as well as the use of program evaluation. This course emphasizes embodied research and the ability of students to navigate published literature in the field of mental health.

PSY 656 Mindful Performance (4.50)
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)
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-5TR). 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 659A Mentored Appl Training Exp A (1.50)
Duration: 8
Covers first practicum placement along with weekly individual and group mentorship. The internship-placement aspect requires students to intern at a site working with performers and applying knowledge and skills learned in the classroom. Individual and group mentorship involves one-on-one meetings, discussions, case presentations, role-playing, and covers ethical issues. The combined mentorship provides students with a supportive environment for discussions exploring issues which pertain to their fieldwork experience. The Applied Training Handbook is a reference source for all matters related to being a Student-Intern.

PSY 659B Mentored Applied Training Exp (1.50)
Prerequisite: *PSY 659A*
Duration: 8
Covers second practicum placement along with weekly individual and group mentorship. The internship-placement aspect requires students to intern at a site working with performers and applying knowledge and skills learned in the classroom. Individual and group mentorship involves one-on-one meetings, discussions, case presentations, role-playing, and covers ethical issues. The combined mentorship provides students with a supportive environment for discussions exploring issues which pertain to their fieldwork experience. Prior to internships, students will complete the first internship course. The Fieldwork Handbook is a reference source for all matters related to being a Student-Intern.

PSY 659C Mentored Appl Training Exp C (1.50)
Prerequisite: *PSY 659B*
Duration: 8
Covers third practicum placement along with weekly individual and group mentorship. The internship-placement aspect requires students to intern at a site working with performers and applying knowledge and skills learned in the classroom. Individual and group mentorship involves one-on-one meetings, discussions, case presentations, role-playing, and covers ethical issues. The combined mentorship provides students with a supportive environment for discussions exploring issues which pertain to their fieldwork experience. The Applied Training Handbook is a reference source for all matters related to being a Student-Intern.

PSY 659D Mentored Appl Training Exp D (1.50)
Prerequisite: *PSY 659C*
Duration: 8
Covers fourth practicum placement along with weekly individual and group mentorship. The internship-placement aspect requires students to intern at a site working with performers and applying knowledge and skills learned in the classroom. Individual and group mentorship involves one-on-one meetings, discussions, case presentations, role-playing, and covers ethical issues. The combined mentorship provides students with a supportive environment for discussions exploring issues which pertain to their fieldwork experience. The Applied Training Handbook is a reference source for all matters related to being a Student-Intern.

PSY 659E Mentored Appl Training Exp E (1.50)
Prerequisite: *PSY 659D*
Duration: 8
Covers fifth practicum placement along with weekly individual and group mentorship. The internship-placement aspect requires students to intern at a site working with performers and applying knowledge and skills learned in the classroom. Individual and group mentorship involves one-on-one meetings, discussions, case presentations, role-playing, and covers ethical issues. The combined mentorship provides students with a supportive environment for discussions exploring issues which pertain to their fieldwork experience. The Applied Training Handbook is a reference source for all matters related to being a Student-Intern.

PSY 659F Mentored Appl Training Exp F (1.50)
Prerequisite: *PSY 659E*
Duration: 8
Covers sixth practicum placement along with weekly individual and group mentorship. The internship-placement aspect requires students to intern at a site working with performers and applying knowledge and skills learned in the classroom. Individual and group mentorship involves one-on-one meetings, discussions, case presentations, role-playing, and covers ethical issues. The combined mentorship provides students with a supportive environment for discussions exploring issues which pertain to their fieldwork experience. The Applied Training Handbook is a reference source for all matters related to being a Student-Intern.

PSY 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 680E Early Practicum (1.50)
Duration: 4
An early practicum course providing program support for students beginning supervised clinical experience before PSY 680A. Faculty permission is required for enrollment. Grading is S, U or Incomplete (I).

PSY 680S Supplemental Practicum (1.50)
Prerequisite: *PSY 680E*
Duration: 8
Practicum course for students who have not completed their required hours of experience at the conclusion of PSY 680B. This course is repeatable for credit until the student has completed their hours. Grading is S, U or Incomplete (I).

PSY 681A Practicum A (1.50)
Prerequisite: *PSY 644C with a minimum grade of S. Student must pass the prerequisite.*
Duration: 8
First of five practicum courses where students work as MFT or PCC trainees. Students will participate in an academic seminar for two months online. Students in either the MFT only track or the MFT/PCC track should complete approximately 30 hours of face-to-face work with clients at an approved clinical site during the two months of this course. Students will demonstrate their ability to assess, diagnose, and formulate an initial treatment plan for clients with acute suicidal ideation, as well as their understanding of clinical issues related to the practice of telehealth. Students will assess clinical diagnoses from the current DSM, strength-based and recovery model perspectives. Students will identify their own likely symptoms related to burnout and the life practices that will assist in reducing such symptoms.

PSY 681B Practicum B (1.50)
Prerequisite: *PSY 681A with a minimum grade of S. Student must pass to move forward in sequence.*
Duration: 8
Second of five practicum courses where students work as MFT or PCC trainees. Students will participate in an academic seminar for two months online. Students in either the MFT only track or the MFT/PCC track should complete approximately 30 hours of face-to-face work with clients at an approved clinical site during the two months of this course. Students in the MFT only track should complete a minimum of 60 hours of face-to-face work with clients at an approved clinical site during the two months of this course. Students in the MFT/PCC track should complete a minimum of 70 hours of face-to-face work with clients at an approved clinical site during the two months of this course. Students will demonstrate their ability to perform an initial assessment and diagnosis of clients at their site as well as the ability to design an effective treatment plan based on that assessment. Students will assess clinical diagnoses from the current DSM, strength-based, and recovery model perspectives.

PSY 681C Practicum C (1.50)
Prerequisite: *PSY 681B with a minimum grade of S. Student must pass to move forward in sequence.*
Duration: 8
Third of five field practicum courses where students work as MFT or PCC trainees. Students will participate in an academic seminar for two months online. The presentations of the Signature Assignment will begin in this course. Selected students will present a clinical case from their community site with a video of a live client session (unless the site will not allow videotaping in which case an alternative video assignment will be shown). Students will receive feedback about their clinical skills as demonstrated in the video from their peers and the professor. Students will assess clinical diagnoses from the current DSM, strength-based, and recovery model perspectives. Students in the MFT only track should complete a minimum of 60 hours of face-to-face work with clients at an approved clinical site during the two months of this course. Students in the MFT/PCC track should complete a minimum of 70 hours of face-to-face work with clients at an approved clinical site during the two months of this course.

PSY 681D Practicum D (3.00)
Prerequisite: *PSY 681C with a minimum grade of S. Student must pass to move forward in sequence.*
Duration: 8
Fourth of five field practicum courses where students work as MFT or PCC trainees. Students will participate in an academic seminar for two months online. The presentations of the Signature Assignment occur in this course. Selected students will present a clinical case from their community site with a video of a live client session (unless the site will not allow videotaping in which case an alternative video assignment will be shown). Students will receive feedback about their clinical skills as demonstrated in the video from their peers and the professor. Students will assess clinical diagnoses from the current DSM, strength-based, and recovery model perspectives. Students will demonstrate their ability to identify and integrate legal and ethical issues into their work with clients. Students in the MFT only track should complete a minimum of 60 hours of face-to-face work with clients at an approved clinical site during the two months of this course. Students in the MFT/PCC track should complete a minimum of 70 hours of face-to-face work with clients at an approved clinical site during the two months of this course.

PSY 681E Practicum E (1.50)
Prerequisite: *PSY 681D with a minimum grade of S. Student must pass to move forward in sequence.*
Duration: 8
Fifth of five field practicum courses where students work as MFT or PCC trainees. Students will participate in an academic seminar for two months online. The presentations of the Signature Assignment occur in this course. Selected students will present a clinical case from their community site with a video of a live client session (unless the site will not allow videotaping in which case an alternative video assignment will be shown). Students will receive feedback about their clinical skills as demonstrated in the video from their peers and the professor. Students will assess clinical diagnoses from the current DSM, strength-based, and recovery-model perspectives. Student will demonstrate their ability to identify and integrate legal and ethical issues into their work with clients. Students in the MFT only track should complete a minimum of 60 hours of face-to-face work with clients at an approved clinical site during the two months of this course. Students in the MFT/PCC track should complete a minimum of 70 hours of face-to-face work with clients at an approved clinical site during the two months of this course.

PSY 682 Adv Performance Enhancement (4.50)
Prerequisite: *PSY 644*
Duration: 8
This is an advanced course for the Sport and Performance Psychology Program. It covers a more in-depth approach to using the performance enhancement techniques and troubleshooting issues that clients may be presenting to the consultant. The students will address professional and ethical issues of consulting in the field and in relation to their own personal consulting style. They will be able to apply these skills to diverse populations. Students will work on going more in-depth in individual consulting sessions.

PSY 684 Advanced Sport Psychology (4.50)
Prerequisite: *PSY 602*
Duration: 8
This is an advanced course in sport and performance psychology. The main theoretical approaches in the field of Sport and Performance Psychology will be revisited, updated and addressed from an integrated perspective. The students will be expected to synthesize the various theoretical perspectives and current research findings and show how this integrated perspective can help their work with performers. The students will be encouraged to think and work from an evidence-based perspective. The students will develop their own philosophy of practice. The course will continue to encourage students to think critically about the research presented and how it relates to their work in the field as a practitioner.

PSY 685 Applied Project (4.50)
Prerequisite: *PSY 657; PSY 682; PSY 658; PSY 684*
Duration: 8
The Applied Project involves effective, appropriate, and professional communication issues. Topics addressed will include ethics and professionalism in writing and the publication process. The final product will be an applied paper or project that will be of a publishable quality incorporating evidence-based research in a form that does not necessarily require collection and/or presentation of data. The project must be agreed upon by the instructor and student. At the end of the Applied Project, students will present their work to their peers and the Sport and Performance Psychology department.

PSY 687 Capstone (4.50)
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.

PSY 690 Guided Study (0.50-9.00)
Individual study under direction of instructor. Requires prior approval of appropriate academic department.

PSYC 100 Introduction to Psychology (4.50)
Duration: 4
A survey of the field of psychology that provides an overview of the scientific principles and theories in psychology. Topics include: biological psychology, abnormal behavior, motivation, emotion, sexuality and gender, and personality theory.

PSYC 301 Child Development (4.50)
Prerequisite: *ENG 102*
Duration: 4
Familiarizes students with the foundational theories of human development, current research directions in developmental psychology, major developmental perspectives and research approaches in developmental psychology and issues surrounding diversity, emphasizing an ecosystemic model of thinking about and understanding children and their development. In addition to the previous topics, the following areas will be discussed: the history of childhood; developmental theories and appropriate practices in education; play as a medium for learning and development; and the field of discipline particularly as it relates to development, behaviors and considering temperament in children.

PSYC 426 History and Philosophy Psych (4.50)
Prerequisite: *ENG 102; PSYC 100*
Duration: 4
Explores the intellectual history and contemporary diversity of psychology in dialogue with a cultural understanding about the nature of the person. Topics include: psychology and science, philosophy of mind, functionalism, measurement, applied psychology, gestalt, behaviorism, the unconscious mind, phenomenological and existential psychology, clinical psychology and mental health, and qualitative perspectives.

PSYC 427 Biological Psychology (4.50)
Prerequisite: *ENG 102; PSYC 100*
Duration: 4
A study of the way in which the brain mediates behavior, emotion, and cognition. Topics include sensory systems, neural development, emotion, learning, memory, consciousness, reproduction, and neurological and psychological disorders.

PSYC 428 Developmental Psychology (4.50)
Prerequisite: *ENG 102; PSYC 100*
Duration: 4
A study of the major transitions from fetal development through death in the physical, cognitive, social and emotional domains. The impact of ethnic, gender and cultural factors on development will be examined.

PSYC 429 Intro to Personality Theory (4.50)
Prerequisite: *ENG 102; PSYC 100*
Duration: 4
The study of psychological characteristics of the individual that endure in stable form for substantial periods of time. Examines influential theories of personality and supporting research.

PSYC 430 Intro to Psychopathology (4.50)
Prerequisite: *ENG 102; PSYC 100*
Duration: 4
An overview of sociocultural views and scientific theories of normalcy and deviance. The major psychological, cognitive, and behavioral disorders and their classification are examined.

PSYC 431 Psychological Testing (4.50)
Prerequisite: *ENG 102; PSYC 100*
Duration: 4
An introduction to theories and principles of psychological testing and measurement and to a variety of standardized tests of intelligence, personality, achievement, interest, neuropsychology and other areas. Emphasizes the principles by which tests are constructed and validated. Also examines controversies regarding the valid, appropriate and fair use of psychological tests.

PSYC 432 Social Psychology (4.50)
Prerequisite: *ENG 102; PSYC 100*
Duration: 4
A study of the responsiveness of individuals to various sources and forms of social influence. Major areas of study include persuasion, conformity, obedience, prejudice, attitude formation and change, social behavior, altruism, aggression and the influence of the mass media. Emphasizes social circumstances rather than variations in personal characteristics, as in personality theory.

PSYC 433 Cognitive Psychology (4.50)
Prerequisite: *ENG 102; PSYC 100*
Duration: 4
The study of psychological functioning in the area of mental operations, largely uninfluenced by individual differences in personality or motivation. This encompasses the areas of attention, pattern recognition and other perceptual achievements, memory, problem solving, categorization and concept formation, language acquisition and use, textual interpretation and decision making.

PSYC 441 Global Psychology (4.50)
Prerequisite: *PSYC 100*
Duration: 4
Covers the history, current status and future direction of cultural psychology theory and practice in the context of globalization. A critique of the Western bias of the field of psychology and of the effects of its application to non-European originated populations within the United States and around the world.

PSYC 446 Positive Psychology (4.50)
Prerequisite: *ENG 102; PSYC 100*
Duration: 4
Historical development of positive psychology and its applications to the practice of wellness, health, and peak performance. Topics include self-esteem, relationship building, happiness, and mindfulness.

PSYC 454 Psychology of Religion (4.50)
Prerequisite: *ENG 102; PSYC 100*
Duration: 4
The relationship between psychology, spirituality, and religion. Exploring the nature of religious experience, how religion and spirituality influence social and societal behaviors, and how religion and spirituality affects psychological and physical health will be examined.

PSYC 455 Psychology of Bereavement (4.50)
Prerequisite: *ENG 102; PSYC 100*
Duration: 4
An exploration of the basic psychological concepts associated with death, dying, and bereavement. Course work will include lectures, discussions, exams, research, and experiential exercises.

PSYC 457 Forensic Psychology (4.50)
Prerequisite: *ENG 102; PSYC 100*
Duration: 4
Survey of the application of psychological knowledge or methods to a task faced by the legal system. General areas to be covered include, but are not limited to, eyewitness testimony, trial consultation and syndrome evidence.

PSYC 458 Health Psychology (4.50)
Prerequisite: *ENG 102; PSYC 100*
Duration: 4
An examination of the relationship between behavior, psychological variables, and physical illness and health. A strong emphasis is placed on health psychology theory, research and applications focused on wellness promotion and the prevention and behavioral treatment of illness.

PSYC 466 Personal Growth & Development (4.50)
Prerequisite: *ENG 102*
Duration: 4
Integrates views of human nature and developmental change across the lifespan, including personality theory, therapeutic practice, and mystical traditions. Emphasizes humanistic-transpersonal growth through the integration of emotion with embodied knowledge. Experiential and theoretical focus on feminist, existential, Hindu, Buddhist, and Sufi views of self in relation to cultural norms and ideals.

PSYC 467 Multicultural Mental Health (4.50)
Prerequisite: *ENG 102*
Duration: 4
Examination of the ways in which culture influences the definition of mental health and abnormal psychological functioning. Exploration of cultural effects on mental health and expressions of mental health problems. Review of different means of classifying mental disorders.

PSYC 468 Spirituality and Global Health (4.50)
Prerequisite: *ENG 102*
Duration: 4
Exploration of spirituality as a foundation for global well-being. Analysis of the philosophical and experiential dimensions of Buddhism, mystical Christianity, Judaism, Islam, Taoism, Vedic, Yogic, pagan, and indigenous wisdom traditions. Consideration of emerging paradigms supporting psycho-spiritual and pluralistic models for individual and global health.

PSYC 469 Human Sexuality (4.50)
Duration: 4
Material related to human sexual thoughts, feeling and behavior will be presented utilizing a balanced bio-psycho-social perspective. Within a scientific framework and the context of human sexual rights and well-being, the course will include an examination of the methodology of sexology, human sexual anatomy, health and functioning, sexuality through the lifespan, and issues relating to sexual identity.

PSYC 470 Qualitative Analysis (4.50)
Prerequisite: *ENG 102*
Duration: 4
Examination of qualitative methods appropriate for phenomenological, observational and ethnological content in research. Discussion of philosophical/conceptual issues, connections among theoretical and practical frameworks, research questions, and methods of data collection and analysis. Practice activities involved in the planning and implementation of a research study.

PSYC 471 Intimate Relationships (4.50)
Prerequisite: *ENG 102*

Duration: 4
Explores intimate relationships from multiple theoretical perspectives. Examines familial relations, romantic relations, and deep friendships. Discusses parallels and differences between queer and heterosexual relationships. Explores benefits and costs of intimate relationships. Discusses power dynamics, intimate violence, and relationship dissolution. Analyzes roles of evolution, gender, and culture, in shaping relationships.

PSYC 472 Social Construction (4.50)
Prerequisite: *ENG 102*

Duration: 4
Exploration of the way in which knowledge, meaning, and understanding is constructed by groups. Examination of human behavior within groups with an emphasis on the idea that reality is constructed through interaction with other individuals, organizations, the environment, media, and language. Analysis of how social phenomena such as discrimination, implicit attitudes and decision-making are created, institutionalized and enforced by groups of people and become traditions.

PSYC 473 Somatic Psychology (4.50)
Prerequisite: *ENG 102*

Duration: 4
Study of the relationship between mind and body. Exploration of the history of metaphysical dualism along with contemporary moves to view the mind and body as one with respect to psychological health. Included are Eastern, Western, and feminist perspectives.

PSYC 474 Ecopsychology (4.50)
Prerequisite: *ENG 102*

Duration: 4
Exploration of the symbiotic relationship between humans and the natural environment. Examination of the synthesis of psychology and ecology. Exploration of historical and sociocultural factors influencing perceptions of the natural world and the health consequences of the objectification of nature.

PSYC 475 Psychology for Consciousness (4.50)
Prerequisite: *ENG 102*

Duration: 4
Exploration of interdisciplinary theories of consciousness rooted in Eastern and Western philosophy, neuroscience, and quantum theory. Examination of how subjective experiences arise from objective brain processes, the neuroscience and neuropathy of consciousness, altered states of consciousness, mystical experiences and dreams, the effects of drugs and meditation, and the nature of self.

PSYC 477 Play (4.50)
Duration: 4
Examination of the role of play in learning, socialization, and mental health with an emphasis on cross-species comparisons of play. Consideration of cultural influences and the neurobiology of play.

PSYC 480A Senior Project Course 1 (4.50)
Prerequisite: *CHD 440; HUB 441; MTH 210; PSYC 100; PSYC 426; PSYC 427; PSYC 428; PSYC 429; PSYC 430; PSYC 432; PSYC 433; PSYC 441*

Duration: 4
The Senior Project represents the culmination of the baccalaureate degree program, encompassing a 25-to-30-page research project on a significant topic. In the first section of the Senior Project, students articulate the project focus and initiate research on its history, identify current challenges, compile a list of key terms, assess limitations in published research, and determine relevant theories and theorists. They also review APA citation and referencing style and explore strategies for evaluating research accuracy. Students collaborate in groups, offering editorial and research suggestions to one another, with group discussions serving as a crucial element of the course. This project spans two consecutive courses, PSYC 480A and PSYC 480B.

PSYC 480B Senior Project Course 2 (4.50)
Prerequisite: *PSYC 480A*

Duration: 4
Part B of PSYC 480 begins with creating the Senior Project outline, which requires significant development in APA formatting as students determine heading levels for the structure of their completed project. Students will apply the feedback received in Part A to continue the project, adhering to the APA formatting style throughout. They will complete the Review of Literature, followed by the Discussion, Conclusions, and Recommendations sections. This project spans two consecutive courses, PSYC 480A and PSYC 480B.

PSYC 484 Senior Project (4.50)
Prerequisite: *ENG 102; Completion of all core courses is required.*

Duration: 8
Development of a major cumulative project integrating knowledge gained in the program with an applied area of student interest. Covers empirical, theoretical, and/or experiential study of specific topics in integrative psychology with an emphasis on creative activity aimed at fostering a deeper understanding of human experience or promoting social and/or global change.

PSYC 491 Honors Student Guided Study (1.50-4.50)
Prerequisite: *Satisfactory completion of core courses with a GPA of 3.75 or higher*

Duration: 4
In this capstone course students will design a research project under the direction and supervision of a faculty member. The research project will include data gathering, data analysis and interpretation of data and will be written in APA style and format. Grading is H, S, or U only.

SCI 200 Earth and Space Sciences (4.50)
Duration: 4
This course covers fundamentals in Astronomy, Geology, Meteorology, and Oceanography. This course includes Earth and Space Science subjects that are part of the California teaching science credentials (both single and multiple subjects). Completion of this course along with the subsequent lab (SCI200A) will fulfill earth and space CTC components at National University.

SCI 200A Earth and Space Sciences Lab (1.50)
Prerequisite: *SCI 200 with a minimum grade of C-. A student must have passed the lecture course in order to take the lab course.*

Duration: 4
This laboratory course extends student learning beyond lecture content about the fundamentals in Astronomy, Geology, Meteorology, and Oceanography through hands-on lab experiences. Completion of this course along with the prior lecture course (SCI200) will fulfill earth and space CTC components (both single and multiple science subjects) at National University.

SCI 300 Geography (4.50)
Examination of relationships between geographical features of the earth and human societies. Includes the study of map construction, mapping tools, geographical data, and the influence of geomorphological features on the development and spatial distribution of political systems, languages, and religions.

SCI 303 GIS: Geographic Info Systems (4.50)
Interdisciplinary features in Geographic Information Systems. Aspects include geography, cartography, and computer science for scientific, business, and environmental applications. This will include teaching the student how to input spatial data into the computer, organize the data and perform basic spatial operations.

SCI 490 Guided Study (0.50-9.00)
Individual study under direction of instructor. Requires prior approval of appropriate academic department.

SCM 400 Supply Chain Management (4.50)
Prerequisite: *MGT 451*
Duration: 4
Exploration of the evolving field of Supply Chain Management, which is increasingly important for competitiveness in the global market place. Evaluation of the eight key components of Supply Chain Management, focusing on how demand management is used to balance consumer needs with supply chain capabilities. Advanced forecasting techniques and rapid product development combine to create a responsive supply chain, providing competitive value to the consumer.

SCM 435 eCommerce Cust Srvc & Returns (4.50)
Duration: 4
Customer service is one of the most important facets of logistics and the supply chain, and yet it is one of the least appreciated. Great customer service gives a business a key differentiating advantage over the competition. This course will cover the end-to-end process of transactions, customer service policies, order entry, and order processing. In addition, Returns Management (reverse Logistics) will also be studied. By properly managing returned products, a business can significantly cut losses by using undamaged returned items to restock warehouse inventory for resale. The Returns Management process is part customer support, part Logistics, and part Inventory Management. This course will focus on developing the most-cost optimum strategies to handle this key area of supply chain while maintaining world class customer service at total lowest cost.

SCM 440 Cost and Risk in SCM (4.50)
Duration: 4
Analysis of pre-transaction, transaction and post-transaction elements that influence cost and risk toward achieving long-term customer satisfaction and profitability. Application of Blockchain technologies to reduce costs and verify supply pedigree. Other topics include Lean 6-Sigma, lead time reduction, risk management and resilience to create responsive and reliable supply chains. Alignment of these concepts between supply chain partners extends these traditional topics beyond the firm.

SCM 450 Network Modeling (4.50)
Prerequisite: *MNS 407; SCM 440*
Duration: 4
Analysis of supply chain networks to evaluate strategic alternatives using both optimization and probabilistic models. Evaluate supply chain options under real-world variability and unknowns to quantify operational and financial risks from your supply chain, markets and competitors. Modeling in spreadsheets, discrete event software and system dynamics software.

SCM 460 Robots, Drones, & Blockchains (4.50)
Duration: 4
As goods progress on in its supply chain journey from manufacturer to customer, a product moves to increasingly smaller vehicles and acquires more specific delivery criteria. The first, middle, and last mile stages of the logistics journey are essentially defined by a gradual decrease in shipment size and distance from the final consumer. The last mile is the most visible stage of the logistics chain to the end consumer and hence is the most critical stage of delivery. In this course we explore how the complex problem of last mile delivery is solved by leveraging technology such as robots and drones. Additionally, advances in cloud computing and data interchange have revolutionized Supply Chain Management. Blockchain Technology can benefit supply chains by improving visibility and adding security of data. Track and trace capability of raw materials from source to manufacturing to customer will be leveraged using Blockchain technology.

SCM 465 Data Visualization (4.50)
Prerequisite: *MNS 407*
Duration: 4
Data visualization is one of the most powerful tools to explore and communicate patterns in quantitative data. We are living in a world where data is everywhere and permeates every single business decision. Data visualization techniques allow businesspeople to leverage their perception to convert data to information and make smarter, quicker, and more informed decisions. In addition, in this course we will cover the fundamental types of risk, probabilistic analyses of risks and cost management strategies. We will develop discrete event and system dynamic models to create an optimal risk management model.

SCM 480 Capstone-SCM Strategy & Policy (4.50)
Prerequisite: *Prerequisite: All other Requirements for the Major courses (e.g. Business Core Requirements and LSCM Requirements) with a GPA of 2.00 or higher.*
Duration: 4
A supply chain strategy & policy is a strategic vision backed up by a detailed executable plan that enables organizations to get their goods delivered to customers at low cost and on time, every time. Gaining a market edge over your competition requires leveraging fundamentally sound principles that together build a strategy that retains loyal customers. Using real life case studies and simulations, this course will reinforce business critical skills and the importance of cross functional collaboration across the supply chain.

SCM 481 Professional Cert Exam Prep (3.00)
Prerequisite: *SCM 480*
Duration: 4
Concepts and processes from all topics within Supply Chain Management are integrated for application in business situations. Focusing on strategies and technologies will advance knowledge and appreciation for the complexities of Global Supply Chains. Assessment of alternative plans and strategies will prepare students for decision-making roles. Topics include: Integrated Supply Chain Management, Demand and Supply Integration, Supply Management and Procurement, Manufacturing and Service Operations, Transportation, Inventory Management, Warehousing, and Order Fulfillment and Customer Service. Passing professional exams provides additional opportunities and greater versatility for employment options within the Supply Chain Management profession. Grading is S/U only.

SCM 610 Supply Chain Collaboration (4.50)
Duration: 4
Supply Chain Collaboration focuses on aligning business processes and goals between firms within the supply chain toward improving the performance of all members. This course presents the eight managerial processes at the strategic and operational levels, first within the firm and then between firms. Successful Supply Chain Collaboration requires cross-functional integration, right-sizing of partnerships and correct adoption of performance measures, which will be studied in depth with attention to practical applications and deployment techniques.

SCM 620 Strategic Supply Management (4.50)
Prerequisite: *SCM 610*
Duration: 4
Strategic Supply Management focuses on the fundamental principles, processes and strategies that are currently used by successful companies to manage their supply networks and significantly improve their bottom lines. This course provides strategic and comprehensive insights into the field of supply management by analyzing markets, suppliers and business needs. Concepts also include developing and implementing effective supply management strategies that balance quality, technology and delivery to achieve the lowest Total Cost of Ownership. The course puts a strategic focus on sourcing, price management and supplier relationship management with emphasis on risk management, by covering key knowledge and skills that are in demand today.

SCM 630 Supply Chain Planning (4.50)
Prerequisite: *SCM 610*
Duration: 4
This course focuses on the fundamentals of planning as a primary input into the conception and execution of a robust supply chain architecture. Core facets of planning such as Resource capacity maximization, Supply and demand balancing, Forecast development, Service requirements, Internal and external plan collaboration, and Inventory optimization are discussed in detail. Using simulation and mathematical models as a basis, coupled with practical real life scenarios, this course connects the individual components of the production and inventory planning functions into an integrated supply chain strategy.

SCM 640 Distribution Management (4.50)
Prerequisite: *SCM 610*

Duration: 4
The ability to deliver the right products to the right customer at the right cost, the right time and the right quantity is mission-critical to any business' success. Successful companies have turned this competency into a key competitive advantage. With most supply chains now spanning the globe several times over, a multitude of service providers, IT systems and distribution systems must all work in concert to deliver excellence. This course will provide the student with an in-depth understanding of the building blocks of transportation modes, warehousing techniques and the strategies companies employ to achieve a competitive advantage in the marketplace.

SED 407 Language/Literacy Basics (4.50)
Prerequisite: *SED 410*

Duration: 4
Using research-based theories, methods, and strategies designed for students with disabilities, candidates will learn to assess, instruct, and provide interventions for foundational listening, speaking, reading, writing, and language for all learners in the PK-12 classrooms.

SED 409 Lang & Lit Case Studies (4.50)
Prerequisite: *SED 407*

Duration: 4
The course provides substantive, research-based instruction that effectively prepares candidates to assess and teach literacy to students with MMS and ESN. Through a case study, candidates will administer and analyze a variety of reading and writing assessments, develop IEP goals specific to data from the assessments, and plan lessons that promote student access and achievement in mastering literacy standards.

SED 410 Adv. Behavioral Supports & SEL (4.50)
Prerequisite: *SED 415*

Duration: 4
This course will examine research-based assessments and strategies within multi-tiered systems to address the behavioral and social emotional needs of learners with disabilities. Students will explore the development of functional behavioral assessments, positive behavior support plans, and behavioral intervention plans. Also, students will learn to work collaboratively to minimize disruptive behaviors and increase adaptive behaviors and Social Emotional Learning (SEL) skills.

SED 415 Special Education Law (4.50)
Prerequisite: *ISE 443*

Duration: 4
This course provides a comprehensive overview of the professional, legal, and ethical practices of educators. Candidates explore in-depth federal and case law that contributes to the placement, instruction, and service delivery, in addition to the privacy issues in Special Education. The course addresses federal and state courts' interpretation of statutes and regulations for Special Education service delivery, IEPs, transition plans, and related services for learners with mild to moderate support needs and extensive support needs.

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)
Prerequisite: *SED 615*

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 K-12 classrooms. Candidates will also learn about the Science of Reading including the use of structured literacy instruction. Skills covered will include a focus on foundational literacy, including phonological awareness, decoding, morphology, fluency, encoding, and comprehension.

SED 608 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 analyze a variety of reading and writing assessments, develop IEP goals specific to data from the assessments and plan and present lessons that promote student access and achievement in mastering literacy standards including subject matter content.

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)
Prerequisite: *SED 601*

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 contributes to the placement, instruction, and service delivery in addition to the privacy issues in special education. The course addresses federal and state courts' interpretation of statutes and regulations of special education service delivery, IEP's, transition plans, and related services for learners with mild to moderate support needs and with extensive support needs. Current best practices in identification, eligibility, and assessment within inclusive educational service delivery are examined.

SED 697 Educational Research (4.50)
Prerequisite: *ESN 639; ESN 640; ESN 641, or MMS 617; MMS 623; MMS 620*

Duration: 8
This course is designed to provide the student with the basic knowledge and skills required to read, interpret, and evaluate both quantitative and qualitative action research to determine if research results have implications for program, curriculum, or instructional decisions in special education classroom.

SED 698 Action Research Capstone (4.50)
Prerequisite: *SED 697 with a minimum grade of C. Incompletes in SED 697 must be awarded a passing grade before enrolling in SED 698.*
Duration: 8
Apply knowledge, skills, and dispositions to complete an action research project with an emphasis on creating transformative change in an educational setting. The teacher-researcher will reflect on the factors of change that transform classroom experiences for students in TK-12 special education.

SEL 600 SEL Education Communities (4.50)
Duration: 4
Analyze social-emotional learning (SEL) in education communities through the lens of SEL frameworks, competencies, cultural responsiveness and developmental indicators. Reflect on personal development of social-emotional competencies. Review SEL literature to develop a research focus and questions pertaining to social-emotional learning and culturally responsive classrooms.

SEL 605 Identity and Culture (4.50)
Prerequisite: *SEL 600*
Duration: 4
An investigation into how personal culture, implicit bias, stereotypes, assumptions, values, and beliefs influence personal identity and impacts our ability to engage in dynamics of difference. Students will then self-assess and reflect upon personal cultural proficiency. That self-reflection will then intersect with the SEL tenets that foster an inclusive learning environment to construct a personal cultural growth plan.

SEL 610 Cognition and Emotion (4.50)
Prerequisite: *SEL 605*
Duration: 4
How learners learn and instructors teach can be explained by brain research and by neuroscience. Social and emotional learning competencies are greatly impacted by cognition. The intersections between cognition, emotion, equity, and culture impact more than learning and can affect human creativity, innovation and critical thinking. Learners will explore how digital design and digital tools influence knowledge acquisition in a variety of learning environments.

SEL 615 SEL Action Research Methods (4.50)
Prerequisite: *SEL 610*
Duration: 4
This course will examine and begin to formulate a four stage Action Research Plan that addresses Social Emotional Learning: 1) Clarifying vision and targets, 2) Articulating theory, 3) Implementing action and collecting data, 4) Reflecting on data and planning informed action.

SEL 620 SEL Frameworks (4.50)
Prerequisite: *SEL 615*
Duration: 4
An exploration of various SEL frameworks that will provide evidence and structures for effective learning environments. Student learning is enhanced when educators are able to weave together academics with social emotional learning practices and pedagogies.

SEL 625 Trauma in Education (4.50)
Prerequisite: *SEL 620*
Duration: 4
Identification of trauma-informed strategies for developmentally diverse classrooms and implementation of prevention strategies and protective factors are explored. Addresses assimilation of knowledge about trauma into policies, procedures, and practices and examination of the teaching of tolerance.

SEL 630 SEL Strategies (4.50)
Prerequisite: *SEL 625*
Duration: 4
Examines equity-based pedagogical approaches to integrate SEL strategies and skills into academic content areas at different developmental levels. Learn how to apply evidence-based inclusive practices and examine the impact on students' behavior and achievement outcomes. Determine how educational success can be achieved with curriculum integration strategies to support SEL and academic achievement.

SEL 635 Leadership and SEL in Context (4.50)
Prerequisite: *SEL 630*
Duration: 4
Leadership skills to promote SEL in educational settings. Evidence-based practices to create a shared vision and cultivate a positive school climate to empower students and school leaders will be examined. Learners will adopt SEL leadership skills to transform school and district culture and increase student achievement by adapting or developing policy and procedures.

SEL 640 SEL and Assessment (4.50)
Prerequisite: *SEL 635*
Duration: 4
Explore assessment practices that support social and emotional learning in educational settings. Practices include: Formative Assessment Strategies, Universal Design for Learning, Authentic Assessment, Personalized Learning, portfolio and performance-based assessment. Examine assessment of SEL programs and tools that measure the effect of SEL on individual behavior, overall school climate, and school-wide implementation.

SEL 680 SEL Capstone (4.50)
Prerequisite: *SEL 600 SEL 605, SEL 610, SEL 615, SEL 620, SEL 625, SEL 630, SEL 635, & SEL 640*
Duration: 4
As the capstone course for the MA in SEL degree, learners will construct an action research project that includes the tenets of social and emotional learning. Project findings will provide evidence from scholarly literature and practitioner evidence collected throughout the program.

SEM 604 Life Cycle and Risk Assessment (4.50)
Hands-on experience on how to conduct life cycle and risk assessments. Practical application of these methodologies into products and processes. Environmental management systems such as ISO 9000 / 14001 will be discussed.

SEM 605 Energy Management (4.50)
Overview of sustainable energy management practices in order to increase energy efficiency, and decrease the release of energy-related pollutants into the environment. Coverage materials related to not only energy from conventional sources but also renewable. Special focus on energy conservation will be discussed. Various techniques to lower energy use will be discussed.

SEM 606 Environmental Management (4.50)
Comprehensive overview of applicable air pollution, water pollution, drinking water and toxics environmental laws and regulations in the U.S. In addition, various pollution sources, and their impact are presented. Specific strategies to develop and implement environmental management practices are presented.

SEM 607 Watershed Management (4.50)
Overview of the watershed management and planning process. Relate interdisciplinary topics such as the use of public policies, regulations, and management tools to effectively manage water resources for a sustainable future. Specific case study examples will be used to illustrate the concepts.

SEM 608 Sustainable Buildings (4.50)
Examination of environmental, economic and social benefits of green building. Specifically addresses the various methodologies that can be integrated into the built environment for energy savings while maintaining the highest indoor environmental quality. Specific strategies to secure LEED certification will be presented.

SEM 610A Project I (4.50)
Prerequisite: *SUS 601; SUS 602; SUS 603; SEM 604; SUS 604; SEM 605; SEM 606; SEM 607; SEM 608*
Duration: 4
Focus on the application of sustainability methods learned through this program. The student teams select research topics and write a detailed project proposal. The student teams define the research problem and gather data from literature searches and/or the client organization, if applicable. Grading is by H, S, or U only; course is not eligible for an "IP" grade. SEM610A is a one month course taken immediately before SEM610B.

SEMX 6005X Energy Management (4.50)
Prerequisite: *1. Maintain an overall B average in UCSD Extension's sustainability certificate. 2. A bachelor's degree from an accredited university. 3. Successfully completed a college-level statistics class. 4. Complete and submit a copy of official certificate and transcript to National University.*
Duration: 4
This proficiency exam is specifically for UCSD Extension students who have completed their Sustainability Business Practices certification with an overall grade of B or higher. If successfully completed, this exam will serve as a course substitution for SEM 605, Energy Management, in the Master of Science Sustainability Management program at National University.

SKS 501 Comp Strat Knowledge Studies (4.50)
Duration: 4
In this course, students have the opportunity to gain foundational knowledge in 15 different areas important to business and management including accounting, finance, law, ethics, marketing, global business, information systems, research, leadership, strategic management, operations management, human resources, organizational behavior, and micro and macroeconomics. This course serves as a foundation for success in future courses.

SOC 100 Principles of Sociology (4.50)
Duration: 4
Critical introduction to basic sociology concepts. Examination of major theoretical perspectives and research methods. Topics include: economic stratification, race, gender, family, deviance, complex organizations.

SOC 260 Cultural Anthropology (4.50)
Prerequisite: *ENG 102*
An introduction to the principles and processes of anthropology and culture. This course offers a mix of theoretical approaches that include evolutionism, historical particularism, diffusionism, functionalism and French structuralism, as well as methods of fieldwork and ethnography. Students explore the impact of culture on human behavior, the interrelationships among different parts of a culture and the adaptive quality of cultural systems.

SOC 320 Social Movements (4.50)
Prerequisite: *ENG 102*
Duration: 4
Introduction to social movements and collective action, covering several theoretical perspectives on how to understand and analyze social movements in recent global history, from their origins to their demise; a global survey of the processes of social and political awareness, mobilization, and development of such movements.

SOC 325 Popular Culture (4.50)
Prerequisite: *ENG 102*
Introduces students to the concept and origins of popular culture and to social theories used by academics to analyze its impact on self and culture in modern consumer societies. Topics include mass media, TV, the internet, video games, sports, leisure, fashion, celebrity, shopping, advertising, and youth culture.

SOC 328 Art, Culture, and Civilization (4.50)
Prerequisite: *ENG 102*

Duration: 4
An expansive overview of the history of world consciousness through various civilizations, exploring the interconnectedness of art, culture, politics, religion, economies, and the social environment in which they emerge. Draws on the contributions of people from different fields of creativity, the world's outstanding thinkers, and the interconnectedness of their works.

SOC 330 Film in a Global Context (4.50)
Duration: 4
Examines how international cinema represents various aspects of societies and cultures outside the U.S. Representative films of Asia, Africa, Europe, Latin America, Australia and Oceania, and Canada may be studied.

SOC 331 Medical Sociology (4.50)
Prerequisite: *ENG 102*

Duration: 4
An introduction to health care as a social institution. Utilizing both medical and sociological perspectives, medical sociology explores models of health, illness, and treatment, the sources of modern illness, and the social distribution of illness in the US. The course compares the US health care system to systems worldwide and looks at the current system from a historical perspective. Topics include the social construction of health care settings and illness; the experience of disability, mental illness, chronic illness, and chronic pain; alternative health care systems; epidemics and pandemics; and the ethics of health care in the US.

SOC 344 Love, Sex, and the Family (4.50)
Prerequisite: *ENG 102*

Duration: 4
Examines the institutions of marriage and family structures and their historical development. Topics include kinship, changing gender roles, changing family forms, divorce, domestic violence, and economic structure.

SOC 350 Cultural Diversity (4.50)
Prerequisite: *ENG 102*

Examines race, gender, ethnicity and class in 20th century American society. Introduces students to methods for studying the changing nature of our society and explores ways in which our increasingly urbanized and technological culture affects all aspects of professional and unskilled work. May involve work in oral history.

SOC 365 Classical Social Theoryy (4.50)
Prerequisite: *ILR 260*

Duration: 4
This course examines the foundational theories that have engaged social theorists. It analyzes the historical, cultural, social, economic, political, intellectual, and biographical contexts within which they developed, and appraises the extent to which they continue to inform sociological research and thinking.

SOC 375 Contemporary Social Theoryy (4.50)
Prerequisite: *ENG 102*

Duration: 4
Examines the major social theories that have engaged social theorists from the mid-twentieth century onward. The course also investigates the historical, sociological, intellectual, and biographical contexts within which contemporary social theories have developed and the extent to which they inform current sociological research and thinking.

SOC 385 Methods of Social Inquiry (4.50)
Prerequisite: *ENG 102*

Duration: 4
Research design and methods including survey, network, experiment, qualitative, quantitative, and collection, organization and interpretation of research data.

SOC 400 Race & Ethnicity in the U.S. (4.50)
Prerequisite: *ENG 102*
Duration: 4
Examines the origins of cultural pluralism in the USA and the valuing of diversity as a socio-cultural imperative. Explores the social history of race and ethnic relations in the USA from Colonial America to the present. Topics include voluntary and involuntary immigration, internal colonization, theoretical frameworks for understanding prejudice and discrimination, master narratives, the US Census, eugenics, immigration policy, and how gender and class complicate understandings of race and ethnicity in the USA.

SOC 440 Power and Social Change (4.50)
Prerequisite: *ENG 102*
Duration: 4
A critical examination of theories of power, including the relationship of power to culture, social class, the economic order, government, ideology, poverty, race, sex and other topics. Studies community, national and international power structures and institutional leaderships.

SOC 443 Sociology of Deviance (4.50)
Prerequisite: *ENG 102*
Duration: 4
Employs a critical sociological approach to deviance and social control in contemporary society. Topics to be considered include the origins and functions of deviance in society, the institutional production and categorization of deviance, the impact of deviance on personal and social identity, deviant careers, and deviance and social change. Considers major theoretical sociological perspectives on deviance; makes use of current data on crime and current research in sociological and criminological journals and websites; and examines portrayals of deviance and social control in literature, film, and popular culture.

SOC 445 Contemporary Social Problems (4.50)
Prerequisite: *ENG 102*
Uses the functionalist, conflict and interactionist perspectives, this course explains how human conditions come to be perceived as social problems, and how to evaluate their proposed solutions.

SOC 455 Sociology of Work & Org (4.50)
Prerequisite: *ENG 102*
Duration: 4
The study of social structure is central to sociology, and the study of work, the workplace, and various forms of organizations is fundamental for understanding the contemporary social world and the individual and society. Students will study the major theoretical approaches to the sociology of work and organizations, the evolution of the modern workplace and organizations, contemporary debates about work and in organizational theory, careers in sociology, and preparation for the job market. While grounded in sociology, the course examines contributions from economics, management and leadership studies, and psychology.

SOC 490 Guided Study (1.50-4.50)
Individual study under direction of instructor. Requires prior approval of appropriate academic department.

SOC 499 Sociology Senior Project (4.50)
Prerequisite: *ENG 240 or equivalent; SOC 365; SOC 375; SOC 385*
Duration: 8
The senior project is taken near the end of the student's degree program after completion of the 40.5 units of core required courses for the major. Students will become familiar with the value of the BA Sociology degree and the diverse career pathways open to them. Students will conduct a senior capstone study and present that study in written and oral forms. The project is designed to deepen the sociological understanding of students as they develop a research problem, question, and hypothesis; write a literature review; choose an appropriate method for studying the problem; answer the research question by testing the hypothesis; report and discuss the findings; and adopt theoretical perspectives to analyze the problem and the findings. Grading is H, S, or U only.

SOC 604 Culture and Socialization (4.50)
Duration: 4
This course provides a systematic examination of socialization processes as the key means through which culture is produced and reproduced. Critical engagement with competing cultural theories helps students to analyze the tensions between individuals' experiences and the histories in which they are enmeshed. We examine the dialectical relationship between culture and socialization or the premise that individuals are born into a structured society and socialized to established norms and rules. However, people possess enormous capacity to negotiate and modify culture.

SPD 643 Assmnt Differentiation M/S (4.50)
Prerequisite: *SPD 514*
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 M/S.

SPD 672 Intro to ECSE (4.50)
Prerequisite: *Individuals who hold a preliminary, Level I, professional clear, clear, Level II, or life special education teaching credential may take this course.*
This course surveys current knowledge of young children with disabilities within the context of development and learning, birth to five. It examines historical factors,legislation affecting service delivery,etiology, characteristics and needs of young children who are at-risk for or who have identified disabilities. From a cultural diversity perspective, the role of family-professional partnerships, educational strategies, and models of service delivery are explored. Field experience is required.

SPD 674 Collaborative Partners (4.50)
Prerequisite: *ECSE Added-Authorization Candidates: Individuals who hold a valid preliminary, Level I, professional clear, clear, Level II, or life special education teaching credential may take this course.*
Duration: 4
Examination of interpersonal and interactive techniques required of the special education teacher when working with parents and families of young children and students with special needs and other professionals. This course addresses the sharing of knowledge and mutual efforts between professionals and parents to effectively serve youngsters with special needs. Problem solving, decision–making, and collaborative strategies for working with parents, professionals, and agencies when implementing services are explored. Field work is required.

SPD 676 ECSE Assessment & Intervention (4.50)
Prerequisite: *Individuals who hold a preliminary, Level I, professional clear, clear, Level II, or life special education teaching credential may take this course.*
This course is designed to provide knowledge of a wide range of ECSE assessment instruments, administration and the skills to analyze results across developmental domains. Candidates translate assessment information into functional goals and objectives (IFSP, IEP) to meet the individualized needs of young children with disabilities and their families, including synthesize of data from other professionals and adaptation of assessments. Assessment results are utilized to develop individualized teaching and learning strategies, adaptations/modifications, and inclusion strategies in a natural environment. Field Experience is required.

SPN 100 Beginning Spanish I (4.50)
Duration: 4
Introduction to the Spanish language and the diverse cultures of its speakers. Practice of the language in both oral and written modes. Activities include interactive exercises to learn grammatical structures and vocabulary, exposure to daily life situations through audiovisual materials and oral practice of dialogues, and reflection on cultural topics relevant to the Spanish-speaking world.

SPN 101 Beginning Spanish II (4.50)
Prerequisite: *SPN 100*
Duration: 4
Sequel to beginning Spanish I. Further study of the Spanish language and the diverse cultures of its speakers. Practice of the language in both oral and written modes. Activities include interactive exercises to learn grammatical structures and vocabulary, exposure to daily life situations through audiovisual materials and oral practice of dialogues, and reflection on cultural topics relevant to the Spanish-speaking world. Concepts and skills learned in SPN 100 will be essential to student success in this course.

SPN 200 Intermediate Spanish I (4.50)
Prerequisite: *SPN 101*
Duration: 4
Intermediate study of the Spanish language and the diverse cultures of its speakers. Practice of the language in both oral and written modes. Activities include interactive exercises to learn grammatical structures and vocabulary, exposure to daily life situations through audiovisual materials and oral practice of dialogues, and reflection on cultural topics relevant to the Spanish-speaking world. Concepts and skills learned in SPN 100 and SPN 101 will be essential to student success in this course.

SPN 303 Virtual Study Abroad (4.50)
Prerequisite: *SPN 200 Prerequisite can be waived through prior coursework, testing options as described in the NU catalog, or an oral interview with SoALS faculty.*
Duration: 4
Virtual exploration of the Spanish-speaking world. Students are immersed in the target language through interactive communicative tasks as they engage in an online journey through cultures and communities of Latin America and Spain. Designed to develop cross-cultural competence and appreciation of the diversity of contemporary and past ways of life in these regions.

SPN 304 Spanish for Professional Comm (4.50)
Prerequisite: *SPN 200 Prerequisite can be waived through prior coursework, testing options as described in the NU catalog, or an oral interview with SoALS faculty.*
Duration: 4
Students hone professional communication skills in Spanish. Integration of speaking, listening, reading, and writing practice into job-related tasks performed in the target language. Cultural learning focused on workplaces in the Spanish-speaking world, as well as cultural sensitivity within the workplace in the US. Options provided for students to tailor their learning to their chosen future profession.

SPN 340A Spanish for the Work Place (4.50)
Duration: 4
Develops tools for communication with Spanish speakers in healthcare settings. Activities include Spanish language oral practice of healthcare related dialogues, interactive exercises to practice basic grammatical structures and healthcare vocabulary, and discussions in English of cultural content related to Spanish-speaking populations.

SPN 341 Cross-Cultural Communication (4.50)
An examination of the basic cultural differences generally encountered in the workplace. Special emphasis is given to cross-cultural communication in the workplace.

SPN 350 Film and Culture (4.50)
Prerequisite: *SPN 303; SPN 304*
Duration: 4
Films and documentaries from and about the Spanish-speaking world serve as the basis for lectures, discussions, and class projects. Diverse topics will be explored along with a range of socio-cultural issues. This course also introduces strategies of cultural analysis. All coursework will be in Spanish, with some theoretical readings in English.

SUS 601 Introduction to Sustainability (4.50)
An introduction to sustainability concepts. An interdisciplinary approach is used by combining environmental, economic and social dimensions of sustainable development by looking into relevant local, and global environmental issues. Various sustainable forces that may impact an organizational operation will be discussed.

SUS 602 Enterprise Excellence (4.50)
Prerequisite: *CSC 220 or permission from lead faculty.*

Duration: 4
Overview of statistical tools needed to measure business improvement related to sustainability. Step-by-step guide to develop and institute metrics for sustainability improvement will be provided. Enterprise excellence including process improvement analysis and management systems for business, industry, academic, government and military organizations will be covered.

SUS 603 Sustainable Innovation (4.50)
Presentation of the concepts of sustainable innovation though culture, innovation network and leadership. Specifically, concepts such as innovation leadership are addressed. The focus is on innovation drivers and their implications in stimulating and managing innovation in the workplace. Relevant case studies will be used.

SUS 604 Sustainable Supply Chain (4.50)
Examination of how supply chain can be used to improve the sustainable operations of an organization. Specific topics would include the development and implementation of supply chain and organizational policies to meet the global requirements.

SUSX 6001X Introduction to Sustainability (4.50)
Prerequisite: *1. Maintain an overall B average in UCSD Extension's sustainability certificate. 2. A bachelor's degree from an accredited university. 3. Successfully completed a college-level statistics class. 4. Complete and submit a copy of official certificate and transcript to National University.*

Duration: 4
This proficiency exam is specifically for UCSD Extension students who have completed their Sustainability Business Practices certification with an overall grade of B or higher. If successfully completed, this exam will serve as a course substitution for SUS 601, Introduction to Sustainability, in the Master of Science Sustainability Management program at National University.

SYE 600 Introduction to Systems Design (4.50)
Detailed overview of the nature of systems and the systems engineering design process of human-made systems. The main emphasis is on the four phases of systems design: conceptual design, preliminary design, detail design, and evaluation and testing. Life cycle engineering and requirements analysis are introduced.

SYE 601 Systems Analysis & Design Eval (4.50)
Prerequisite: *SYE 600*

An in depth study of system analysis and design evaluation. The emphasis is on using various modeling tools to predict system performance and evaluate various system alternatives under multiple design criteria and conditions of risk and uncertainty. Use of calculus and MS Excel are required.

SYE 602 Advanced System Design (4.50)
Prerequisite: *SYE 601*

Advanced system design concepts and details the methodologies of design for operational feasibility: system reliability, maintainability, usability (human factors), supportability (serviceability), producibility and disposability, and affordability (life-cycle costing). The course also provides an introduction to systems engineering management, including planning, organization, and program control and evaluation.

SYE 603 System Dynamics (4.50)
Prerequisite: *SYE 602*

Analysis of complex systems, system behavior, and system of systems. Includes the concept of intended and unintended consequences, systems thinking, modeling dynamic systems and decision making, system instability and oscillation, and testing of system models. System dynamic programming software is provided with the text.

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.

TMG 610 Global Economic & Tech Trends (4.50)
Duration: 4
The focus of this course is to explore economic globalization driven by technology trends that has resulted in economic shifts impacting businesses and people all around the world. The course integrates information on production, the supply chain, consumption, culture, and changing technological innovation that support the global economy. Technological changes and processes that impact global businesses and organizations are analyzed for various industry sectors. Students will examine the interactions of transnational corporations and States (countries) that are engaged in this dynamic environment. Course Assignments and project will focus on demonstrating the above aspects.

Courses - Individual Based

For Individual-based courses please click here.