



ADDENDUM B

TO THE NATIONAL UNIVERSITY GENERAL **CATALOG 88**

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

The following updates will take effect on March 30, 2026.

Technology Fees

Course	Technology Fee
MTH311	\$116.24

Policy Information

- [Undergraduate Basis for Admissions](#)
- [Student Code of Conduct](#)
- [Student Freedom of Expression and Assembly Policy](#)

Undergraduate Basis for Admissions

As of 3/1/2023 the Basis for Admissions Policy has been updated. Students 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 prospective 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 meet the University's Basis for Admission (BFA) requirements through document submission or institutional verification of one or more of the following:

- An official transcript verifying receipt of a high school diploma, GED, or any post-secondary degree from an institution accredited or recognized by the Department of Education
- An official secondary school/program transcript or documented home school completion
- DD214 document with confirmation of high school or GED completion
- Verification of an Associates degree or higher through the National Student Clearinghouse (NSC), including degrees reflected on an unofficial transcript, except where prohibited by accreditation

Note:

- Program-specific admission requirements may apply; refer to the applicable program page for additional details.
- In instances of conflicting information, the institution reserves the right to request official documentation.
- Students intending to use VA/CALGRANT funding must submit official transcripts from all 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.

Student Code of Conduct

A. Mission Statement

National University (NU) endeavors to provide and maintain a safe and respectful environment for students, employees, and visitors.

The Office of Community Standards (OCS) seeks to enhance student learning and personal development by creating an educationally purposeful, ethical and caring community, while protecting the interests of the larger NU community. Through the fair, timely, and consistent administration of the student conduct process, the OCS promotes student learning with the guiding principles of integrity, community, social justice, respect, and responsibility.

B. 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 OCS is entrusted to maintain balance between the interests of individual students and those of the University community. The NU community exists on the basis of shared values and principles, which all members are expected to uphold and abide by. Specifically, to students, these shared principles of behavior form the basis of the Student Code of Conduct (SCC). These standards are embodied within a set of core values that include integrity, community, social justice, respect, and responsibility.

When a member of the NU community fails to exemplify these five (5) values by engaging in activities that violate the standards below, it is the responsibility of all staff, faculty, students, and other community members to encourage behavior change. The Student Conduct Resolution Process (SCRCP) is not intended to punish students; rather, it exists to protect the interests of the NU community and to challenge those whose behavior compromises the productivity of academic pursuits. If a student is found responsible for a violation of policy, in some instances, sanctions are imposed. Sanctions are intended to challenge students' moral and ethical decision-making and help them bring their behavior into accordance with NU's expectations. When a student is unable to conform their behavior to community expectations, it may be determined that the student is no longer able to share the privilege of participating in the NU community.

Procedures and rights in student conduct process 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, ensures that students receive written notice through a Notice of Investigation (NOI), a fair and impartial investigation and an opportunity to share their perspective through participation in an Educational Conference (EC). No student will be found in violation of NU 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.

C. Office of Community Standards (OCS)

NU is dedicated to making lifelong learning opportunities accessible, challenging, and relevant to a diverse student population. Consistent with the NU mission, rights and responsibilities are extended to all members of our University community. Community exists on the basis of shared values and principles.

The OCS oversees the SCC, administers student discipline, and serves as a resource for employees on student-related conduct concerns. OCS promotes appropriate standards of behavior within the NU Community by investigating alleged violations of the SCC, addressing violations of policy by holding students accountable while educating them about their choices. OCS achieves this by consistent administration of the SCRP and actively listening to students to foster an environment where they feel heard. OCS also strives to work towards the least disruptive and most collaborative solutions possible with faculty, staff, and students.

OCS utilizes an online case management software system, Maxient, for all student conduct related inquiries and reports. Repeated incidents may result in further review by OCS, potentially leading to measures aimed at preventing recurring behaviors, depending on the severity of the allegations and findings. These measures may include, but are not limited to:

- Written Warning
- Educational Sanction (e.g., a paper on academic dishonesty/ethics)
- Educational and Disciplinary Sanctions (e.g., a paper and disciplinary probation or suspension)
- Separation Proceedings

OCS may conduct climate analyses (as needed) to ensure that the SCC and any related guideline documents are followed throughout the NU community. The analyses will be shared with leadership for review and potential decisions aimed at improving student experience.

Additionally, OCS collaborates with various departments such as the Office of Institutional Equity (OIE), Facilities Management, Office of Human Resources (HR), Security, Office of Student Accessibility Services (SAS), Legal, Office of Compliance and Ethics, Office of Student Wellness, Office of Student Affairs, Academics, Office of Information Security, and other departments to ensure all efforts are coordinated as needed.

Office of Community Standards (OCS)

National University

Online Report: www.nu.edu/reportit

Email: ocs@nu.edu

D. Core Values of Student Conduct at NU

NU student community members are expected to uphold and abide by certain standards of conduct which form the basis of the SCC. These standards are embodied within the core set values below:

- **Integrity** – NU students exemplify honesty, honor and respect for the truth in all of their dealings.
- **Community** – NU students build and enhance their community.
- **Social Justice** – NU 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** – NU students show positive regard for each other, for property and for the community.
- **Responsibility** – NU students are given and accept a high level of responsibility to self, to others, and to the community.

NU students are provided with the SCC and are responsible for having knowledge of information, policies and procedures outlined within this policy. Any and all changes to this policy are made effective immediately. OCS reserves the right to change this code as deemed necessary to align with any regulations, including NU policies and procedures.

E. Conflict Resolution Options

Whenever appropriate, NU community members should consider alternative dispute resolution(s) in the following forms:

- 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)

Some important exceptions include offenses including sexual violence, physical threat/violence, or when there is a concern of a physical threat that may develop with continued contact between the parties. When this occurs, these matters are reported to OIE, who determines next steps.

F. Policy Administration and Designations

1. SCC Implementation, Interpretation, and Revision

OCS develops procedural rules for the administration of conduct proceedings and/or appeals that are consistent with the provisions of the SCC on an annual basis. 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 SCC is updated annually to ensure consistency and new updates to federal, state, and/or local rules and regulations. OCS may vary procedures with notice upon determining that changes to law or regulation require policy or procedural alterations not reflected in this policy. The OCS may make minor modifications to procedure(s) that do not materially jeopardize the fairness owed to any party. Any questions regarding the SCC will be referred to the OCS.

The SCC is published annually in the University General Catalog, and the policy is available on the NU's OCS website at www.nu.edu/student-services/community-standards/. Hard copies are available by request from the OCS at ocs@nu.edu. Students are responsible for having read and abiding by the provisions of the SCC.

2. University as Convener

The University is the convener of every action under this Policy. Within that action, there are several roles, Complainant(s), Respondent(s), Witness(es), Advisor(s), Investigator(s), and Appeal Officer.

3. Group Violations

A student group or organization and/or its officers and membership may be held collectively and/or individually responsible when violations of this code are not adhered:

- 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. Depending on the involvement of each individual and/or organization, individual determinations will be made as to responsibility, and sanctions may be assigned collectively and individually.

4. Amnesty

Amnesty means that current students may be able to 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 OCS not extending amnesty to the same person repeatedly.

The University provides amnesty to Complainants 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.

G. Jurisdiction

NU retains jurisdiction over behaviors that occur on NU property, online, or in connection with official University programs or sponsored events whether on or off University property.

The SCC 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 NU networks or technology will be protected as free expression and not subject to this policy, 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 NU or its community members that causes a significant on campus disruption

NU's OCS may also, at its discretion, exercise jurisdiction over a student's behavior that occurs off campus and affects NU constituents and its interests, and that would violate the SCC. NU 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 NU

In determining whether or not to exercise off-campus jurisdiction, the University may consider factors including but not limited to, the seriousness of the alleged misconduct; whether an alleged victim is a member of the campus community; the ability of the University to gather information, including the statements of witnesses; and whether the off-campus conduct is part of a series of actions that occurred both on and off campus.

The SCC and the SCRP apply to the conduct of all students, and all NU-affiliated student organizations. Students are subject to the rights and responsibilities outlined in the SCC upon meeting Basis for Admission with the university, generally with the completion of their formal evaluation of prior learning and transcripts. The SCC also applies to guests of students, whose hosts may be held accountable for the misconduct of their guests. Visitors to, and guests of, NU may seek resolution of violations of the SCC committed against them by members of the NU student body.

NU 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 SCC; however, the longer someone waits to report an offense, the harder it becomes for NU officials to obtain information and witness statements, and to make determinations regarding alleged violations.

University-assigned student email addresses are the primary means of communication at NU as well as the OCS. In addition, students may be required to meet via phone, or through videoconferencing, as needed. 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.

H. Violation of the Law

Alleged violations of federal, state and local laws may be investigated and addressed under the SCC. When an offense occurs within the jurisdiction of NU, SCRP will continue notwithstanding any criminal complaint that may arise from the same incident.

NU 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. 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 NU may be delayed or prevented from conducting its own investigation and resolving the allegation by the pendency of the criminal process. In such cases.

NU 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 Complainant or Respondent, or to allow the criminal investigation to proceed before the NU process.

Students accused of crimes may request to take a Leave of Absence (LOA) from NU until the criminal charges are resolved. In such situations, the NU procedure for voluntary leaves of absence is subject to the following conditions:

- the Respondent must comply with all investigative efforts that will not prejudice their defense in the criminal trial;
- the Respondent must comply with all interim actions and/or restrictions imposed during the leave of absence;
- the Respondent must agree that, in order to be reinstated to active student status, they must first be subject to, and fully cooperate with, the campus SCRP and must comply with all sanctions that are imposed; and;
- this LOA will not prevent enrollment status from being reported as scheduled.

Students receiving Financial Aid should contact the Financial Aid Department to help determine the impact of voluntary LOA.

I. Rules and Expectations

1. Core Values and Behavioral Expectations

NU 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. NU encourages community members to report all incidents covered under this policy. Any student found to have committed or to have attempted to commit the following misconduct is subject to the sanctions outlined herein.

2. Standards of Conduct for Online Students

An online learning environment requires a specific set of behaviors and expectations to ensure a productive and respectful experience for all participants. Freedom of speech and expression is valued in academic settings. Equally valued is the respect given to NU computer systems and information technology. To that end, students will adhere to the following online standards of conduct:

- Access NU 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, including but limited to muting your microphone when not speaking to minimize background noise.
- Only share your screen when instructed to do so.
- Be punctual for live online classroom sessions.
- Do not record sessions without permission. Respect the diversity of opinions among the instructor and members of the class and respond to them in a courteous manner.
- Use clear and concise language. Electronic communication consisting of all caps, large font, or bold print may be considered unprofessional and a form of verbal abuse, unless this is part of the syllabus, research, and/or assignment.
- 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. Please see NU's Equal Opportunity, Harassment and Nondiscrimination Policy for more information on discrimination, harassment or related retaliation based on protected category.
- Abide by all rules and regulations published by the University and agree to be subject to disciplinary actions as described in this SCC and all policies as described in the General Catalog.
- Do not share your peers' personally identifiable information outside of the course.

3. Abuse of Student Conduct Resolution Process (SCRIP)

Abuse or interference with, or failure to comply in, University processes including conduct and academic integrity conferences, including, but not limited to:

- Falsification, distortion, or misrepresentation of information.
- Failure to provide, destroying or concealing information during an investigation of an alleged policy violation.
- Attempting to discourage an individual's proper participation in, or use of, the campus conduct system.
- 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.
- Failure to comply with the sanction(s) imposed by the campus conduct system.
- Influencing, or attempting to influence, another person to commit an abuse of the campus conduct system.

4. Integrity

NU students exemplify honesty, honor, and respect for the truth in all of their dealings. Behavior that violates this value includes, but is not limited to:

i. 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 OCS at the following link: www.nu.edu/reportit. The OCS is responsible for adjudication and tracking all academic integrity violations that occur at the University.

In the case of academic integrity violations, the student may be subject to classroom, program and institutional sanctions. Classroom or program-specific sanctions will be issued at the discretion of the instructor of record or

program leadership (e.g., penalized grade or program dismissal), whereas the OCS will assess the appropriateness of and enact educational and/or disciplinary sanctions at the institutional level. An incident or string of incidents will generally be considered a single violation up until the point a student receives a written notice from OCS. General guidance on substantial issues of interpretation of the sanctions may be provided by the Academic Program Director (APD) or the OCS.

1. 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)

2. 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(s) without proper in-text attribution.
- Submitting as your own original work any paper, article, report, presentation, or book chapter written by another author(s) without clearly stating the author's publication.
- 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 NU 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 gives 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.

3. 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 ones 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 the 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.

4. Exceptions

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 achieving the best chance for a passing grade on the re-take is always prudent.

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.

Comprehensive portfolios/prospectus - The comprehensive portfolio and prospectus are the students' opportunity to showcase and prove knowledge already attained. Therefore, the submission of prior work is acceptable. With 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.

When instructed to do so by the faculty or in assignment of instructions - resubmission of prior work or revised work is permitted.

ii. Generative Artificial Intelligence (AI)

Generative AI is an artificial intelligence technology that synthesizes new versions of text, audio, or visual imagery from large bodies of data in response to user prompts. GenAI models can be used in stand-alone applications, such as ChatGPT or Bard, or incorporated into other applications such as internet search engines or word processing applications.

The NU Community must adhere to NU's policies and procedures relating to AI. OCS collaborates with individual faculty, programs, and schools/colleges when addressing student-related concerns of improper use of AI. Instances of improper use of AI may be considered academic integrity violations as per this policy.

For more information on AI and Academic Integrity, please visit the [NU's Academic Success Center: Using Generative IA \(Chat GPT and others\)](#).

iii. Collusion

Action or inaction with another or others to violate the SCC which includes but is not limited to:

- i. Students are subject to disciplinary action for knowingly acting in concert with others to violate University policies and/or regulations.
- ii. Students are subject to disciplinary action for being aware of the existence of a violation of NU policies and/or regulations and failing to take reasonable action to report the violations in a timely manner.
- iii. Students are always responsible for the actions of their guests that are on campus visiting a member of the campus community.

iv. Election Tampering

Tampering with the election of any NU-recognized student organization (minor election code violations are addressed by the Student Engagement supporting Student Clubs and Organizations).

v. Stolen Property

Knowingly taking or maintaining possession of stolen property.

vi. Taking of Property

Intentional and unauthorized taking of NU 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 NU property or items belonging to students, faculty, staff, student groups, visitors or to others within the larger community whether on or off campus.

vii. Trust

Violations of positions of trust within the community and/or deliberately misleading NU officials or agents who are attempting to gain information for University business.

viii. 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. Community

NU students build and enhance their community values. Behavior that violates this value includes, but is not limited to:

i. 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, please contact the Office of Student Accessibility Services (SAS) at sas@nu.edu for requirements and responsibilities. Please visit www.nu.edu/sas for more information.

ii. Damage and Destruction

Intentional, reckless and/or unauthorized damage to or destruction of university property or the personal property of another.

iii. 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 are not acceptable.

Disruptive behaviors are separated into two different categories: Minimum and Significant. Both minimum and significant behaviors are to be reported to OCS at www.nu.edu/reportit/. For minimum disruptive behavior, please indicate in the report that it is minimum behavior.

1. Minimum

Minor disruption of NU operations which occur on/off campus or online will be addressed by the Professor, Academic Program Director (ADP), Director or Manager of the University department where the behavior occurred and documented for the department file.

Examples include, but are not limited to:

- a. Repeated and disruptive tardiness to class or appointments
- b. Eating and/or drinking during class (if not permitted)
- c. Electronic devices going off during class
- d. Emails, phone calls, text messages, and/or any other form of communication: Students are expected to communicate responsibly and respectfully using university communication systems:
 1. Two (2) or more communications without allowing 24-48 hour response time.
 2. Inclusion of individuals not directly involved in the matter:
 1. When addressing issues related to academic, administrative, or personal concerns within the university, students must avoid including individuals who are not directly involved in or responsible for the matter being addressed.
- e. Performing a distracting repetitive act such as tapping feet or fingers, popping gum, or loud talking during class
- f. Online classroom etiquette disruptive behavior such as talking over the professor while conducting class
- g. Disrespectful engagement online or in-person

Note: An incident report should be submitted to OCS for documentation purposes at www.nu.edu/reportit/. Include the minimum disruptive behavior in the report, OCS will keep record in the event of reoccurrence and will be addressed accordingly.

Depending on the severity of incident, the offense(s) may be considered Significant under the SCRP.

2. Significant

Substantial disruption of NU 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 to www.nu.edu/reportit/ and will be addressed by the OCS. 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 OCS 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
- 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 online or in-person
- Explicit or implicit threats online or in-person

iv. 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:

- Assembling on campus for the purpose of disrupting classes, seminars, meetings, research projects, or activities of the University
- 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.)
- Obstructing the freedom of movement of other persons to and from facilities or materially interfering with the normal operation of the University.
- 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 through the Center Director of the specific campus where the event will take place.

v. Fire Safety

Violation of local, state, federal or campus fire policies including, but not limited to:

- Intentionally or recklessly causing a fire which damages University or personal property or which causes injury
- Failure to evacuate a NU-controlled building during a fire alarm
- Improper use of NU's fire safety equipment
- Tampering with or improperly engaging a fire alarm or fire detection/control equipment while on NU property. There is the possibility that such action may result in a local fine in addition to NU's sanctions.

vi. Forgery/Fraud

Altering University documents or knowingly providing false information.

vii. 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.)

viii. Ineligible Pledging or Association

Pledging or associating with a student organization without having met eligibility requirements established by NU.

ix. IT and Acceptable Use

Violations in this category would include, but are not limited to:

- Unauthorized entry into a file to use, read or change the contents, or for any other purpose
- Unauthorized transfer of a file or information
- Unauthorized use of another individual's identification and password
- Use of computing facilities to view or send indecent, obscene, threatening or abusive messages
- Use of computer facilities that violate copyright laws including the unauthorized distribution of copyrighted material via file sharing
- Inappropriate use of social media (including but not limited to Facebook, Instagram, Tik Tok, Twitter, Snapchat, blogs, etc.)
- Use of computing facilities to interfere with the normal operation of the Office of Information Technology

x. Smoking or Tobacco

Smoking or tobacco sale or use in any area of NU's 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.

xi. Unauthorized 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.

xii. 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.

xiii. Wheeled Devices

Skateboards, roller blades, roller skates, bicycles, and similar wheeled devices are not permitted inside NU 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 NU property caused by these activities.

6. Social Justice

NU 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.

i. Bullying and Cyberbullying

Bullying and cyberbullying are defined as 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.

ii. Bystanding

Students are expected to "reasonably" respond to assist other students in need.

- Complicity with or failure of any student to appropriately address known or obvious violations of the SCC or law
- Complicity with or failure of any organized group to appropriately address known or obvious violations of the SCC or law by its members

iii. Discrimination, Harassment, Retaliation, and other Protected Category Violations

Any instances of discrimination, or harassment based on a protected category, including but not limited to: Age, Disability, National Origin, Race, Religion, Sexual Orientation, Pregnancy, Veteran Status, Dating/Domestic Violence, Sexual Assault, Sexual harassment or contact, Sex/Gender Based Discrimination and Stalking, refer to [NU's Equal Opportunity, Harassment and Nondiscrimination Policy](#) for more information.

If OCS receives a report or concerns related to Discrimination, Harassment, Related Retaliation based on a Protected Category, the OCS will refer to OIE to determine next steps. In the event the allegations do not meet the criteria under [NU's Equal Opportunity, Harassment and Nondiscrimination Policy](#), the Director of Institutional Equity, Title IX Coordinator may dismiss from the Equity Resolution Process (ERP) and refer back to OCS for resolution.

iv. Hazing

Hazing is 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.

If the reported hazing is based on a protected category, see [NU's Equal Opportunity, Harassment and Nondiscrimination Policy](#) for more information.

v. Respect

NU students show positive regard for each other and for the community. Behavior that violates this value includes, but is not limited to:

1. Harm to Persons

Intentionally or recklessly causing physical harm or endangering the health or safety of any person.

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.

- **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.
- **Intimidation** – Implied threats or acts that cause a reasonable fear of emotional, mental or physical harm in another.

vi. Public Exposure

Includes deliberately and publicly exposing one's intimate body parts, public urination, defecation, and public sex acts.

Depending on the details of the incident, this may be resolved by either OCS or OIE. Please see [NU's Equal Opportunity, Harassment and Nondiscrimination Policy](#) for more information.

7. Responsibility

NU 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:

- Alcohol** – Use, possession, sale or distribution of alcoholic beverages or paraphernalia while on University property.
- 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 OCS within seventy-two (72) hours of release.
- Failure to Comply** – Failure to comply with the reasonable directives of University officials, such as participation in the ERP or SCRP process, or law enforcement officers during the performance of their duties and/ or failure to identify oneself to these persons when requested to do so.
- 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.
- Health and Safety** – Creation of health and/or safety hazards (dangerous pranks, hanging out of or climbing from/on/in windows, balconies, roofs, etc.).
- Illegal Drugs** – Use, possession or distribution of illegal drugs or other controlled substances or drug paraphernalia while on University property.
- Prescription Medications** – Abuse, misuse, sale or distribution of prescription or over-the-counter medications while on University property.
- Other University Policies** – Students are subject to other published University policies, regulations or rules, such as 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.
- Violations of Law** – Evidence of violation of local, state or federal laws, when found through the University's SCRP.

J. Overview of the Student Conduct Resolution Process (SCRP)

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. The campus SCRP and all applicable timelines commence with notice to an administrator of a potential violation of University rules.

1. Notice to OCS of Alleged Violation

Any member of the University community, visitor or guest may allege a policy violation(s) by a student for Academic or Behavioral Misconduct under this Policy by filling out the appropriate referral form to OCS. The link to report Academic or Behavioral Misconduct can be found at www.nu.edu/reportit.

All allegations can be submitted by a Complainant, Reporter 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.

2. Initial Inquiry, Warning Letters, and Notice of Investigation (NOI)

OCS conducts a prompt initial inquiry into the nature of the incident or notice, the evidence available, and the parties involved. OCS has the following three (3) resolutions:

- i. **Civility Notice (Behavioral – Low Level)** – Minimum disruptive behavior is reported to OCS and a written warning (Civility Notice) is issued to student remedy concerns. If behavior continues, OCS initiates SCRP.
- ii. **Academic Integrity Notice (Academic – Low Level)** – Academic dishonesty is reported to OCS and a written warning (Academic Integrity Notice) is issued to student to remedy concerns. If behavior continues, OCS initiates SCRP.
- iii. **Investigation Process (Academic/Behavioral – High Level)** – Academic and/or behavioral misconduct is reported to OCS. SCRP begins and a Notice of Investigation (NOI) is issued to student.

Both Civility Notice (Behavioral – Low Level) and Academic Integrity Notice (Academic – Low Level) are considered low level, there are instances where the behavior persists and the OCS will take additional measures up to suspension and up to separation from the NU.

3. Educational Conference (EC)

EC is a meeting held between the assigned investigator and the Respondent via video conference to discuss alleged allegations brought forth to OCS from Complainant. The EC is designed to provide the Respondent with a venue to be presented with the details of the allegation(s), the evidence gathered thus far during the investigation and an opportunity to provide their statement of the events.

Assigned Investigator will provide the Respondent with a calendar invitation that includes a video conference link. If the party has issues logging through the link provided, contact OCS at ocs@nu.edu immediately for further assistance.

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 will indicate the lack of or insufficient evidence.

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 SCC, the process will end. If the Investigator conducting the EC determines that it is more likely than not that the responding student is in violation, the Investigator will close the investigation and recommend final sanction(s) to the Associate Director, Community Standards, who serves as the decision maker.

4. Sanction(s)

If the student is found in violation(s), sanction(s) will be recommended by the Investigator to the Associate Director, Community Standards (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.

One or more of following sanctions may be imposed upon any student found responsible for any single violation of the SCC:

- i. **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.

- ii. **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.
- iii. **Loss of Privileges** - The student will be denied specified privileges for a designated period of time.
- iv. **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 OCS and/or Security.
- v. **Behavioral Requirement** - This includes required activities including, but not limited to, seeking academic counseling or substance abuse counseling, writing a letter of apology, etc.
- vi. **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.
- vii. **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.
- viii. **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 OCS and terms of this conduct sanction may include, but are not limited to, the following:
 - 1. Ineligibility to hold any office in any student organization recognized by the University or hold an elected or appointed office at the University; or
 - 2. 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.
- ix. **Records, Enrollment, and/or Graduation Hold** - A hold may be placed on the student's ability to re-enroll and/ or graduate, and all sanctions must be satisfied prior to release of records, re-enrollment, or graduation/ degree conferral.
- x. **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 Outcome 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 OCS (or designee). This sanction may be enforced with a trespass action as necessary.
- xi. **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.
- xii. **Revocation of Degree** - In the event of serious misconduct committed while still enrolled but reported after the responding student has graduated, NU may invoke student conduct procedures and should the former student be found responsible, the University may revoke that student's degree.
- xiii. **Other Sanctions** - Additional or alternate sanctions may be created and designed as deemed appropriate to the offense with the approval of the OCS or designee. The following sanctions may be imposed upon groups or organizations found to have violated the SCC:
 - 1. One or more of the sanctions listed above; and/or
 - 2. Deactivation, de-recognition, loss of all privileges (including status as a University-registered group/ organization), for a specified period.

5. Outcome Notification

The outcome of a SCRП 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", forcible or non-forcible sex offense, NU will inform the Complainant in writing of the final results of a conduct proceeding and/or an appeal 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 where NU determines through the SCRP that a student violated a policy that would constitute a “crime of violence”, forcible 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:

- Arson
- Assault offenses (includes stalking)
- Burglary
- Criminal Homicide—manslaughter by negligence
- Criminal Homicide—murder and non-negligent manslaughter
- Destruction/damage/vandalism of property
- Kidnapping/abduction
- Robbery
- Forcible sex offenses
- Non-forcible sex offenses

6. Failure to Complete Student Conduct Sanction(s)

All students, as members of the University community, are expected to comply with student conduct sanctions within the timeframe specified by the OCS (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 from the University.

K. Support Person Information and Responsibilities

1. Right to a Support Person

The parties may each have a Support Person of their choice present with them for all meetings and interviews within the SCRP, if they choose.

2. Who can serve as a Support Person

A Support Person is an individual that a party selects to provide emotional and social support throughout the SCRP. A Support Person must serve in a voluntary capacity and cannot be retained or paid to participate in the process.

Choosing a Support Person who is also a witness in the process creates potential for bias and conflict of interest. A party who chooses a Support Person who is also a witness can anticipate that issues of potential bias will be explored by the assigned Investigator and/or assisting staff within the OCS.

3. Support Person Role in Meetings and Interviews

The parties may be accompanied by their Support Person in all meetings and interviews at which the party is entitled to be present, including interviews. The Support Person should help the parties prepare for each meeting and are expected to advise ethically, with integrity, and in good faith.

The parties are expected to ask and respond to questions on their own behalf throughout the investigation phase of the SCRP. Although the Support Person generally may not speak on behalf of their advisee, the Support Person may consult with their advisee, either privately as needed, or by conferring or passing notes during any SCRP meetings or interview. For longer or more involved discussions, the parties and their Support Person should ask for breaks to allow for private consultation.

4. Pre-Interview Meetings are Available

The Support Person and their advisee may request to meet with the Investigator(s) conducting the investigation in advance of the EC. This pre-meeting allows the Support Person to clarify and understand their role and NU’s policies and procedures.

5. Support Person Responsibilities of University Policy

All Support Persons are subject to the same NU policies and procedures. The Support Person is expected to refrain from disrupting proceedings. The Support Person should not address University officials or Investigators in a meeting or interview unless requested by Investigator(s). The Support Person may not make a presentation or represent their advisee during any meeting or proceeding and may not speak on behalf of the advisee to the Investigator(s).

Any Support Person who oversteps their role as defined by this Policy, or who refuses to comply with the University's established rules, will be warned. If the Support Person continues to disrupt or otherwise fails to respect the limits of the Support Person role, the meeting/interview may be ended, or other appropriate measures implemented, including the University requiring the party to use a different Support Person. Subsequently, OCS will determine how to address the Support Persons' non-compliance and future role.

6. Sharing Information with the Support Person

Parties have the right to share (pass on) any information or documentation with their Support Person at any time during the process. Sharing information or documentation is done through the party only, not by OCS. All OCS communications will be addressed directly with the party and not to the Support Person.

If the party decides to include their Support Person during the EC, the party must consent via email prior to the EC or in the beginning of the EC in order to share information during the EC.

7. Support Person's Availability and Scheduling Meetings

The University generally expects the Support Person to adjust their schedule to allow them to attend University meeting(s) when planned, but the University may change scheduled meetings/interviews to accommodate the Support Person's inability to attend, if doing so does not cause an unreasonable delay.

The University may also make reasonable provisions to allow a Support Person who cannot be present to attend a meeting/interview by telephone, video conferencing, or other similar technologies as may be convenient and available.

8. Changing a Support Person

A party may elect to change the Support Person during the SCRP and is not obligated to use the same Support Person throughout. The parties are expected to inform the Investigator(s) of the identity of Support Person at least two (2) business days before the date of their first meeting with Investigators (or as soon as possible if a more expeditious meeting is necessary or desired).

The parties are expected to provide timely notice to OCS if they change the Support Person. See section, Sharing Information with the Support Person above as party will have the same responsibilities.

L. Appeal Review Process

Any party may request an appeal of the decision of the OCS by filing a Petition for Appeal, available at: https://cm.maxient.com/reportingform.php?NationalUniv&layout_id=1. All appeals of conduct decisions must be submitted within five (5) business days of the original Outcome Notice, barring exigent circumstances. Any exceptions are made at the discretion of the OCS.

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 (5) business days) of the status of requests for appeal, the status of the appeal consideration, and the results of the appeal decision.

1. Grounds for Appeal Requests

Appeals requests are limited to the following grounds:

- A procedural error occurred that significantly impacted the outcome of the investigation (e.g., substantiated bias, material deviation from established procedures, etc.).
- 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.
- The sanctions imposed are substantially outside the precedent set by NU for the same type of offense and/or the cumulative conduct record of the responding student.

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 OCS, 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 the 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 Appeal Officer will consult with the Associate Director, Community Standards, who made the original decision. The OCS 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 Complainant, 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 Associate Director, Community Standards 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.

M. Parental Notification

The University reserves the right to notify the parents/guardians of dependent students regarding any student 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 with the consent of the student.

N. 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 University.

O. Definitions

Definitions for the purpose of this policy.

- **Academic Integrity** – a principle that emphasizes acting with honesty, trust, fairness, respect, and responsibility in all aspects of academic life.
- **Academic Misconduct** – any action that violates the principles of honesty, integrity, and fairness in an academic setting.
- **Appeal Officer** – a person who accepts or rejects a submitted appeal request, determines whether an error occurred that substantially affected the investigation or original determination, and directs corrective action, if necessary.
- **Behavioral Misconduct** – actions that violate established rules, policies, or standards of conduct.
- **Complaint** – an objection from the Complainant to something that is unacceptable or otherwise not up to normal standards.
- **Complainant** – an individual (student, faculty, staff, third-party) who is alleged to be the victim of conduct that could constitute an alleged violation of the SCC.
- **Decision-maker** – an individual that reviews investigations and decides on outcome of investigation and decides on sanction(s).
- **Education Conference (EC)** – a meeting with the student to discuss allegations brought forth to OCS.
- **Evidence** – a collection of documents, videos, messages, media and other sources provided by parties and witness(es) as part of the SCRP.
- **Final Determination** – a conclusion made with the standard of proof that the alleged conduct did or did not violate policy.
- **Finding** – a conclusion by the standard of proof that the conduct did or did not occur as alleged (as in a “finding of fact”).
- **Initial Assessment** – a decision point at the beginning of the process that includes a review of all preliminary available information, including jurisdiction.
- **Investigation Report** – a document produced by OCS that details the evidence gathered about an alleged violation(s) of the SCC. The investigation report includes: evidence, assesses relevance, synthesize areas of dispute/agreement, and recommends a finding(s).

- **Investigator** – the person authorized by the OCS to gather facts about an alleged violation of the SCC, including: evidence, assess relevance, synthesize areas of dispute/agreement, recommend a finding, and serve as the point of contact for the parties and witnesses, if any.
- **Jurisdiction** – authority of the University and the OCS to retain a matter based on NU policies and dependent on the evidence gathered. At any point, based on the details of the report or evidence gathered during the initial assessment or investigation, jurisdiction can be reevaluated for referral.
- **Non-affiliated** – third party – any person who is not a student or employee of the university. Examples: visitors, volunteers, contractors, etc.
- **Notice** – when OCS receives information from an employee, student, or third party about an alleged violation of the SCC.
- **Parties** – Complainant(s) and Respondent(s), collectively.
- **Referral** – when a matter/complaint is referred to an identified department as encapsulating the subject area or jurisdiction of another department and sent to that identified department.
- **Remedies** – post-final determination actions directed to the Complainant and/or the NU community as mechanisms to address safety, prevent recurrence, and restore access to the University’s education program.
- **Reporter** – any individual (student, employee, or third party) who is made aware of an alleged violation of the SCC and who provides an initial oral or written account.
- **Respondent** – an individual (student, employee, third party) whose alleged conduct may be in violation of the SCC.
- **Sanction** – consequence imposed on a Respondent who is found to have violated the SCC.
- **Student** – an individual who has completed the application process, an offer of admission has been extended, a student identification number has been issued, who is registered or enrolled for credit or non-credit bearing coursework, and who maintains an ongoing educational relationship with NU.
- **Support Person** – a person chosen by a party to accompany the party to meetings and to provide the party emotional and social support throughout the SCRP.
- **Witness(es)** – an individual identified by a party, another witness, or the Investigator(s) deemed necessary to participate during the investigation process.

Student Freedom of Expression and Assembly Policy

Overview

National University (NU) is committed to fostering a learning environment where free inquiry and expression are encouraged and celebrated and for which all its members share responsibility. Dissent (defined as disagreement, a difference of opinion, or thinking differently from others) is an integral aspect of expression in higher education.

The NU community values free exchange of ideas and is devoted to the use of reason and thought in the resolution of differences. Whether in free debate or in the exchange of information, this community must rely on self-restraint and self-discipline if it is to retain its freedom to search and question. However, when self-restraint and self-discipline fail, NU will initiate such actions as necessary to prevent disruption of or substantial interference with NU community and to preserve the rights of its individual members.

NU will not discriminate based on the political, religious, ideological, or academic viewpoint expressed by any person, either in the enforcement or administration of this policy. Disciplinary action and any limitations to student communication or expression will be solely for the purpose of maintaining the rights of individual members of the community and commensurate with the level of disruption to those rights. This policy does not limit NU’s ability to enforce provisions involving prohibited categories of expression.

NU property shall be used in accordance with federal, state, and local laws and shall not be used for the purpose of organizing or carrying out unlawful activity. All persons on NU property are required to abide by NU policies and procedures.

Reasonable Time, Place, and Manner

In exercising its responsibility to provide and maintain an atmosphere of free inquiry and expression, the University may establish reasonable time, place and manner restrictions for the purpose of avoiding disruption to or substantial interference with its regular and essential operations and activities. NU will not base decisions regarding time, place, and manner upon the content of the message, except as permitted in those narrow areas of expression devoid of federal or state constitutional protection.

The rights of students under the First Amendment to the Constitution will be protected, unless otherwise prohibited under law or University policy. Students generally have the right to participate in peaceful protests and demonstrations on campus; providing their speech or conduct does not become obscene, incite violence, or cause substantial disruption.

Any disruption initiated by a visitor or a student member of the NU community or occurring during any NU-sanctioned activity or function may be met by the action of NU that is necessary to restore the order and communication required for the rational solution of problems and free debate. In addition, any disruption by students may be subject to disciplinary action(s) under the Student Code of Conduct (Code).

Requests for Campus Assemblies

NU has both physical and virtual campuses, and therefore, "Campus" should be interpreted to apply to both. Students have the right to hold a demonstration (including, but not limited to, a rally, gathering, protest, parade, procession, or hosting of a guest speaker) on campus, subject to and consistent with the guidelines stated in this Section, and the approval of the Dean of Students. Any property damage related to the demonstration may result in the assessment of fees associated with cleaning or repair costs to either the organization or the individuals under the Code.

To plan for the safety of the NU community, students are required to notify the Dean of Students in advance when more than 10 people are reasonably expected to participate. If students do not provide advance notice or make reservations, their event may be moved or rescheduled to accommodate previously scheduled reservations or events, in accordance with the university's right to establish reasonable time, place, and manner guidelines for campus events.

For reservations, please contact the Campus Center Director or Associate Director: <https://www.nu.edu/location-landing/> and notify National University System Security at securuity@nu.edu.

Program Terminations

Bachelor of Arts in English: Concentration in Creative Writing
Post-Master's Certificate Nursing Quality and Safety

Course Terminations

BIO 110 - Introduction to Human Biology
CHE 350 - Organic Chemistry I
CHE 351 - Organic Chemistry II
COH 693A - Health Promotion Experience
COH 693B - Healthcare Admin Experience
COH 693C - Mental Health Experience
COH 694A - Health Promotion Capstone
COH 694B - Healthcare Admin Capstone
COH 694C - Mental Health Capstone
COUN-6050 - Clinical Mental Health Counseling Clinical Practicum
COUN-6051 - Clinical Mental Health Counseling Internship I
COUN-6052 - Clinical Mental Health Counseling Clinical Internship II
FFL 100 - Foundation to Academic Success
HCA 691 - Healthcare Internship
ID-5045 Design Principles for Multimedia Learning
PSY 460 - Intro to Addictive Disorders
PSY 476 - Symbolic Expression
PSY 604 - Performance Psy Corporate Pops
PSY 607 - Ethics in Performance Psy
PSY 637A - Multicul Iss Perform Consult
PSY 639 - Consulting Practice Dev.
PSY 690 - Guided Study
PSY-8109 Cognitive and Personality Assessment
PSY-8130 Multicultural Psychology
PSY-8145 Child and Adolescent Psychology
PSY-8148 Adult Psychopathology
SE-5006 Teaching Strategies in Special Education
SPD 643 - Assmnt Differentiation M/S
SPD 672 - Intro to ECSE
SPD 674 - Collaborative Partners
SPD 676 - ECSE Assessment & Intervention

Degree Information (Group-Based)

General Education Requirements

Associate of Arts and Associate of Science General Education Requirements

Academic Program Director: John Miller; jmill@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 unit students must complete at least 4.5 quarter units in diversity enriched coursework.

AREA A: ENGLISH COMMUNICATION (Minimum 9 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 <i>Prerequisite: MTH 12A and MTH 12B or equivalent, or Accuplacer test placement into College Level Math</i>	4.50
MTH 209A	Fundamentals of Mathematics I <i>Prerequisite: MTH 12A and MTH 12B</i>	4.50
MTH 210	Probability and Statistics <i>Prerequisite: MTH 12A and MTH 12B, or Accuplacer test placement evaluation</i>	4.50
MTH 215	College Algebra & Trigonometry <i>Prerequisite: MTH 12A and MTH 12B, or Accuplacer test placement evaluation</i>	4.50
MTH 220	Calculus I <i>Prerequisite: MTH 215, or Accuplacer test placement</i>	4.50
MTH 221	Calculus II <i>Prerequisite: MTH 220</i>	4.50
MTH 301	Fundamentals of Mathematics II <i>Prerequisite: MTH 209A</i>	4.50
CSC 208	Calculus for Comp. Science I <i>Prerequisite: MTH 215</i>	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 <i>Prerequisite: ENG 102</i>	4.50
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AREA D: ARTS AND HUMANITIES, AND LANGUAGE (Minimum 4.5 quarter units)

ART 110	Visual Arts	4.50
ART 225	Introduction to Art History <i>Prerequisite: ENG 102</i>	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	4.50
	Prerequisite: ENG 102	
HIS 234	World Civilizations II	4.50
	Prerequisite: ENG 102	
LIT 100	Introduction to Literature	4.50
	Prerequisite: ENG 102	
LIT 345	Mythology	4.50
	Prerequisite: ENG 240 and LIT 100	
MUL 201	Intro to Graphic Design	4.50
	Prerequisite: ENG 102	
MUS 100	Music History & Appreciation	4.50
MUS 300	Film Music	4.50
	Recommended Preparation: MUS 100; Prerequisite: ENG 102	
MUS 327	World Music ⁺	4.50
	Prerequisite: ENG 102	
ACEX 2101X	Philosophy of Coaching	4.50
PHL 100	Introduction to Philosophy	4.50
	Prerequisite: ENG 102	
PHL 238	Logical & Critical Thinking	4.50
	Prerequisite: ENG 102	
PHL 336	Science, Technology & Humanity	4.50
	Prerequisite: ENG 102	
PHL 337	Ethics	4.50
	Prerequisite: ENG 102	
SPN 100	Beginning Spanish I	4.50
SPN 101	Beginning Spanish II	4.50
	Prerequisite: SPN 100	
SPN 200	Intermediate Spanish I	4.50
	Prerequisite: SPN 101	
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 ⁺	4.50
	Prerequisite: ENG 102	
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 ⁺	4.50
	Prerequisite: ENG 102	
HIS 315	Legacies of War: Vietnam and the American Civil War	4.50
	Prerequisite: ENG 102	
POL 100	Introduction to Politics	4.50
	Prerequisite: ENG 102	

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 1100	Introduction to Human Biology	4.50
BIO 1100A	Introduction to Human Biology Laboratory Prerequisite: BIO 1100	1.50
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
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	1.50

Corequisite: BIO 202; **Prerequisite:** BIO 201; BIO 201A

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, or MTH 215	4.50
CHE 142	General Chemistry 2 Prerequisite: CHE 141	4.50
CHE 143	General Chemistry 3 Prerequisite: CHE 142	4.50
CHE 149A	General Chemistry Laboratory Prerequisite: CHE 142, or 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	4.50

	Prerequisite: PHS 171	
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
PHS 1002	Physics of Everyday Life Prerequisite: Placement in college mathematics or completion of MTH12A and MTH12B	4.50
PHS 1002A	Physics of Everyday Life Laboratory Prerequisite: PHS 1002	1.50
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 1000	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

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 quarter units at the upper-division level and 4.5 quarter 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 quarter 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 of Foreign Language to satisfy state requirements.

AREA A: ENGLISH COMMUNICATION (Minimum 13.5 quarter units)

CATEGORY 1: Writing (9 quarter units)		
ENG 102	Effective College English	4.50
ENG 240	Advanced Composition <i>Prerequisite: ENG 102</i>	4.50
OR		
ENG 334A	Technical Writing <i>Prerequisite: ENG 102; (Only Business, Engineering and Nursing majors may fulfill the requirement by taking ENG 334A)</i>	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 <i>Prerequisite: MTH 12A and MTH 12B or equivalent, or Accuplacer test placement into College Level Math</i>	4.50
MTH 209A	Fundamentals of Mathematics I <i>Prerequisite: MTH 12A and MTH 12B</i>	4.50
MTH 210	Probability and Statistics <i>Prerequisite: MTH 12A and MTH 12B, or Accuplacer test placement evaluation</i>	4.50
MTH 215	College Algebra & Trigonometry <i>Prerequisite: MTH 12A and MTH 12B, or Accuplacer test placement evaluation</i>	4.50
MTH 220	Calculus I <i>Prerequisite: MTH 215, or Accuplacer test placement</i>	4.50
MTH 221	Calculus II <i>Prerequisite: MTH 220</i>	4.50
MTH 301	Fundamentals of Mathematics II <i>Prerequisite: MTH 209A</i>	4.50
CSC 208	Calculus for Comp. Science I <i>Prerequisite: MTH 215</i>	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	4.50
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Prerequisite: ENG 102

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 Recommended Preparation: MUS 100; Prerequisite: ENG 102	4.50
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 ⁺ Prerequisite: ENG 102	4.50
HIS 220B	United States History II ⁺ Prerequisite: ENG 102	4.50
HIS 315	Legacies of War: Vietnam and the American Civil War 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 1100	Introduction to Human Biology	4.50
BIO 1100A	Introduction to Human Biology Laboratory Prerequisite: BIO 1100	1.50
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
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	4.50

Corequisite: BIO 191A, or BIO 201A; **Recommended: Prior completion of:** BIO 100; BIO 100A; CHE 101; CHE 101A

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, or MTH 215	4.50
CHE 142	General Chemistry 2 Prerequisite: CHE 141	4.50
CHE 143	General Chemistry 3	4.50

	Prerequisite: CHE 142	
CHE 149A	General Chemistry Laboratory Prerequisite: CHE 142, or 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
PHS 1002	Physics of Everyday Life Prerequisite: Placement in college mathematics or completion of MTH12A and MTH12B	4.50
PHS 1002A	Physics of Everyday Life Laboratory Prerequisite: PHS 1002	1.50
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: <i>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</i>	4.50
ENG 150	Intro to Creative Writing	4.50
ENG 201	Fiction Writing I Prerequisite: <i>ENG 102</i>	4.50
ENG 202	Poetry Writing I Prerequisite: <i>ENG 102</i>	4.50
ENG 203	Screenwriting I Prerequisite: <i>ENG 102</i>	4.50
ENG 375	Nature Writing Prerequisite: <i>ENG 102; ENG 240, or ENG 334A</i>	4.50
FFL 1000	Foundation to Academic Success	4.50
GLS 150	Global Issues and Trends	4.50
MUL 203	Intro to Visual Storytelling Prerequisite: <i>ENG 102</i>	4.50
MUS 200	Music Composition Recommended Preparation: <i>MUS 100, or MUS 326, or MUS 327</i>	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: <i>ENG 102</i>	4.50
ART 329	World Art ⁺ Prerequisite: <i>ENG 102</i>	4.50
BAN 300	Intro to Business Analytics Prerequisite: <i>MNS 205 and MTH 210</i>	4.50
COM 360	Representation in the Media ⁺ Prerequisite: <i>ENG 102</i>	4.50
COM 380	Democracy in the Info. Age Prerequisite: <i>ENG 102</i>	4.50
CSC 350	Computer Ethics	4.50
EES 322	Oceanography	4.50
LIT 311	British Literature I Prerequisite: <i>ENG 240 and LIT 100</i>	4.50
LIT 312	British Literature II Prerequisite: <i>ENG 240 and LIT 100</i>	4.50
LIT 321	American Literature I Prerequisite: <i>ENG 240 and LIT 100</i>	4.50
LIT 322	American Literature II Prerequisite: <i>ENG 240 and LIT 100</i>	4.50
MUS 326	American Music ⁺ Prerequisite: <i>ENG 102</i>	4.50
PHL 320	World Religions ⁺ Prerequisite: <i>ENG 102</i>	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

Associate of Science in General Education

Academic Program Director: Huda Makhluף; hmakhluף@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, 18 quarter units of which must be taken in residence at National University. Of the 90 quarter units required, 69 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.

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 9.0 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 9 quarter units)

AREA F: PHYSICAL AND BIOLOGICAL SCIENCES (Minimum 15 quarter units required)

Note: One 1.5 quarter unit 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 Accounting

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

This concentration introduces students to the foundational principles of accounting, providing insight into the financial language of business. It is ideal for those interested in exploring accounting concepts within a general education framework. Students intending to pursue CPA certification are encouraged to continue into the Bachelor of Science in Accounting program for advanced preparation.

Program Learning Outcomes:

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

- Employ effective communication of accounting information.
- Develop ethical sensitivity to accounting scenarios.
- Demonstrate mastery of a common body of accounting knowledge.
- Utilize current technologies for presenting and analyzing accounting information.

Degree Requirements:

Concentration in Accounting can be taken as part of the Associate of Science Degree in General Education.

Students wishing to pursue a concentration should pay careful attention to General Education recommendations and course prerequisites.

Concentration Requirements (4 courses; 18 quarter units)

Units: 18.00

ACC 201	Financial Accounting Funds.	4.50
ACC 202	Managerial Accounting Funds. Prerequisite: ACC 201	4.50
MGT 309	Prin. of Mgmt & Organizations	4.50
LAW 204	Legal Aspects of Business I	4.50

Recommended General Education Courses

<i>Area B</i>		
MNS 205	Intro to Quantitative Methods	4.50
OR		
MTH 215	College Algebra & Trigonometry Prerequisite: MTH 12A and MTH 12B, or Accuplacer test placement evaluation	4.50

<i>Area E</i>		
ECO 203	Principles of Microeconomics	4.50
ECO 204	Principles of Macroeconomics	4.50

Concentration in Allied Health

Academic Program Director: Ricardo Parker; rparker2@nu.edu

The four-course Concentration in Allied Health allows ASGE students to acquire and demonstrate health science proficiency and facilitates an efficient transition to the BS in Allied Health. Students wishing to pursue a concentration should pay careful attention to General Education recommendations and course prerequisites.

Program Learning Outcomes:

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

- Demonstrate intermediate health science proficiency.

Degree Requirements:

Concentration in Allied Health can be taken as part of the Associate of Science Degree in General Education.

Students wishing to pursue a concentration should pay careful attention to General Education recommendations and course prerequisites.

Concentration Requirements (4 courses; 18 quarter units)

Units: 18.00

GER 310	Healthy Aging	4.50
HSC 310	Issues & Trends in Healthcare	4.50
HSC 330	Health Education & Promotion	4.50
HSC 410	Informatics for Health Profs	4.50

Recommended General Education Courses

<i>Area B</i>		
BST 322	Intro to Biomedical Statistics	4.50

Area F		
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
CHE 101	Introductory Chemistry Recommended Preparation: MTH 204	4.50

Concentration in Applied Data Science

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

The concentration in Applied Data Science prepares students to turn data into meaningful insights and solutions. The curriculum blends data science principles with practical, ethical AI applications, teaching students how to collect, analyze, and visualize data. By focusing on both technical skills and societal impact, the program ensures students can responsibly address real-world challenges.

Program Learning Outcomes:

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

- Apply foundational data science concepts and ethical frameworks to analyze data and address real-world problems for positive societal impact.
- Communicate data-driven insights to a variety of audiences using data visualization techniques.
- Evaluate no-code artificial intelligence solutions for various applications, including natural language processing, computer vision, and generative AI.
- Integrate data science and artificial intelligence methodologies on complex datasets for ethical solutions.

Degree Requirements:

Concentration in Applied Data Science can be taken as part of the Associate of Science Degree in General Education.

Students wishing to pursue a concentration should pay careful attention to General Education recommendations and course prerequisites.

Concentration Requirements (4 courses; 18 quarter units)

Units: 18.00

ANA 200	Intro to Data Science	4.50
ANA 210	Applied Ethics for AI	4.50
ANA 230	Intro to Data Visualization Prerequisite: ANA 200	4.50
ANA 240	Introduction to AI	4.50

Recommended General Education Courses

Area B		
MTH 210	Probability and Statistics Prerequisite: MTH 12A and MTH 12B, or Accuplacer test placement evaluation	4.50
MTH 215	College Algebra & Trigonometry	4.50

	Prerequisite: MTH 12A and MTH 12B, or Accuplacer test placement evaluation	
MTH 220	Calculus I	4.50
	Prerequisite: MTH 215, or Accuplacer test placement	
Upper Level GE Courses		
CSC 350	Computer Ethics	4.50

Concentration in Computer Science

Academic Program Director: Alireza Farahani; afarahan@nu.edu

This concentration provides students with a strong technical and programming foundation early in their academic journey by introducing them to C++, Java, and ethical principles in computing within courses that also satisfy general education requirements. In this way, students build practical computing skills while completing their general education requirements.

This early preparation not only enhances students' readiness for today's technology-driven workforce but also creates a seamless pathway into the Bachelor of Science in Computer Science or other technology-related programs such as Information Systems, Data Analytics, Engineering, and Cybersecurity. This ensures a smooth transition into more advanced coursework.

Program Learning Outcomes:

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

- Demonstrate foundational proficiency in programming by designing, implementing, and testing software solutions using variety of programming languages.
- Evaluate ethical, legal, and social implications of computing practices and apply professional standards to responsible decision-making in technology use.
- Contribute productively to team-based programming projects and assume leadership responsibilities when needed.

Degree Requirements:

Concentration in Computer Science can be taken as part of the Associate of Science Degree in General Education.

Students wishing to pursue a concentration should pay careful attention to General Education recommendations and course prerequisites.

Prerequisites for the Concentration (1 course; 4.5 quarter units)		Units: 4.50
MTH 215	College Algebra & Trigonometry	4.50
	Prerequisite: MTH 12A and MTH 12B, or Accuplacer test placement evaluation	
Concentration Requirements (4 courses; 18 quarter units)		Units: 18.00
CSC 242	Intro to Programming Concepts	4.50
	Prerequisite: MTH 215	
CSC 252	Programming in C++	4.50
	Prerequisite: CSC 242	

CSC 262	Programming in JAVA Prerequisite: MTH 215	4.50
CSC 350	Computer Ethics	4.50

Concentration in Electrical and Computer Engineering

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

This concentration provides students with core mathematical and scientific competencies essential to electrical and computer engineering. Students complete two rigorous calculus courses that build foundational skills in differentiation, integration, sequences, and series. They also take two calculus-based physics courses, covering mechanics, electricity, magnetism, and fundamental principles that govern engineering systems.

Students completing this specialization will be well-equipped to begin advanced engineering studies, having mastered the mathematical and physical concepts that underpin all branches of Electrical and Computer Engineering.

Program Learning Outcomes:

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

- Apply differential and integral calculus to model and solve engineering and physical problems.
- Analyze mechanics, electricity, and magnetism using calculus-based reasoning and quantitative problem-solving techniques.
- Interpret, evaluate, and communicate scientific and mathematical information using equations, graphs, diagrams, and written explanations.

Degree Requirements:

Concentration in Electrical and Computer Engineering can be taken as part of the Associate of Science Degree in General Education.

Students wishing to pursue a concentration should pay careful attention to General Education recommendations and course prerequisites.

Prerequisites for the Concentration (1 course; 4.5 quarter units) Units: 4.50

PHS 104	Introductory Physics Prerequisite: MTH 204, or MTH 215	4.50
PHS 130A	Physics Lab for Engineering	1.50
MTH 215	College Algebra & Trigonometry Prerequisite: MTH 12A and MTH 12B, or Accuplacer test placement evaluation	4.50

Concentration Requirements (4 courses; 18 quarter units) Units: 18.00

CSC 208	Calculus for Comp. Science I Prerequisite: MTH 215	4.50
CSC 209	Calculus for Comp. Science II Prerequisite: CSC 208	4.50
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

Concentration in Healthcare Administration

Academic Program Director: Annette Webster; awebster@nu.edu

The four-course concentration in Healthcare Administration allows ASGE students to acquire and demonstrate healthcare leadership proficiency and facilitates an efficient transition to the BS in Healthcare Administration. Students wishing to pursue a concentration should pay careful attention to General Education recommendations and course prerequisites.

Program Learning Outcomes:

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

- Demonstrate intermediate proficiency in health administration topics.

Degree Requirements:

Concentration in Healthcare Administration can be taken as part of the Associate of Science Degree in General Education.

Students wishing to pursue a concentration should pay careful attention to General Education recommendations and course prerequisites.

Concentration Requirements (4 courses; 18 quarter units)

Units: 18.00

COH 320	Chronic & Communicable Disease <i>Prerequisite: ILR 260</i>	4.50
COH 150	Healthcare Terminology	4.50
COH 321	Theories of Health Behavior <i>Prerequisite: ILR 260</i>	4.50
COH 310	Culture and Health <i>Prerequisite: ILR 260</i>	4.50

Recommended General Education Courses

Recommend that students seeking the Concentration in Healthcare Administration fulfill General Education requirements by choosing the option below for Area B and any TWO of the options below for Area E.

<i>Area B</i>		
BST 322	Intro to Biomedical Statistics	4.50
<i>Area E (Any two)</i>		
COM 100	Intro to Mass Communication	4.50
ECO 203	Principles of Microeconomics	4.50
ECO 204	Principles of Macroeconomics	4.50
PSYC 100	Introduction to Psychology	4.50
SOC 100	Principles of Sociology	4.50

Concentration in Information Systems

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

This concentration equips students with the knowledge to navigate the evolving relationship between technology, organizations, and information management. Students gain foundational skills in IT infrastructure and architecture while developing the ethical awareness needed to address contemporary challenges in computing and organizational contexts.

Program Learning Outcomes:

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

- Evaluate the strategic role of information systems within diverse organizational contexts.
- Explain the foundational components of IT infrastructure architecture, including cloud computing, data centers, networks, storage, servers, operating systems, and end-user devices.
- Analyze ethical issues in enterprise computing based on relevant laws and ethical frameworks.
- Formulate strategies and policies to support ethical decision-making in IT environments.

Degree Requirements:

Concentration in Information Systems can be taken as part of the Associate of Science Degree in General Education.

Students wishing to pursue a concentration should pay careful attention to General Education recommendations and course prerequisites.

Concentration Requirements (4 courses; 18 quarter units)

Units: 18.00

CIS 301	Mgmt Information Systems	4.50
CIS 314	IT Arch and Infrastructure I <i>Prerequisite: CIS 301</i>	4.50
CIS 315	IT Arch and Infrastructure II <i>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.</i>	4.50
CSC 350	Computer Ethics	4.50

Recommended General Education Courses

Units:

<i>Area</i>		
ENG 102	Effective College English	4.50

Concentration in Logistics and Supply Chain Management

Academic Program Director: Jamie Davis; jdavis5@nu.edu

The four-course Concentration in Logistics and Supply Chain Management allows ASGE students to acquire and demonstrate health science proficiency and facilitates an efficient transition to the BS in Logistics and Supply Chain Management. Students wishing to pursue a concentration should pay careful attention to General Education recommendations and course prerequisites.

Program Learning Outcomes:

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

- Demonstrate intermediate management skills.

Degree Requirements:

Concentration in Logistics and Supply Chain Management can be taken as part of the Associate of Science Degree in General Education.

Students wishing to pursue a concentration should pay careful attention to General Education recommendations and course prerequisites.

Concentration Requirements (4 courses; 18 quarter units)

Units: 18.00

COM 120	Intro to Interpersonal Comm	4.50
ANA 210	Applied Ethics for AI	4.50
ANA 240	Introduction to AI	4.50
LAW 204	Legal Aspects of Business I	4.50

Recommended General Education Courses

<i>Area A</i>		
COM 103	Public Speaking	4.50
<i>Area B</i>		
MNS 205	Intro to Quantitative Methods	4.50
<i>Area E</i>		
ECO 203	Principles of Microeconomics	4.50
ECO 204	Principles of Macroeconomics	4.50

Concentration in Manufacturing Design Engineering Technology

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

This concentration introduces students to the principles of manufacturing design engineering technology through a blend of theory and hands-on experience. Students learn to use math and computer-aided engineering tools and gain an understanding of the physical properties of materials and manufacturing processes used to design, engineer, and manufacture innovative new products and systems.

Program Learning Outcomes:

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

- Understand how working drawings are prepared using graphical analysis and AutoCAD.
- Use algebra, trigonometry, and calculus to solve engineering problems.
- Explain stress and strain based on the principles of strength of materials.
- Identify relationships between material properties and key variables in manufacturing processes.

Degree Requirements:

Concentration in Manufacturing Design Engineering Technology can be taken as part of the Associate of Science Degree in General Education.

Students wishing to pursue a concentration should pay careful attention to General Education recommendations and course prerequisites.

Prerequisites for the Concentration (1 course; 4.5 quarter units)

Units: 4.50

MTH 215	College Algebra & Trigonometry	4.50
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Prerequisite: MTH 12A and MTH 12B, or Accuplacer test placement evaluation

Concentration Requirements (4 courses; 18 quarter units)		Units: 18.00
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
DEN 422	Materials and Manufacturing Prerequisite: EGR 225	4.50

Concentration in Marketing

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

This concentration introduces core marketing concepts and prepares students to address challenges in a fast-changing global marketplace. Students develop strategic thinking and adaptability as they explore how technologies like AI and blockchain are transforming the fundamentals of marketing.

Program Learning Outcomes:

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

- Introduce the principles of global marketing planning, with an emphasis on the ethical, social, and environmental impact.
- Demonstrate understanding of strategic change leadership in global marketing contexts.
- Explore traditional and emerging marketing concepts within evolving business environments.

Degree Requirements:

Concentration in Marketing can be taken as part of the Associate of Science Degree in General Education.

Students wishing to pursue a concentration should pay careful attention to General Education recommendations and course prerequisites.

Concentration Requirements (4 courses; 18 quarter units)		Units: 18.00
MKT 302A	Marketing Fundamentals	4.50
MKT 430	Intro to Global Marketing Prerequisite: MKT 302A	4.50
MKT 460	Consumer Behavior Prerequisite: MKT 302A	4.50
MKT 456	Sales Management Prerequisite: MKT 302A	4.50

Recommended General Education Courses

<i>Area B</i>		
MNS 205	Intro to Quantitative Methods	4.50
MTH 210	Probability and Statistics	4.50

Prerequisite: MTH 12A and MTH 12B, or Accuplacer test placement evaluation

Area E

ECO 203	Principles of Microeconomics	4.50
ECO 204	Principles of Macroeconomics	4.50

Concentration in Mathematics

Academic Program Director: Igor Subbotin; isubboti@nu.edu

The four-course concentration in mathematics allows ASGE students to acquire and demonstrate mathematics proficiency and facilitates an efficient transition to the BS in Mathematics. Students wishing to pursue a concentration should pay careful attention to General Education recommendations and course prerequisites.

Program Learning Outcomes:

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

- Demonstrate intermediate mathematics proficiency.
- Demonstrate beginner intermediate data analytics proficiency.

Degree Requirements:

Concentration in Mathematics can be taken as part of the Associate of Science Degree in General Education.

Students wishing to pursue a concentration should pay careful attention to General Education recommendations and course prerequisites.

Prerequisites for the Concentration (2 courses; 9 quarter units)

Units: 9.00

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

Concentration Requirements (4 courses; 18 quarter units)

Units: 18.00

MTH 220	Calculus I Prerequisite: MTH 215, or Accuplacer test placement	4.50
MTH 330	Applied Statistical Methods Prerequisite: MTH 210	4.50
ANA 200	Intro to Data Science	4.50
ANA 230	Intro to Data Visualization Prerequisite: ANA 200	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)

SPN 303	Virtual Study Abroad <i>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.</i>	4.50
SPN 304	Spanish for Professional Comm <i>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.</i>	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 <i>Prerequisite: SPN 303; SPN 304</i>	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 <i>Prerequisite: ENG 102</i>	4.50
LIT 420	U.S. Latino Literature <i>Prerequisite: ENG 240 and LIT 100</i>	4.50
LIT 480	Literature of the Americas <i>Prerequisite: ENG 240 and LIT 100</i>	4.50

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 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 quarter units must be completed at the upper-division level, and 45 quarter units must be completed in online residence through National University. Students must also complete a minimum of 69 quarter 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
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COM 103	Public Speaking*	4.50
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* May be used to satisfy general education requirements.

Core Requirements (9 courses; 40.5 units)

Units: 40.5

COM 300	Interpersonal Communication <i>Prerequisite: ENG 102</i>	4.50
COM 305	Intercultural Communication <i>Prerequisite: ENG 102</i>	4.50
COM 310	Communication Theory <i>Prerequisite: ENG 102</i>	4.50
COM 315	Communication Research Methods <i>Prerequisite: ENG 102</i>	4.50
COM 334	Persuasion <i>Prerequisite: ENG 102</i>	4.50
COM 344	Organizational Communication <i>Prerequisite: ENG 102</i>	4.50
COM 394	Strategic Writing <i>Prerequisite: ENG 102</i>	4.50
COM 400	Mediated Messaging <i>Prerequisite: COM 385, or COM 394</i>	4.50
COM 499	Communication Program Capstone <i>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).</i>	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 courses in communication, with 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:

COM 402	Communication Technologies 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 315	Prose Style Prerequisite: ENG 240	4.50
ENG 367	Editing Prerequisite: ENG 240	4.50
ENG 368	Writing Technologies 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 <i>Prerequisite:</i> COM 400	4.50
COM 441	Communication Strategies <i>Prerequisite:</i> COM 334	4.50
COM 442	Communication Campaigns <i>Prerequisite:</i> COM 441	4.50
COM 443	Interactive & Mobile Campaigns <i>Prerequisite:</i> COM 442	4.50

Bachelor of Arts in Sociology

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

The Bachelor of Arts in Sociology program engages students in the study of social life, social change, and the social causes and consequences of human behavior. Students will investigate the structure of groups, organizations, and societies, and how people interact within these contexts. Since all human behavior is social, the subject matter of sociology ranges from the intimate family to global warfare; from organized crime to religious cults; from the divisions of social class, race, and gender to the shared beliefs of a common culture; and from the sociology of work to the sociology of beauty. Few fields have such broad scope and relevance for research, theory, and application of knowledge.

Sociology majors develop analytical skills and the ability to understand issues within many distinctive perspectives. Sociology offers a range of research techniques that can be applied to virtually any aspect of social life: street crime and delinquency, corporate growth or downsizing, how people express emotions, welfare or education reform, healthcare, how families differ and flourish, or problems of peace, war, and terrorism. Because sociology addresses the most challenging issues of our time, it is a rapidly expanding field whose potential is increasingly tapped by those who craft policies and create programs. Sociologists understand social inequality, patterns of behavior, forces for social change and resistance, and how social systems work.

The program's stimulating curriculum in social theory, research methods, and key sociological concepts provides a solid base for students to learn to think abstractly, formulate problems, ask appropriate questions, search for answers, analyze situations and data, organize material, write well, and make oral presentations. Sociological training helps students bring breadth and depth of understanding to the global workplace and graduates frequently enter a variety of jobs in business, the health professions, criminal justice, social services, and government. Sociology provides training for professions such as law enforcement, education, medicine, social work, and counseling. Furthermore, sociology offers valuable preparation for careers in journalism, politics and

policy analysis, public relations, business, or public administration, and program evaluation—fields that involve investigative skills and working with diverse groups.

Program Learning Outcomes:

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

- Identify and distinguish between sociological research methods.
- Describe the roles of individuals and groups in the social construction of reality.
- Apply major sociological theories to real world situations.
- Identify the roles of gender, race, ethnicity, and social class in social change at the micro-social and macro social levels.

Degree Requirements:

To be awarded a Bachelor of Arts in Sociology, students must complete at least 180 quarter units as articulated below, 45 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, and a minimum of 69 quarter 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 365	Classical Social Theory Prerequisite: ILR 260	4.50
SOC 375	Contemporary Social Theory Prerequisite: ENG 102; SOC 365	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 Prerequisite: ENG 102	4.50
SOC 443	Sociology of Deviance Prerequisite: ENG 102	4.50
SOC 455	Sociology of Work & Org Prerequisite: ENG 102	4.50
SOC 499	Sociology Senior Project** Prerequisite: ENG 240 or equivalent; SOC 365; SOC 375; SOC 385	4.50

**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, Psychology, and History.

CHD 440	Drugs, Values and Society	4.50
HIS 315	Legacies of War: Vietnam and the American Civil War 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 336	American Film and Society Prerequisite: ENG 102	4.50
HIS 340	Global Environmental History Prerequisite: ENG 102; 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
SCI 300	Geography	4.50
SOC 320	Social Movements Prerequisite: ENG 102	4.50
SOC 330	Film in a Global Context 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 331	Medical Sociology Prerequisite: ENG 102	4.50
SOC 350	Cultural Diversity Prerequisite: ENG 102	4.50
SOC 445	Contemporary Social Problems Prerequisite: ENG 102	4.50
SOC 490	Guided Study	1.50

Bachelor of Science in Biology

Academic Program Director: Michael Maxwell; mmawell@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 quarter units must be completed in residence at National University, 76.5 quarter units must be at the upper division level, and a minimum of 69 quarter 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* <i>Prerequisite: MTH 12A and MTH 12B, or Accuplacer test placement evaluation</i>	4.50
MTH 215	College Algebra & Trigonometry	4.50

	Prerequisite: MTH 12A and MTH 12B, or Accuplacer test placement evaluation	
CHE 141	General Chemistry 1* Prerequisite: MTH 204, or MTH 215	4.50
CHE 142	General Chemistry 2* Prerequisite: CHE 141	4.50
CHE 143	General Chemistry 3* Prerequisite: CHE 142	4.50
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
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 Prerequisite: CHE 142, or 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	4.50

	Prerequisite: BIO 161; BIO 162; BIO 163; BIO 169A; CHE 141; CHE 142; CHE 143; CHE 149A; BIO 305; Corequisite: BIO 407A	
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 360	Biochemistry I Prerequisite: CHE 250; CHE 251	4.50

CHE 361	Biochemistry II Prerequisite: CHE 360	4.50
EES 322	Oceanography	4.50
MTH 317	Mathematical Modeling Prerequisite: MTH 210; MTH 215	4.50
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, 67.5 quarter units 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
<i>Student will need to choose between BIO 191A or BIO 201A.</i>		
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
<i>Student will need to choose between taking BIO 193A or BIO 203A.</i>		

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, or MTH 215	4.50
CHE 142	General Chemistry 2* Prerequisite: CHE 141	4.50
CHE 250	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	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.

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 3.0 to be eligible. Lastly, students must apply for and begin the MSCS program within six months of completing their final BSCS course. Students must complete the MSCS program within four years, with no break exceeding 12 months. As part

of their undergraduate computer science electives, students are required to complete CSC 603 and CSC 605. The total number of courses required to earn the MSCS degree for transition program students will be reduced from 13 to as few as 11, depending on the number of graduate courses 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 earn a Bachelor of Science in Computer Science, students must complete at least 180 quarter units, including a minimum of 69 quarter units of the University General Education requirements. They must also complete 76.5 quarter units at the upper-division level, and 45 quarter units, including the senior project courses (CSC 480A, CSC 480B, & CSC 480C), must be taken in residence at National University. If transfer credits are not available, students may need to take additional general electives to meet the total credit hour requirement for the degree. Students should refer to the Undergraduate Admission Procedures section for specific information on admission evaluation.

Prerequisites for the Major(8 courses; 36 quarter units)

Units: 36.00

Students must select one (1) Science-related Lecture and one (1) Lab Course from "Area F" of General Education for a total of 6 quarter units. The Course/Lab combination must be intended for Science and Engineering majors to 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.

Core 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)

Students in the Bachelor of Science in Computer Science program must complete four upper-level technical electives. This requirement may be satisfied in one of two ways: (1) by selecting any four courses from the approved technical electives list, or (2) by choosing one of the Computer Science concentrations described below and completing the designated elective course sequence associated with that concentration.

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	4.50

	Prerequisite: CSC 300	
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 Prerequisite: CSC 422	4.50
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 a 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 the societal impact of AI systems.

Requirements for 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 DevOps Engineering and Automation

Academic Program Director: Alireza Farahani; afarahan@nu.edu

This concentration equips students with the practical skills and tools used in modern software development and IT operations. Students gain hands-on experience in automating software delivery and managing scalable infrastructure. Emphasizing cloud-native development, Infrastructure as Code (IaC), and DevOps best practices, this concentration prepares graduates for in-demand roles such as DevOps Engineer, Cloud Engineer, and Site Reliability Engineer in today's fast-paced technology landscape.

Program Learning Outcomes:

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

- Apply DevOps principles and best practices to streamline software development, deployment, and operations in agile environments.
- Design and implement automated CI/CD pipelines to support efficient, reliable, and secure software delivery across the development lifecycle
- Build, deploy, and orchestrate containerized applications using tools such as Docker and Kubernetes to support scalable, portable infrastructure.
- Automate infrastructure provisioning and configuration using Infrastructure as Code (IaC) and configuration management tools to ensure consistency and maintainability across environments.

Degree Requirements:

In place of the four required technical electives in the Bachelor of Science in Computer Science program, students may fulfill this requirement by completing the designated courses in the DevOps Engineering and Automation concentration.

Requirements for Concentration (4 courses; 18 quarter units)

Units: 18.00

CSC 420	Linux and Version Control Sys. Prerequisite: CSC 272, or CSC 252	4.50
CSC 424	CI/CD in DevOps Workflows Prerequisite: CSC 420	4.50
CSC 425	Containerization with Docker Prerequisite: CSC 424	4.50
CSC 427	Infrastructure Config & Mgmt Prerequisite: CSC 425	4.50

Concentration in Software Development

Academic Program Director: Alireza Farahani; afarahan@nu.edu

This concentration builds student proficiency in the 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 <i>Prerequisite:</i> CSC 300 and CSC 422	4.50
CSC 441	Web App Development <i>Prerequisite:</i> CSC 300 and CSC 422	4.50
CSC 443	Mobile App Development <i>Prerequisite:</i> CSC 300 and CSC 422	4.50
CSC 447	Software Testing & Automation <i>Prerequisite:</i> CSC 300	4.50

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 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, and a minimum 46 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 quarter units are core requirements and 18 quarter units are concentration requirements. The core requirements consist of ten courses and three BSIS capstone project courses (CIS490A, CIS490B, and CIS490C). Students cannot take the BSIS capstone project course sequence until they have completed the program prerequisite, all the core and concentration courses before taking CIS490A.

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* <i>Prerequisite: ENG 102</i>	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)

Core Requirements (13 courses, 58.5 quarter units):

		Units: 58.5
CIS 301	Mgmt Information Systems	4.50
CIS 310	Technology Project Management	4.50
CIS 314	IT Arch and Infrastructure I <i>Prerequisite: CIS 301</i>	4.50
CIS 315	IT Arch and Infrastructure II <i>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.</i>	4.50
CIS 320	Systems Analysis & Integration <i>Prerequisite: CIS 301</i>	4.50
CIS 350	Database Management Systems	4.50
CIS 421	Enterprise Arch. and Systems <i>Prerequisite: CIS 350</i>	4.50
CIS 474	Information Systems Security <i>Prerequisite: CIS 421, or CSC 422</i>	4.50
CIS 435	Introduction to AI <i>Prerequisite: CIS 350</i>	4.50
CSC 350	Computer Ethics	4.50
CIS 490A	Info Systems Project I <i>Prerequisite: CIS 310 and CSC 350 and CIS 435 and CIS 474 and Complete all the courses in one of the two concentrations.</i>	4.50
CIS 490B	Info Systems Project II <i>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.</i>	4.50
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.

Students must complete one of the following concentrations in order to complete the degree:

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 the Core Courses (except CIS 490A, CIS 490B, and CIS 490C) before taking four courses in this concentration with 18 quarter 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	4.50
	Prerequisite: CIS 421	

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 the Core Courses (except CIS 490A, CIS 490B, and CIS 490C) before taking four courses in this concentration, totaling 18 quarter units.

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

CIS 430	Web/EB Design & Development <i>Prerequisite: CIS 350</i>	4.50
CIS 436	Topics in AI <i>Prerequisite: CIS 435</i>	4.50
CIS 475	IS Security Technology <i>Prerequisite: CIS 474</i>	4.50
CIS 423	IS Strategy, Mgt & Acquisition <i>Prerequisite: CIS 421</i>	4.50

Undergraduate Minors

Group-Based

Minor in Sociology

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

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

Program Learning Outcomes:

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

- Identify and distinguish among sociological research methods.
- Describe the roles of individuals and groups in the social construction of reality.
- Apply major sociological theories to real-world situations.
- Identify the roles of gender, race, ethnicity, and social class in social change at the micro- and macro-social levels.

Degree Requirements:

To minor in sociology, students must successfully complete six upper-level Sociology courses with a grade of "C" or better.

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.

HIS 315	Legacies of War: Vietnam and the American Civil War <i>Prerequisite: ENG 102</i>	4.50
SOC 320	Social Movements <i>Prerequisite: ENG 102</i>	4.50
SOC 325	Popular Culture <i>Prerequisite: ENG 102</i>	4.50
SOC 328	Art, Culture, and Civilization <i>Prerequisite: ENG 102</i>	4.50
SOC 330	Film in a Global Context <i>Prerequisite: ENG 102</i>	4.50
SOC 331	Medical Sociology	4.50

	Prerequisite: ENG 102	
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; SOC 365	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 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
SOC 455	Sociology of Work & Org Prerequisite: ENG 102	4.50

Graduate Degrees

Master of Arts in Consciousness, Psychology, and Transformation

Academic Program Director: Craig Chalquist; cchalquist@nu.edu

The Master of Arts (MA) in Consciousness, Psychology, and Transformation offers an innovative and practical approach to the exploration of consciousness and the catalyzing of personal and societal transformation. This fully online interdisciplinary curriculum in applied consciousness studies aims to actualize human potential in service of the greater global good. Students learn knowledge and skills that empower them to become responsible leaders in their own lives and creative agents of organizational, sociocultural, and ecological change.

The integrative

58-unit curriculum cultivates personal capacities such as wisdom, courage, compassion, joy, and vitality while enriching the sense of meaning, passion, and purpose. Toward this transformative goal, students engage in an intensive psycho-spiritual exploration of their lives and selectively share their experiences with classmates.

The program is offered in the online modality. Coursework is completed online asynchronously, supplemented by synchronous live class sessions conducted through audiovisual conferencing. In order to receive the full benefits of interactive learning, students are expected to attend most live sessions and are offered makeup assignments when attendance is not possible. To facilitate a respectful virtual learning environment, students are expected to engage in appropriate and professional communication with others and to follow program guidelines for participation.

The holistic curriculum integrates the wisdom and practices of six major fields of study: psychology, philosophy, religion/spirituality, the new sciences, culture, and professional development. These diverse fields provide cross-fertilizing perspectives, combining contemporary scientific research with insights and methods from ancient wisdom traditions.

Each of the six fields addresses one or more of the experiential, behavioral, cultural, and systemic dimensions of human existence:

- **Psychology:** Courses in transpersonal, somatic, archetypal, developmental, and, integral psychology—as well as Diamond Heart, and the enneagram—offer experiential, behavioral, and social perspectives on the development of mind, emotion, body, soul, and spirit.

- **Philosophy:** Courses on paradigms of consciousness, philosophy of mind, and neuroscience provide broad intellectual frameworks for conceptualizing and understanding the nature of consciousness and transformation.
- **Spirituality:** Courses on the world's religions, Shamanic traditions, mystical teachings, spiritual practices, myths, archetypes, rituals, and perennial wisdom offer pathways and practices for alchemizing mind, body, soul, heart, and spirit.
- **The New Sciences:** Courses in neuroscience and mindfulness, quantum physics and evolutionary cosmology, living systems theory, and ecological principles highlight the emerging scientific paradigm and address cosmic, evolutionary, and planetary perspectives on consciousness and transformation.
- **Culture:** Culture: Courses on multicultural diversity, cultural evolution, ancestral heritage, myth, ritual, and archetype contribute to fostering cultural and global awareness, citizenship, and engagement. Courses on creativity, myths, metaphors, symbols, dreams, and indigenous knowledge foster personal growth and creativity.
- **Professional Development:** A required professional development track of 9 units supports students in translating this multidisciplinary degree into the right livelihood. These courses assist students first to identify their life purpose, and secondly, to develop professional skills in the areas commonly pursued by our graduates: teaching, coaching, workshop facilitation, small group facilitation, organizational consulting, transformational leadership, writing and publishing, and entrepreneurship.

Admission Requirements

In addition to completing an application, an applicant must submit:

- One set of official transcripts of the conferred BA or BS degree and any post-bachelor credits or degrees.
- A personal statement of 6 to 8 double-spaced, typewritten pages describing any personal or professional growth, work, or life events that have informed and shaped the applicant's consciousness across the life span, including formative childhood experiences and the influence of the family of origin on one's development. In addition, the essay may comment on influential prior reading in the field of consciousness studies and future professional and personal goals.
- Letters of recommendation are welcomed, but not required. Letters should be from professional associates, teachers, supervisors, friends, or others who can comment on emotional, spiritual, intellectual, and practical development, personal character, and capacity for graduate study in the degree area.
- Admissions interview with faculty-interviews with one or two faculty members are required. Upon receipt of a completed application, an admissions interview with the program chair will be scheduled. The interview can be conducted in person, by phone, or via online video conferencing. A second interview may be requested.

Professional Mentor

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

Optional Specialization

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

- Consciousness & Healing
- Dream Studies
- Engaged Spirituality
- Transformational Leadership

LIVE Class Session Information

All classes hold Zoom sessions for live online participation.

These sessions, which are announced at the start of each course, are scheduled ***Mondays through Thursdays*** between 4 **pm - 7:15 pm Pacific time**. **Occasionally, they are scheduled 4 pm - 5:30 pm Pacific time on Friday afternoons**. Their frequency varies from course to course; most courses use Zoom sessions once every 2–3 weeks.

Although Zoom sessions are required in many courses, most instructors are willing to make class recordings available for later viewing should students need to miss a required live session.

Students should reach out to instructors with any questions about live sessions and whether makeup work is required for missing any.

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

BAIP STATEMENT BAIP/CPT Transition Program

Students must complete graduate-level coursework taken as part of the BA in Integrative Psychology degree with a grade of B or better. This coursework, which counts as electives, will not transfer as graduate-level credit to National University or any other institution, as it is part of an undergraduate degree program. Grades earned in graduate-level courses will be calculated as part of the student's undergraduate grade point average. Students must be within completing their last six courses in their undergraduate program and have a cumulative GPA of at least 3.0 to be eligible. Lastly, students must apply for and begin the MA in Consciousness, Psychology, and Transformation program within six months after completing their final BAIP course. Students must complete their MACNS program within four years with no break exceeding 12 months.

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

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

Program Learning Outcomes:

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

- Explain and apply a developmental view of consciousness and human evolution to oneself, others, and systems.
- Demonstrate intrapersonal and interpersonal intelligence and accountability using psychological and spiritual principles and practices.
- Explain and apply systems theory principles at the individual, community, organizational, and planetary levels.
- Apply communication skills, diversity leadership skills, and professional development skills in service of consciousness growth and systems change.
- Apply critical thinking, inquiry, and participatory research skills in service of consciousness growth and systems change.

Degree Requirements:

To receive the Master of Arts in Consciousness & Transformative Studies students must complete 58 quarter units of graduate work. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and if the units were not used in earning another advanced degree.

Total Degree Requirements (58 quarter units) Core Requirements (11 courses; 29 quarter units)

CNS 5010	Paradigms of Consciousness	3.00
CNS 5012	Emotional Intelligence	3.00
CNS 5013	Social Intelligence	3.00
<i>Prerequisite: CNS 5012</i>		

CNS 5015	Body Consciousness/Body Wisdom	2.00
CNS 5017	Human Dev & Consciousness	2.00
CNS 5120	Diversity, Community, Leadership 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 units needed for graduate electives will be reduced as the units from the specialization will apply toward the overall unit requirement.

CNS 5853	Supernormal Psychology	3.00
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 Prerequisite: CNS 5010 and CNS 5013	2.00
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	0.00-4.50
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 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 <i>Prerequisite: CNS 5010</i>	2.00
CNS 5042	Writing Your Story	1.00
CNS 5048	Spiral Dynamics&Social Change <i>Prerequisite: CNS 5017</i>	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; 2.00 quarter units)	Units: 2.00
CNS 5286 World Spirituality, Evolving	2.00

Specialization Electives (5.00 quarter units)

These courses may be taken in any sequence:	
CNS 5037 Neuroscience & Mindfulness	2.00
<i>Prerequisite: CNS 5010</i>	
CNS 5047 Inner Guidance	1.00
CNS 5230 Metaphors & Symbols Transform	2.00
CNS 5347 Spirituality, Symbols & Dreams	2.00
CNS 5832 Earth, Body, Spirit	2.00
CNS 5850 Sacred Activism	2.00
<i>Prerequisite: CNS 5010 and CNS 5013</i>	
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:

The specialization courses can be taken in any sequence.

Required Core (3 courses; 8.00 quarter units)

Units: 8.00QU

CNS 5851	Adaptive Leadership	3.00
CNS 5852	Creative Thought Leadership	3.00
CNS 5405	Transformational Leadership	2.00

Recommended Preparation: CNS 5275

Specialization Electives (1 course; 2.00 quarter units)

Please choose 2 units from the list below

CNS 5414	Group Facilitation	2.00
	Prerequisite: CNS 5013	
CNS 5843	Self-Marketing	2.00
CNS 5846	Creating a Workshop	3.00
CNS 5670	Advanced Writing & Publishing	2.00

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
<i>ONE course from the 620 series:</i>		
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
<i>ONE course from the 680 series:</i>		
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
<i>ONE course from the 690 series:</i>		
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	4.50
	Prerequisite: ENG 655; ENG 656; ENG 657 and ENG 668A, or ENG 668C, or ENG 668D, or ENG 668E, or ENG 668F, or ENG 680C	

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
<i>Choose ONE of the following:</i>		
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 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 Benchmark Written Exam (BWE). Following the successful completion of the first ten courses and passing the BWE, students will move on to the specialization requirements.

Students taking the Applied Mental Performance specialization will complete eleven additional courses, including extensive mentored training and a Comprehensive Exit Exam. 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 76.5 quarter units in 24 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 about 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 76.5 quarter units of graduate work. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and provided the units were not used in earning another advanced degree. Students should refer to the section on graduate admission requirements for specific information regarding application and evaluation.

Total Degree Requirements (22 courses; 76.5 quarter units) Core Requirements (11 courses; 45 quarter units)

PSY 98A 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 Perform Consult	4.50
PSY 649	Counseling Skills	4.50
PSY 98A	Benchmark Written Exam	0.00
<i>Prerequisite: PSY 602; PSY 607A; PSY 644; PSY 614A; PSY 647; PSY 656; PSY 657; PSY 648; PSY 637B; PSY 649</i>		

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 Benchmark Written Exam (BWE). Following the successful completion of the first ten courses and passing the BWE, students will move on to the specialization requirements.

Students taking the Applied Mental Performance specialization will complete eleven additional courses, including extensive mentored training and a Comprehensive Exit Exam. 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 76.5 quarter units in 24 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.

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 76.5 quarter units of graduate work. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and provided the units were not used in earning another advanced degree. Students should refer to the section on graduate admission requirements for specific information regarding application and evaluation.

Specialization Requirements (12 courses; 31.5 quarter units)

Units: 31.50

PSY 659A	Mentored Appl Training Exp A	1.50
PSY 606	Motor Behavior	4.50
PSY 659B	Mentored Applied Training Exp Prerequisite: PSY 659A	1.50
PSY 658	Psychopathology Assessment	4.50
PSY 682	Adv Performance Enhancement Prerequisite: PSY 644	4.50
PSY 659C	Mentored Appl Training Exp C Prerequisite: PSY 659B	1.50
PSY 685	Applied Project Prerequisite: PSY 657; PSY 682; PSY 658; PSY 684	4.50
PSY 659D	Mentored Appl Training Exp D Prerequisite: PSY 659C	1.50
PSY 659E	Mentored Appl Training Exp E Prerequisite: PSY 659D	1.50
PSY 684	Advanced Sport Psychology	4.50

	Prerequisite: PSY 602	
PSY 659F	Mentored Appl Training Exp F	1.50
	Prerequisite: PSY 659E	
PSY 99A	Comprehensive Exit Exam	0.00
	Prerequisite: PSY 659A; PSY 606; PSY 659B; PSY 682; PSY 659C; PSY 658; PSY 685; PSY 659D; PSY 684; PSY 659E; PSY 659F	

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

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

Online Class Attendance Disclosure:

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

Bachelor of Arts in Sport Psychology to Master of Arts in Sport and Performance Psychology Transition Program

The BA in Sport Psychology (BASP) to MA in Sport and Performance Psychology (MASPP) program allows students who are enrolled in the BASP with a cumulative grade point average of at least 3.0 and who are within completing their last six courses to register for three courses in the MASPP program as electives for the bachelor's degree. Students may take the following courses: PSY 602, PSY 607A, and PSY 644. The three graduate courses are restricted to those that do not require a prerequisite. Students must complete all transition program coursework with a grade of B or better. Students must enroll in and complete the first class in the Master's degree within six months of the conferral date of their undergraduate degree. Further rules and requirements for Transition programs are located in the university catalog.

Program Learning Outcomes:

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

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

Degree Requirements:

To receive the Master of Arts in Sport and Performance Psychology with a Specialization in Theoretical Mental Performance, students must complete a minimum of 58.5 quarter units of graduate work. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and provided the quarter 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 (14 courses; 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 98A	Benchmark Written Exam	0.00
Prerequisite: PSY 602; PSY 607A; PSY 644; PSY 614A; PSY 647; PSY 656; PSY 657; PSY 648; PSY 637B; PSY 649		

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

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

Program Learning Outcomes:

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

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

Degree Requirements:

To receive the Master of Arts in Sport and Performance Psychology with a Specialization in Theoretical Mental Performance, students must complete a minimum of 58.5 quarter units of graduate work. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and provided the quarter units 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 Specialization Requirements (3 courses; 13.5quarter units)

Units: 13.5

PSY 658	Psychopathology Assessment	4.50
PSY 606	Motor Behavior	4.50
PSY 687	Capstone	4.50
Prerequisite: PSY 657; PSY 658; PSY 606		

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 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 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 <i>Prerequisite: HCA 600</i>	4.50
COH 602	Biostatistics	4.50
HCA 620	Health Organization Management <i>Prerequisite: COH 602</i>	4.50
HCA 626	Healthcare Information Systems* <i>Prerequisite: ANA 630</i>	4.50
HCA 622	Quality Appraisal & Evaluation <i>Prerequisite: HCA 600 and HCA 620</i>	4.50
COH 606	Epidemiology <i>Prerequisite: COH 602, or ANA 630</i>	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 <i>Prerequisite: COH 611</i>	4.50
HCA 663	Healthcare Accounting/Finance <i>Prerequisite: HCA 628</i>	4.50
COH 611	Public Health Research Methods	4.50
HCA 670	Healthcare Leadership <i>Prerequisite: HCA 624</i>	4.50
HCA 6900	Applied Experience in Healthcare Administration <i>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</i>	4.50
OR		
COH 500	Global Health Experience	4.50
HCA 692	Healthcare Capstone <i>Prerequisite: HCA 6900 or permission by instructor.</i>	4.50

*ANA prerequisite is NOT required for students in the MS in Healthcare Administration

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 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 (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 <i>Prerequisite: HCA 600</i>	4.50
COH 602	Biostatistics	4.50
COH 604	Theories of Health Behavior	4.50
COH 606	Epidemiology <i>Prerequisite: COH 602, or ANA 630</i>	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 <i>Prerequisite: COH 602</i>	4.50
COH 616	Mental Health Promotion	4.50
COH 614	Psychosocial Epidemiology <i>Prerequisite: COH 606</i>	4.50
COH 617	PH Aspects of Violence <i>Prerequisite: COH 604</i>	4.50
COH 619	PH Aspects of Human Sexuality <i>Prerequisite: COH 604</i>	4.50

Health Experience (1 course; 3 quarter units)

COH 550	Global Health Experience	3.00
OR		
COH 693	Public Health Experience	3.00

Capstone Requirement (1 course; 4.5 quarter units)

COH 695	Public Health Capstone <i>Prerequisite: COH 693</i>	4.50
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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.

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 <i>Prerequisite: COH 604</i>	4.50
COH 607	Public Health Program Develop <i>Recommended Preparation: COH 604</i>	4.50
COH 609	PH Program Evaluation	4.50
COH 618	Health Promotion Strategies <i>Prerequisite: COH 605 and COH 609</i>	4.50
COH 613	Public Health Informatics <i>Prerequisite: COH 606</i>	4.50

Health Experience (1 course; 3 quarter units)

COH 550	Global Health Experience	3.00
OR		
COH 693	Public Health Experience	3.00

Capstone Requirement (1 course; 4.5 quarter units)

COH 695	Public Health Capstone <i>Prerequisite: COH 693</i>	4.50
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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.

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 693	Public Health Experience	3.00

Capstone Requirement (1 course; 4.5 quarter units)

COH 695	Public Health Capstone Prerequisite: COH 693	4.50
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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 49.5 quarter units of graduate work. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and provided the quarter 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 (9 courses; 40.5 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
<i>Choose one of the following:</i>		
COH 602	Biostatistics	4.50
OR		
NSG 623	Biomedical Statistics	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	4.50
Prerequisite: HTM 520; HTM 552; HTM 660		
HTM 692	Health Informatics Capstone	4.50
Prerequisite: HTM 680		

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 Electives (2 courses; 9 quarter units)

HCA 626	Healthcare Information Systems Prerequisite: ANA 630	4.50
ANA 500	Python for Data Science Recommended Preparation: Prior experience in computer programming languages such as R is helpful.	4.50
ANA 505	AI & Optimization Topics	4.50
ANA 600	Fundamentals of Analytics	4.50
LED 604	Leading Change and Adaptation	4.50
COH 609	PH Program Evaluation	4.50
COH 613	Public Health Informatics Prerequisite: COH 606	4.50
HCA 663	Healthcare Accounting/Finance Prerequisite: HCA 628	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 Nursing

Academic Program Director: Kate Williams; jwilliams8@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 and submit the E-Resources application.

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 an Enrollment 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 E Resource MSN and Post-Graduate Certificate information 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 delivered online and includes mandatory onsite components. All accepted applicants are required to attend a virtual program orientation. Additionally, students enrolled in the Family Nurse Practitioner (FNP) and Psychiatric-Mental Health Nurse Practitioner (PMHNP) specializations must participate in three to four scheduled Objective Structured Clinical Examinations (OSCEs), which may be conducted either in person at a National University campus or virtually. The OSCEs are scheduled over two days and are combined with skills review sessions.
4. FNP and PMHNP practicum courses are designed as immersive experiences and take place in faculty-approved, in-person clinical settings with assigned preceptors. All preceptors are compensated by the program. Students may arrange their own preceptor, and National University will compensate the preceptor directly at the university rate. Students are not encouraged to individually pay for a preceptor.
5. Students who request a change in specialization after they have been admitted must submit a new goal statement addressing the new specialization area. All prerequisites must be met prior to admission into the new specialization. The new goal statement will be re-submitted via the Enrollment Advisor.
6. Students who withdraw from the MSN NP program, who are discontinued due to lack of attendance, or who defer enrollment prior to starting the program will not need to reapply to their program if their original application was submitted within one year of the reapplication date. However, reapplication to the University may be required; please refer to the general catalog for applicable policies and procedures.
7. Students seeking readmission more than one year after their initial application must submit a new E-Resources Application, including all required documentation such as drug screening, background check, immunizations, and a physical examination. Note: Reapplication to the program does not guarantee acceptance, nor does it offer any preferential consideration.

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: Kate Williams; jwilliams8@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*	4.00
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	4.00
FNP 684A	Primary Care-Women & Children Corequisite: FNP 684C	4.50
FNP 684C	Women and Children Practicum Corequisite: FNP 684A	4.00
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: Kate Williams; jwilliams8@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 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 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*	4.00
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	4.00
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

Graduate Certificates

Post-Graduate Family Nurse Practitioner Certificate

Academic Program Director: Kate Williams; jwilliams8@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

The following requirements must be met in order to be considered eligible for admission:

1. Candidates who hold a Master's or doctoral degree in nursing from a nursing program that meets one of these criteria:
 - Is programmatically accredited by an agency recognized by the Commission on Collegiate Nursing Education (CCNE), the Accreditation Commission for Education in Nursing (ACEN), or The NLN Commission for Nursing Education Accreditation (CNEA)
 - Is nationally accredited by an agency recognized by the U.S. Department of Education and/or the Council for Higher Education Accreditation (CHEA) and meet the University requirements for graduate study, listed in the General Catalog under Academic Information for Graduate Degrees.

- Candidates must reside in either CA or TX.

All Post-Graduate FNP Certificate Candidates:

- Must provide proof of a current, active and unencumbered RN license in the State of residence.
- Have a cumulative GPA of at least 3.0 on a 4.0 scale (or equivalent, based on the grading scale approved at the calculating institution).
- Complete and submit the E-Resources Application.

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 an Enrollment 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 E Resource MSN and Post-Graduate Certificate information 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 Post-Graduate FNP Certificate program is delivered online and includes mandatory onsite components. All accepted applicants are required to attend a virtual program orientation. Additionally, students enrolled in the Family Nurse Practitioner (FNP) and Psychiatric-Mental Health Nurse Practitioner (PMHNP) specializations must participate in three to four scheduled Objective Structured Clinical Examinations (OSCEs), which may be conducted either in person at a National University campus or virtually. The OSCEs are scheduled over two days and are combined with skills review sessions.
4. FNP and PMHNP practicum courses are designed as immersive experiences and take place in faculty-approved, in-person clinical settings with assigned preceptors. All preceptors are compensated by the program. Students may arrange their own preceptor, and National University will compensate the preceptor directly at the university rate. Students are not encouraged to individually pay for a preceptor.
5. Students who request a change in specialization after they have been admitted must submit a new goal statement addressing the new specialization area. All prerequisites must be met prior to admission into the new specialization. The new goal statement will be re-submitted via the Enrollment Advisor.
6. Students who withdraw from the Post-Graduate FNP Certificate program, who are discontinued due to lack of attendance, or who defer enrollment prior to starting the program will not need to reapply to their program if their original application was submitted within one year of the reapplication date. However, reapplication to the University may be required; please refer to the general catalog for applicable policies and procedures.
7. Students seeking readmission more than one year after their initial application must submit a new E-Resources Application, including all required documentation such as drug screening, background check, immunizations, and a physical examination. Note: Reapplication to the program does not guarantee acceptance, nor does it offer any preferential consideration.

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	4.00
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 Corequisite: FNP 683A	4.00
FNP 684A	Primary Care-Women & Children Corequisite: FNP 684C	4.50
FNP 684C	Women and Children Practicum Corequisite: FNP 684A	4.00
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: Kate Williams; jwilliams8@nu.edu

The following requirements must be met in order to be considered eligible for admission:

1. Candidates who hold a Master's or doctoral degree in nursing from a nursing program that meets one of these criteria:
 - Is programmatically accredited by an agency recognized by the Commission on Collegiate Nursing Education (CCNE), the Accreditation Commission for Education in Nursing (ACEN), or The NLN Commission for Nursing Education Accreditation (CNEA)
 - Is nationally accredited by an agency recognized by the U.S. Department of Education and/or the Council for Higher Education Accreditation (CHEA) and meet the University requirements for graduate study, listed in the General Catalog under Academic Information for Graduate Degrees.
2. Candidates must reside in either CA or TX.

All Post-Graduate PMHNP Certificate Candidates:

- Must provide proof of a current, active and unencumbered RN license in the State of residence.
- Have a cumulative GPA of at least 3.0 on a 4.0 scale (or equivalent, based on the grading scale approved at the calculating institution).
- Complete and submit the *E-Resources Application*.

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 an Enrollment 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 E Resource MSN and Post-Graduate Certificate information 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 Post-Graduate PMHNP Certificate program is delivered online and includes mandatory onsite components. All accepted applicants are required to attend a virtual program orientation. Additionally, students enrolled in the Family Nurse Practitioner (FNP) and Psychiatric-Mental Health Nurse Practitioner (PMHNP) specializations must participate in three to four scheduled Objective Structured Clinical Examinations (OSCEs), which may be conducted either in person at a National University campus or virtually. The OSCEs are scheduled over two days and are combined with skills review sessions.
4. FNP and PMHNP practicum courses are designed as immersive experiences and take place in faculty-approved, in-person clinical settings with assigned preceptors. All preceptors are compensated by the program. Students may arrange their own preceptor, and National University will compensate the preceptor directly at the university rate. Students are not encouraged to individually pay for a preceptor.
5. Students who request a change in specialization after they have been admitted must submit a new goal statement addressing the new specialization area. All prerequisites must be met prior to admission into the new specialization. The new goal statement will be re-submitted via the Enrollment Advisor.
6. Students who withdraw from the Post-Graduate PMHNP Certificate program, who are discontinued due to lack of attendance, or who defer enrollment prior to starting the program will not need to reapply to their program if their original application was submitted within one year of the reapplication date. However, reapplication to the University may be required; please refer to the general catalog for applicable policies and procedures.

- Students seeking readmission more than one year after their initial application must submit a new E-Resources Application, including all required documentation such as drug screening, background check, immunizations, and a physical examination. Note: Reapplication to the program does not guarantee acceptance, nor does it offer any preferential consideration.

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	4.00
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	4.00

Corequisite: MNP 687

MNP 688A	Introduction to Psychotherapy	4.50
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Corequisite: MNP 688C

MNP 688C	Intro Psychotherapy Practicum	4.00
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Corequisite: MNP 688A

Degree Information (Individual-Based) Graduate Degrees

Master of Education, MEd

Description of Program

The MEd program is designed for students focused on developing the knowledge, skills, and dispositions required for advance practice and leadership roles within diverse fields such as PK-12 education, higher education, and adult learning environments. In this program, you will critically analyze a broad range of theories, trends, practices, and knowledge specific to your areas of interest represented in a distinct specialization. Your specialization prepares you for making informed, ethical decisions and improvements to current educational, organizational, and societal issues.

This program does not lead to licensure.

Please be advised that this program is NOT accredited in Kentucky by the Education Professional Standards Board and is NOT recognized for initial, additional, or renewal of certification or salary enhancement (rank change) for P-12 educators in Kentucky. For more information, please visit the Education Professional Standards Board's website at <http://www.epsb.ky.gov/mod/page/view.php?id=12>.

[Click here](#) for potential career opportunities within the MEd.

Learning Outcomes

- Use technology to advance goals and outcomes in educational settings
- Investigate evidence-based solutions for addressing educational, organizational, and community issues
- Explain educational theories, research, and practices to diverse audiences
- Recommend solutions to ethical dilemmas in diverse educational and organizational settings
- Integrate professional standards into practice for leading and educating diverse groups

Basis for Admissions

Admission to a master's program requires a conferred bachelor's and/or a conferred master's or doctoral degree from a regionally or nationally accredited academic institution.

Degree Requirements

Graduates of the University's MEd program must complete 30 credit hours. Students will select a discipline-specific specialization of their interest, which complements the core coursework. The MEd program includes 9 credit hours of foundational courses. The foundational courses are taken by all students regardless of their undergraduate degree to form and strengthen fundamental skills. The next 18 credit hours in the program encapsulate a specialization aligned with a student's career goals and interests. Specialization courses must be appropriate to the student's degree program. Students end the

program with a 3 credit-hour capstone course. Students who are considering any degree program are strongly encouraged to check specific state requirements carefully to be sure any degree program they consider will be accepted for purposes of certification or recertification, promotion, or advancement on school district salary schedules.

The MEd degree program has the following graduation requirements:

- A minimum of 18 credit hours of graduate instruction must be completed through University
- Successful completion of any PK-12 core course signature assignments with a "B" or better
- Official transcripts on file for all transfer credits accepted by the University

The University may accept a maximum of 12 semester credit hours in transfer toward the Master of Education 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.

Time to Completion

The University allows 5 years to complete all Master's programs of 36 credits or less.

The median time to completion for this program is 21 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance counselors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 18 months.

Additional MEd Information

Certification and Licensing

The Sanford College of Education serves educational leaders by providing online graduate studies in education to reach worldwide populations. The MEd program is designed to reach national and international markets and does not purport to provide licensure or certification in any particular state or country. Certification requirements vary by state. Students are advised to contact their state department of education or local school district for guidance in obtaining certification or licensure, or for approval in fulfilling district level incentive programs. Prospective candidates are responsible for learning and following any requirements for licensure, recertification, etc. in the state(s) where they wish to apply the degree.

There are several reasons why an educator would want to pursue a graduate degree in education that does not lead to state licensing or certification.

Reasons may include:

- "Move up" steps on the salary schedule
- Improve skills and professionalism in general or to pursue a "leadership" position inside or outside the classroom (school-based or district level, or non PK-12)
- Advance as a "teacher leader" through a graduate degree (already has a bachelor's degree and certification)

- Meet the needs of increasingly diverse students
- Work outside of a traditional PK-12 classroom environment (i.e. trainer, educational consultant)

Sanford College of Education Curriculum

The Sanford College of Education curriculum emphasizes a combination of learning theory, instructional strategies, and technology integration for educators working with any grade level, and within professional associations, organizations or as a consultant. The emphasis is on students transforming theory immediately into practice and faculty tailoring instruction to enhance student understanding and achievement. The program aims to produce graduates who understand the scope, pace, and magnitude of the transformation of education within the world that is taking place; and to assist students to meet the challenges of state and national standards (if desired), while meeting the learning needs of educators who work beyond the classroom.

State of the Art Content

The Sanford College of Education sequence of courses undergoes constant review to ensure that while maintaining depth of focus, the program continually includes latest educational innovations and provides participants the tools to incorporate them into pedagogy. The curriculum content and related URL links are current and pertinent. All Sanford College of Education courses are continually updated to reflect the latest developments in instructional technology to support instruction.

MEd students may select a specialization track from the list of courses offered via the Sanford College of Education. All MEd students are required to take ED-6500 as the Capstone Course for their program.

Course Sequence

The Master of Education program can be completed in 30 credits.

- EDU-5000 - Foundations for Graduate Study in Education
- ED-5100 - Scholarly Writing and Using Research
- ED-5045 - Technology and a Vision for the Future - MEd
- Specialization Course 1
- Specialization Course 2
- Specialization Course 3
- Specialization Course 4
- Specialization Course 5
- Specialization Course 6
- ED-6500 - MEd Capstone

Special Education (SE) Specialization

This specialization prepares educators to address the needs of students with disabilities and gifted abilities by preparing such students to develop, implement and assess specially designed curriculum. Attention is given to teaching methods and strategies that illustrate an advocacy for these student groups. The specialization can be customized to meet the student's unique professional and personal goals, and allows the student to concentrate their coursework on the advanced and the disabled student, or select a single focus.

Specialization Courses – 18 credit hours

Select 6 courses from the following:

- SE-5001 - Assessment in Special Education
- SE-5002 - Instructing Students with Specific Learning Disabilities
- SE-5003 - Instructing Students with Emotional and/or Behavioral Disorders
- SE-5004 - Instructing Students with Intellectual Disabilities
- SE-5005 - Special Education Law
- SE-5010 - Introduction to Students with Disabilities

Master of Arts in Psychology, MA

Description of Program

The Master of Arts in Psychology (MA) program enables students to pursue advanced studies in psychology that can lead to careers in the helping professions, industry, government, and non for profit organizations. The program also provides students with the foundational knowledge and skills necessary for the doctoral-level study. There are three specializations within the MA program, General Psychology Specialization, Gender and Sexual Fluidity Specialization, and Specialization in Research and Teaching.

[Click here](#) for potential career opportunities within the MA in Psychology.

Learning Outcomes

- Analyze theories and principles in psychology to inform professional contexts
- Examine research methods and data analysis in psychology
- Apply psychological principles and research in personal, social, and organizational issues
- Relate ethical principles of psychology in academic and professional issues
- Examine diversity issues in professional contexts
- Model clear and effective communication for fellow professionals and the public

Basis for Admissions

Admission to the Master of Arts program requires a conferred bachelor's and/or a conferred master's or doctoral degree from a regionally or nationally accredited academic institution.

Degree Requirements

The Master of Arts in Psychology with a specialization in Gender and Sexual Fluidity, General Psychology, and Research and Teaching require a total of 30 credit hours at the graduate level.

The University may accept a maximum of 12 semester credits in transfer toward the Master of Science in Master of Arts in General Psychology for graduate coursework completed at an accredited college or university with a grade average of "B" or better. See the Transfer Credit Policy for additional information.

Graduation requirements for the Master's Degree in Psychology vary according to specialization selected.

All master's degree programs have the following graduation requirements:

- A minimum of 18 credit hours of graduate instruction must be completed through the University
- Completion of subject area competency requirements for the graduate program
- Elective courses must be relevant to the department's graduate program
- Cumulative grade point average of 3.0 (letter grade of "B") or higher
- Official documents on file for basis of admission: a conferred bachelor's degree from a regionally accredited academic institution
- Official transcripts on file for all transfer credit hours accepted by the University

- All financial obligations must be met before the student will be issued their complimentary diploma and/or degree posted transcript

Time to Completion

The University allows 5 years to complete all Master's programs of 36 credits or less.

The median time to completion for this program is 25 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance counselors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 16 to 18 months depending on the specialization.

Course Sequence

The Master of Arts in Psychology program can be completed in 30 credits.

Students who complete at least 15 semester credit hours in a single area of specialization at the University (not counting foundational courses) may elect to have the specialization recorded on their transcript and diploma.

In some cases, specialization courses listed on the initial degree plan can be changed at the student's request. Please contact your Academic and Finance Counselor for more information.

- PSY-5101 - Foundations for Graduate Study in Psychology
- PSY-5103 - Professional Ethics, Law, and Psychology
- PSY-5104 - Theories of Human Development and Functioning
- PSY-5107 - Research Design
- Specialization Course 1
- Specialization Course 2
- Specialization Course 3
- Specialization Course 4
- Specialization Course 5
- Capstone Course

General Psychology Specialization

The General Specialization exposes students to foundational courses in psychology, such as Motivation and Emotion, Ethics, Cognition and Emotion, Theories of Personality, and Research Design. In addition to these foundational courses, students are given the ability to select elective courses from a broad range of topics to fit their personal and professional goals. The flexibility in course selection allows for a degree program of study that meets your interests.

Specialization Courses - 18 credit hours

Required Courses

- PSY-5108 - Cognitive and Affective Basis of Behavior
- PSY-5109 - Theories of Personality

Select 3 courses from the following recommended* course list:

- PSY-6102 - Multicultural Psychology
- PSY-6103 - Human Communication
- PSY-6110 - Clinical Survey of Substance Abuse and Dependence
- PSY-6114 - Psychological Tests and Measurements
- PSY-6121 - Theories of Psychotherapy and Counseling
- PSY-5703 - Child and Adolescent Development
- PSY-5302 - Stress and Coping
- PSY-5303 - Behavioral Nutrition
- PSY-6126 - AI Ethics in Mental Health
- PSY-6202 - Psychology of Gender

Required Capstone Course

- PSY-6106 - Capstone Course: Psychology

Note

Courses listed are examples and upon acceptance to the program the initial degree plan will include these courses. Students are encouraged to choose their specialization courses based on personal and professional goals and to work with their Academic Advisor to revise their degree plan. Additionally, courses from the Department of Psychology Master of Science Programs cannot be used for specialization courses.

General Psychology FastForward Track

The General Specialization exposes students to foundational courses in psychology, such as Motivation and Emotion, Ethics, Cognition and Emotion, Theories of Personality, and Research Design. In addition to these foundational courses, students are given the ability to select elective courses from a broad range of topics to fit their personal and professional goals. The flexibility in course selection allows for a degree program of study that meets your interests.

The Master program provides an opportunity to substitute specific courses in the required course sequence with doctoral level courses. The completion of the doctoral level courses provides a Fast Forward Track into the Doctor of Philosophy in Psychology degree.

Enrollment in the Master program and completion of the FastForward Track course substitutions does not guarantee admission into a Ph.D. program. Students must meet all required Basis for Admissions (BFA) requirements as outlined in the university catalog for specific doctoral programs.

Doctoral level coursework completed in the Master program must be completed with a grade of "B" or better to meet eligibility requirements to be applied to the applicable Doctoral degree program and be within 5 years from the time they complete the course to transfer it into the Doctoral degree.

Specialization Courses - 18 credit hours

Required Courses

- PSY-8100 - Theories of Personality
- PSY-5108 - Cognitive and Affective Basis of Behavior
- PSY-8161 - Multicultural Psychology
- PSY-8141 - Human Communication - Interviewing Skills

Select 1 course from the following recommended* course list:

- PSY-6110 - Clinical Survey of Substance Abuse and Dependence
- PSY-6114 - Psychological Tests and Measurements
- PSY-6121 - Theories of Psychotherapy and Counseling

Required Capstone Course

- PSY-6106 - Capstone Course: Psychology

Master of Science in Clinical Mental Health Counseling, MS

Description of Program

The Master of Science in Clinical Mental Health Counseling degree program is focused on training highly skilled counselors to provide impactful and culturally sensitive mental health services in their communities. The program is designed to provide the theoretical and practical knowledge needed to operate in a variety of professional counseling settings and to provide services for individual clients and groups from diverse backgrounds. Our curriculum provides an in-depth exploration of counseling theories, ethical and legal standards, and evidence-based approaches of diagnosis and treatment. Throughout the program students will examine issues related to social justice and advocacy for accessibility and equity for clients. Students will also explore avenues for advancing the counseling profession.

[Click here](#) for potential career opportunities using the MSCMHC.

****Note:** Program availability may vary by state - please contact the Enrollment Office for more information**

Learning Outcomes

- Interpret ethical and legal standards within professional counselors' roles and functions
- Examine advocacy and social justice theories of social, cultural diversity in counseling
- Apply models of human growth and development in the practice of counseling
- Apply theories and models of career development
- Demonstrate essential foundational counseling skills
- Employ group work principles in practice of group counseling
- Select appropriate assessment and testing rolls for use in counseling practice
- Implement program evaluation and evidence-based practice using relevant scholarly work and research methods
- Demonstrate the practice dimensions of clinical mental health counseling

Basis for Admissions

Admission requires a conferred bachelor's level or higher degree with a GPA of 3.0 or better from a regionally or nationally accredited academic institution.

In addition to evidence of a conferred bachelor's and/or a conferred master's or doctoral degree from a regionally or nationally accredited academic institution, applications for admission to the Clinical Mental Health Counseling program require prior to the first date of attendance:

- Current resume or CV
- Statement of Intent
- Licensure plan

- Statement of professional ethics and conduct
- List of clinical site possibilities in the area of residence
- Technology Checklist
- Interview with a MSCMHC faculty member

Degree Requirements

The Master of Science in Clinical Mental Health Counseling (MSCMHC) degree requires a minimum of 60 credits hours at the graduate level beyond the bachelor's degree.

The University may accept a maximum of 12 semester credit hours in transfer toward the MSCMHC 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.

The MSCMHC program has the following graduation requirements:

- A minimum of 48 credit hours of graduate instructions must be completed through the University.
- Successful completion of all required degree program courses with a Grade Point Average of 3.0 (letter grade of B) or higher.
- Official documents on file for basis of admission: a conferred bachelor's degree from an accredited academic institution.
- Official transcripts on file for all transfer credit hours accepted by the University.
- All financial obligations must be met before the student will be issued their complimentary diploma.

Beyond these standard graduation requirements, the MSCMHC has the following degree requirements:

1. **Online Video Conferencing** - In order to complete some of the course requirements and to participate in the online supervision process that is used during the practicum course and the internship courses, students are required to participate in several online video conferencing meetings throughout their time in the program. To participate in these video conference sessions, students are required to own or otherwise have access to a computer, a web cam, a headset, a video recording device, and a high-speed internet connection.
2. **Client Contact**
 - **Practicum** - MSCMHC students will be required to complete 40 hours of direct client contact. Please read the practicum course description or the Clinical Training Handbook.
 - **Internship** - MSCMHC students will be required to complete 240 hours of direct client contact. Please read the internship course description or the Clinical Training Handbook.
3. **Supervision** - In conjunction with client contact, practicum and internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship.
4. **Liability Insurance** - Prior to beginning any clinical experience, students are required to submit proof of professional liability insurance.

5. **Clinical Hours Tracking** - The MSCMHC program uses a web-based system to document completion of clinical hours. Students, local approved clinical supervisor and University faculty supervisors all have access to the system to support the successful completion of the clinical training requirements for the program. Students will be provided with an authorization code.

Time to Completion

The University allows 6 years to complete all Master's programs of 36 credits or more.

The median time to completion for this program is 40 months.

Time to completion varies depending upon the pace at which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance counselors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 32 months.

Course Sequence

The Master of Science in Clinical Mental Health Counseling program can be completed in 60 credits.

- COUN-6000 - Orientation and Foundations of Clinical Mental Health Counseling
- COUN-6101 - Ethical and Legal Issues in Counseling
- COUN-6107 - Human Growth and Development
- COUN-6104 - Social and Cultural Diversity in Counseling
- COUN-6100 - Theories and Models of Counseling
- COUN-6103 - Counseling and Psychotherapeutic Techniques
- COUN-6103A - Advanced Counseling and Psychotherapeutic Techniques
- COUN-6111 - Career Development and Counseling
- COUN-6112 - Research Methods and Program Evaluation in Counseling
- COUN-6115 - Group Counseling
- COUN-6105 - Assessment, Tests, and Measurements in Counseling
- COUN-6110 - Psychopathology
- COUN-6114 - Clinical Assessment, Diagnosis, and Treatment
- COUN-6109 - Abuse, Crisis, and Trauma Counseling
- COUN-6102 - Substance Use Disorders and Addiction Counseling
- Elective Course 1
- Elective Course 2
- Elective Course 3

- COUN-6050C - Clinical Mental Health Counseling Clinical Practicum
 - COUN-6050A - Extension to Clinical Mental Health Counseling Clinical Practicum *
- COUN-6051C - Clinical Mental Health Counseling Internship I
- COUN-6052C - Clinical Mental Health Counseling Internship II
 - COUN-6052A - Extension to Clinical Mental Health Counseling Clinical Internship *

Note:

*COUN-6050A and COUN-6052A are only required when hours needed to complete the program have not been completed within the required clinical sequence.

Elective Courses

Elective courses are dependent on the student's State requirements.

Students in all states except for CA and TX

Select 3 courses from the following:

- COUN-6106 - Human Sexuality
- COUN-6108 - Marriage and Family Systems
- COUN-6113 - Psychopharmacology
- COUN-6116 - Contemporary Issues in Counseling
- COUN-6117 - Advanced Ethical Practice and Record Management

Texas Students

TX students must take COUN-6117 - Advanced Ethical Practice and Record Management and select 2 additional course from the following:

- COUN-6106 - Human Sexuality
- COUN-6108 - Marriage and Family Systems
- COUN-6113 - Psychopharmacology
- COUN-6116 - Contemporary Issues in Counseling

California Students

CA students must take the following 3 courses:

- COUN-6116 - Contemporary Issues in Counseling
- COUN-6106 - Human Sexuality
- COUN-6113 - Psychopharmacology

Doctorate Degrees

Doctor of Philosophy in Psychology, PhD

Description of Program

The Doctor of Philosophy (PhD) program was designed in response to the growing interest in psychology as a discipline of study and the need for advanced studies, including research beyond the master's level. This degree program emphasizes theory, research, and scholarship, culminating in a dissertation.

[Click here](#) for potential career opportunities within the PhD in Psychology.

Learning Outcomes

- Appraise theories and principles in psychology to inform professional contexts
- Evaluate research methods and data analysis in psychology
- Select psychological principles and research for application to personal, social, and organizational issues
- Evaluate ethical principles of psychology in academic and professional issues
- Critique diversity issues in professional contexts
- Design clear and effective communication for fellow professionals and the public

Basis for Admissions

In order to enter the Doctor of Philosophy in Psychology, applicants must have a conferred master's degree from a regionally or nationally accredited academic institution. There are two options for entering the doctoral program in psychology:

1. **Direct Entry** – Individuals with a previously completed master's degree in any area of Psychology, Mental Health Counseling, Marriage and Family Therapy, or Social Work may immediately begin the 60-credit PhD program.
2. **Evaluation Track** – Individuals who have previously completed a master's degree in an area other than one listed above must complete the Standard Curriculum course. Students in the Evaluation Track will begin their degree plan with PSY-7101. They will then be required to complete the Standard Curriculum course prior to taking the remaining courses in their degree plan.

In order to enter the Doctor of Philosophy, Counseling Psychology specialization applicants must have a conferred clinical master's degree in a mental health or related field that included a practicum/internship, from a regionally accredited institution, and/or licensed in a mental health field.

Standard Curriculum - Three credit hours determined based on formal evaluation. These credit hours are in addition to the 60 credits listed below.

- PSY-7120 - Overview of the Psychological Concepts

Degree Requirements

The PhD in Psychology degree requires a minimum of 60 credit hours at the graduate level beyond the master's degree.

The University may accept a maximum of 12 semester credit hours in transfer toward the doctoral degree for graduate coursework completed at an accredited college or university while enrolled in a doctoral program with a grade of "B" or better.

The PhD degree programs in psychology have the following graduation requirements:

- A minimum of 48 credit hours of graduate instruction must be completed through the University
- Grade Point Average of 3.0 (letter grade of "B") or higher
- Satisfactory completion of the Pre-Candidacy Prospectus course
- University approval of dissertation manuscript and successful completion of the dissertation defense
- Submission of the approved final dissertation manuscript to the University Registrar, including the original unbound dissertation manuscript and an electronic copy
- Official documents on file for basis of admission: a conferred master's degree from an accredited academic institution
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations must be met before the student will be issued their complimentary diploma

Dissertation Completion Pathway

The University's mission is dedicated to assisting students in achieving their academic aspirations and helping them become valuable contributors to their community and profession. To support our mission, the University now offers a dissertation completion pathway for students who have successfully completed their doctoral coursework and achieved doctoral candidacy at a previous institution but were unable to complete their dissertation. The University's Dissertation Completion Pathway (DCP) offers a unique opportunity for students to complete their doctorate in one of the doctoral programs offered at the University (excluding the PhD-MFT and DNP). Students successfully meeting the entrance and application requirements will complete a minimum of 23 credit hours to earn their doctorate.

Vision

The vision for the Dissertation Completion Pathway is to provide "all-but-dissertation" or ABD students a structured approach for completing their dissertation and help them achieve their academic goals in obtaining their doctorate. This pathway provides a student-centered, high touch, and structured pathway that recognizes past academic coursework while providing the student with the preparation and guidance to earn their doctoral degree.

Basis for Admissions

- Must have completed all required doctoral program coursework and/or achieved doctoral candidacy from a regionally-accredited institution;
- Previous doctoral program must academically align with a degree program and specialization offered by the University (excluding PhD-MFT and DNP);

- 7 -year maximum for block transfer of credits into an existing University degree program (from official transcripts). Credits aged between 8 and 15 years can be accepted as an exception to policy, with Dean approval;
- Minimum GPA of 3.0 in previous doctoral program coursework;
- Complete the Enrollment Application for the DCP including all required documents and acknowledgements;
- Cannot be academically dismissed from previous doctoral program;
- Completion of a memorandum of understanding and statement of intent.

General Pathway Requirements

The DCP can be completed with a minimum of 23 credit hours, but may require additional credit hours, depending on the time required to complete the dissertation research. If needed, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Time to Completion policies. Students who do not complete their program in accordance with these policies may be dismissed.

Dissertation Completion Pathway students must achieve the following general requirements:

- The DCP requires the successful completion of a minimum of 23 semester credit hours;
- Grade Point Average of "B," 3.0, or higher must be maintained throughout the DCP;
- Official transcripts on file for all transfer credit hours accepted by the University;
- Official documents on file for basis of admission;
- All financial obligations must be met before the student will be issued their diploma

DCP Course Sequence

The DCP is a structured pathway that recognizes past academic coursework while providing the guidance needed to complete a doctoral degree. This pathway includes DCP bridge courses designed specifically to support ABD students prior to entering the doctoral prospectus course and the dissertation courses. *If the deliverables are not met in a particular dissertation course, continuation courses (B, C, and D) may be required.

- DCP-8001 - Scholarly Writing and Synthesis of Literature
- DCP-8002 - Designing Scholarly Research
- DCP-8003 - Dissertation Intensive (including a required synchronous intensive)
- CMP-9XXX - School based Prospectus course
- DIS-9100A - Components of the Dissertation
 - DIS-9100B - Components of the Dissertation Continued*
 - DIS-9100C - Components of the Dissertation Continued*
 - DIS-9100D - Components of the Dissertation Continued*

- DIS-9200A - Completing the Dissertation Proposal
 - DIS-9200B - Completing the Dissertation Proposal Continued*
 - DIS-9200C - Completing the Dissertation Proposal Continued*
 - DIS-9200D - Completing the Dissertation Proposal Continued*
- DIS-9300A - Data Collection and Analysis
 - DIS-9300B - Data Collection and Analysis Continued*
 - DIS-9300C - Data Collection and Analysis Continued*
 - DIS-9300D - Data Collection and Analysis Continued*
- DIS-9400A - The Dissertation Manuscript and Defense
 - DIS-9400B - The Dissertation Manuscript and Defense Continued*
 - DIS-9400C - The Dissertation Manuscript and Defense Continued*
 - DIS-9400D - The Dissertation Manuscript and Defense Continued*

Time to Completion

The University allows 7 years to complete all doctoral programs of 60 credits or less.

The median time to completion for this program is 81 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most students are working adults, balancing educational, professional, and personal commitments, our academic and finance counselors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 46 months.

Dissertation Process

Faculty assists each Doctoral student to reach this high goal through a systematic process leading to a high-quality completed dissertation. A PhD dissertation is a scholarly documentation of research that makes an original contribution to the field of study. This process requires care in choosing a topic, documenting its importance, planning the methodology, and conducting the research. These activities lead smoothly into the writing and oral presentation of the dissertation.

A doctoral candidate must be continuously enrolled throughout the series of dissertation courses. Dissertation courses are automatically scheduled and accepted without a break in scheduling to ensure that students remain in continuous enrollment throughout the dissertation course sequence. If additional time is required to complete any of the dissertation courses, students must re-enroll and pay the tuition for that course. Continuous enrollment will only be permitted when students demonstrate progress toward completing dissertation requirements. The Dissertation Committee determines progress.

Course Sequence

The PhD program may be completed in 60 credits (not including required Standard Curriculum courses) but may require additional credit hours, depending on the time required to complete the dissertation research. **If the deliverables are not met in a particular dissertation course, continuation courses (B, C, and D) may be required. Students not meeting the deliverables by the end of the D course will be dismissed from their program. For further information about the dissertation sequence and deliverables, consult the Doctoral Student Experience (DSE) Manual. If needed, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Time to Completion policies. Students who do not complete their program in accordance with these policies may be dismissed.

- PSY-7101 - Foundations for Doctoral Study in Psychology
- Specialization Course 1
- Standard Curriculum Course, if needed
- PSY-7102 - Scholarly Writing and Professional Communication in Psychology
- Specialization Course 2
- PSY-7103 - Research Methods
- Specialization Course 3
- PSY-7104 - Statistics I
- Specialization Course 4
- PSY-7105 - Tests and Measurements -OR- PSY-7116 - Tests and Measurements in Industrial/Organizational Psychology (I/O specialization)
- Elective Course*
- PSY-7500 - Advanced Quantitative Methods
- Specialization Course 5
- PSY-7501 - Advanced Qualitative Methods
- Specialization Course 6
- PSY-7112 - Research Design Planning
- CMP-9701P - Pre-Candidacy Prospectus
- DIS-9100A - Components of the Dissertation
 - DIS-9100B - Components of the Dissertation Continued**
 - DIS-9100C - Components of the Dissertation Continued**
 - DIS-9100D - Components of the Dissertation Continued**
- DIS-9200A - Completing the Dissertation Proposal
 - DIS-9200B - Completing the Dissertation Proposal Continued**

- DIS-9200C - Completing the Dissertation Proposal Continued**
- DIS-9200D - Completing the Dissertation Proposal Continued**
- DIS-9300A - Data Collection and Analysis
 - DIS-9300B - Data Collection and Analysis Continued**
 - DIS-9300C - Data Collection and Analysis Continued**
 - DIS-9300D - Data Collection and Analysis Continued**
- DIS-9400A - The Dissertation Manuscript and Defense
 - DIS-9400B - The Dissertation Manuscript and Defense Continued**
 - DIS-9400C - The Dissertation Manuscript and Defense Continued**
 - DIS-9400D - The Dissertation Manuscript and Defense Continued**

Note

*The Elective course in the PhD in Psychology degree can be satisfied by any 8000-level course in the Department of Psychology.

Exceptions:

- The preferred elective course for the Industrial/Organizational Psychology specialization is PSY-8413. Students that would like to work with the I/O Psychology Internship Coordinator to participate in an internship will need to enroll in PSY-7118 Internship in I/O Psychology, after the I/O Psychology Internship Coordinator approves the internship site and plan
- The preferred elective course for Substance-Related Disorders is PSY-8118 Grant Writing in Psychology or PSY-8511 Behavioral Health Administration and Management or PUB-7005 Public Budgeting and Finance.
- The preferred elective course for Social Policy and Behavioral Health Administration is PSY-8118 Grant Writing in Psychology or PSY-8140 Community Psychology. Students that would like to work with the Internship Coordinator to participate in an internship will need to use this elective to enroll in PSY-8508 Internship in Social Policy and Mental Health Administration, after the Internship Coordinator approves the internship site and plan.

Counseling Psychology Specialization

The Doctor of Philosophy in Psychology specialization in counseling psychology is designed for mental health professionals who are licensed or pre-licensed having a foundation of clinical knowledge and skills at the master level. The program is intended for professionals who seek to improve their theoretical knowledge and clinical skills, while preparing them to advance their career in the mental health field. In addition, the program is designed to provide for the meaningful integration of theory, practical application, research, and scholarship, culminating in a dissertation.

PhD-PSY specialization students will learn about clinical supervision, psychopharmacology, program evaluation, research, and cognitive and personality assessment. In addition, students in this program can choose to deepen their knowledge and skills in several areas of their interest. For example, students can

choose courses in psychopathology, addictions assessment and treatment, multicultural psychology, and other areas of interest.

Specialization Courses - 18 credit hours

Required Specialization Courses - 6 Credit Hours

- PSY-8147 - Psychopharmacology
- PSY-8160 - Cognitive and Personality Assessment

Select 4 Specialization Courses from the following:

- PSY-8161 - Multicultural Psychology
- PSY-8144 - Group Therapy
- PSY-8163 - Youth Psychology and Psychopathology
- PSY-8164 - Adult Psychopathology
- PSY-8146 - Theories of Psychotherapy and Counseling
- PSY-8604 - Addiction Treatment and Special Populations
- PSY-8506 - Ethics and Cultural Diversity in Mental Health and Wellness
- PSY-8118 - Grant Writing in Psychology
- PSY-8107 - Program Evaluation and Monitoring in Psychology
- PSY-8606 - Clinical Supervision
- MFT-8311 - The Couple Life Cycle in MFT Practice and Supervision
- Any PSY-8000 Level Course

Note

*The Elective course in the PhD in Psychology degree can be satisfied by any 8000-level course in the Department of Psychology.

General Psychology Specialization

The General Psychology specialization allows students to select courses from a broad range of electives to fit their personal and professional goals. This specialization also prepares students to apply principles of psychology and conduct research related to their area of interest in a variety of settings.

*Courses listed are examples and upon acceptance to the program, the initial degree plan will include these courses. Students in the General Psychology specialization are encouraged to choose six courses (18 credit hours) based on personal and professional goals and will work with their Academic and Finance Counselor to revise their degree plan. Students can select any PSY-8000 level course for this specialization. Courses from other disciplines may fill this requirement, with Department of Psychology approval. Please consult the course descriptions for a full list of available courses. Note: an internship course cannot count towards the degree program.

Specialization Courses - 18 credit hours

- PSY-8138 - Cognition, Emotion, and Motivation *
- PSY-8118 - Grant Writing in Psychology *
- PSY-8161 - Multicultural Psychology *
- PSY-8139 - Positive Psychology *
- PSY-8140 - Community Psychology *
- PSY-8141 - Human Communication - Interviewing Skills *

Note

*The Elective course in the PhD in Psychology degree can be satisfied by any 8000-level course in the Department of Psychology.

Courses (Group-Based)

BIO 1100 Introduction to Human Biology (4.50)

Duration: 4

Explores biological principles through human physiology, and relates these principles to health, society, and ethics. Central theme is the structure and function of the human organism. Concepts include: the cells, tissues, and organ systems of the human body; application of core concepts in physiology to the human body; the scientific method and its application in physiological research; how evolution relates to understanding human physiology and health interventions; biological molecules and human genetics; and evaluation of scientific information source credibility.

BIO 1100A Introduction to Human Biology Laboratory (1.50)

Prerequisite: BIO 1100

Duration: 4

Laboratory course provides a means for exploration of the human biology content learned in BIO1100. Students will explore the anatomy of cells, tissues, organs, and organ systems of the human body at the microscopic and macroscopic level through simulations and home laboratory activities. Students will also use the scientific method to carry out experiments in this lab; experimentation will facilitate learning of cellular physiology and give students the opportunity to analyze physiology data.

CHE 143 General Chemistry 3 (4.50)

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)

Prerequisite: CHE 142, or CHE 143

Duration: 4

Reinforces lecture concepts through hands-on laboratory experiments conducted in accordance with safety standards. Topics include caloric content of food, spectroscopy, electrochemical cells, titrations, colligative properties, Beer's Law, reaction rates, and buffers. Students apply the scientific method to structure experiments, analyze data logically, apply calculations consistently, and interpret results in a way that connects theory with practice. By following these steps, students learn to think like a scientist and connect chemistry concepts to real-world applications.

CHE 250 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 251 Organic Chemistry II (4.50)

Prerequisite: CHE 250

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 250; CHE 251

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.

CIS 490A Info Systems Project I (4.50)

Prerequisite: CIS 310 and CSC 350 and CIS 435 and CIS 474 and Complete all the courses in one of the two concentrations.

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. Also, students must complete the Program Prerequisite, all the core and concentration courses before taking CIS490A.

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.

CNS 5851 Adaptive Leadership (3.00)

Duration: 11

Adaptive Leadership is a model that encourages individuals and organizations to anticipate and embrace change. One of the fundamental challenges of this notion is the fact that many individuals and organizations are usually wired to resist change. During this course, students will learn about change resistance, change management theory, and organizational change management. Through discussions, readings, presentations and other assignments, students will cultivate their own self-awareness and reactions to change as well as gain understanding of how change impacts individuals and organizations.

CNS 5852 Creative Thought Leadership (3.00)

Duration: 11

During this course, students will learn what it means to position oneself as a thought leader. One of the challenges of thought leadership is the inherent risk it involves to step away from the status quo. By tapping into their own creativity and inspiration, students will learn ways to curate their own thoughtful analyses and identify ways to bring forward their own unique and powerful voices. Through discussions, readings, presentations and other assignments, students will explore the intersection of their own thought leadership and creative expression.

CNS 5853 Supernormal Psychology (3.00)

Duration: 11

Understanding anomalous psychological phenomena as human potential offers a generative shift in perspective. This seminar explores and reevaluates the supernormal with the help of Carl Gustav Jung, Henry Corbin, Jeffrey Kripal, David Lukoff, Stanislav Grof, Roger Walsh, Dean Radin, Philip K. Dick, Stanley Krippner, Michael Murphy, and others. Topics include: alternative definitions and explanatory paradigms from quantum theories to comparative religious studies; consensual reality and the imaginal; synchronicity; spiritual emergence and emergency; initiation and shamanic illness; UFOs, poltergeists, dream telepathy, precognition, and other paranormal experiences; trauma; imposters and tricksters; critical evaluation of supernormal experiences and their potential impacts on the future of evolution.

COH 693 Public Health Experience (3.00)

Duration: 8

Two-month experience course allowing students to demonstrate their attainment of public health foundational competencies and specialization through applied practice experience. The experience course is flexible to align with the student's specialization and career interests. Students may either work with a health-related host site or provide a portfolio that demonstrates alignment of volunteer work with the competencies. Grading is H/S/U only.

COH 695 Public Health Capstone (4.50)**Prerequisite:** COH 693

Duration: 8

Two-month capstone project of original research related to the contemporary practice of public health. Planning and completion of either a data-based analysis, an evaluation of a public health program or primary research related to public health. Student project may require Institutional Review Board (IRB) approval. Student produces a high-quality written product. Grading is H/S/U only.

CSC 420 Linux and Version Control Sys. (4.50)**Prerequisite:** CSC 272, or CSC 252

Duration: 4

This course offers a comprehensive introduction to the Linux operating system and version control systems—fundamental tools for modern DevOps professionals. Students will learn essential Linux commands for system administration, file management, and shell scripting. The course also covers the use of version control systems (VCS), focusing on Git and GitHub, through the command line interface. Emphasis is placed on managing both local and remote repositories to support collaborative development and efficient workflow management.

CSC 424 CI/CD in DevOps Workflows (4.50)**Prerequisite:** CSC 420

Duration: 4

An overview of software development lifecycle, Agile development practices and DevOps process. Implementation of software development processes by means of continuous integration (CI) and continuous delivery/deployment (CD) in DevOps workflow using open-source industry standard tools. The automation of software builds, tests, and deployments through CI/CD pipelines to implement fast, reliable, scalable and efficient delivery pipelines that support agile development and rapid software delivery.

CSC 425 Containerization with Docker (4.50)**Prerequisite:** CSC 424

Duration: 4

This course introduces students to containerization technologies and orchestration tools that are essential in modern DevOps workflows. Study of building, deploying, and managing containerized applications such as Docker or similar tools. Topics include container lifecycle, networking, volumes, Dockerfiles or similar set up files, Kubernetes architecture, pods, services, deployments, and cluster management. The course explores integration of tools such as Docker and Kubernetes with CI/CD pipelines to enable automated, scalable, and reliable software delivery across development, testing, and production.

CSC 427 Infrastructure Config & Mgmt (4.50)**Prerequisite:** CSC 425

Duration: 4

This course introduces students to configuration management concepts as a key practice in modern DevOps workflows. Use of declarative script to automate the provisioning, configuration, and maintenance of infrastructure. Topics include infrastructure as code (IaC), environment provisioning, state enforcement, and system inventory management. This course is hands-on and explores open-source, industry-standard configuration management tools, with a focus on integrating them into CI/CD pipelines and containerized environments.

ENG 697 Capstone Project in Rhetoric (4.50)**Prerequisite:** ENG 655; ENG 656; ENG 657 and ENG 668A, or ENG 668C, or ENG 668D, or ENG 668E, or ENG 668F, or ENG 680C

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.

FFL 1000 Foundation to Academic Success (4.50)

Duration: 4

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.

HCA 692 Healthcare Capstone (4.50)**Prerequisite:** HCA 6900 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.

HCA 6900 Applied Experience in Healthcare Administration (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: 8

A culminating graduate-level experience offering two tracks: (1) a 120-hour field-based internship or (2) a case study simulation. Students are supported in the internship process but must secure a placement that meets academic and faculty approval. Those who are not pursuing an internship will complete the case-based track. Both options require applied projects that integrate academic learning with healthcare administration practice. Grading: S/U only. Students with substantial prior experience in healthcare administration may request to demonstrate competency through a portfolio review and assessment process, subject to faculty approval.

HIS 315 Legacies of War: Vietnam and the American Civil War (4.50)

Prerequisite: ENG 102

Duration: 4

Examines the ways in which collective memory and historical narrative shape contemporary debates over monuments, memorials, and national identity. Focusing on the Civil War and Vietnam War—two conflicts separated by over a century but interconnected through ongoing political and cultural discourse—the course explores how societies remember, commemorate, and sometimes forget their past. Through analysis of narrative nonfiction, memoirs, government records, war monuments, and public debates, students will investigate themes such as personal memory, collective memory landscapes, selective remembrance, and trauma. By critically engaging with these themes, the course demonstrates how historical memory influences present-day political and social conflicts, illustrating William Faulkner's insight that "The past is never dead. It's not even past."

PHS 1002 Physics of Everyday Life (4.50)

Prerequisite: Placement in college mathematics or completion of MTH12A and MTH12B

Duration: 4

An introduction to fundamental concepts of physics for non-science majors, including motion and forces, energy and energy conservation, waves and sound, and the nature of light and its interaction with matter. Emphasizes qualitative and quantitative reasoning to explain everyday physical phenomena and the effective communication of scientific ideas. A general education course for non-technical majors.

PHS 1002A Physics of Everyday Life Laboratory (1.50)

Prerequisite: PHS 1002

Duration: 4

Lab companion to PHS1002: Physics of Everyday Life. Invites students to explore the simple rules that shape the world around us through hands-on experiments at home. Using science kits, students investigate everyday scenarios—like why a car speeds up as it rolls down a ramp, why a swing eventually comes to rest, or why a soccer ball kicked across a field behaves differently than a golf ball bouncing off a club. Students also explore the unseen pushes and pulls at work in a roller coaster and discover how it trades height for speed as it climbs and dives. Energy will be examined in familiar settings, such as the kitchen, to reveal how it shifts and transforms in daily life. Course also introduces sound and light as waves, highlighting how they travel and interact with the world around us. Each activity is designed to spark curiosity, encourage observation, and help students see everyday experiences in new and meaningful ways. Focus is on discovery, reflection, and uncovering the simple patterns in nature that make the world both understandable and fascinating.

PSY 98A Benchmark Written Exam (0.00)

Prerequisite: PSY 602; PSY 607A; PSY 644; PSY 614A; PSY 647; PSY 656; PSY 657; PSY 648; PSY 637B; PSY 649

Duration: 4

Students will take the benchmark written examination after completing PSY 602, PSY 607A, PSY 644, PSY 614A, PSY 647, PSY 656, PSY 657, PSY 648, PSY 637B, and PSY 649.

PSY 99A Comprehensive Exit Exam (0.00)

Prerequisite: PSY 659A; PSY 606; PSY 659B; PSY 682; PSY 659C; PSY 658; PSY 685; PSY 659D; PSY 684; PSY 659E; PSY 659F

Duration: 4

Student will take the comprehensive exit examination covering materials in all phases of the program following the completion of all coursework and Mentored Applied Training Experience.

SOC 330 Film in a Global Context (4.50)

Prerequisite: ENG 102

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 375 Contemporary Social Theory (4.50)

Prerequisite: ENG 102; SOC 365

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 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.

Courses (Individual-Based)

COUN 6110 - Psychopathology
COUN 6111 - Career Development and Counseling
COUN 6112 - Research Methods and Program Evaluation in Counseling
COUN 6113 - Psychopharmacology
COUN 6114 - Clinical Assessment, Diagnosis, and Treatment
COUN 6115 - Group Counseling
COUN 6116 - Contemporary Issues in Counseling
COUN 6117 - Advanced Ethical Practice and Record Management
PSY 6126 - AI Ethics in Mental Health
PSY 8107 - Program Evaluation PSY
PSY 8144 - Group Therapy
PSY 8160 - Cogniti/Personality Assessment
PSY 8161 - Multicultural Psychology
PSY 8163 - Youth Psy and Psychopathology
PSY 8164 - Adult Psychopathology
PSY 8606 - Clinical Supervision in Psy